



Ark Priory
Primary Academy

INCLUSION POLICY (SEN & EAL)

2021/2022

POLICY INFORMATION

Named personnel with designated responsibility for all matters associated with special

educational needs and disabilities and English as an Additional Language:

Role	Designated Person	Contact Details
Inclusion Lead	Shannaz Rabbani	s.rabbani@arkprioryprimary.org
SENDco: Completed the NASENCo award	Malgorzata Tomasz	M.Tomasz@arkprioryprimary.org
Senior leader who manages the SEND Department	Shannaz Rabbani	s.rabbani@arkprioryprimary.org
SEND Link Governor	Helena Moore	h.moore@ambition.co.uk
Designated teacher with safeguarding responsibility	Shannaz Rabbani/ Abigail Carter/ Daniela Grasso/ Sarah Charlton	d.grasso@arkprioryprimary.org s.rabbani@arkprioryprimary.org a.carter@arkprioryprimary.org
Member of staff responsible for pupils with medical needs	Miss Dunford	k.dunford@arkprioryprimary.org
Member of staff responsible for managing PPG/LAC funding	Daniela Grasso	d.grasso@arkprioryprimary.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
June 2013	Policy created	Joe Adams
Sept 2018	Policy reviewed	Jose Costa Boucinha
Sept 2020	Policy reviewed	Shannaz Rabbani
November 2021	Policy reviewed	Shannaz Rabbani

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors

CONTENTS

1 COMPLIANCE	5
2 ROLES AND RESPONSIBILITIES	5
3 OUR VISION, VALUES AND AIMS	6
4 ENGLISH AS AN ADDITIONAL LANGUAGE	10
5 IDENTIFYING SPECIAL EDUCATIONAL NEEDS	17
6 A GRADUATED APPROACH TO SEN SUPPORT	18
7 RECORDING SEN AND DISABILITIES	19
8 SUPPORT FOR FAMILIES	19
9 SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS	20
10 MONITORING AND EVALUATION OF SEND PROVISION	20
11 TRAINING AND RESOURCES	21
12 STORING AND MANAGING INFORMATION	22
13 ACCESSIBILITY	22
14 DEALING WITH COMPLAINTS	22
15 REVIEWING THE POLICY	22
16 EQUALITY IMPACT STATEMENT	23
17 LINKS	23
18 APPENDIXES	24

1 COMPLIANCE

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 academy Inclusion Lead in collaboration with the SEND Link Governor and the Academy Leadership Team, taking into account the views of pupils, parents and relevant other stakeholders.

2 ROLES AND RESPONSIBILITIES

The Inclusion Lead

The Inclusion Lead has day-to-day responsibility for the operation of the Inclusion Policy and co-ordinating provision made for students with SEN and disabilities and for students that have English as an Additional Language (EAL).

The Inclusion Lead provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEN and disabilities and EAL, and works closely with students, parents and other professionals to ensure students with SEN and disabilities and EAL receive appropriate support.

The Inclusion Lead plays an important role with the Headteacher and governing body in determining the strategic development of the Inclusion policy and provision within the school in order to raise the achievements of students with EAL and SEND.

In compliance with the Special Educational Needs and Disability Regulations 2014, the Inclusion Lead is also responsible for the following:

- In relation to each of the registered pupils who the Inclusion Lead 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 SEN and disability. Their responsibilities include:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEN
- Assuring the governing body that the school website publishes the school's SEN offer

The Headteacher

The Headteacher has overall responsibility for the strategic planning and day-to-day delivery of SEND provision.

3 OUR VISION, VALUES AND AIMS

Our vision for all pupils, including those who may have special educational needs and/or disabilities, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

ARK Priory Primary Academy adopts the following definition of Inclusion:

"Inclusion is a Sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work."

Miller and Katz (2002)

3.1 Aims

3.1.1 We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This is achieved by:

- a) Designing a curriculum to promote a full range of learning, thinking and life skills.

- b) Providing a balanced and relevant curriculum, where the emphasis is on depth before breadth.
- c) Using flexible and responsive teaching and learning styles.
- d) Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- e) Developing a close partnership with the whole community, particularly parents/carers.

