



Ark Boulton
Academy

“Growing together, reaching higher”

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

September 2016

Date of last review:	May 2017	Review period:	1 Year
Date of next review:	May 2018	Owner:	Melissa Lines

POLICY INFORMATION

Named personnel with designated responsibility for SEND

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2016/2017	Mrs Melissa Lines	Mr Pawel Ptak	Julie Griffiths	Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
September 2015	Policy created	Pawel Ptak
May 2016	Policy reviewed	Melissa Lines
May 2017	Policy reviewed	Melissa Lines

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
September 2016		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
Date	Course Title	Staff
March 2017	Level One – Autism Awareness	All teaching staff and 121 mobility assistants
April 2017	Epi Pen, Diabetes, Asthma	All Staff
September 2016 – July 2017	‘The National SENCO AWARD’	Mr Pawel Ptak

CONTENTS

1. Compliance	Page 4
2. Roles and Responsibilities	Page 4
3. Our Visions, Values and Aims	Page 5
4. Identifying Special Educational Needs	Page 5
5. A graduated approach to SEN Support	Page 6
6. Recording SEND	Page 7
7. Support for Families	Page 7
8. Supporting pupils at school with medical conditions	Page 8
9. Monitoring and evaluation of SEND provision	Page 8
10. Training and Resources	Page 8
11. Storing and Managing Information	Page 9
12. Accessibility	Page 9
13. Dealing with complaints	Page 9
14. Reviewing the policy	Page 10
15. Equality Impact Statement	Page 10
16. Links	Page 10
17. Appendix A	Page 11

1. COMPLIANCE

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND (SEND) Code of Practice 0 – 25, September 2015.

This policy was created by Mrs Lines (Assistant Principal – SENCO) who took into account the views of pupils, parents and relevant other stakeholders.

2. ROLES AND RESPONSIBILITIES

The SENCO

The SENCO and the Leader of Enhanced Provision (Mr Pawel Ptak) has day-to-day responsibility for the operation of the SEND policy and co-ordinating provision made for students with SEND.

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.

The SENCO plays an important role with the SLT, Principal and governing body in determining the strategic development of the SEND policy and provision within the school in order to raise the achievements of students with SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the SENCO is also responsible for the following:

- In relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent / carer of the pupil that this may be the case as soon as is reasonably practicable.
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil's special educational needs, and co-ordinating the making of special educational provision which meets those needs.
 - Monitoring the effectiveness of any special educational provision made.
 - Securing relevant services for the pupil where necessary.
 - Ensuring the records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date.
 - Liaising with and providing information to a parent / carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision made
 - Ensuring that, where the pupil transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution.
 - Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.
- Selecting, supervising and training learning support assistants who work with pupils with special educational needs.
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs.
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of pupils with special educational needs.

- Preparing and reviewing the information required by law to be published in relation to special educational needs provision.

The SEND Link Governor

The SEND Link Governor has specific oversight of the school's arrangements for SEND. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated to support pupils with SEND.
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND provision within the school.
- Helping to review the school's policy on provision for pupils with SEND.
- Assuring the governing body that the school website publishes the school's SEND offer.

The Senior Leader who manages SEN and the Principal

Has the overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

3. OUR VISION, VALUES AND AIMS

Our vision for all pupils, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to participate fully in society and lead happy and successful lives.

As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Boulton Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it.

In achieving our aims, we will:

- Work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind.
- Set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND.
- Teach, recognise and reinforce good behaviour.
- Organise our academy so that every child knows, and is known well by, every adult in the academy.
- Prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success.
- Make sure pupils have enough time both for core subjects and for extra-curricular activities.

4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do

not develop age appropriate knowledge and skills, or who fall behind their peers are identified as early as possible.

The attainment in English and mathematics of all pupils is assessed upon entry to the academy in order to:

- Form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that pupils who fall behind are identified as early as possible.
- Identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures.
- Pupils at Key Stage 3 are also assessed annually for literacy development so that those who fall behind their peers may receive the necessary targeted or specialist input to help them catch up.

