



Special Educational Needs and Disability (SEND) Policy (Secondary)

Date of last review:	September 2017	Author:	Education Directors
Date of next review:	September 2019	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Putney Academy	Key Contact Name:	Karen Borthwick
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Inclusion Model

1 POLICY INFORMATION

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

Role	Designated Person	Contact Details
SENCo	Karen Borthwick	k.borthwick@arkputneyacademy.org 0208 788 3421 ext 159
Senior leader who manages the SEND Department	Jackie White	j.white@arkputneyacademy.org 0208 788 3421 ext 184
SEND Link Governor	Genevieve Field	G. field@arkonline.org
Designated teacher with safeguarding responsibility	Jackie White	j.white@arkputneyacademy.org 0208 788 3421 ext 184
Member of staff responsible for pupils with medical needs	Karen Borthwick	k.borthwick@arkputneyacademy.org 0208 788 3421 ext 159
Member of staff responsible for managing PPG/LAC funding	Jackie White	j.white@arkputneyacademy.org 0208 788 3421 ext 184

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
September 2017	Policy created	Karen Borthwick
May 2018	Policy reviewed	Karen Borthwick

Ratification by Governing Body

Academic Year	Date of Ratification	Chair of Governors

Dates of staff training for this academic year

Dates	Course Title	Staff
Termly	SENCo Meetings and Training – ARK & Wandsworth	Karen Borthwick
Yearly	Diabetes Awareness and review	All SEN Staff
March 2016	SALT Comprehension Training	Ms R Cheves
November 2018	ASD Training	All Staff

On going training for identified pupils and their teachers

2 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 2014 update 2015.

This policy was created by the Academy SENCo in collaboration with the SEN Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders

3 ROLES AND RESPONSIBILITIES

The SENCo 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

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The SENCo plays an important role with the Principle 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 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 SEND 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.

4 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 lead happy and successful lives.

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

5 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. Refer to Appendix A for a full list of assessments and interventions.

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 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** 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 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

6 A GRADUATED APPROACH TO SEN SUPPORT

At ARK Putney 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 expectation 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 Student Profile. The Student 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:

- A educational psychologist
- A speech and Language therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Garratt Park Advisory Services working with pupils within the Autistic Spectrum 11-18
- Connexions PA Advisors
- Counselling Services

We run Nurture Group in Year 7 and 8 for pupils who need support with the transition from primary to secondary and who have additional needs.

Students have access to smaller classes in the core subjects if they have additional learning needs.

Refer to Appendix A for a full list of assessments and interventions provided at ARK Putney Academy

7 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 5 above, as well as a description of any specific areas of need. This will make up the academy SEN/D register.

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.

8 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: <http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

Parents may also wish to get in touch with Wandsworth Information, Advice and Support Service (WIASS): <http://www.wandsworth.gov.uk/wiass>

9 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 medical policy.

10 MONITORING AND EVALUATIONS OF SEND PROVISIONS

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 6.

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 Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

11 TRAINING AND RESOURCES

We make every effort to ensure that staff at ARK Putney 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 £6,000 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 are 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.

Additional the SENCo is a member of Nasen.

12 STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website: <http://arkputney.org/policies/data-protection-policy-0>

13 ACCESSIBILITY

The Academy offers

- DDA Complaint with accessibility for all users
- Access to the Curriculum – pupils are enabled to access all curriculum opportunities, have appropriate means of communication and have pupil profiles and support plans
- Students who are required to have Access Arrangements for exams are tested as appropriate and relevant applications made to JCQonline. Students sign a Data Protection document
- These arrangement may include: Readers/scribe, rest breaks, additional time
- The full information can be found via this link to the Accessibility Plan
- The SENCo has full knowledge and understanding of JG requirements
- Teaching staff inform the SENCo of any support they may need for a candidate

Special Educational Needs Co-ordinator SENCo

- Ensures appropriate arrangement adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of the exam)

- Examples of Access Arrangements

Example of candidate Need(s)	Arrangements Explored	Centre actions
<p>A medical condition Which prevents the Candidate from taking exams in the centre</p>	<p>Alternative site for The conduct of Examinations</p> <p>Supervised rest breaks</p>	<p>SENCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Pastoral head provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Pastoral head discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits appropriate ‘Alternative site for the conduct of exams form’</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>Pastoral head confirms with candidate the information is understood</p> <p>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate’s timetable, confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate’s condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate’s performance in exam may have been affected by his/her condition</p> <p>RO discusses with pastoral head if candidate is eligible or special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) or special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Pastoral head inform candidate that special consideration has been requested</p>

Example of candidate Need(s)	Arrangements Explored	Centre actions
Persistent and Significant difficulties in accessing written text	Reader/computer Reader 25% Extra Time Separate invigilation within the Centre	Confirms candidate is disabled within the meaning of the Equality Act 2010 Papers checked for those testing reading Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded Form 8, signed and dated, with Sections A, B and C completed: kept on file with body of supporting evidence, printed approval from AAO and signed Data Protection Notice
Significant difficulty in concentrating	Prompter Separate invigilation within the Centre	Gathers evidence to support substantial and long term adverse impairment Confirms with candidate how and when they will be prompted Briefs invigilator to monitor candidate and the method of prompting (call out his/her name to bring his/her attention back to the paper – confirms requirement for separate room)
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed Provides height adjustable desk in exam room Allocates exam room on ground floor near adapted bathroom facilities Spaces desks to allow wheelchair access Seats candidate near exam room door Confirms arrangement in place to assist the candidate in case of emergency evacuation of the exam room Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment

14 DEALING WITH COMPLAINTS

Our named person for all matters relating to SEND is Karen Borthwick. 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

15 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 SENF provision during the year, will review the policy, publishing an updated version on the school website.

16 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 policy. 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 Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment

17 LINKS

For ease reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	http://arkputney.org/policies/sen-information-report
Wandsworth Local Offer	http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/loaloffer.page
Drive or Literacy	http://driveforliteracy.co.uk/
Data Protection Policy	http://arkput.org/policies/data-protection-policy-0
Behaviour Policy	http://arkputney.org/complaints
ARK Putney Academy Accessibility Plan	Need link
Policy for meeting the needs of pupils with medical conditions	Need Link
ARK Putney Academy Complaints Procedure	http://arkputney.org/complaints

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