3.1.2 We aim to be an inclusive academy and offer equality of opportunity to all groups of pupils within the academy.

These groups include:

- a) Boys and girls.
- b) Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees.
- c) Pupils who have English as an additional language.
- d) Pupils who have Special and Additional Educational Needs.
- e) Pupils who are Gifted and Talented.
- f) Pupils who are Looked After children.
- g) Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress.

3.1.3 We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- a) Setting suitable learning challenges.
- b) Responding to pupils' diverse learning needs.
- c) Overcoming potential barriers to learning and assessment.

3.1.4 We aim to provide a happy, healthy and safe academy by:

- a) Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- b) Providing high quality pastoral care, support and guidance.
- c) Safeguarding the health, safety and welfare of pupils.
- d) Listening and responding to the concerns of children and parents/carers.
- e) Taking care to balance the needs of all members of the academy community.

3.1.5 We secure inclusive education for our pupils by reviewing and evaluating what is done:

- a) Does each pupil achieve as much as they can?
- b) Are there differences in the achievements of different groups of pupils?
- c) What is in place for pupils who are not achieving their potential?
- d) Are our actions effective?
- e) Are all our pupils happy to be in school?

3.1.6 All members of our academy community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the academy support inclusion and are reflected in the Academy Improvement Plan.

3.2 Entitlement

3.2.1 All pupils at ARK Priory Primary Academy are entitled to receive:

- a) A full and warm welcome, acceptance and real opportunities to make positive relationships with their peers and adults.
- b) Respect from their peers and adults.
- c) A broad, balanced and relevant curriculum which meets any needs they may have.
- d) Support to develop their independent learning skills and independence within the academy community.
- e) Access to as full a range of learning opportunities as possible including collaborative learning with their peers.
- f) Appropriate, timely and effective support and access to resources and advice to assist in overcoming potential barriers to learning.
- g) Learning experiences that provide appropriate challenges and high expectations.
- h) A learning environment that promotes positive attitudes to gender, disability, and racial, social and cultural diversity.

3.3 Response to Individual Needs

3.3.1 ARK Priory Primary Academy will endeavour to ensure that:

- a) Contributions by all pupils to the work of the academy are valued.
- b) Positive images of an inclusive education are presented at all times.

- c) Work which provides personalised learning is appropriately differentiated and takes account of different learning styles.
- d) Approaches are used that develop the strengths and attitudes of pupils to ensure effective inclusion and participation.
- e) The Academy works with external professionals to enhance the provision offered at ARK Priory Primary Academy e.g. ARK HO, Social Care and CAMHS
- f) Pupils are included as fully as possible in all discussions concerning their progress both with parents/carers and any involved professionals, and are given full opportunities to identify targets and evaluate their own progress towards them.
- g) Effective support appropriate to the individual pupil's needs is provided.
- h) We actively involve parents/carers in the decision making with regard to additional provision. Parents/carers have to give their consent before any referral proceeds.
- i) Specialist support will be available to those students who are experiencing difficulty in achieving their targets. This happens as part of enrichment booster classes. Targeted intervention programmes are also used across the academy and can mean some withdrawal from lessons, but this is kept to a minimum where possible. It can also be provided through LSA support within lessons. Specialist support can be made available where necessary for those students who have specific learning difficulties such as Dyslexia, Dyspraxia, Attention Deficit Hyperactive Disorder (ADHD) and Speech and Communication Disorders. This can be provided by specialists or LA advisory teachers.

3.4 Implementation

3.4.1 ARK Priory Primary Academy

- a) Is committed to the principle of being an inclusive academy.
- b) Will promote active involvement of the pupils, parents/carers, staff, Governors and the wider community in this process.
- c) Provides ongoing training for all staff which forms part of the Academy Improvement Plan.
- d) Will ensure that arrangements for planning, implementation, funding, monitoring and evaluation are clearly defined.
- e) Will ensure that prior to any inclusion, an audit of the academy premises is carried out to ensure that provision is suitable and that all necessary Health and Safety considerations have been taken into account.
- f) Will work collaboratively with the LA SENCOS to overcome problematic issues.
- g) Will provide a secure and stimulating environment to meet the needs of its pupils.

