



Ark Blacklands Primary Academy

SEND Policy

PURPOSE

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 Code of Practice 0 – 25, September 2014. This policy was created by the academy SENCo in collaboration with the SEND Link Governor and the Academy Leadership Team, considering the views of pupils, parents and relevant other stakeholders.

Date of last review:	December 2021	Author:	Education Directors
Date of next review:	December 2022	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Blacklands Primary Academy	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333



Policy Information

Named personnel with designated responsibility for all matters associated with SEND:

Role	Designated Person	Contact Details
SENCo About to complete the NASENCo award	Adam Higgins-Gooch	a.higgins- gooch@arkblacklandsprimary.org
Senior leader who manages the SEND Department	Adam Higgins-Gooch	a.higgins- gooch@arkblacklandsprimary.org
SEND Link Governor	Natasha Tewkesbury	ntewkesbury@hastings.gov.uk
Designated teacher with safeguarding responsibility	Adam Higgins-Gooch	a.higgins- gooch@arkblacklandsprimary.org
Member of staff responsible for pupils with medical needs	Adam Higgins-Gooch	a.higgins- gooch@arkblacklandsprimary.org
Member of staff responsible for managing PPG/LAC funding	Natalie Rankin	n.rankin@arkblacklandsprimary.org

Roles and Responsibilities

Who is the Academy SENCO?

The SENCO at Ark Blacklands Primary Academy is Adam Higgins-Gooch. He can be contacted on 01424 429279, or alternatively by email:

info@arkblacklandsprimary.org

For parents of existing pupils who may have concerns around their learning or other difficulties, we recommend that you speak to your child's class teacher in the first instance. However, you may also contact the SENCO to arrange an appointment to discuss your concerns.

If you continue to have concerns about the provision your child is receiving, then you may also contact the Head of School to raise these issues.

The SENCo

The SENCo has day-to-day responsibility for the operation of the SEN and disabilities policy and coordinating provision made for students with SEN and disabilities.

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

The SENCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEN and disabilities policy and provision within the school to raise the achievements of students with SEN and disabilities.

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 SEN and disability. Their responsibilities include:

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

The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

Our Vision, Values and Aims

Our vision for all pupils, including those who may have special educational needs and/or disabilities, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

Our mission is to prepare our pupils to succeed and to achieve their full potential.

We set high expectations for learning and behaviour in our daily lives at Ark Blacklands, which is shared with pupils, staff and parents.

The vision for our pupils is clear. We believe that every child should have the opportunity to succeed at university or in a career of their choice. We provide them with the skills they need for success at secondary school and beyond.

Our 'Habits of Success' guide the culture and ethos of our Academy to ensure that we are able to realise our mission. They are a central part of the life of the Academy and should be evident in every aspect of Academy life.

Our habits of success are....

R E S P O N S I B I L I T Y
C U R I O S I T Y
I N D E P E N D E N C E
C O U R A G E
D E T E R M I N A T I O N
R E S I L I E N C E
A S P I R A T I O N

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 SEN and disabilities 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 SEN and disabilities
- 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 SEN and disabilities the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

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 of all pupils is assessed upon entry to the academy, either as part of the Early Years Foundation Framework and CEM baseline or through assessment against the national curriculum and standardised mathematics and reading tests in KS1 and KS2. This is 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. Refer to Appendix A for a full list of assessments and interventions.

Pupils in year 1 are also assessed nationally for phonics 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 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 SEN Code of Practice 0 – 25 (2014):

- **Communication and interaction** need 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

A graduated approach to SEN support

At Ark Blacklands Primary 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 the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress and parent and pupil views.
- *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 as well as clear information for parents / carers

- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Tier 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 special educational needs and disabilities. 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 Pupil Profile. The Pupil Profile is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Tier 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 few weeks to minimise disruption to the regular curriculum.

