



**Ark Kings Academy**

**SEND**

**Information Report**

**2017 – 2018**

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## PURPOSE

All schools **must** have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This Report sets out the details of provision at Ark Kings Academy.

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:	<b>Ark Kings Academy</b>	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

## 1. Who are the best people to talk to at Ark Kings Academy about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's form teacher / class teacher if you have any concerns about your child's learning
- It is likely that the form teacher / class teacher will have discussed your concerns with Tracey Robinson, Primary Phase Inclusion Manager Primary Phase or Amanda Busby, Secondary Phase SENCo.
- You may wish to arrange a meeting with the Primary Phase Inclusion Manager or Secondary Phase SENCo. Their contact details are:

### **Primary Phase Inclusion Manager**

Tracey Robinson

E-mail: [t.robinson@artkingsacademy.org](mailto:t.robinson@artkingsacademy.org)

Telephone: 0121 459 4451

### **Secondary Phase SENCo**

Amanda Busby,

E-mail: [a.busby@arkkingsacademy.org](mailto:a.busby@arkkingsacademy.org)

Telephone: 0121 459 4451

- If you continue to have concerns, arrange to discuss these with Mr Punton, the Academy Principal
- As a last resort, you may wish to speak to the Link SEND Governor, (g)

## 2. What are the kinds of special educational needs for which Ark Kings academy makes provision?

- At Ark Kings Academy we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism and Asperger's syndrome, moderate learning difficulties and social, emotional or mental health difficulties as well as hearing and visual impairment.
- There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The academy also currently meets the needs of students with an Education, Health and Care Plan and with the following kinds of special educational need:
  - Language and communication needs
  - Cognition and Learning needs
  - Social, emotional and mental health needs
  - Physical and Sensory needs

### **3. How does the academy identify and assess the needs of students with special educational needs?**

- At Ark Kings Academy we monitor the progress of all students three times a year to review their academic progress.
- Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up.
- Some students may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.
- When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the academy on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.
- In exceptional circumstances, where students fail to respond to all the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.
- Throughout the above process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

### **4. How will the academy let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's form teacher may talk to you about any issues at a parent/teacher consultation meeting.
- For more serious concerns the Primary Phase Inclusion Manager or Secondary Phase SENCo may contact you to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the academy might be considering.

### **5. How will the academy consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?**

- All parents are invited to discuss the progress of their children during the annual parents meeting, and receive a written report three times per year. In addition, we are happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed, and information will be shared with parents during parent/teacher consultation events.
- If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand and address these needs more accurately. The point of contact for these meetings will normally be the Primary Phase Inclusion Manager or Secondary Phase SENCo.

- If your child has an identified special educational need you will have regular communication with the Primary Phase Inclusion Manager or the Secondary Phase SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend the annual review, which, wherever possible will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment, planning and review.
- Students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them as part of person-centred planning.

#### **6a. What is the academy's approach to teaching students with special educational needs?**

- Quality First Teaching through the Great Teacher Rubric is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.
- We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons. There are some small group interventions including literacy interventions and SULP, as well as a social development group in KS3.

#### **6b. How does the academy adapt the curriculum and learning environment for students with special educational needs?**

- At Ark Kings Academy we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject teachers.
- We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.
- Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. These include, for example, targeted literacy programmes such as Fresh Start.
- Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with a statement of special educational needs or Education, Health and Care Plan we follow the advice and strategies described in these documents.
- When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.

- At Ark Kings Academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. See our Accessibility Plan on the school website for more details.

### 6c. What additional support for learning is available for students with special educational needs?

- At Ark Kings Academy we have a three-tiered approach to supporting students' learning needs.
- At **UNIVERSAL** level, we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs (see 6b above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of
  - *Assessing* your child's needs
  - *Planning* the most effective and appropriate short term intervention
  - *Providing* this intervention
  - *Reviewing* the impact on your child's progress towards individual learning outcomes
- Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to an agreed number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- 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 your child. This may include:
  - Educational Psychology
  - Speech and Language therapy
  - Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- For a full list of interventions provided at Ark Kings Academy, please refer to our Inclusion Strategy in Appendix A

### 6d. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

- We offer a range of clubs, trips and activities to all students at Ark Kings Academy. All Key Stage 3 students attend a residential trip each year. Year 7 visit Kingswood, Year 8 go to France and Year 9 complete the Duke of Edinburgh Award and visit London.
- Ark Kings Academy is an inclusive academy and committed to providing equal opportunities for all students.
- When necessary the academy will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.

