



Ark Kings Academy

SEND

Information Report

2021 - 2022



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 2021	Author:	Education Directors
Date of next review:	September 2022	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 Kings Academy All Through	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 checked="" type="checkbox"/> Strategic Leadership & Planning <input checked="" type="checkbox"/> Monitoring, Reporting & Data <input checked="" type="checkbox"/> Governance & Accountabilities <input checked="" type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input checked="" 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, Primary Phase SENDCo Miss D Garrett, Secondary Phase SENDCo, Mrs A Busby
- You may wish to arrange a meeting with the Primary Phase Inclusion Lead – Mrs R Brown or Secondary Phase Inclusion lead – Sean McCay.

Their contact details are:

Primary Phase SENDCo

Dani Garrett

E-mail: d.garrett@arkkingsacademy.org

Telephone: 0121 458 5380

Secondary Phase SENDCo

Amanda Busby

E-mail: a.busby@arkkingsacademy.org

Telephone: 0121 459 4451

- If you continue to have concerns, arrange to discuss these with Mrs C Brasenell – Primary Headteacher or Mr R Punton, the Academy Principal.
- As a last resort, you may wish to speak to the Link SEND Governor, (Arthur Reeves)

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 and medical needs.
- 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 currently meets the needs of students with a SEND Support Provision Plan.
- 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:
 - Communication and interaction 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 at least twice 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 less than expected 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, despite 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/class teacher may talk to you about any issues at a parent/teacher consultation meeting, parents evening or at an appropriate time after school. Any concerns will be raised at the earliest opportunity to ensure the academy can access and implement the appropriate strategies.
- For more serious concerns the SENDCo 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 annual parents meetings and will receive a written report each 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 SENDCo.

- If your child has an identified special educational need, you will have regular communication with the class teacher in Primary and Pastoral Team in Secondary Phase, as well as regular communication with the SENDCo to discuss current progress, support strategies being used and expected outcomes. The children in the primary phase will be issued with a PIP – Personal Information Profile which will detail the child’s needs and area/s of support including teaching and behaviour strategies.
- In addition to this, parents of students with a SEND Support Provision Plan or 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. Parents views will be recorded in written form and used as part of the SEND Support plan review or EHCP review.
- Students who have been identified as having special educational needs will be consulted and involved in the arrangements made for them as part of person-centred planning. For those SEND pupils who are non-verbal, their views are evidenced by adults who work consistently with the pupil, often using pictorial evidence.
- Accessibility – The academy work with LA Physical Difficulties Support Service to ensure pupils with physical difficulties in mainstream settings can access the curriculum and educational environment. The academy ensures children with physical difficulties are risk assessed and any adaptations within the classroom and school building are made accordingly (Please see Academy Accessibility plan for further guidance - school website).

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

- Quality First Teaching 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 in the Secondary Phase. In Primary Phase there is access to small group interventions across the key stages.
- The Primary Phase have access to Speech and Language Therapy for one to one or small group interventions, one to one precision teaching with a reading or spelling focus and social and emotional support is offered through the Place 2 Be counselling service and SWEET Project direct work, as required.

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 class teachers and 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. Class teachers and 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, class teachers and 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 Toe by Toe and Precision.

- Specialist advice is sought for students who make little or no progress despite differentiated and targeted work as outlined above. For students with an 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, tailored writing slopes and pencil grips for pupils with fine motor control difficulties and weighted blankets and equipment for pupils with a high level of sensory difficulties.
- At Ark Kings Academy we regularly review our Accessibility Plan to ensure that all children have full 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 SEND 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 and will happen at varying times during the day to prevent a student from missing too much of any one subject. 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
- Pupil School support teacher
- Communication and Autism team
- 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 enrichment activities including clubs, trips and activities to all students at Ark Kings Academy. In the Primary Phase, all year 6 students attend a residential trip to Blackwell Court.
- All Key Stage 3 students attend a residential trip each year. Year 7 visit PGL, 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 SEND are included in all activities.

- You should feel free to contact your child's form teacher / class teacher or SENDCo 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 through pupil progress meetings. PIPS are reviewed termly, and targets updated.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and regarding specific intervention programmes. For example, Pupils in the primary phase once identified as having a SEND need are placed on the literacy and numeracy toolkit tracker. The Birmingham SEN Toolkits are a set of resources to support the identification, provision and tracking progress for pupils with cognition and learning difficulties who are working significantly below the level of their peers.
- 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 or a SEND support plan there will be an annual review of the provision in place and desired outcomes are updated. This 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 SEND 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
 - Independent providers commissioned by the Academy for specific training
- During the year, teachers and student support staff have the opportunity to attend 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
 - Speech and Language awareness training by Soundswell.
- 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 SEND funding.