- h) Will be flexible in meeting the unique individual needs of its pupils.
- i) Will ensure that the academy calendar provides sufficient time within the academy year for the necessary planning, evaluation and reporting procedures prescribed by the Code of Practice.
- j) Will ensure that appropriate assessment and support arrangements are in place to monitor the progress of pupils.
- k) Will ensure that the language used within the academy is appropriate and monitored regularly.
- l) Will provide resources which offer positive role models.
- m) Will develop a wide range of support and advice from external agencies and will consult with such agencies to assess and support pupils where necessary.
- n) Will ensure that our Equal Opportunities Policy reflects the high priority we place on inclusion for all pupils at the academy.
- o) Will share our good practice and learn from others.

4 ENGLISH AS AN ADDITIONAL LANGUAGE

4.1 Philosophy

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language (EAL), this includes recognising and valuing their home language and background. As an academy, we are aware that bilingualism is strength and that EAL pupils have a valuable contribution to make.

4.2 Aims

- a) In reference to the Equality Act 2010 ARK Priory Primary Academy does not discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. Bilingual pupils have an equal right of access to all areas of the curriculum.
- a) ARK Priory Primary Academy as a system of support new arrivals that allows us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.
- b) We aim to give bilingual pupils the opportunity to use their own experience, language and culture to enhance their learning within the National Curriculum, as well as creating opportunities for all pupils to increase their knowledge of other languages and cultures.

- c) We aim to address the specific and individual needs of bilingual pupils to ensure integration within the life of the academy.
- d) We recognise the need to promote the use of mother tongue as an essential part of the child's linguistic and cognitive development.
- e) We aim to create an environment, which is welcoming to parents and which promotes full involvement in their children's learning.
- f) We aim to prepare all children for living in a multicultural society.

4.3 Context of School

On entry to the academy, information is collected about the child's ethnic and linguistic background, previous educational experience, and their family and biographical background.

The Head of Inclusion/EAL coordinator is the designated member of staff who monitors policy and procedures.

4.4 Key Principles of Language Acquisition

- a) EAL pupils are entitled to the full National Curriculum programmes of study and all teachers have a responsibility for teaching English as well as other subject content.
- b) Access to learning requires attention to words and meanings embodied in each curriculum area. Understanding of vocabulary is not assumed but made explicit.
- c) Language develops best when used in purposeful contexts across the curriculum.
- d) Teachers, support staff and more fluent peers play a crucial role in modelling uses of language.
- e) Knowledge and skills developed in learning a first language aids the acquisition of a second language.
- f) A clear distinction should be made between EAL and Special Educational Needs.

4.5 New Arrivals

4.5.1 New arrivals include those who have transferred from another school in the UK and those who have recently arrived from abroad. Some may join the school at non-standard admission times. They will have widely differing language needs and previous educational experiences. Some will be literate in their home language while others may have had little formal schooling. How they settle into school life will have a significant impact on their future as learners and the place they are able to take in society.

4.5.2 A proportion of newly arrived pupils and their families may have experienced conflict or be seeking refuge from war or persecution. This, in itself, could have an impact on their ability to settle into school and to access learning. In addition, there may be gaps in their schooling which will become evident over time.

4.5.3 Other factors that may directly or indirectly affect a child's ability to learn are uncertainties for the family about:

- a) Immigration status (the family may be awaiting a decision on an asylum application).
- b) Housing (the family may have been placed in temporary, short-term housing and may be re-housed some distance from the school).

4.5.4 Families may be reluctant to divulge details of their immigration status; we understand it is important that the academy builds up a trusting relationship with the parents/carers to reassure them that such information remains confidential and is required for the sole purpose of meeting the educational, emotional and social needs of their child.