- You should feel free to contact your child's form teacher / class teacher or the Primary Phase Inclusion Manager / Secondary Phase SENCo if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

#### **6e. How will the academy know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

- Every student has their progress tracked three times per year.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and regarding specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child.
- For pupils with an Education, Health and Care plan there will be an annual review of the provision made for your child, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

#### **7. How does the academy secure equipment and facilities to support students with special educational needs or disabilities?**

- Where external advisors recommend the use of equipment or facilities which the academy does not have, we will seek to secure it through the local authority, or purchase it using the notional SEN funding.

#### **8. How does Ark Kings Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?**

- We access specialist training from a range of specialist providers including:
  - Ark Network Lead Professionals and specialist teachers
  - Specialist services provided by the local authority
  - Specialist partner organisations, such as the Drive for Literacy (DfL)
  - Independent providers commissioned by the Academy for specific training
- During this academic year, teachers and student support staff have had the following awareness training:
  - Teaching pupils with literacy difficulties / dyslexia, provided by our Pupil Schools support and Educational Psychologist
  - Quality first teaching for students with SEND, provided by our Ark Network Lead for Inclusion
  - Teaching students with visual impairments, provided by Visual Impairment Team
  - Teaching students with hearing impairments, provided by the Hearing Impairment Team
  - All teachers are trained in Level 1 Autism Awareness, provided by the Communication Autism Team

- Where a training need is identified beyond this, we will find a provider who is able to deliver it.
- The cost of training is covered by the notional SEN funding.

## 9. What is an EHC plan and who can request one for my child?

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.
- The Plan contains:
  - The views and aspirations of you and your child
  - A full description of her/his special educational needs, along with any health and social care needs
  - Outcomes for your child's progress
  - Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs
- An EHC Plan assessment can be requested by any number of people, including:
  - You as parent or carer
  - Your child – where appropriate and aged 16 or over
  - Primary Phase Inclusion Manager / Secondary Phase SENCo
  - The Academy Principal
  - Health or social care professionals
- For full details of the EHC plan assessment process, see [www.birmingham.gov/localoffer](http://www.birmingham.gov/localoffer)

## 10. What support will there be for my child's happiness and well-being at (x) Academy?

- We understand how important emotional well-being is for learning. An important feature of the academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.
- We cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum which we deliver through assemblies, in tutor time, Compass lessons, Electives, Respect Conferences and specific workshops and support groups for identified individuals.
- For some students with the most need for help in this area, we are also able to provide the following:
  - Time-out space for identified students to use when upset, anxious or agitated
  - Mentor time with a member of the pastoral team (student support manager / SEND team / form teacher or member of the senior leadership team)
  - Access to counselling through Place to Talk and Place to Be
  - An external referral to Forward Thinking Birmingham (FTB) and Pause
- Please contact your child's form teacher or Primary Phase Inclusion Manager / Secondary Phase SENCo if you have any concerns about your child's happiness and well-being.



## **11. How does the Governing Body involve other bodies in meeting the needs of students with special educational needs or disabilities, and in supporting the families of these students?**

- At Ark Kings Academy, we have support arrangements or service level agreements in place with the following specialist bodies:
  - Communication Autism Team (CAT)
  - Pupil School Support (PSS)
  - Educational Psychologist (EP)
  - Physical Disability Support Service (PDSS)
  - Visual Impairment Team (VI)
  - Hearing Impairment Team (HI)
  - ADHD Nursing Service
  - Speech and Language Therapy
  - Education Welfare Officer
  - Community Paediatrician Team (Allen's Croft Children's Service)
  - Special Educational Needs Assessment and Review (SENAR)
  - Special Educational Needs and Disability Independent Assessment Support Service (SENDIASS)
  - Family Support

The Primary Phase Inclusion Manager and Secondary Phase SENCo and team are also supported by professional networks in our local area including:

- SENCo South Area Network
- Birmingham SENCo Forum
- Ark Network Lead for SEND

## **12. How will Ark Kings Academy support my child in transition stages?**

- We work closely with the educational settings used by students before they transfer to us to seek the information that will make the transfer as seamless as possible. This will include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.
- We offer a tiered transition programme, depending on the severity of students' needs:
  - There are open evenings and taster days for all year 6 students who are transferring to Ark Kings Academy in year 7.
  - All year 6 students are invited to attend a summer academy during the summer break.
  - Parents of students who have special educational needs are invited to meet with the Secondary Phase SENCo and SEND Team at the start of the academic year. Parents can contact school to arrange meetings and tours of the school site as early as they need.
  - Secondary Phase SEND team work closely with the Year 6 transition team and visit schools to collect relevant information and meet with students. This allows us to build an

early picture of each individual student and begin planning for support as soon as they come to year 7

- Students in year 9 are provided with detailed information to support their option choices for Key Stage 4.
- Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students with a statement of special educational needs or an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice and support in completing the EHC Transition Preference Forms.
- The Secondary Phase SEND team will work with year 11 students with EHCP's to ensure that EHCP Reviews are in place and outcomes for end of KS4 and KS5 are appropriate and effective.

