Ark Kings Academy

Special Educational Needs
Disability (SEND)
Policy

2019 – 2020
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.

<table>
<thead>
<tr>
<th>Date of last review:</th>
<th>January 2018</th>
<th>Author:</th>
<th>Education Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of next review:</td>
<td>September 2020</td>
<td>Owner:</td>
<td>Education Directors</td>
</tr>
<tr>
<td>Type of policy:</td>
<td>□ Network-wide</td>
<td>Approval:</td>
<td>Senior Management Team</td>
</tr>
<tr>
<td></td>
<td>□ Set for school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☒ Tailored by school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>Ark Kings Academy</td>
<td>Key Contact Name:</td>
<td>Governance Team</td>
</tr>
<tr>
<td>Key Contact Email:</td>
<td><a href="mailto:governance.team@arkonline.org">governance.team@arkonline.org</a></td>
<td>Key Contact Phone:</td>
<td>0203 116 6333</td>
</tr>
</tbody>
</table>

POSITIONING WITHIN ARK OPERATIONAL MODEL

<table>
<thead>
<tr>
<th>Component</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Strategic Leadership &amp; Planning</td>
<td>Inclusion Model</td>
</tr>
<tr>
<td>□ Monitoring, Reporting &amp; Data</td>
<td></td>
</tr>
<tr>
<td>☒ Governance &amp; Accountabilities</td>
<td></td>
</tr>
<tr>
<td>☒ Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>☒ Curriculum &amp; Assessment</td>
<td></td>
</tr>
<tr>
<td>□ Culture, Ethos &amp; Wellbeing</td>
<td></td>
</tr>
<tr>
<td>□ Pathways &amp; Enrichment</td>
<td></td>
</tr>
<tr>
<td>☒ Parents &amp; Community</td>
<td></td>
</tr>
<tr>
<td>□ Finance, IT &amp; Estates</td>
<td></td>
</tr>
<tr>
<td>Our People</td>
<td></td>
</tr>
</tbody>
</table>
## Information

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Designated Person</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Head Teacher (Inclusion / SENCo)</td>
<td>Rachael Brown (Assistant Head, Inclusion)</td>
<td><a href="mailto:R.brown@arkkingsacademy.org">R.brown@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Second Phase</td>
<td>Dani Garrett (SENDCo)</td>
<td><a href="mailto:d.garrett@arkkingsacademy.org">d.garrett@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Secondary Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENCo</td>
<td>Amanda Chetwynd (Busby)</td>
<td><a href="mailto:a.busby@arkkingsacademy.org">a.busby@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Completed the NASENCo award October 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior leader who manages the SEND Department</td>
<td>Rachael Brown</td>
<td><a href="mailto:r.brown@arkkingsacademy.org">r.brown@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Primary Phase</td>
<td>Sean McCay</td>
<td><a href="mailto:s.mccay@arkkingsacademy.org">s.mccay@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Secondary Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEND Link Governor</td>
<td>Arthur Reeves</td>
<td><a href="mailto:a.reeves@arkkingsacademy.org">a.reeves@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Designated teacher with safeguarding responsibility</td>
<td>Rachael Brown</td>
<td><a href="mailto:r.brown@arkkingsacademy.org">r.brown@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Primary Phase</td>
<td>Sean McCay</td>
<td><a href="mailto:s.mccay@arkkingsacademy.org">s.mccay@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Secondary Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member of staff responsible for pupils with medical needs</td>
<td>Rachel Brown</td>
<td><a href="mailto:r.brown@arkkingsacademy.org">r.brown@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Primary Phase</td>
<td>Sean McCay</td>
<td><a href="mailto:s.mccay@arkkingsacademy.org">s.mccay@arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Secondary Phase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member of staff responsible for managing PPG/LAC funding</td>
<td>Nova Ellis</td>
<td><a href="mailto:n.ellis@arkschools.com">n.ellis@arkschools.com</a></td>
</tr>
</tbody>
</table>
Roles and Responsibilities

The SENDCo in both Primary and Secondary Phases

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordinating provision made for students with SEND.

The SENDCo 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 SENDCo plays an important role with the Principal 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 SENDCo is also responsible for the following:

- In relation to each of the registered pupils who the SENDCo 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 SEND budget is appropriately allocated to support pupils with SEND
- 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 SEND
- Assuring the governing body that the school website publishes the school’s SEND 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.


