



ARK Globe Academy

Special Educational Needs and Disability - Inclusion Policy

Secondary SENCo: Kate Ward

Primary SENCo: Cara Townsend

Contact details:

Kate Ward (Secondary SENCo)

Globe Academy, Harper Road, SE1 6AG

Tel: 02074076877 ext. 252

Cara Townsend (Primary SENCo)

Globe Academy, Harper Road, SE1 6AG

Tel: 02074046877 ext. 211

Special Educational Needs (SEN) and Inclusion Policy

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School Aim, Vision and Ethos:

Our vision for ARK Globe Academy is to be recognised as a world-class leader in education, ensuring every pupil is ready to take up the challenges and realise the opportunities of the 21st Century. Staff and governors of ARK Globe Academy aim to provide a broad and balanced curriculum for pupils; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.

The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has Special Educational Needs.

Globe Academy mission statement – *'Preparing students for university and to be leaders in their community.'*

To achieve this, Globe Academy has six key principles, as well as using the culture pyramid to underpin everything we do:

- High Expectations
- Exemplary Behaviour
- Excellent Teaching
- Depth before Breadth
- More Time for Learning
- Knowing Every Child



Inclusion

All the teachers of ARK Globe Academy are teachers of pupils with special educational needs (**SEND Code of Practice 2014**) and teachers will be judged on how well they teach them. Our academy adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the academy are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The academy operates an equal opportunities policy for children with special educational needs and physical disability/medical condition who are afforded the same rights as other children in the spirit of UNESCO **Salamanca Statement** and in line with the **equality Act (2010)**. The Salamanca Statement

begins with the commitment to 'Education for All', recognising the necessity and urgency of providing education for all children 'within the regular education system'.

Legislative Framework

The SEN and Inclusion policy operates within the statutory framework set out in the SEN Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy and Prevent.
- Accessibility Plan
- Teachers Standards (2012)

SEN and Inclusion Policy Development and Review

Aims

ARK Globe Academy takes a whole school inclusive approach to pupils with Special Educational Needs and Disabilities (SEND), recognising that the aims of the school are the same for all pupils whatever their abilities.

ARK Globe Academy is committed to providing an appropriate and high quality education to everyone within its community. We aim to address a wide range of needs of pupils with SEN by striving to give every pupil, every day, every opportunity to succeed and achieve their best. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our pupils.

At ARK Globe Academy every young person is equal, valued and unique. We aim to provide an environment where all our pupils feel safe and develop the emotional resilience they need to become successful, independent learners. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

We believe that early identification, assessment, appropriate provision and its impact on pupils' progress, both in terms of academic achievement and social and emotional development will enable them to make a successful transition through the school and into adulthood. We also believe that our families have an important role to play in achieving this aim so ensure there are regular formal opportunities for review of each pupil's progress and provision.

Core Objectives

- To ensure equality of provision for young people with Special Educational Needs and Disabilities (SEND).
- To provide full access for all young people to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable pupils with SEND to achieve their potential.
- To work in partnership with parents/carers and outside agency professionals to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.

- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.
- To rigorously track data to ensure students with SEND are making expected levels of progress.
- To use Individualised Education Plans (IEP) for students with substantial support.
- To ensure that, where appropriate, a pupil with high medical needs has a health care plan.

Roles and Responsibilities

We have Special Educational Needs Co-ordinators (SENCo) in our Primary and Secondary Phases. Kate Ward, who under the line management of the Vice Principal, Richard Bonser, is responsible for ensuring all secondary phase pupils are fully included in all aspects of school life. Cara Townsend, who under the line management of the Primary Principal Samantha Colburn, is responsible for ensuring all primary phase pupils are fully included in all aspects of school life.

The Secondary and Primary SENCos have day-to day responsibility for the operation of the SEND Policy and co-ordinating the SEND provision in their respective phases. The SENCOs play an important role with the Academy Principal, the Primary Principal and the Governing Body in determining the strategic development of the SEND Policy and provision in the All Through Academy in order to raise the attainment and achievement of pupils with SEND.

The Principal of ARK Globe Academy is Matt Jones and he has the ultimate responsibility in ensuring the implementation of this policy across the All Through Academy.