- 1: 1 support staff are recruited based on their expertise and suitability to the child/s needs.

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 team/ SENDco / Secondary Phase Inclusion team / SENDCo
 - The Academy Principal/ Primary Headteacher
 - Health or social care professionals
- For full details of the EHC plan assessment process, see <https://www.localofferbirmingham.co.uk/>

10. What support will there be for my child's happiness and well-being at Ark Kings 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 pupils.
- In the primary phase we cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum which we deliver through assemblies, P(?)SHE lessons specific workshops and support groups for identified individuals.
- In the secondary phase 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:
 - A Mindful (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 / SENDteam / 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 / class teacher or SENDCo 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
 - Place to Be support service
 - Community Pediatrician 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
 - Children's Health Care services

The SENDCo and team are also supported by professional networks in our local area including:

- SENCo South Area Network
- Birmingham SENCo Forum
- Ark Regional Network Lead for SEND
- 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 in the Summer Term.
 - Parents of students who have special educational needs are invited to meet with the Secondary Phase SENDCo 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
- Secondary Phase SEND team work closely with external agencies (EP, PSS, CAT) to identify any students with additional needs and to gather information before transition to Ark Kings 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 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.
- In the Primary and Secondary Phase, any in year admissions are supported by the SEND team during transition and the SENDCo liaises with previous school SEND teams to ensure all information is shared (Please also see Primary Transition toolkit for further information).

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/ class teacher in the first contact the Primary Phase or Secondary Phase SENDCo.
- 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?

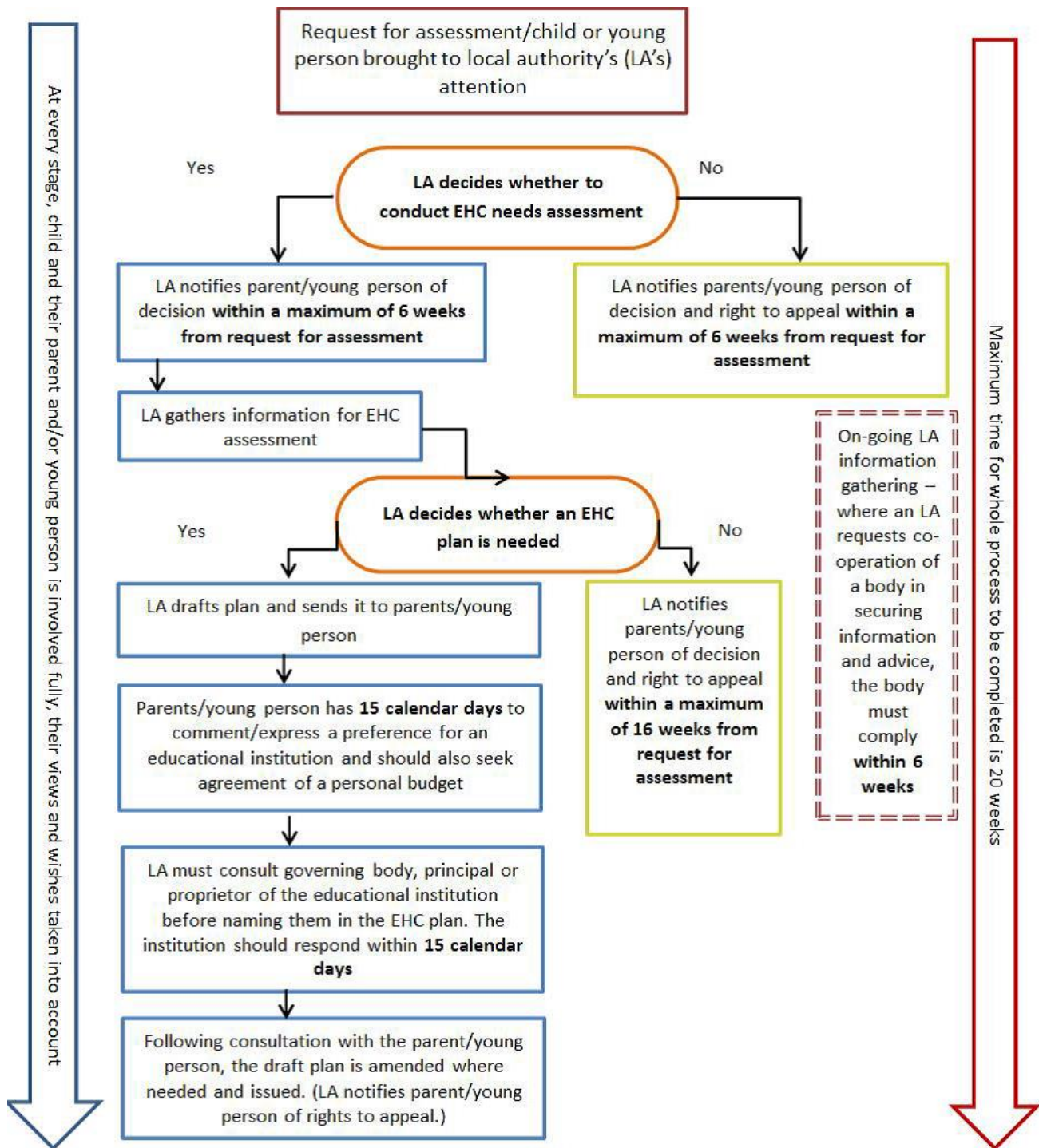
- Special Educational Needs and Disability Independent Assessment Support Service (SENDIASS) are the parent partnership group that support parents and careers with impartial advice about special educational needs. They can mediate between school and SENAR to support parents in any aspect of SEND as well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