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 SEND 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 SEND 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 SENDCo 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 SEND 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 SEND 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 SENDCo 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 SENDCo 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 SENDCo 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](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 SENDCo, 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 SEND 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 SENDCo regularly attends SENDCo 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 (Secondary Site) is a fully accessible site with disabled access at all entrance / exit points and lift availability. Ark Kings Academy (Primary 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 Principal and SENDCo, 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:

<table>
<thead>
<tr>
<th>Document</th>
<th>Hyperlink</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academy SEN Information Report</td>
<td><a href="http://arkkingsacademy.org/inclusion">http://arkkingsacademy.org/inclusion</a></td>
</tr>
<tr>
<td>Data protection policy</td>
<td><a href="http://arkkingsacademy.org">http://arkkingsacademy.org</a></td>
</tr>
<tr>
<td>Behaviour policy</td>
<td><a href="http://arkkingsacademy.org/behaviour-policy">http://arkkingsacademy.org/behaviour-policy</a></td>
</tr>
<tr>
<td>Ark Kings Academy Accessibility Plan</td>
<td><a href="http://arkkingsacademy.org/inclusion">http://arkkingsacademy.org/inclusion</a></td>
</tr>
<tr>
<td>Policy for meeting the needs of pupils with medical conditions</td>
<td><a href="http://arkkingsacademy.org/policies/supporting-students-medical-conditions">http://arkkingsacademy.org/policies/supporting-students-medical-conditions</a></td>
</tr>
<tr>
<td>Ark Kings Academy Complaints Procedure</td>
<td><a href="http://arkkingsacademy.org/complaints">http://arkkingsacademy.org/complaints</a></td>
</tr>
<tr>
<td><strong>UNIVERSAL</strong></td>
<td>Possible area/s of need</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Half-termly data review (Class teacher, SENDCo, T&amp;L Lead)</td>
<td>Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals</td>
</tr>
<tr>
<td><strong>Attainment + progress: English</strong></td>
<td><strong>TARGETED</strong></td>
</tr>
<tr>
<td>• RWI phonics band progression</td>
<td>Literacy difficulties</td>
</tr>
<tr>
<td>• EYFS ELGs in C&amp;L, Lit and CEM baseline</td>
<td></td>
</tr>
<tr>
<td>• KS1 and 2 reading and writing KPIs and PIRA</td>
<td></td>
</tr>
<tr>
<td><strong>Attainment + progress: maths</strong></td>
<td>Numeracy difficulties – <strong>check gaps on KPIs first!</strong></td>
</tr>
<tr>
<td>• EYFS ELG in Mathematics, PUMA, CEM baseline</td>
<td></td>
</tr>
<tr>
<td>• KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests, arithmetic data and PUMA</td>
<td></td>
</tr>
<tr>
<td><strong>Attainment + progress: across the curriculum</strong></td>
<td>Difficulties with abstract thinking</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Negative behaviour incidents</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Isolations / detentions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions / at risk of permanent exclusion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Socially isolated/withdrawn</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Handwriting / coordination - EYFS PD ELG</strong></td>
<td><strong>Motor Skills Problems</strong></td>
</tr>
<tr>
<td>• KS1 and 2 observational information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language and Communication Difficulties</strong></td>
<td>Early Talk Bost/Talk Boost tracker</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EAL</strong></td>
<td>EAL Stages</td>
</tr>
<tr>
<td><strong>SpLD teacher</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ed Psych</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GP referral</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EAL teacher</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Speech and Language Therapist</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GP referral</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paediatrician</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ed Psych</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Primary Phase Inclusion Strategy