The SEND Link Governor has specific oversight of the Academy's arrangements for SEND across all the phases. His/her responsibilities include helping raise awareness of SEND issues at governor's meetings. Ensure the Academy's notional SEND budget is allocated to support pupils with SEND. Provide feedback to the governing body on the quality and effectiveness of the Academy's SEND provision.

Our Secondary and Primary SENCo will:

- Manage the day-to-day operation of the policy across both phases of the academy.
- Monitor interpretation of the SEND policy and ensure that SEND Code of practice is implemented and embedded across both phases of the academy.
- Maintain the SEND list and regularly update the SEND provision map, pupil profiles and health care plans in the secondary and primary phases.
- Maintain resources and specific interventions in the Secondary and Primary phases to ensure appropriate provision is made.
- Track progress using school-based and statutory assessment data in the Secondary and Primary Phases.
- Completes referrals to outside agencies when required.
- Complete relevant documentation required for additional funding for pupils at SEND Support, those with an EHC plan or Additional Top-Up Funding.
- Support and advise colleagues.
- Monitor and evaluate the SEND provision and report to the governing body.
- Act as a link with outside agencies.
- Liaise with the designated teacher where a looked after pupil has SEND.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents/carers of pupils with SEND.

- Liaise with primary feeder schools, other schools, educational psychologists, speech and language therapist, counsellors, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Work with the Academy principal, Primary Principal and school governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations.
- Ensure that the academy keeps the records of all pupils with SEND up to date.
- The Secondary SENCo will line manage the Deputy SENCo, as well as the Cognitive Behaviour Therapist Coordinator, Numeracy Coordinator, Literacy Coordinator, Phonics Coordinator, as well as co-teachers who work in each of these sub-teams, Senior Learning Advisors (SLA), the EAL Lead and co-teacher, the Dyslexia Specialist, the Behaviour and Exclusions Manager and the external providers in the Secondary Phase. The Primary SENCo will line manage the Co-Teachers and the external providers in the Primary Phase.
- Regularly update the SEND Provision Map, Pupil Profiles and Health Care Plans.
- Liaise with potential next providers of education, if not GMS to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.

There is an assigned governor responsible for SEND. The governors will ensure that the Academy is meeting all its statutory obligations as set out in the Code of Practice 2014.

IDENTIFICATION OF SEND

Definition of SEND

The academy recognises that a pupil has SEND if they have a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions.
- (See 2014 Special educational needs and disability code of practice: 0-25 years)*

Categories of SEND

SEND is broadly categorised in 4 key areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health (SMEH).
- Sensory and/or physical .

It is possible that a pupil's SEND may fit into more than one of the above categories.

The following are **NOT** considered to be reasons for placing a pupil on the SEND register although they may impact on progress and achievement:

- Disability

Having a disability in itself does not mean that a pupil will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of pupils with a disability. However where the disability impacts on a pupil, such that they have a 'significantly greater difficulty in learning than the majority of others of the same age', a decision may be made to place them on the SEND register.

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behavioural needs

With regard to behavior, as an academy we need to identify the underlying causes of behaviour in order to identify SEN rather than focusing on the behavior itself.

The purpose of identification of SEND is to work out what action needs to be taken and what provision should be made for a young person; it is not simply a process of finding a label. This will involve considering the needs of the student as a whole, not just their SEND.

Identification of SEN: A Graduated Approach to SEN

SEN support – a four part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in the academy. All teachers are responsible and accountable for the progress of pupils with SEND in their classroom. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Subject teachers, along with key senior and middle leaders in the academy, make regular assessments of progress for all pupils. With regard to the identification of SEND, this monitoring seeks to identify pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap.

A pupil's special educational needs may also be identified in the following forums:

- Termly pupil progress meetings (Primary Phase).
- Termly meetings to identify underachieving pupils (Secondary Phase).

Stage 1: Assess

Subject teachers, support staff and the SENCo will carry out a clear analysis of a pupils' needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the pupils' area of weakness. Where appropriate, outside professionals will help to inform the assessment. Where a pupil is identified as having SEND therefore needs to be placed on the register for 'SEND Support', parents/carers will be informed and asked for their views.