4.5.5 For data collection purposes the following groups can be identified as being of a refugee background:

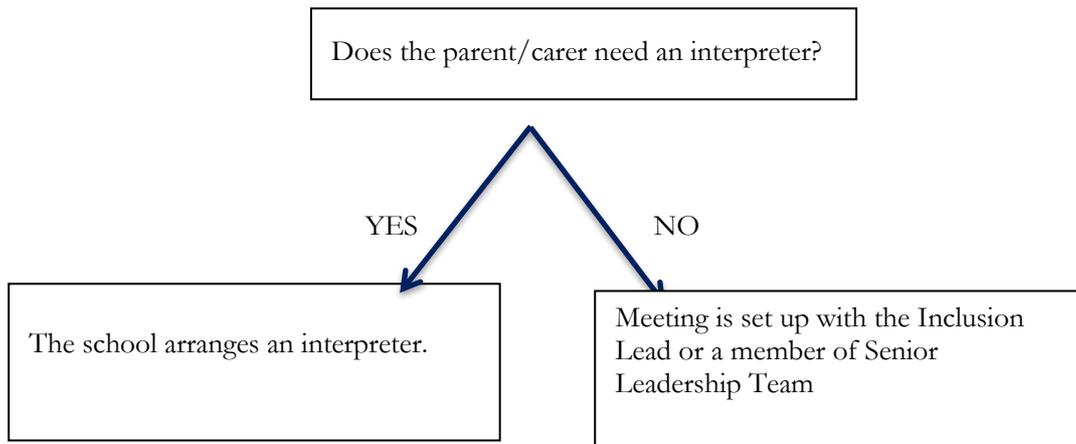
- a) Those at any stage of the asylum process.
- b) Those who have been granted refugee status in the UK.
- c) Those who have been granted refugee status in another European country and have moved to the UK as European citizens.
- d) Children born in the UK to parents from a refugee background.
- e) Unaccompanied minors.

4.5.6 ARK Priory Primary Academy focuses on the positive contributions made by new arrivals and mobile pupils.

4.5.7 Provision for pupils is based on a meaningful assessment of their prior knowledge and experience as well as their English language proficiency.

4.5.8 Support is available for parents/carers of new arrivals to familiarise themselves with the new education system of which their child is now part.

4.6 ARK Priory Primary Academy procedure for mid phase admissions



During the admission meeting

- Meeting is conducted by the Inclusion Lead
- Interpreter is present where necessary.
 - a) Parent /carer and child are given information about the school e.g. the school prospectus, home/school agreement, school routines, school uniform, entitlement to free school meals etc.
 - b) Parent/carer gives the school information about the child's prior schooling, including strengths, interests and any areas of concern
 - c) Home language, country of origin and refugee status is established.
 - d) Parent/carer and child are given a tour of the school and asked to return on an agreed day.

- Copies of the Induction form are passed to appropriate members of staff.
- Staff are informed of the start date and information is shared as appropriate.
- The class teacher prepares classroom equipment for the new pupil.
- The buddy team is prepared for their responsibilities.

The first few days

- The Inclusion Lead takes the pupil to the classroom where he /she is introduced to their class and teacher.
- The pupil is introduced to their buddy team and time is given for getting to know each other, perhaps another tour of the school.
- The pupil is given his or her reading bag and any other classroom equipment.
- The pupil is assigned to numeracy and literacy groups appropriate to his or her academic ability and experience.

4.7 Admission meetings

4.7.1 ARK Priory Primary Academy will collect basic information about newly arrived pupils on first contact with the family. However, it is beneficial for both school and family to share more detailed information. This information will be collected by the Inclusion Lead.

4.7.2 Parents/carers will be given the following information:

- a) School start and finish times.
- b) Class timetables, PE days etc.
- c) The school's expectations regarding homework, uniform, behaviour etc.
- d) Opportunities for parental participation.

4.7.3 If appropriate, parents/carers can be given information about other services available, such as English classes for adults.

4.7.4 Translated letters for parents can be found at: www.primaryresources.co.uk/letters/

4.8 New Arrivals Buddy System

On their first day in school the new pupil will be assigned a 'buddy' group of children who will be responsible for looking after them both in the classroom and at play and lunch times, showing them the key parts of the school such as the toilets and the dinner hall. The buddy children will wear special capes supplied by the Inclusion Lead, to highlight their role to other staff and pupils in the school. Where possible the new pupil should be taken to meet the Head and Deputy Head Teacher, the Office Staff and the Senior Mealtimes Supervisor. In the case of newly arrived EAL pupils, the school will aim to pair them with a buddy who speaks the same home language (when possible). Teachers will also use circle times and resources such as books and songs to welcome new pupils.

4.9 Accountability for New Arrivals

Once a new child has been put on roll:

4.9.1 The office staff is responsible for:

- a) Informing the class teacher about the new pupil and their expected start date.
- b) Contacting the parents of the new pupil and arranging an interview with them with the class teacher or the Inclusion Lead.

