



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Ark

Policy Information

Named personnel with designated responsibility for matters associated with special educational needs and disabilities:

Role	Designated Person	Contact Details
SENDCo – Primary	Kathryn Bailey	0121 393 4459
SENDCCo Secondary	Neibh McPhilimey	0121 393 4459
Senior leader who manages the SEND Department	Vickee Twort – Primary Ela McSorley - Secondary	0121 393 4459
SEND Link Governor	Catherine Howard	0121 393 4459
Designated teacher with safeguarding responsibility	Laura Ayling	0121 393 4459
Member of staff responsible for pupils with medical needs	Shamaela Khan	0121 393 4459
Member of staff responsible for managing PPG/LAC funding	Laura Ayling	0121 393 4459

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sep 2016	Policy created	Ark Central
Sep 2017	Policy reviewed	Kathryn Bailey
Sep 2018	Policy reviewed	Kathryn Bailey
Sep 2019	Policy reviewed	Kim Banks
July 2020	Policy Reviewed	Neibh McPhilimey

Dates of staff training for this academic year

Course Title	Staff
Differentiation for SEN pupils	Primary Staff
Culture and Ethos Training	All Staff
Autism Awareness Level 1	All Staff
Toolkit tracker and Continuums	Primary Staff
Speech, Language and Communication interventions and classroom practice in EYFS	EYFS Staff
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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 (2015).

This policy was created by the academy SENDCo in collaboration with the academy leadership team, taking into account the views of pupils, parents and relevant other stakeholders.

2. ROLES AND RESPONSIBILITIES

Teachers

As stated in the SEND Code of Practice (2015), “teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” This includes:

- Identification of individual needs
- Planning of provision to meet all needs
- Tracking and monitoring of individual progress
- Planning and delivery of interventions with TA
- Ongoing liaison with parents
- Ongoing liaison with SENCo for advice and support

The SENDCo

The SENDCo has day-to-day responsibility for the operation of the SEN and disabilities policy and co-coordinating provision made for students with SEN and disabilities.

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

The SENDCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEN and disabilities policy and provision within the school in order to raise the achievements of students with SEN and disabilities.

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

- In relation to each of the registered pupils who the SENDCo considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupil’s special educational needs, and coordinating 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 any adults 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 Headteachers

The Headteachers at Ark Victoria have 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.

We believe in the potential of every child at Ark Victoria Academy and will strive to create a school, which provides each pupil with the best possible start in life and the motivation to achieve academic excellence. We aspire to ensure that every child gains the skills, knowledge and qualifications to be able attend a university or embark on a career of their choice.

Our core Ark schools values are at the heart of all that we do:

Aim High

Be Brave

Be Kind

Keep Learning

In achieving our aims, we will:

- work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEN and disabilities in mind

- set exceptionally high expectations for all our pupils and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEN and disabilities
- teach, recognise and reinforce good behavior
- organise our academy so that every child knows, and is known well by, every adult in the academy
- prioritise depth in English and mathematics, giving our pupils with SEN and disabilities the best chance of success
- make sure pupils have enough time both for core subjects and for extra-curricular activities

4. 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.

At Ark Victoria Academy, we assess pupils at key stages in their education using statutory assessments. Pupils are assessed at the end of Nursery and Reception using the Foundation Stage Profile in which their development is measured against 17 areas. At the end of Year 1, pupils' reading fluency skills are measured using the Phonics Screening. Pupils take statutory reading and maths exams (SATs) at the end of Key Stage 1 and the end of Key Stage 2. When pupils enter the secondary phase of their education, they begin preparation for their GCSEs, which they take in Year 11. Some pupils will take Level 2 exams in Year 10.

We also assess pupils regularly throughout each academic year using internal assessments. The attainment of pupils from Year 1 to Year 6 is measured using the Hodder PUMA and Hodder PIRA maths and reading assessments. Throughout their time in primary, pupils' knowledge of the national curriculum is also measured against Key Performance Indicators (KPIs). In Secondary, pupils' attainment is measured by a number of key assessments such as the National Growth in Reading Test (NGRT), Ark Common Assessments and GL Assessments in English, mathematics and science. This is in order to:

- Set individual targets. Progress towards these targets is reviewed at data entry points three times per year to ensure that pupils who fall behind are identified as early as possible.
- Identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention as set out in section 5 below. Each intervention is reviewed frequently, based on progress against intervention-specific measures.