The Provision Map for each individual pupil outlines:

- The provision the pupils are receiving.
- Personalised success criteria to evaluate the effectiveness of the provision for the individual pupil.
- Progress made since the last reviewed.

Stage 2: Plan

At the termly progress review meeting, key staff will work in collaboration with pupils and their parents/carers to agree what additional provision needs to be offered to facilitate progress towards agreed targets and ensure the student is fully included in all aspects of academy life. All adjustments, interventions, support and a review date will be agreed with staff, parents/carers and pupil. This will be recorded on the Provision Map and Pupil Profile/Passport and the school information system.

Stage 3: Do

Subject/class teachers will remain responsible for working with the pupil during curriculum time/class time and retain responsibility for their progress and outcomes. The Secondary and Primary SENCo will ensure that subject/class teachers are aware of the nature of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention. This is to enable subject/class teachers to support the transference of skills to the classroom context and be involved in assessing impact.

Stage 4: Review

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed termly by the Inclusion Department in both phases. The Secondary and Primary SENCos will revise the support in light of the pupils' progress in their respective phases. If a pupil does not make expected progress over a sustained period of time, despite targeted intervention, the Secondary and Primary SENCos, in consultation with the pupil, parents/carers and teaching staff in their respective phases, will consider involving external specialists. These may include the Educational Psychology, Speech and Language Therapy, Counselling, Southwark Autism Outreach Team, Southwark Early Intervention Team, Occupational Therapy, Summerhouse Behavior Support Service (Primary), Southwark's Child Development Centre at Sunshine House, Southwark Early Intervention and Prevention Service, Southwark Inclusive Learning Service and, when/if appropriate, Social Services and the Looked after Children Team.

The graduated approach to SEND support can also be modelled using a three-tiered approach to supporting the pupil's learning needs. The graduated approach at each tier involves:

Wave 1: Universal Support:

We believe that pupil's needs are best met in the classroom and every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. Our teachers deliver high quality teaching, differentiated for pupils of all ability. All pupils' progress

is reviewed at least three times per year. After each review, if necessary, we make adjustments to the support strategies and where relevant, ensure the teacher understands of the needs of the individual pupils they teach. In addition we talk to pupils and their parents to gain a more holistic understanding of their needs. The information we gather is shared with teachers in a Pupil Profile. This outlines the pupil's strengths and weaknesses 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 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. The specific small group or one to one intervention are usually run outside the classroom and are often time limited to minimise disruption to the regular curriculum.

Wave 3: Specialist Support:

In order to plan for the best possible learning outcomes for those pupils who fail to make progress despite targeted intervention and high quality teaching, we provide specialist support. To achieve this we seek specialist advice and/or regular long term support from a specialist professional outside the academy. This may lead to support and/or assessment from:

- A Speech and Language Therapist.
- An Educational Psychologist.
- A specialist Hearing Impairment (HI) or Visual Impairment (VI) advisory teacher.
- An autism expert (Usually from Southwark Autism Outreach).
- Counsellor.
- Behavior specialist.
- Summer House (Primary PRU).
- Southwark Inclusive Learning Service (Secondary PRU).
- Sunshine House Children and Young People's Development Centre.
- An Occupational Therapist.
- A Clinical Psychologist.
- A Psychiatrist.

Criteria for Exiting the SEND Register

A pupil may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:

- They no longer have a significantly greater difficulty in learning than the majority of others of the same age, or
- Their disability no longer prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

This decision will be made in discussion with the pupil and their parents or carers at a review meeting. However their progress and access to the curriculum will continue to be monitored to ensure that there are no further concerns.

In the Secondary Phase the Inclusion Team are fully involved in supporting pupils with SEND in a variety of ways, including regular monitoring of their participation in learning; monitoring their progress at the end of a reported cycle; liaising with form and subject teachers; liaising with parents/carers; and meetings with outside agencies, as appropriate. They contribute to weekly Inclusion Meetings. In the Secondary Phase termly meeting takes place to identify underperforming pupils and take appropriate action. This meeting is attended by heads of department including the SENCo.

