



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Description	Tag
The Principal of the academy	[YVONNE POWELL]
The academic year of the document	[2014-2015]
Chair of Governors	[ANTHONY WILLIAMS]
SEND Governor	[IAN ANDERSON]
Vice Principal designated responsibility for SEND	[DJEDJE AGUI]
SENCO	[AZEMINA MIFTAROSKA]

## POLICY INFORMATION

### Named personnel with designated responsibility for SEND

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
[2014-2015]	D. Agui		I. Anderson	[A. Williams]

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
January 2015	Policy created	Vice Principal, SENCO
June 2015		

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2014-2015		[A. Williams]

### Dates of staff training for this academic year

Dates	Course Title	Staff
March-May 2014	Working with students with SLCN	All TAs
24 <sup>th</sup> June 2014	Head teacher Conference – Information Session: Children and Families Act 2014  Implementing the New SEN provision	SENCO
3 <sup>rd</sup> and 4 <sup>th</sup> July	Ruth Miskin Literacy	Two teachers sent for 2 day training
7 <sup>th</sup> July 2014	Lexia	TAs
1 <sup>st</sup> September 2014	Safeguarding	All staff
19 <sup>th</sup> June 2014	Behaviour Management in the Classroom	Teachers and TAs
22 <sup>nd</sup> September 2014	SENCO Briefing Event regarding transferring Statements into EHC	SENCO

<b>29<sup>th</sup> September</b>	Engaging Students in Group Work – Constructive Group Learning	TAs
<b>6<sup>th</sup> October</b>	Using Questioning to support learning	TAs
<b>13<sup>th</sup> October 2014</b>	New SEN Code of Practice – Session 1 SEN Audit – Session 2	All staff
<b>16<sup>th</sup> October 2014</b>	Differentiating for students who speak English as additional language	NQT's and drop in for all staff
<b>1<sup>st</sup> November 2014</b>	ARK HUB DAY	All staff
<b>4<sup>TH</sup> November</b>	Additional Adult in the Classroom – working with TAs	All teachers and TAs
<b>5<sup>th</sup> November 2014</b>	First Aid Session – training on seizures, asthma, allergies, sickle cell, diabetes – Part 1	First Aiders
<b>10<sup>th</sup> November 2014</b>	Toe-by-Toe – reading strategies for dyslexic students	TAs, 6 <sup>th</sup> Form Students, Literacy Teachers
<b>4<sup>th</sup> December 2014</b>	Talk for Writing	All staff
<b>10<sup>th</sup> December 2014</b>	Local Offer Practical Session (Professional Network Meeting)	SENCO
<b>12 sessions –from 14<sup>th</sup> January until 8<sup>th</sup> July 2015</b>	National Award for SENCOs	SENCO
<b>15<sup>th</sup> January 2015</b>	Working with Challenging groups	NQT's and drop in for all Teachers
<b>13<sup>th</sup> February 2015</b>	ARK HUB DAY	All staff
<b>26<sup>th</sup> February 2015</b>	Pitch for lower attaining groups of students	NQT's and drop in for all staff
<b>25<sup>th</sup> March 2015</b>	Developing Positive Relationships	All staff
<b>2<sup>nd</sup> April 2015</b>	Re-cap Medical training (epilepsy, sickle cells, allergies)	All staff

## CONTENTS

1	INTRODUCTION	6
2	EARLY IDENTIFICATION	7
3	QUALITY FIRST TEACHING	7
4	HIGH IMPACT INTERVENTION	8
5	REVIEW AND RESPONSE	9
6	EQUALITY IMPACT STATEMENT	10

## 1 INTRODUCTION

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At Walworth Academy, we support inclusive education. We believe that comprehensive education should cater for the full range of needs and welcome moves to give students with special needs full access to the curriculum. Our objectives are:

- To make special needs identification, assessment and provision the responsibility of all members of staff.
- To ensure SEN Students move from dependency to independence.
- To recognise the wide range of special needs within the school and that needs must be met on an individual basis.
- To ensure that all students are engaged in learning activities appropriate to their abilities.
- To develop the curriculum in order to ensure access for students with special needs as well as enhanced learning opportunities for all students.
- To ensure that systems are in place to monitor the individual learning needs of all students and meet their needs accordingly.
- To recognise the achievements of students with special needs and so build their self-esteem and status among their peers.
- To encourage students to monitor and take responsibility for their own learning and behaviour.
- To develop a positive approach to special needs which build on student's strengths rather than concentrating on their weaknesses.
- To encourage links across curriculum areas in order to develop the curriculum and better meet the needs of individuals (Differentiation).
- To forge and maintain inclusive relationships with parents and carers.
- To narrow the gap between students with different types of SEN and their peers.