4.9.2 The Inclusion Lead is responsible for:

- a) Booking an interpreter if one is required.
- b) Liaising with the class teacher after the interview has taken place.

4.9.3 The class teacher is responsible for:

- a) Ensuring that the pupil has a named peg and a named tray.
- b) Choosing the buddy group children and ensuring that the new pupil has been introduced to key members of staff.
- c) Liaising with the Inclusion Lead if any concerns arise about the pupil's learning and development after the initial settling in phase.

4.10 Planning and Assessment

4.10.1 When a pupil arrives in our classrooms, we need to look at what they can do in their first language (or the language they have been educated in) as well as what they can do in English. One of the priorities of ARK Priory Primary Academy is to ensure that all EAL learners achieve their potential within the mainstream classroom. One way in which this can be achieved is to ensure that the assessment of EAL learners is based upon the principle of inclusion in which there is a common method of assessment for all pupils.

4.10.2 All pupils, regardless of how much English they speak, will be assessed within the first 2 weeks of arrival. This will support their learning and will provide a valuable baseline from which the school can begin to track their progress and make appropriate provision.

4.10.3 After the baseline assessments, EAL students will be given a code according to the Department for Education Descriptors (see Appendix 1). This will state where the children are regarding their proficiency in the English Language.

4.10.4 General Assessments are carried out twice a year; once at the end of Autumn term and then again in Summer 1. For pupils newly arrived and/or early learners of English, assessment may be more frequent. The school will use this assessment information to inform target setting.

4.10.6 Upon arrivals of EAL students, the Inclusion Lead will do a Literacy assessment and the Mathematics Lead will do the Mathematics initial assessment. Follow up assessments will be carried out and information recorded by classroom teachers as part of the normal assessment procedure for all pupils.

4.10.7 All EAL pupils are entitled to assessments as required. Staff have regular liaison time to discuss pupil progress, needs and targets and progress in the acquisition of English is regularly monitored. Targets for EAL pupils are challenging, appropriate and reviewed on a regular basis. When planning the curriculum, the staff take account of the linguistic, cultural and religious backgrounds of the pupils.

4.10.8 Within each class, EAL pupils will have targets set both individually and when possible as a group. These group targets will be displayed on the weekly planning grid and incorporated into whole class teaching and learning.

4.11 Teaching and Learning Strategies

- a) Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- b) Key language features of the curriculum are identified, such as vocabulary.
- c) Enhanced opportunities are provided for speaking and listening, and use made of drama techniques and role play.
- d) Additional visual support is provided, e.g. posters, pictures, photographs, use of gesture.
- e) Additional verbal support is provided, e.g. modelling, repetition, peer talk.
- f) Where possible, learning progresses from the concrete to the abstract.
- g) Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.

4.12 Special Educational Needs and Higher Attaining Pupils

The majority of EAL pupils needing additional support do not have SEN. Should SEN be identified then EAL pupils should have equal access to school's SEN provision. If EAL pupils are identified as high attainers, they should also have equal access to school's provision.

4.13 Parental/Community Involvement

We strive to encourage parental and community involvement by:

- a) Endeavouring to take initiatives to make ARK Priory Primary Academy a welcoming and friendly place for all parents and visitors.
- b) Providing a welcome induction meeting with the Headteacher and Class Teacher when they arrive.
- c) Using plain English and interpreters where necessary.
- d) Recognizing and encouraging the use of first language.
- e) Helping families to understand how to support their child at home, especially by continuing the development of their first language.
- f) Identifying linguistic, cultural and religious backgrounds of the children and establishing contact with their wider community when appropriate.

5 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 of all pupils is assessed upon entry to the academy, either as part of the Early Years Foundation Framework and CEM baseline or through assessment against the national curriculum and standardised maths and reading tests in KS1 and KS2. This is 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 6 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 in year 1 are also assessed nationally for phonics 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 SEN 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

6 A GRADUATED APPROACH TO SEN SUPPORT

At Ark Priory 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 and parent and pupil views.
- *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 as well as clear information for parents / carers
- *Reviewing* the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Tier 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 special educational needs and disabilities. 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.

Tier 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.