Tier 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 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 Speech and Language Therapist – East Sussex)
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Communication, Learning and Autism Support Service (CLASS)
- Inclusion, Special Educational Needs and Disability Services (ISEND)
- Child & Adolescent Mental Health Service (CAMHS)
- National Deaf CAMHS (and) CAMHS South East Outreach Team
- We offer Nurture provision for KS1 pupils in the morning which includes English and maths programmes. Nurture group interventions to support the development of social skills, such as resilience, social interaction and communication are provided during the year for pupils referred from KS1 and KS2.

How do we assess and review the progress of our pupils with SEND?

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Our teachers continually assess and review the progress of all of our pupils in class using a variety of methods. They are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

Support for all children is coordinated through the academy's provision map. If a child receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

Baseline assessment (Assess) Target setting (Plan) Targeted support (Do) Review and evaluation (Review)

These processes are carried out between the teachers, the School Leadership Team and the Inclusion Team; we have a variety of ways of measuring the progress of pupils with SEND according to their specific needs; these will involve entry and exit data for a planned intervention, such as academic progress data, attendance data, behaviour logs and assessments carried out by outside agencies such as Speech and Language Therapists, etc. Where a child's needs are more significant, then the SENCO will write a 'Additional Needs Plan' (sometimes called an ANP) which is based on a Local Authority approved template and provides a much more thorough outline of the child's needs, as well as setting specific outcomes for each pupil. This is usually reviewed on a six-weekly basis.

Refer to Appendix A for a full list of assessments and interventions provided at Ark Blacklands Primary Academy.

Recording SEN and disabilities

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

For each pupil with special educational needs and/or a disability, 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 SEN/D 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 SEN/D register and provision will be ended in the provision map.

Support for families

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

Specific support is provided at key transition points. At the end of reception parents/carers may talk to the SENCo about transition plans for starting Key Stage 1. Similarly, at the end of Key Stage 2 parents / carers may approach the SENCo for support relating to Secondary School options.

Additional support to families is available through the local authority, whose Local Offer can be accessed [here](#).

Parents may also wish to get in touch with the Parenting Practitioner from 'Open for Parents' (an East Sussex County Council organization) using the 'Triple P' parent support programme.

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 policy is available on the academy web site [here](#).

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 SEN and/or disabilities 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 SEN and/or disabilities 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.

Training and resources

We make every effort to ensure that staff at Ark Blacklands Primary Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEN and/or disabilities.

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.

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 to keep up to date with local, Ark Network-wide and national updates in SEND.

The SENCo is currently completing the National Award for Special Education Needs.

Storing and managing information

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website. [Insert a link to your data protection policy here]

Accessibility

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

At Ark Blacklands Primary Academy we aim to:

- Ensure no student is excluded from accessing the premises
- Ensure that teaching and learning meets the needs of all learners through effective differentiation
- Ensure computer provision for all students identified as requiring ICT support.
- Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.
- Continue to ensure that the needs of SEND students are met and seen to be met.
- Ensure all out of school activities are planned to ensure the participation of SEND pupils.
- To liaise with local primary schools and SENAR to:
 - review potential intake for September 2016
 - written material in alternative formats, if required
 - newsletters and other information for parents in alternative formats, if required
- Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.
- disabled parents have every opportunity to be involved

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

Dealing with complaints

Our named person for all matters relating to special educational needs and disabilities Mr. Adam Higgins-Gooch. He 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 [here](#).

Reviewing the policy

Governors, the Principal and 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.

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.

LINKS

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEN Information Report	link
East Sussex County Council Local Offer	link
Data protection policy	link
Behaviour policy	link
Ark Blacklands Primary Academy Accessibility Plan	link
Policy for meeting the needs of pupils with medical conditions	link
Ark Blacklands Primary Academy Complaints Procedure	link