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

- The Local Authority's local offer is published on <https://www.localofferbirmingham.co.uk/>

Parents without Internet access should make an appointment with the Primary Phase or Secondary Phase SENDCo for support to gain the information they require.

Appendix 1: The EHC Plan Assessment process



Appendix 2: Ark Kings Academy Inclusion Framework

Staffing - who is responsible and what is their role

Principal / Headteacher Mr R Punton/ Mrs C Brasenell				
Lead	VP - T&L/ Curriculum	VP – pastoral lead	DSL	Behaviour lead
	Elizabeth Dawson – VP secondary Jamie Taylor – Primary Deputy Headteacher – Academic Gary Geerlings – Assistant Headteacher – T&L	Sean McCay – VP secondary Rachael Brown – Deputy Headteacher – Pastoral	Safeguarding Sean McCay – Secondary Rachael Brown – Primary	Sean McCay & Jay Holtham – Secondary Rachael Brown – Primary
Specialist	SENDco Specialist SEND team Amanda Busby – Secondary Rachel Hulme – SENDco & EAL assistant Danielle Garrett – Primary Naomi Alison – HLTA	Specialist therapy provision/ intervention Place 2 be SWEET project Inunity	DDSL - Chris Varley – Secondary Lisa Wardley – Primary Birmingham Children’s Trust Family support Family Action Pathfinders Lisa Dipple - School Nurse	Family support team / AP lead / Provision change LA support – Behaviour and exclusion team LA- Education Welfare
Targeted	Curriculum and subject leads	Heads of Year / class teachers/ Student Support managers		Heads of Year / Student support managers
Universal	All Teachers	All staff	All staff	All staff

Universal – Wave 1 - What?

Wave 1 is the expectation of **‘Quality First’ teaching**, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are considered, with high expectations for them. Signature strategies are implemented as part of the 30-day playbook to ensure consistent culture and ethos. It is everyone’s responsibility to ensure an inclusive approach is on offer for pupils and their needs are met.

Examples:

- Signature strategies
- Great teacher Rubric
- Consistent use of behaviour policy
- Time in areas where necessary for pupils
- Transition toolkit
- Makaton visual timetable used in all classrooms.
- Adapted English and Maths curriculum for pupils with general low attainment

Expectations

Aligned, explicit, intentional, targeted planning, teaching and assessment of learning for all learners using the ASSESS-PLAN-DO-REVIEW cycle. This is delivered through differentiated learning experiences that engage, challenge and support ALL learners achieve or exceed agreed standards and delivered by highly effective teachers. Teachers provide effective interventions through scaffolded instruction for all children, varying what children are taught, how they are taught and how children demonstrate what they know, in response to data and day to day monitoring.