Tier 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
- A speech and language therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Play Therapist

A list of all of the assessments and interventions provided at Ark Priory Academy can be found on Appendix 2.

7 RECORDING SEN AND DISABILITIES

We are required by law to keep a record of those pupils who have been identified as having special educational needs and disabilities, and the provision we make for such pupils.

For each pupil with special educational needs and/or a disability, the Inclusion Lead will record on the academy data management system their broad area/s of need as listed in point 5 above, as well as a description of any specific areas of need. This will make up the academy SEN/D register.

Records of interventions and support are kept in the academy provision map.

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 SEN/D register and provision will be ended in the provision map.

8 SUPPORT FOR FAMILIES

We provide support to parents / carers of pupils with SEN and/or disabilities through regular contact,

information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of reception parents/carers may talk to the Inclusion Lead about transition plans for starting KS1. Similarly at the end of Key Stage 2 parents / carers may approach the Inclusion Lead for support relating to Secondary School options.

Additional support to families is available through the local authority, whose Local Offer can be accessed here:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0> or through Ealing's Family Support Services on https://www.ealing.gov.uk/info/201022/childcare_and_early_years/215/special_needs

Parents may also wish to get in touch with <http://ealinghelp.org.uk/> for a list of local charities and support groups.

9 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. <https://arkpriory.org/inclusion>

10 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 SEN and/or disabilities 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 6.

The senior leadership team, supported by the Inclusion Lead, regularly observe lessons to monitor the quality

of teaching, and for those pupils with SEN and/or disabilities focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Pupil Profiles.

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 a Statement of special educational needs or an Education, Health and Care Plan have a formal review meeting each year, at which progress and provision are considered and – if needed – changes are made.

11 TRAINING AND RESOURCES

We make every effort to ensure that staff at Ark Priory Academy are suitably trained and that we have adequate resources available to meet the needs of all pupils, including those with SEN and/or disabilities and learners of English as Additional Language.

Staffing and resources are funded through the Academy's notional SEN 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 a statement of SEN or 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 Inclusion Lead regularly attends SENCo 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.

The Inclusion Lead at Ark Priory Academy has also concluded the National Award for Special Educations

Needs Coordinator.

12 STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with guidance presented in the Data Protection Policy, available on the website. <https://arkpriory.org/page-strips/our-policies-1>

13 ACCESSIBILITY

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils.

Our accessibility plan can be viewed here: <https://arkpriory.org/inclusion>

14 DEALING WITH COMPLAINTS

Our named person for all matters relating to English as Additional Language and Special Educational Needs and Disabilities is Shannaz Rabbani. She 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.

<https://arkpriory.org/page-strips/our-policies-1>

15 REVIEWING THE POLICY

Governors, the Headteacher and Inclusion Lead, paying regard to views expressed by students, parents and all agency staff who have been consulted or have contributed to SEND/EAL provision during the year, will

review the policy, publishing an updated version on the school website. This policy will be reviewed annually.

16 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.

17 LINKS

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	https://arkpriory.org/inclusion
Ealing's Local Offer	https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannel=0
Data protection policy	https://arkpriory.org/policies/privacy-notice-and-data-protection-act
Behaviour policy	https://arkpriory.org/page-strips/our-policies-1
Ark Priory Academy Accessibility Plan	https://arkpriory.org/inclusion
Policy for meeting the needs of pupils with medical conditions	https://arkpriory.org/inclusion
Ark Priory Academy Complaints Procedure	https://arkpriory.org/complaints-policy-5

18 APPENDIXES

APPENDIX 1

Code	Description
A	<p>New to English</p> <p>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</p>
B	<p>Early acquisition</p> <p>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</p>
C	<p>Developing competence</p> <p>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</p>
D	<p>Competent</p> <p>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks</p>
E	<p>Fluent</p> <p>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</p>
N	Not yet assessed
O	Not applicable – NOT VALID WITHIN THE SCHOOL CENSUS