Whilst all schools have statutory responsibilities for students with Special Educational Needs and Disabilities (SEND) as covered by the special educational needs and disabilities code of practice (DfE 00205 2013) we support our academies to go above and beyond this in four distinctive ways:

- a Early identification
- b Quality First Teaching
- c High impact intervention
- d Review and response

## 2 EARLY IDENTIFICATION

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### 2.1 Universal Screening

*We ensure that every child in Year 7 is screened at the start of the school year and that every child joining an ARK Academy after this point is screened on entry.*

2.1.1 In Year 7 every child is assessed to determine their CATs scores, reading and spelling age and their literacy level. Children who this highlights as being below expected level or who are already on the SEN register from KS2 will then be tested to provide full diagnostic feedback on their needs to their teachers. This may include dyslexia screening, and literacy or maths profiles. For students who display early signs of high level challenging behaviour, anxiety or withdrawal the Strength and Difficulties Questionnaire (SDQ) will be used.

2.1.2 Children who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires additional support has been identified that a child may be said to have SEN.

### 2.2 On-going identification

Walworth Academy is a data rich environment and the six weekly data collection for core subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. The weekly review of behaviour data highlights where students are displaying behavioural problems.

## 3 QUALITY FIRST TEACHING

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*We train our teachers to understand the needs of every child they teach, and to systematically and thoroughly review the progress each child is making.*

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

Our Child Provision Map provides information on every SEND student's profile to ensure that all teachers are able to meet the needs of their children in their classes.

## 4 HIGH IMPACT INTERVENTION

*We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our students present.*

When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual student (see Table 1). These range from adapted teaching techniques in the mainstream classroom to specific interventions to support students with particular learning needs. We train school staff in a number of interventions that have been proven to have the most significant impact across our network and further afield in addressing commonly encountered Special Educational Needs.

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
<b>Literacy (inc speaking, listening and communication)</b>	<ul style="list-style-type: none"> <li>• Whole school drive on developing oracy (Pupils' Talk)</li> <li>• Drive for Literacy</li> <li>• Academic pathways</li> <li>• Access Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• TA in class-support</li> <li>• Smaller class sizes</li> <li>• Speech language and communication groups developing narrative, vocabulary and problem solving ('Taste and Evaluate' and 'Create and Relate' groups)</li> <li>• Read Write Inc Fresh Start and Toe-by-toe reading groups</li> <li>• Small group reading support</li> <li>• Handwriting group</li> <li>• LPU Literacy Provision for KS3</li> <li>• Writing Tutorials for year 10s</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language therapy</li> <li>• Educational Psychology input</li> <li>• Child and Adolescent Mental Health (CAMHS)</li> <li>• School Nurse</li> <li>• Place2Be counselling</li> </ul>



		<ul style="list-style-type: none"> <li>• Lexia and Success Maker</li> <li>• Access Arrangements</li> </ul>	
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Numeracy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Developing memory skills</li> <li>• Mathematics</li> </ul>	
<b>Social, emotional and mental health needs</b>	<ul style="list-style-type: none"> <li>• Bespoke tutor programme developing students Social, Emotional and Mental Health needs during a tutor period and year assemblies</li> <li>• Lunch time club and Breakfast club</li> <li>• Homework clubs (English, Maths and Science)</li> <li>• Improving organizational skills</li> <li>• Social-Skills group</li> <li>• Study skills</li> </ul>		

*Table 1: Walworth Academy high impact interventions*

## 5 REVIEW AND RESPONSE

*Meeting the needs of children with SEND is a whole academy responsibility; accountability at every level ensures we reduce the number of children on our SEN registers and who are excluded from our schools.*

5.1.1 Support for all students is coordinated through Child Provision Map. If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

- a Baseline assessment (Assess)
- b Target setting (Plan)
- c Targeted support (Do)
- d Review and evaluation (Review)

- 5.1.2 The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, heads of faculty in consultation with the SENCo will determine whether to refer the student for specialist assessment. Where such an assessment confirms that the student has a learning difficulty which requires special educational provision, the SENCO places the student on the SEN register at SEN Support.
- 5.1.3 School leadership teams review the progress of all students every six weeks and make appropriate responses to this data. They report numbers on the SEN register and exclusions termly to the LGB and ARK Schools.

## 6 EQUALITY IMPACT STATEMENT

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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.