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent / carer. Where learning needs appear complex, we may also seek input from specialists such as educational psychologists, physical disabilities support service, hearing impairment team, visual impairment team, communication and autism team, physiotherapists or speech and language therapists.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEND Code of Practice 0 – 25 (2014):

- Communication and interaction needs refer to those students who experience difficulty with speech, language and communication.
- Cognition and learning needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.
- Social, emotional and mental health needs, as manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention, or forming attachments with adults also fall into this category.
- Sensory and / or physical needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5. A GRADUATED APPROACH TO SEN SUPPORT

At Ark Boulton Academy we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- Assessing the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress.
- Planning the most effective and appropriate short term intervention, based on evidence of what works.
- Providing this intervention and training staff to deliver it to a high standard.
- Reviewing the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention.

Wave 1: Universal Support

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this **universal** level, we train our teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in a One Page Pupil Profile. The Pupil Profile is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Wave 2: Targeted Support

We provide **targeted** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

Wave 3: Specialist Support

We provide **specialist** support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high quality teaching and targeted intervention. This may include assessment and / or support from:

- An educational psychologist.
- A speech and language therapist.
- Specialist sensory advisory teachers for students with, for example, autism, hearing or visual impairments.
- Physical Disabilities Support Service.
- Physiotherapist.

6. RECORDING SEND

We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils.

For each pupil with SEND, the SENCO will record on the academy data management system their broad area/s of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the academy SEND register.

Records of interventions and support are kept in the academy provision map.

When the pupil has caught up with their peers and therefore no longer requires the additional provision or support, in consultation with parents the entry will be deleted from the SEND register and provision will be ended in the provision map.

7. SUPPORT FOR FAMILIES

We provide support to parents / carers of pupils with SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of Key Stage 3 parents / carers may talk to the SENCO about choosing options for Key Stage 4 for their children with SEND. Similarly at the end of Key Stage 4 parents / carers may approach the SENCO for support relating to Sixth Form or other further education options. Additional support to families is available through the local authority, whose Local Offer can be accessed here: www.mycareinbirmingham.org.uk

Parents may also wish to get in touch with SENDIASS: SENDIASS@birmingham.gov.uk
Telephone: 0121 303 5004.

8. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have special educational needs and where this is the case the academy will comply with the SEND Code of Practice 0 – 25 (2014).

The policy for meeting the needs of pupils with medical conditions sets out the academy approach in this regard. This [medical policy](#) is available on the academy web site.

9. MONITORING AND EVALUATION OF SEND PROVISION

The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to pupils' needs as set out in section 5.

The senior leadership team, supported by the SENCO, regularly observe lessons to monitor the quality of teaching, and for those pupils with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Pupil Profiles.

The progress of pupils who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess pupils' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing pupils to catch up with their peers.

Students with a Statement of Special Educational Needs or an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and, if needed, changes are made.

10. TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Boulton Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEND.

Staffing and resources are funded through the Academy's notional SEN budget - a sum of money the academy receives to spend at our discretion for meeting the needs of pupils with

SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with a statement of SEN or Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.

The SENCO regularly attends SENCO network meetings at both Local Authority and Ark Network level in order to keep up to date with local, Ark Network-wide and national updates in SEND as well as being a member of the NASEN for frequent updates and training opportunities.

11. STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with guidance presented in the [Data Protection Policy](#), available on the website.

12. ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

The main priorities in Ark Boulton Academy's Accessibility plan are as follows:
Increasing the extent to which disabled pupils can participate in the school curriculum. Ark Boulton Academy will endeavour to provide suitable access to a range of curriculum opportunities:

- The school will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, guidance and support will be given by the SENCO, Mrs D Parsons.
- Ark Boulton have several Teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and care plan are being met.
- Ark Boulton Academy to facilitate services from a range of agencies for all pupils and their families.

Our accessibility plan can be viewed here, [Accessibility Policy](#).

13. DEALING WITH COMPLAINTS

Our named person for all matters relating to SEND is Mrs Debbie Parsons. She should be contacted if parents / carers have a concern. If a parent wishes to make a formal

complaint, guidance as to how this can be done is available on the academy website. [Complaints Procedure.](#)

14. REVIEWING THE POLICY

The Governors, the Principal and the SENCO, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website.

This policy will be reviewed annually.

15. EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

16. LINKS

For ease of reference, we include the following hyperlinks:

Document	Hyperlink
The Academy SEN Information Report	See our website
Birmingham Local Offer	www.mycareinbirmingham.org.uk
Drive for Literacy	www.driveforliteracy.co.uk
Data Protection Policy	See our website
Behaviour Policy	See our website
Ark Boulton Academy Accessibility Plan	See our website
Policy for meeting the needs of pupils with medical conditions	See our website
Ark Boulton Academy complaints procedure	See our website

Appendix A: Assessment Strategy

At half-termly intervals, use data to colour-code students' attainment / progress / wider outcomes:

RED = Attainment / progress below average; gap between pupil and peers not closing

AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing

GREEN = Attainment / progress in average range

UNIVERSAL	Possible area/s of need	TARGETED	SPECIALIST
Half-termly data review	<i>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</i>	Further school-based assessment to inform universal strategies and targeted interventions (Specialist teacher / SENCo)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENCo)
Attainment + progress: English Reading Test Results (NGRT)	Literacy difficulties	Extra Literacy lessons	SpLD teacher - GL Dyslexia Screening WRAT IV / YARC / AAB Comprehensive Test of Phonological Processing (CTOPP) Check vision Ed Psych GP referral
	EAL	EAL Stages / QCA Scales	EAL teacher
	Language and Communication Difficulties		Speech and Language Therapist- Language and Communication Checklist Check hearing GP referral
Attainment + progress: maths	Numeracy difficulties	Extra Numeracy lessons	Ed Psych- Basic Number Screening Test (Y7 and Y8)
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay		Paediatrician Ed Psych - CAT 4 Consider personal history
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion	Mental health problems	Talkabout Teenagers	EWO CAHMs therapist Ed Psych Paediatrician
	Difficulties related to personal organisation	Talkabout Teenagers	Ed Psych
	Social Skills Difficulties	Talkabout Teenagers	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination – observational information	Motor Skills Problems		Ed Psych - Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test
Isolated / socially withdrawn – observational information	Social Skills Difficulties		Speech and Language Therapist CAT

Appendix A: Inclusion Strategy



Cognition and Learning	Literacy	<p>Learning and Teaching</p> <p>Whole school literacy strategy: Drive for Literacy</p>	<p>English curriculum for pupils with weak literacy.</p> <p>English Mastery Foundation Pathway</p> <p>Additional English lessons + Phonics</p>	<p>Read Write Inc.</p> <p>On-line spelling intervention programmes</p> <p>http://www.lexialearning.com</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>
	Numeracy	<p>Good Teaching</p>	<p>Maths Mastery</p> <p>Level 1 iGCSE foundation paper*</p>	<p>Targeted Number Support</p> <p>Successmaker Maths</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>
	MLD / GDD	<p>Good Teaching</p> <p>Whole school approach / strategies for teaching pupils with generally low attainment</p> <p>Teaching Assistant Support</p>	<p>Adapted English and Maths curriculum for pupils with general low attainment:</p> <p>Visual / Kinaesthetic learning</p> <p>Support with self-organisation</p>	<p>As for literacy and numeracy</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p> <p>Speech and Language Therapist</p>



Language and Communication	Whole School Communication Strategy	Language rich and language supportive curriculum	Vocabulary Enrichment programme Language For Thinking Narrative Enrichment Programme	Specialist assessment and / or bespoke support: Speech and Language Therapist
Social, emotional, mental health	Whole school behaviour policy Whole school communication strategy Pastoral support offer (sanctions as well as supportive input) Restorative / mediation approaches	PSHE curriculum, with an emphasis on emotional / social / mental well-being SEAL	Talkabout Teenagers Anger Management support Counselling Behaviour support plan / Pastoral support plan	Specialist assessment and/or bespoke support: Educational Psychologist CAMHs / TAMHs Alternative provision Group / family / individual therapy Social Services
Attendance	Whole school focus on attendance (Incentives, etc.)	PSHE curriculum – as above School-home contact (form tutors)	In-school meetings with parents / carers Attendance contract Attendance Officer	EWO CAMHs / TAMHs Social Services if needed
Physical / Sensory Needs	Accessibility plan		As directed by specialist services	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	Language curriculum for stage 1 and stage 2 learners		