### **13. Who can I contact if I have a complaint about the special educational needs provision made for my child?**

- The normal arrangements for the treatment of complaints at Ark Kings Academy are used for complaints about provision made for students with special educational needs.  
<http://arkkingsacademy.org/complaints>
- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher in the first instance, or contact the Primary Phase Inclusion Manager or Secondary Phase SENCo.
- If your concerns are not dealt with satisfactorily, you can then contact the Academy Principal, who may direct you to the academy's [Complaints Policy and Procedure](#) (Link above).

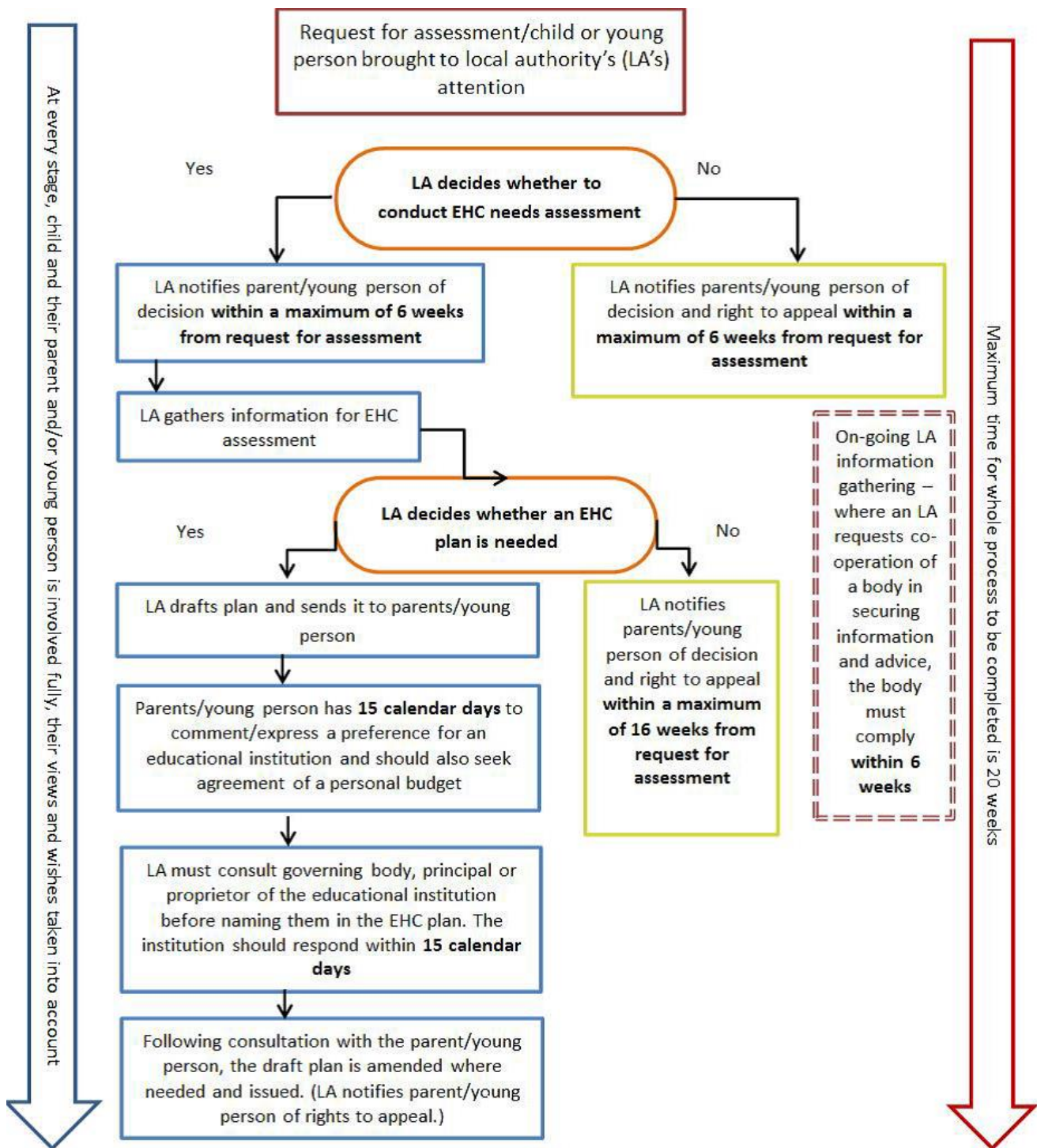
### **14. Who can I contact outside of the academy for impartial advice about special educational needs?**

- Special Educational Needs and Disability Independent Assessment Support Service (SENDIASS) are the parent partnership group that support parents and careers with impartial advice about special educational needs. They can mediate between school and SENAR to support parents in any aspect of SEND as well as application for an EHCP assessment.  
<https://www.birmingham.gov.uk/sendias>

### **15. Where can I find information about the local offer of the local authority?**

- The Local Authority's local offer is published on [www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer)
- Parents without Internet access should make an appointment with the Primary Phase Inclusion Manager or Secondary Phase SENCo for support to gain the information they require.