Appendix 2: 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

Half-termly data review (Class teacher, Inclusion Lead, T&L Lead)	<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 /Inclusion Lead)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (Inclusion Lead)
Attainment + progress: English - RWI phonics band progression - EYFS ELGs in C&L, Lit and CEM baseline - KS1 and 2 reading and writing PIRA	Literacy difficulties	RWI 1:1 assessment Variety of learning difficulties checklists Check vision/ hearing	SpLD assessment Ed Psych GP referral
	EAL	EAL Stages	
	Language and Communication Difficulties	Early Talk Bost/Talk Boost tracker Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths - EYFS ELG in Mathematics, PUMA, CEM baseline - KS1 and 2 Mathematics KPIs, Maths Mastery end of unit tests, arithmetic data and PUMA	Numeracy difficulties – learning gaps analyses, check gaps on KPIs first!	Targeted intervention	Ed Psych
	Difficulties with abstract thinking	Targeted intervention	Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	Consider personal history	Paediatrician Ed Psych OT
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion Socially isolated/withdrawn	Social, emotional, mental health problems	Wellbeing Questionnaire/Survey The Boxall Profile ELSA / Targeted interventions Mental support First Aider	EWO CAHMs therapist Play Therapy Ed Psych Paediatrician
	Social Skills Difficulties	Relevant checklist / Talk Boost tracker social communication section Peer Play skills scale	Speech and Language Therapist Ed Psych
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination - EYFS PD ELG - KS1 and 2 observational information	Motor Skills Problems	Motor skills checklist (EYFS/KS1)	Ed Psych Occupational Therapist

Appendix A: Inclusion Strategy

		Whole School Strategy	Curriculum	Targeted Support	Specialist Support
		Exemplary Teaching	High Quality Literacy for pleasure opportunities	Targeted Literacy	Assessment
Cognition and Learning	English	Whole school literacy strategy	Read Write Inc phonics, spelling and Literacy and Language programmes Talk for Writing Project Nelson whole school handwriting programme English curriculum for pupils with weak literacy: - Additional 1:1 phonics tutoring	Black Sheep Narrative Colourful Semantics Talk Boost	Specific Learning Difficulties teacher Educational Psychologist Speech and Language Therapist
	Maths	Exemplary Teaching	Maths Mastery	Targeted Number Support (based on KPI gaps analysis) Maths Mastery interventions in YR and Y1 (counting, place value, number bonds, calculation)	Assessment and/or bespoke support: Educational Psychologist
	MLD / GDD	Exemplary Teaching 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/curriculum support model Small steps learning Visual / Kinaesthetic learning Support with self-organisation	As for literacy and numeracy	Assessment and/or bespoke support: Educational Psychologist Speech and Language Therapist



Language and Communication	Whole School Communication Strategy	Language rich and language supportive curriculum Targeted questioning (Blanks) Pupil Progress discussions	Early Talk Boost and Talk Boost Nuffield Early Language Intervention Black Sheep Press Narrative Groups Colourful Semantics Bucket Time Box Clever	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	PSHE Mind up Zones of regulations	Social Skills Groups Mentoring / key worker Anger support Counselling Behaviour support plan / Pastoral support plan/ Behaviour trackers Nurture group Lego Therapy	Specialist assessment and/or bespoke support: Educational Psychologist CAMHs / TAMHs Alternative provision Group / family / individual therapy Social Services Play Therapy Springhallow outreach (observation for pupils with significant learning difficulties)
Attendance	Whole school focus on attendance (Incentives, etc.)	School-home contact	In-school meetings with parents / carers Attendance contract	EWO CAMHs / TAMHs Social Services if needed
Physical / Sensory Needs	Accessibility plan	Handwriting checklist	As directed by specialist services Fine motor skills intervention	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team OT assessment

EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	13-week induction programme Vocabulary checklist	Language for Thinking Black Sheep Colourful Semantics	
-----	---	---	---	--

WHOLE SCHOOL PROVISION MAP

Area of Need	Whole class (Wave 1)	Additional provision (Wave 2)	SEN (Wave 3)
---------------------	-----------------------------	--------------------------------------	---------------------