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 (Class teacher, SENCo, T&L Lead)	<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 <ul style="list-style-type: none"> RWI phonics band progression EYFS ELGs in C&L, Lit and CEM baseline KS1 and 2 reading and writing KPIs and PIRA 	Literacy difficulties	RWI 1:1 assessment GL Dyslexia Screening Comprehensive Phonics Assessment Check vision Reading Tests Spelling Tests	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages	EAL teacher
	Language and Communication Difficulties	Early Talk Bost/Talk Boost tracker Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths <ul style="list-style-type: none"> EYFS ELG in Mathematics, PUMA, CEM baseline KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests, arithmetic data and PUMA 	Numeracy difficulties – check gaps on KPIs first!	The 15-minute norm-referenced mathematics test (KS2) CAT 4 quantitative (KS2) WRAT IV math computation (KS1 & 2)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 (KS2) Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion Socially isolated/withdrawn	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile	EWO CAHMs therapist Ed Psych Paediatrician
	Social Skills Difficulties	Pragmatics checklist / Talk Boost tracker social communication section	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination - EYFS PD ELG <ul style="list-style-type: none"> KS1 and 2 observational information 	Motor Skills Problems	Motor skills checklist (EYFS/KS1) Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist

Appendix A: Inclusion Strategy

Whole School Strategy



Curriculum



Targeted Support



Specialist Support

Cognition and Learning	English	<p>Quality First Teaching</p> <p>Whole school literacy strategy</p>	<p>High quality guided reading and reading for pleasure opportunities</p> <p>Read Write Inc phonics, spelling and Literacy and Language programmes</p> <p>Talk for Writing Project</p> <p>Nelson whole school handwriting programme</p> <p>English curriculum for pupils with weak literacy:</p> <ul style="list-style-type: none"> • Additional 1:1 phonics tutorials <p>In line with the Ark Blacklands Primary Academy Curriculum.</p>	<p>Phonics intervention RWI 1:1 and small group intervention</p> <p>Dyslexia Support materials</p> <p>Reading interventions</p>	<p>Assessment and/or bespoke support:</p> <p>Specific Learning Difficulties teacher</p> <p>Educational Psychologist</p>
	Maths	<p>Quality First Teaching</p>	<p>Maths Mastery</p> <p>In line with the Ark Blacklands Primary Academy Curriculum.</p>	<p>Targeted Number Support (based on KPI gaps analysis)</p> <p>Maths Mastery interventions in YR and Y1 (counting, place value, number bonds, calculation)</p> <p>In line with the Ark Blacklands Primary Academy Curriculum.</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>
	MLD / GDD	<p>Quality First 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>Nurture/curriculum support model</p> <p>Small steps learning</p> <p>Visual / Kinaesthetic learning</p> <p>Support with self-organisation</p> <p>In line with the Ark Blacklands Primary Academy Curriculum.</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>

Whole School Strategy



Curriculum



Targeted Support



Specialist Support

Language and Communication	Whole School Communication Strategy	Language rich and language supportive curriculum <ul style="list-style-type: none"> • Read, Write Inc • Key Word lists • Circle Time • Class discussion 	Early Talk Boost and Talk Boost Speechlink	Speech and Language therapy Educational Psychologist input Child and Adolescent Mental Health (CAMHS) Occupational Therapy Autism Support Service Specialist outreach services for ASD
Social, emotional, mental health	Whole school behaviour policy Whole school communication strategy Pastoral support offer (sanctions as well as supportive input) Restorative / mediation approaches	<ul style="list-style-type: none"> • Teacher Check Ins • Reward Charts • Engagement and Learning Mentor • In Class Support • Learning Breaks 	Social Skills Groups Friendship Groups Mentoring / key worker Anger support Counselling Behaviour support plan Nurture group	Specialist assessment and/or bespoke support: Educational Psychologist CAMHs / TAMHs Alternative provision Group / family / individual therapy Social Services
Physical / Sensory Needs	Accessibility plan	<ul style="list-style-type: none"> • Sit and Move Cushions • Assistive Technology • Learning Breaks • Fidget Toys 	Sensory Circuits School adaptations Regular review of the school's	Specialist support from: Visual impairment Hearing Impairment Physical Disability Support Team Occupational Therapy
Attendance	Whole school focus on attendance (Incentives, etc.)	School-home contact As per the Ark Blacklands Primary Academy Local Offer.	In-school meetings with parents / carers Attendance contract	Local Authority Education Support, Behaviour and Attendance Service (ESBAS)
EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	Tower Hamlets 10-week induction programme As per the Ark Blacklands Primary Academy Local Offer.		