



Ark Kings Academy

**Special Educational Needs
Disability (SEND)
Policy**

2017 – 2018

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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 Primary Phase Inclusion Lead and Secondary Phase SENCo in collaboration with the SEND Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

Date of last review:	January 2018	Author:	Education Directors
Date of next review:	September 2020	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:	Senior Management Team
School:	Ark Kings Academy	Key Contact Name:	Governance Team
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

Information

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

Role	Designated Person	Contact Details
Primary Phase Assistant Head Teacher (Inclusion / SENCo)	Tracey Robinson	t.robinson@arkkingsacademy.org
Secondary Phase SENCo Completed the NASENCo award October 2016	Amanda Busby	a.busby@arkkingsacademy.org
Senior leader who manages the SEND Department		
Primary Phase	Tracey Robinson	t.robinson@arkkingsacademy.org
Secondary Phase	Sean McCay	s.mccay@arkkingsacademy.org
SEND Link Governor	Jo Hayward	j.hayward@arkkingsacademy.org
Designated teacher with safeguarding responsibility	Sean McCay	s.mccay@arkkingsacademy.org
Member of staff responsible for pupils with medical needs		
Primary Phase	Tracey Robinson	t.robinson@arkkingsacademy.org
Secondary Phase	Sean McCay	s.mccay@arkkingsacademy.org
Member of staff responsible for managing PPG/LAC funding	Clair Hall	c.hall@arkkingsacademy.org

Roles and Responsibilities

The SENCo (Secondary Phase) / Inclusion Lead (Primary Phase)

The SENCo / Inclusion Lead 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 Headteacher and governing body in determining the strategic development of the SEND policy and provision within the academy 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.

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.

At Ark Kings Academy, every student will make excellent progress, develop outstanding character and be successful in life, education and employment.

Our school values, '*Aspire. Expect. Achieve. Together.*' Captures the essence of our school.

To achieve these high ambitions, we focus on three main outcomes for every student.

- High value academic qualifications that provide a basis for further training, education or employment, with a particular emphasis on high attainment in English and mathematics.
- Exemplary behaviour and attitudes to learning to ensure each student can be successful in their school, home and work life.
- Employability skills that count to ensure our students stand out in the workplace and have the right personal skills to complement their academic qualifications.

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

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 lag 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 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 Kings 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 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
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Pupil School Support (PSS)
- Communication Autism Team (CAT)
- Place to Be
- Family Support
- Referrals to Speech and Language Team
- Referrals to Community Pediatricians
- Physical Disability School Support

Based on the assessments and subsequent recommendations from external agencies, we will implement reasonable adjustments and interventions to support our students over time.

Refer to Appendix A / B for a full list of Primary Phase assessments and interventions provided at Ark Kings Academy.

Refer to Appendix C / D for a full list of Secondary Phase assessments and interventions provided at Ark Kings Academy.

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 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 recorded on the academy provision map and pupil file.

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 SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of Key Stage 2 the SENCo will work with parents / carers and pupils to ensure a smooth and supported transition to secondary phase. 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. Our young adults with EHCPs are supported in their choice

of post 16 options and the Post 16 Preference Forms are completed together during our review meetings. Additional support to families is available through the local authority, whose Local Offer can be accessed here:

[My Care Birmingham – Local Offer](#)

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. <http://arkkingsacademy.org/policies/supporting-students-medical-conditions>

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 One Page Profiles (Primary) and Pupil Information Profiles (Secondary).

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 an Education, Health and Care Plan (EHCP) 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 Kings 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 an 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.

Storing and Managing Information

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

Our Data Protection Policy can be viewed on the school website: www.arkkingsacademy.org

Accessibility

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

Ark Kings Academy (Big Kings Site) is a fully accessible site with disabled access at all entrance / exit points and lift availability. Ark Kings Academy (Little Kings Site) ensures that a plan is in place for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Ark Kings Academy Accessibility Plan can be viewed on the school website. Link above.

Dealing with Complaints

Our named person for all matters relating to SEND is Tracey Robinson (Primary Phase) and Amanda Busby (Secondary Phase). They 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.

<http://arkkingsacademy.org/complaints>

Reviewing the Policy

Governors, the Headteacher 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	http://arkkingsacademy.org/inclusion
Birmingham Local Offer	https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx
Data protection policy	[Insert link]
Behaviour policy	http://arkkingsacademy.org/behaviour-policy
Ark Kings Academy Accessibility Plan	http://arkkingsacademy.org/inclusion
Policy for meeting the needs of pupils with medical conditions	http://arkkingsacademy.org/policies/supporting-students-medical-conditions
Ark Kings Academy Complaints Procedure	http://arkkingsacademy.org/complaints

Appendix A

UNIVERSAL Half-termly data review (Class teacher, SENCo, T&L Lead)	Possible area/s of need <i>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</i>	TARGETED Further school-based assessment to inform universal strategies and targeted interventions (Specialist teacher / SENCo)	SPECIALIST 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 DfL Literacy Assessment Battery GL Dyslexia Screening Comprehensive Test of Phonological Processing (CTOPP) Check vision	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	Thrive 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 B: Primary Phase Inclusion Strategy