<table>
<thead>
<tr>
<th>Cognition and Learning</th>
<th>Whole School Strategy</th>
<th>Curriculum</th>
<th>Targeted Support</th>
<th>Specialist Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Great Teaching</td>
<td>High quality guided reading and reading for pleasure opportunities</td>
<td>Targeted Literacy support</td>
<td>Assessment and/or bespoke support:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Write Inc phonics, spelling and Literacy and Language programmes</td>
<td>RWI 1:1 Phonics interventions</td>
<td>Specific Learning Difficulties teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk for Writing Project</td>
<td>Targeted Writing and Reading interventions in the afternoons linked to KPIs and groupings informed by data</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nelson whole school handwriting programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English curriculum for pupils with weak literacy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Additional 1:1 phonics tutorials</td>
<td>EAL targeted interventions led by EAL teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Targeted support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Scaffolded support in class – writing frames, word banks, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EAL induction programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>Great Teaching</td>
<td>Maths Mastery</td>
<td>Targeted Number Support (based on KPI gaps analysis)</td>
<td>Assessment and/or bespoke support:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White Rose Maths Hub (non-MM year groups)</td>
<td>Maths Mastery interventions in YR and Y1 (counting, place value, number bonds, calculation)</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maths Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Curriculum; new KPIs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MLD / GDD</strong></td>
<td>Great Teaching</td>
<td>• Adapted English and Maths curriculum for pupils with general low attainment:</td>
<td>As for literacy and numeracy</td>
<td>Assessment and/or bespoke support:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nurture/curriculum support model</td>
<td></td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small steps learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visual / Kinaesthetic learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support with self-organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adapted English and Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Visual timetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makaton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching Assistant Support**

- 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

**Assessment and/or bespoke support:**
- Educational Psychologist
- Speech and Language Therapist
| Language and Communication | Whole School Communication Strategy | Language rich and language supportive curriculum | 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 |
## 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

<table>
<thead>
<tr>
<th>UNIVERSAL</th>
<th>Possible area/s of need</th>
<th>TARGETED</th>
<th>SPECIALIST</th>
</tr>
</thead>
</table>
| Half-termly data review  
(Class teacher, HOY, HOD) | Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals | 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  
Difficulties with abstract thinking | Basic Number Screening Test (Y7 andY8)  
CAT 4 (quantitative)  
WRAT IV (math computation) | Ed Psych  
Paediatrician  
Ed Psych |
| Attainment + progress: across the curriculum | Moderate learning difficulties / general developmental delay | CAT 4  
Consider personal history | EWO  
CAHMs therapist  
Ed Psych  
Paediatrician  
Place to Be referral  
Ed Psych |
| Attendance  
Negative behaviour incidents  
Isolations / detentions  
Exclusions / at risk of permanent exclusion | Mental health problems  
Difficulties related to personal organisation  
Social Skills Difficulties  
Family or social difficulties | Strength and Difficulties Questionnaire  
The Boxall Profile  
Coping in Schools Scale  
Language and communication Checklist  
SULP  
Consider personal history | Speech and Language Therapist  
Social Services, Family support, Home-school liaison |
<table>
<thead>
<tr>
<th>Handwriting / coordination – observational information</th>
<th>Motor Skills Problems</th>
<th>Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test</th>
<th>Ed Psych Occupational Therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolated / socially withdrawn – observational information</td>
<td>Social Skills Difficulties</td>
<td>Language and communication checklist</td>
<td>Speech and Language Therapist</td>
</tr>
<tr>
<td></td>
<td>Mental health problems</td>
<td>Strength and difficulties questionnaire</td>
<td>CAMHS Therapist Place to Be referral</td>
</tr>
</tbody>
</table>
## Appendix D: Secondary Phase Inclusion Strategy

<table>
<thead>
<tr>
<th>Cognition and Learning</th>
<th>Whole School Strategy</th>
<th>Curriculum</th>
<th>Targeted Support</th>
<th>Specialist Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td>Quality First Teaching - Great Teacher Ruberic</td>
<td>Maths Mastery Level 1 iGCSE foundation paper* Edexcel 'Functional Skills in Mathematics' (Level 1 and Level 2)**</td>
<td>Targeted Number Support</td>
<td>Assessment and/or bespoke support: Educational Psychologist</td>
</tr>
<tr>
<td><strong>MLD / GDD</strong></td>
<td>Quality First Teaching - Great Teacher Ruberic</td>
<td>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</td>
<td>As for literacy and numeracy</td>
<td>Assessment and/or bespoke support: Educational Psychologist Speech and Language Therapist</td>
</tr>
<tr>
<td><strong>Whole school approach / strategies for teaching pupils with generally low attainment</strong></td>
<td>Teaching Assistant Support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


| 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  
Foward 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 |