In the Primary Phase a Pupil Progress Meeting is organised with every class teacher and the SENCo once a term with the Co-Teacher of the class in attendance. The meeting is chaired by the Primary SENCo. In these meetings the progress of SEN pupils is rigorously analysed. Based on the information the class teacher has provided, actions to be followed are listed in the class report. Decisions made in this important forum may lead to an updating of the SEN list and the updating of the intervention groups and the involvement of outside agencies for identified pupils.

In both phases the Common Assessment Framework (CAF) is used to co-ordinate support for pupils and their families who have a range of needs.

Medical Conditions

ARK Globe Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. There is school policy for supporting pupils with Medical Conditions and a hard copy is available on demand. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan. Appropriate access arrangements will be put in place for public exams. All pupils who have a significant medical condition and/or disability will have a Care Plan.

Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

ARK Globe Academy will continue to increase the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan which will be review regularly will contain relevant actions to:

- Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning, and participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.

All pupils with significant medical need and/or disability will have a Care Plan with significant input from parent/carers, health care professionals and key staff.

Specialist Provision

ARK Globe Academy has resource bases in both phases for pupils with learning difficulties. In the Secondary Phase the resource base is called the Inclusion Department. The base is managed by the SENCo and pupils who have literacy difficulties have access to this area and its facilities where pupils are taught and supported in small classes. Some pupils receive 1:1 support in this area as well. It is recognised that this level of support cannot be made available in mainstream lessons.

In-house specialists are based in the resourced bases. These are Speech and language Therapists, Educational Psychologists, Counsellors from Place-to be and counsellors from Entrust.

A Dyslexia specialist is available to carry out an initial assessment to ascertain if a pupil has dyslexia type tendencies. However, it must be noted that this is not a diagnosis of Dyslexia.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for our young people with SEND:

- Regular observation of teaching by the middle and senior leadership team.
- Analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all pupils, targeted at four levels of progress.
- Assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those pupils who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and pupils.
- Monitoring via the Pupil Profile/ Passport system.
- Provision Management system which is used as a basis for mapping individual provision and monitoring the impact of interventions.

Access to the Curriculum

All teachers are responsible and accountable for the pupils of SEN in their classroom.

At ARK Globe Academy, a broad, balanced and relevant curriculum is differentiated to enable all pupils to access the learning. In planning and teaching teachers provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the lessons, pupils with SEND are taught with their peers in mainstream classes. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs, such as Homework Club, Crafts Club and various after school and lunchtime sessions whenever these are available.

Staff Training

In order that staff are well equipped to ensure that all pupils are able to access the curriculum and included fully in the life of the school, there are opportunities for Continuing Professional Development (CPD) as part of the whole school program. The primary and secondary SENCos keeps staff informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training.

Teach First and Newly Qualified Teachers are offered support and in school training by the Secondary and Primary SENCos. New members of the Inclusion Department are inducted and trained by experienced members of the team, which includes a clear induction package; opportunities to shadow support staff; and a fortnightly training program which focuses on key areas for development for the team as a whole.

Complaints Procedure

The procedure for managing complaints is as specified in the academy's complaints procedures. Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the Secondary or Primary SENCo attempts to resolve matters in their respective phases, then if required their line managers and /or the Academy Principal becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. The academy will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

All formal complaints that are received will be recorded by the school and acknowledged within 5 school days and an investigation will proceed.

Information Report (School Local offer)

ARK Globe Academy has produced an 'Information Report', setting out in one place information about our SEND provision which will be made available to our pupils. This Information Report is posted on its website. It outlines the provision ARK Globe Academy makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The School Local offer is listed on our website mainly, but not exclusively for the benefits of parent/carers of children with SEND who are considering sending their child to ARK Globe Academy. The School Local Offer will list the in-house specialists who are part of the Inclusion Team in both phases.

Data Protection

ARK Globe Academy endorses fully the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual. Information on pupils with SEND is stored and managed in line with the ARK Globe Academy procedures on Data Protection. Disclosure of information held about pupils will be shared with external agencies when those professionals are involved in supporting a student. Parents will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.