What is your schools universal offer?

Cognition and learning	Speech, Language and communication	Social emotional and mental health	Sensory and physical
Quality first teaching and graduated approach throughout school High quality reading strategy/ policy. Individual target setting for maths, reading and writing. Ark Kings handwriting programme English curriculum for pupils with weak literacy Maths mastery Additional phonics support Scaffolded support in class – writing frames, word banks, etc. Opportunities for over learning through Curriculum design Differentiated curriculum planning, activities, delivery & outcomes. Learning objectives & success criteria clearly communicated.	Oracy 21 Read Write Inc phonics, spelling and Literacy and Language programmes Talk for Writing Project Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists Structured school & class routines – Signature strategies Use of visuals/ICT to make learning more visual Talk partners Cold calling to ensure 100% engagement/ interaction	Pastoral support Access to extra-curricular activities educational trips and residential trips Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices Clear consistent whole school expectations and aspirations Time in to reflect on behaviour choices Policies: Behaviour, Anti Bullying, Child Protection, e-Safety	Use of ICT: whiteboards, laptops, tablets Staff training for emergency treatment e.g, EpiPen / epilepsy Appropriately trained staff e.g., Paediatric first aider, First aider At work Administration of medicines procedures e.g., Consent forms filled in by parents Accessible grounds and building e.g., slopes as alternative to stairs Risk assessments completed as appropriate e.g., off-site visits

<p>Working walls and tool kits. In-class targeted teacher support Read, Write Inc. structured Phonics programme Whole school policies: Teaching & learning & SEND policy GTR Half-termly Pupil Progress monitoring Reporting to parents at Parents Evenings. Written annual report in July</p>			
Who	Roles and responsibilities		
School Leaders	Mrs R Brown – Inclusion lead Mr J- Taylor – Curriculum lead Mr G Geerlings – Teaching and learning lead		
SENDCo	Miss D Garrett		
Curriculum Leads	Subjects leads		
Teachers	Miss H Fildes Smith/ Miss M Rea/ Miss K Grant/ Miss A Bramble/ Mrs K Simmonds/ Mrs D Beckett/ Miss L Hadley/ Miss S Beckett/ Mrs J Page/ Mr D Scott		
Teaching Assistants	Miss S Thompson/ Miss P Harper/ Miss S Hislop/ Miss H Selby/ Miss L Francis/ Miss N Alison		
SEND link governors	Arthur Reeves		

Universal – Wave 2 What?

Wave 2 is specific, additional, and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Examples:

- Access arrangements to support completion of assessments
- Place 2 be support – Emotional and mental health support
- Task board
- Personalised timetable
- Sensory equipment and resources – Fidget toy/ talking tins/ chew toy

Expectations

Data from pupil progress meetings are used to monitor attainment and progress at regular intervals to identify pupils who may need additional support or targeted intervention outside of the classroom. Targeted planning additional to whole class teaching is required from class teachers. Specific and formalised intervention is allocated lasting a certain number of weeks or months, progress is reviewed at set intervals. The targeted support is flexible in its approach and if a programme isn't having the desired impact, staff review and adapt, for example more intense support, like moving from small group to one-on-one help. If a pupil needs more and more intense interventions and progress is limited, it can be an early sign that specialist support is required.

What is your schools targeted offer?

Cognition and learning	Speech, Language and communication	Social emotional and mental health	Sensory and physical
Access to Toolkit tracker continuums In-class additional Teaching Assistant support within class teaching (small group or individual) Targeted Literacy support Pre-teaching of vocabulary and concepts RWI 1:1 Phonics interventions Targeted Writing and Reading interventions in the afternoons linked to KPIs and groupings informed by data. Inclusion team to provide class teachers with support and training to meet specific needs of pupils with SEN Comprehensive Test of Phonological Processing (CTOPP) Power of 2 Toe by toe Spelling WASP Stareway to spelling	Early Talk Bost/Talk Boost tracker Nelly Early Language Intervention Black Sheep Press Colourful Semantics Personal visual timetables Makaton/PECS Language rich classrooms and shared areas. EAL targeted interventions using Kings EAL pathway used in conjunction with Bell Foundation resources and assessments Social stories	Place 2 be support Explore - Attendance and behaviour incidents – SSM input. Behaviour/ pastoral support plan – Individual behaviour plan with set targets and review date. PSHE and SMSC teaching in class Whole school assemblies with PSHE and SMSC focus Parent workshops to strengthen partnership Restorative conversations Emotion coaching staff training Trauma Informed Practice – whole staff training Early Help Assessment	School nurse referral / intervention Diagnostic Assessment of Speed of Handwriting (DASH) Writing slope Pencil grips/ writing frames Handles in toilets / stairway/ taps Removeable ramps Accessibility plan Involvement of Physical and Sensory Support Service- Advice/recommendations from school nurse /medical team/ Care Plans/Risk Assessment in place