Cognition and Learning

- High expectations for all pupils
- Clear learning outcomes
- Clear steps within lesson – scaffold and support
- Effective modelling through ‘I, WE, YOU’ model (to ensure children are ready to move on to work independently and apply key skills)
- Teaching sequence carefully designed to support mastery
- Differentiation to support children’s access to learning
- Use of a range of resources to support (concrete objects, visuals, digital resources)
- Visual resources (word mats, sounds charts, common exception word charts)
- Dyslexia friendly resources (coloured pages/backgrounds)
- Resources accessible to support differentiated learning (cubes, number lines, sound mats)
- Word Walls to support building wider vocabulary
- Visual timetables with PECS to support routines
- Modelling handwriting (high expectations)
- Clear oracy focus
- RWI programme
- High quality texts to develop love of reading
- Effective ‘over the shoulder marking’ system
- On-going teacher AfL

- Pre-teach vocabulary
- 1:1 phonics
- In class support from TA for targeted children identified in planning
- 1:1 reading
- Bookmark Programme
- Fresh start
- Additional 1:1 phonics tutoring according to formative assessment and based on RWI programme
- Targeted academic Interventions according to AfL (inclusion team MT/NN)
- 1-1 phonics tuition for those who require additional support from support staff.
- Now and Next chart
- Workstations to meet individual needs as appropriate
- Support during group/partner work to build confidence
- Colourful semantics (to support sentence structure)

- Playtherapist
- Mentoring sessions (Run by Mental Health First Aid trained staff)
- Mental Health Team Ealing (Supporting families of children with mental and behavioural difficulties)
- SALT
- OT
- 1:1 support in class when appropriate
- Language for learning intervention (to support language structure)

	<ul style="list-style-type: none">• Standardised reading assessments• Colourful semantics		
--	--	--	--

Communication and Interaction

- Language rich environment
- Modelling of speech from all adults
-
- Talk for writing structure to support Oracy, writing and development of ideas in writing
- Peer assessment
- Reading aloud
- Colourful semantics
- RWI Programme
- After school clubs run by teachers/teaching assistants

- Pre-teach vocabulary
- In class support from TA for targeted children focusing on supporting speech and language
- Inclusion Ta's modelling language and social skills and playtimes
- Early Talk Boost Intervention
- Box Clever
- Bucket Time
- Pre-teaching of Vocab
- NELI
- Social skills
- Peer Play

- Playtherapist
- Mentoring sessions (Run by Mental Health First Aid trained staff)
- Mental Health Team Ealing (Supporting families of children with mental and behavioural difficulties)
- SALT
- OT
- 1:1 support in class when appropriate
- Support during group/partner work to build confidence
- Family support (Good Start Great Strat)
- Individual parent meetings to target and model communication and interaction skills)

Emotional, Behavioural and Social

- Whole school behaviour policy based on positive reinforcement
- Clear structure to classroom routines
- Whole class traffic light system (behaviour)
- Celebrations and values assembly
- Daily values morning routine
- Reflection time
- Structed PSHE Curriculum
- Daily Mindfulness sessions
- Zones of regulation in each classroom (to support development of self-regulation strategies)
- Clam space in each classroom to build independent on self-regulation
- Playground buddy system

- Individual behaviour chart
- Visual behaviour prompts
- Individual behaviour plan (reasonable adjustments to behaviour policy to meet the developmental need of child)
- Targeted in class behaviour support
- 1:1 support in class when appropriate
- Check-in's from Inclusion team to support and scaffold regulation (trained staff member)
- Non-verbal cues
- Timers
- Behaviour chart with visual prompts

- Focused sessions with Inclusion team to build friendship skills, collaboration and development of understanding emotions.
- Social skills
- Peer Play
- Parental support from Inclusion team and referrals
- Family support (Good Start Great Strat)
- Individual parent meetings to target and model communication and interaction skills)

- Targeted support during playtimes from Inclusion team (for specific children)
- SLT available for time out of class as a consistent consequence
- Playtherapist
- Time to talk sessions
- Lego Therapy
- ELSA
- Mentoring sessions (Run by Mental Health First Aid trained staff)

- Mental Health Team Ealing (Supporting families of children with mental and behavioural difficulties)

<i>Sensory and Physical</i>	<ul style="list-style-type: none">• Pencil grips/large pencils• Sloping desks available• Handwriting lined to support effective transcription• Daily timetabled handwriting sessions• Playtime equipment	<ul style="list-style-type: none">• Sensory box in classroom calm spaces• Access to laptops (when needed)	<ul style="list-style-type: none">• Individual safe area• Sensory box (individual)• Playtime support with equipment/climbing frame