Whole School Strategy

Curriculum

Targeted Support

Specialist Support

Cognition and Learning	English	<p>Great 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 • Targeted support • Scaffolded support in class – writing frames, word banks, etc. • EAL induction programme 	<p>Targeted Literacy support</p> <p>RWI 1:1 Phonics interventions</p> <p>Targeted Writing and Reading interventions in the afternoons linked to KPIs and groupings informed by data</p> <p>Inclusion team to provide class teachers with meeting specific needs of pupils with SEN</p> <p>EAL targeted interventions led by EAL teacher</p>	<p>Assessment and/or bespoke support:</p> <p>Specific Learning Difficulties teacher</p> <p>Educational Psychologist</p>
	Maths	<p>Great Teaching</p>	<p>Maths Mastery</p> <p>White Rose Maths Hub (non-MM year groups)</p> <p>Maths Meetings</p> <p>National Curriculum; new KPIs</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>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>
	MLD / GDD	<p>Great Teaching</p> <p>Whole school approach / strategies for teaching pupils with generally low attainment</p> <p>Teaching Assistant Support</p>	<ul style="list-style-type: none"> • Adapted English and Maths curriculum for pupils with general low attainment: • Nurture/curriculum support model • Small steps learning • Visual / Kinaesthetic learning • Support with self-organisation • Adapted English and Maths • Visual timetables • Makaton 	<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 Makaton Visual timetables	Early Talk Boost and Talk Boost Nuffield Early Language Intervention Black Sheep Press Narrative Groups Colourful Semantics Personal visual timetables Makaton champions Infinite Power Group (ASC group)	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	SEAL Thrive PSHE and SMSC teaching in class Whole school assemblies with PSHE and SMSC focus Life bus	Social Skills Groups Mentoring / key worker Anger support Counselling Behaviour support plan / Pastoral support plan Nurture group	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.)	School-home contact Assemblies on attendance Whole school attendance awards	In-school meetings with parents / carers – outreach worker Spotlight Campaign Home visits, collecting children See attendance report	EWO CAMHs / TAMHs Social Services if needed
Physical / Sensory Needs	Accessibility plan	Accessibility plan on website	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	Tower Hamlets 10-week induction programme Bell Foundation Resources	Tower Hamlets 10-week induction programme	EAL Network Meetings
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Appendix C: Secondary Phase 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, HOY, HOD)	<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	GL Dyslexia Screening WRAT IV / YARC / AAB Comprehensive Test of Phonological Processing (CTOPP) LEXIA / Fresh Start Programme /Corrective Reading Programme	SpLD teacher Ed Psych GP referral Check Vision - Optician referral
	EAL	EAL Stages / QCA Scales	EAL teacher
	Language and Communication Difficulties	Language and Communication Checklist	Speech and Language Therapist GP referral Community Paediatrician Referral Check Vision
Attainment + progress: maths	Numeracy difficulties	Basic Number Screening Test (Y7 andY8) CAT 4 (quantitative) WRAT IV (math computation)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile	EWO CAHMs therapist Ed Psych Paediatrician Place to Be referral
	Difficulties related to personal organisation	Coping in Schools Scale	Ed Psych
	Social Skills Difficulties	Language and communication Checklist SULP	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	Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist
Isolated / socially withdrawn – observational information	Social Skills Difficulties	Language and communication checklist	Speech and Language Therapist
	Mental health problems	Strength and difficulties questionnaire	CAMHS Therapist Place to Be referral

Appendix D: Secondary Phase Inclusion Strategy



Cognition and Learning	Literacy	<p>Quality First Teaching - Great Teacher Ruberic</p> <p>Whole school literacy strategy: Drive for Literacy</p>	<p>English curriculum for pupils with weak literacy:</p> <p>English Mastery Foundation Pathway Additional English lessons + Phonics</p>	<p>Read Write Inc. Multi-sensory literacy programme for direct instruction: http://www.msl-online.net/ On-line spelling intervention programmes http://www.lexialearning.com SRA Corrective Reading Programme National Handwriting Society: http://www.nha-handwriting.org.uk/ Speed Up! A Kinaesthetic Programme to Develop Fluent Handwriting Lois Addy (Author), Robin Lawrie (Illustrator) Free Touch Typing programme: http://www.kidztype.com/index.html</p>	<p>Assessment and/or bespoke support:</p> <p>Specific Learning Difficulties teacher Educational Psychologist</p>
	Numeracy	<p>Quality First Teaching - Great Teacher Ruberic</p>	<p>Maths Mastery Level 1 iGCSE foundation paper* Edexcel 'Functional Skills in Mathematics' (Level 1 and Level 2)**</p>	<p>Targeted Number Support</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p>
	MLD / GDD	<p>Quality First Teaching - Great Teacher Ruberic</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 Group Curriculum Support model Small steps learning Visual / Kinaesthetic learning Learning to Learn Support with self-organisation</p>	<p>As for literacy and numeracy</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist Speech and Language Therapist</p>

* <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/edexcel-certificate-mathematics.html>

** <http://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Maths.html#tab-1>



Language and Communication	Whole School Communication Strategy	Language rich and language supportive curriculum	Vocabulary Enrichment programme Language For Thinking Narrative Enrichment Programme Reading for Pleasure Everybody Writes Student Talk Dynamic Discussion	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	Compass curriculum, with an emphasis on emotional / social / mental well-being	Social Skills Groups Sulp Social Development group Mentoring / key worker Anger support Counselling (Place to Be) Behaviour support plan / Pastoral support plan	Specialist assessment and/or bespoke support: Educational Psychologist Communication Autism Team ADHD TAM Forward Thinking Birmingham (FTB) 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	EWO FTB (CAMHS) 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		
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