Precision teaching Maths support - Addacus Coach Bright/ Book mark targeted reading interventions			
Who	Roles and responsibilities		
School Leaders	Mrs R Brown – Inclusion lead Mr J Taylor – Curriculum lead		
SENDCo	Miss D Garrett		
Curriculum Leads	Subject leads		
Teachers	Miss H Fildes Smith/ Miss M Rea/ Miss K Grant/ Miss A Bramble/ Mrs K Simmonds/ Mrs D Beckett/ Miss L Hadley/ Miss S Becktt/ Mrs J Page/ Mr D Scott		
Teaching Assistants	Miss S Thompson/ Miss P Harper/ Miss S Hislop/ Miss H Selby/ Miss L Francis/ Miss N Alison		
Student Support Managers/ Pastoral support	Miss F Pinchin/ Mrs L Wardley/ Place 2 be team		
SEND link governors	Arthur Reeves		

Universal – Wave 3 What?

Wave 3 is specialist targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and the support of a multi-agency approach.

Examples:

- External agency referrals.
- LA authority support.
- Wave 3 diagnostic assessments.

Expectations

Evidence based support from an external agency offering a deeper and more personalised solution / assessment. Pupils at Wave 3 may have particular needs related specifically to maths or literacy or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2.

What is your schools targeted offer?

Cognition and learning	Speech, Language and communication	Social emotional and mental health	Sensory and physical
<p>Child placed on the Special Needs register - Parents informed of continuing needs and next steps for Special Needs support. Assessments, advice and recommendations from outside agencies Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo). PIP – Pupil Information Profile created. PSS diagnostic assessment 1:1 Additional use of special needs visual and practical resources. One to one provision by Special Needs teaching assistants for some pupils with High complex needs. Annual review for pupils with a statement of SEN/Education Health and Care Plan.</p>	<p>Soundswell diagnostic assessment 1:1 Intervention groups by SLT – small groups and 1:1. CAT referral for pupils with diagnosis of ASD. CDC referral.</p>	<p>Behaviour interventions led by pastoral team. Behaviour Support Service – advice, recommendations, work with parents/carers. Parenting Courses through Early Intervention Team. Targeted parental workshops. Educational Psychologist-assessment, advice & recommendations. Child and Mental Health Service (CAMHS- FTB) – assessment, advice & recommendations. BCT – referral if necessary. ADHD nurse referral</p>	<p>Involvement of outside services for advice and recommendations: School Nurse, GP. Paediatrician, Occupational Therapist, Hearing/Visual Impairment Team, PDSS & OT.</p>
Who	Roles and responsibilities		
School Leaders	Mrs R Brown – Inclusion lead Mr J Taylor-Curriculum lead		

	Mrs Brasenell – Headteacher
SENDCo	Miss D Garrett
Curriculum Leads	Subjects leads
Teachers	Miss H Fildes Smith/ Miss M Rea/ Miss K Grant/ Miss A Bramble/ Mrs K Simmonds/ Mrs D Beckett/ Miss L Hadley/ Miss S Becktt/ Mrs J Page/ Mr D Scott
Teaching Assistants	Miss S Thompson/ Miss P Harper/ Miss S Hislop/ Miss H Selby/ Miss L Francis/ Miss N Alison
Student Support Managers/ Pastoral support	Miss F Pinchin/ Mrs L Wardley/ Place 2 be team
Specialist support	PSS teacher – Erica Hewetson CAT – Gemma Smith Soundswell – Jo Speech/ Diana McQueen Educational Psychologist – Amie Jamieson PDSS- Karen Gillman SENAR – Birmingham SWEET project – Charlotte Hulbert Inunity mentoring – Sabtisha Gordon CDC – Allenscroft OT/SALT drop in sessions
SEND link governors	Arthur Reeves

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 and Y8) 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: 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) 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>



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 Team 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		