



# Ark All Saints Academy

## SEND Policy

### 1 INTRODUCTION

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Whilst all schools have statutory responsibilities for scholars with Special Educational Needs and Disabilities (SEND) as covered by the special educational needs and disabilities code of practice (DfE June 2014) we go above and beyond this in four distinctive ways:

- a) Early identification
- b) Forensic teaching
- c) High impact intervention
- d) Review and response

### 2 EARLY IDENTIFICATION

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#### 2.1 Universal Screening

*We ensure that every child in Year 7 is screened at the start of the school year and that every child joining Ark All Saints Academy after this point is screened on entry.*

2.1.1 In Year 7 every child is assessed to determine their reading age and may be assessed for their speaking and listening level. Those below expected levels or who are already on the SEN register from KS2 will then undergo further diagnostic screening to establish the area of need. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Reintegration Readiness Scale will be used.

2.1.2 Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

#### 2.2 On-going identification

Our Academy is a data rich environment and the six weekly data collection for core subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data identifies scholar's displaying behavioural problems.

### 3 FORENSIC TEACHING

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*We train our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.*

Our teachers 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 adapt the environment so that the child can access the curriculum fully.

We prioritise this training and have designed specific modules for every teacher from those on our initial teacher training programme, through middle and senior leadership programmes. Our inclusion team provide bespoke whole school training to ensure that all teachers are able to meet the needs of the children in their classes. This includes teaching reading and writing, techniques for meeting the needs of dyslexic and autistic children, de-escalating challenging behaviour and creating communication friendly classrooms.

### 4 HIGH IMPACT INTERVENTION

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*We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our students present.*

When a problem is highlighted, we identify, implement and review the most appropriate intervention for each individual scholar (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support scholars with particular learning needs. We train staff in a number of interventions that have been proven to have the most significant impact in addressing commonly encountered Special Educational Needs.

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
<b>Literacy</b> (inc. speaking, listening and communication)	<ul style="list-style-type: none"> <li>• Oral language project: Secondary Talk</li> <li>• Drive for Literacy</li> <li>• English Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative intervention and vocabulary enrichment</li> <li>• Read Write Inc., Fresh Start and SRA</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language therapy</li> <li>• Educational Psychology input</li> <li>• Child and Adolescent Mental Health (CAMHS)</li> <li>• Ark Plus – Specialist outside agency intervention</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Maths Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• MM tutorials</li> <li>• Number count</li> <li>• First class maths</li> </ul>	
<b>Social, emotional and mental health needs</b>	<ul style="list-style-type: none"> <li>• Year 7 transition interventions</li> <li>• Ark Plus – school based intervention</li> </ul>		

## 5 REVIEW AND RESPONSE

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*Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEN registers and the number who are excluded.*

- 5.1 Support for all scholars is coordinated through each academy's inclusion map. If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:
- a) Baseline assessment (Assess)
  - b) Target setting (Plan)
  - c) Targeted support (Do)
  - d) Review and evaluation (Review)
- 5.2 The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, heads of faculty in consultation with the SENCO will determine whether to refer the scholar for specialist assessment. Where such an assessment confirms that the scholar has a learning difficulty which requires special educational provision, the SENCO places the scholar on the SEN register at SEN Support.
- 5.3 School leadership teams review the progress of all scholars every six weeks and make appropriate responses to this data. They report numbers on the SEN register and exclusions termly to the LGB and ARK Schools.

## 6 EQUALITY IMPACT STATEMENT

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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.

Title	Details
The Principal of the academy	Lucy Frame
The academic year of the document	2014/15
Chair of Governors	Peter Martin
SENCO	Una Buckley

## POLICY INFORMATION

### Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2014/15	K Bruce	A McDowell	P Martin	P Martin

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
2022/2023		K Bruce

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2014/15		P Martin