## Appendix 1: The EHC Plan Assessment process



## Appendix 2: Ark Kings Academy Inclusion Strategy

### Primary Phase Inclusion Strategy

<b>UNIVERSAL</b>	<b>Possible area/s of need</b>	<b>TARGETED</b>	<b>SPECIALIST</b>
Half-termly data review (Class teacher, SENCo, T&L Lead)	<b>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</b>	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"> <li>• RWI phonics band progression</li> <li>• EYFS ELGs in C&amp;L, Lit and CEM baseline</li> <li>• KS1 and 2 reading and writing KPIs and PIRA</li> </ul>	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"> <li>• EYFS ELG in Mathematics, PUMA, CEM baseline</li> <li>• KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests, arithmetic data and PUMA</li> </ul>	Numeracy difficulties – <b>check gaps on KPIs first!</b>	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"> <li>• KS1 and 2 observational information</li> </ul>	Motor Skills Problems	Motor skills checklist (EYFS/KS1) Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist

<b>Cognition and Learning</b>	<b>English</b>	<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"> <li>• Additional 1:1 phonics tutorials</li> <li>• Targeted support</li> <li>• Scaffolded support in class – writing frames, word banks, etc.</li> <li>• EAL induction programme</li> </ul>	<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>
	<b>Maths</b>	<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>
	<b>MLD / GDD</b>	<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"> <li>• Adapted English and Maths curriculum for pupils with general low attainment:</li> <li>• Nurture/curriculum support model</li> <li>• Small steps learning</li> <li>• Visual / Kinaesthetic learning</li> <li>• Support with self-organisation</li> <li>• Adapted English and Maths</li> <li>• Visual timetables</li> <li>• Makaton</li> </ul>	<p>As for literacy and numeracy</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p> <p>Speech and Language Therapist</p>

<b>Language and Communication</b>	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
<b>Social, emotional, mental health</b>	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
<b>Attendance</b>	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
<b>Physical / Sensory Needs</b>	Accessibility plan	Accessibility plan on website	As directed by specialist services	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
<b>EAL</b>	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



## 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**

<b>UNIVERSAL</b>	<b>Possible area/s of need</b>	<b>TARGETED</b>	<b>SPECIALIST</b>
Half-termly data review (Class teacher, HOY, HOD)	<i><b>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</b></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 FTBs 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	Quality First Teaching - Great Teacher Ruberic	English curriculum for pupils with weak literacy:  English Mastery Foundation Pathway Additional English lessons + Phonics	Read Write Inc. Multi-sensory literacy programme for direct instruction: <a href="http://www.msl-online.net/">http://www.msl-online.net/</a> On-line spelling intervention programmes <a href="http://www.lexialearning.com">http://www.lexialearning.com</a> SRA Corrective Reading Programme National Handwriting Society: <a href="http://www.nha-handwriting.org.uk/">http://www.nha-handwriting.org.uk/</a> Speed Up! A Kinaesthetic Programme to Develop Fluent Handwriting <a href="#">Lois Addy</a> (Author), <a href="#">Robin Lawrie</a> (Illustrator) Reading for Pleasure	Assessment and/or bespoke support:  Specific Learning Difficulties teacher Educational Psychologist
	Numeracy	Quality First Teaching - Great Teacher Ruberic	Bespoke intervention curriculum On-line intervention tools (MyMaths)	Targeted Number Support Number partners Maths Tutors / after school intervention	Assessment and/or bespoke support:  Educational Psychologist
	MLD / GDD	Quality First Teaching - Great Teacher Ruberic  Whole school approach / strategies for teaching pupils with generally low attainment  Teaching Assistant Support	Adapted English and Maths curriculum for pupils with general low attainment: Nurture Group Curriculum Support model Small steps learning Visual / Kinaesthetic learning Learning to Learn Support with self-organisation	As for literacy and numeracy	Assessment and/or bespoke support:  Educational Psychologist Speech and Language Therapist

\* <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>





<b>Language and Communication</b>	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
<b>Social, emotional, mental health</b>	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 Team Forward Thinking Birmingham (FTB) Alternative provision Group / family / individual therapy Social Services
<b>Attendance</b>	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
<b>Physical / Sensory Needs</b>	Accessibility plan		As directed by specialist services	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
<b>EAL</b>	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		