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 needs 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, 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

5. A GRADUATED APPROACH TO SEN SUPPORT

At Ark Victoria 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
- Pupil School Support teacher (PSS)
- Communication and autism team member (CAT)
- City of Birmingham (COBS) Behavioral Support

6. 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 SENDCo will record on the academy data management system their broad area/s of need as listed in point 4 above, as well as a description of any specific areas of need. This will make up the academy SEND register.

Records of interventions and support are 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 SEND register and provision will be ended in the provision map.

7. SUPPORT FOR FAMILIES

We provide support to parents/carers of pupils with SEN and/or disabilities through regular contact, information sharing and progress reports.

Specific support is provided at key transition points. At the end of reception, parents/carers may talk to the SENDCo about transition plans for starting Key Stage 1. Similarly, at the end of Key Stage 2 parents/carers may approach the SENDCo 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.birmingham.gov.uk/localoffer>

Parents may also wish to look at the services offered by Birmingham City Council here: https://www.birmingham.gov.uk/info/20019/children_and_families

8. 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: www.arkvictoria.org

9. 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 5.

The senior leadership team, supported by the SENDCo, regularly observes 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 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.

10. TRAINING AND RESOURCES

We make every effort to ensure that staff members at Ark Victoria 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.

Staffing and resources are funded through the Academy's notional SEN budget - a sum of money to be spent at our discretion for meeting the needs of pupils with SEND. We provide support and resources from this budget as required up to the value of £6000 per pupil with SEND.

Some students with an Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular pupil and is reported on during the annual review meeting.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.

The SENDCo regularly attends SENDCo network meetings at both Local Authority and Ark Network level to keep up to date with local, Ark Network-wide and national updates in SEND.

11. STORING AND MANAGING INFORMATION

All documents and information are stored in compliance with the General Data Protection Regulation (GDPR).

12. ACCESSIBILITY

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

This Accessibility Statement complies with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005. An accessibility plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum,

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at Ark Victoria Academy, even if this requires rewriting the school timetable. The school fulfils all duties under the Equality Act, 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

Full access to education, school trips and physical education

The school recognises 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 school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Admission Arrangements for pupils with Special Educational Needs and Disabilities

No pupil will be refused admission to school on the basis of his/her Special Educational Needs or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

For more information, please see the Accessibility Statement and Plan on the academy website: www.arkvictoria.org

13. DEALING WITH COMPLAINTS

Our named persons for all matters relating to special educational needs and disabilities is Kim Banks. They should be contacted if parents/carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the academy website under the complaints policy.

14. REVIEWING THE POLICY

Governors, the Head of School and SENDCo, paying regard to views expressed by students, parents and all agency staff, who have been consulted or have contributed to SEND provision during the year, will review the policy, publishing an updated version on the school website. This policy will be reviewed annually.

15. 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.

16. LINKS

For ease of reference, we include the following Hyperlinks:

Document	Hyperlink
The Academy SEND Information Report	http://arkvictoria.org/policies/send-information-report-o
Birmingham Local Offer	https://www.birmingham.gov.uk/localoffer
Behaviour policy	http://arkvictoria.org/behaviour-policy
Ark Victoria Academy Accessibility Plan	http://arkvictoria.org/accessibility-plan-o
Policy for meeting the needs of pupils with medical conditions	http://arkvictoria.org/policies/supporting-pupils-medical-conditions-policy
Ark Victoria Academy Complaints Procedure	http://arkvictoria.org/complaints

Appendix A: 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; between pupil and peers closing

GREEN = Attainment / progress in average range

UNIVERSAL	Possible area/s of need	TARGETED	SPECIALIST
Half-termly data review (Class teacher, SENDCo, Assessment 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 / SENDCo)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENDCo)
Attainment + progress: English <ul style="list-style-type: none"> • Foundation Stage Profile • RWI phonics band progression • Year 1 Phonics Screening Check • KS1 reading and writing KPIs and PIRA • KS2 reading and writing KPIs and PIRA • NGRT • GL assessments in English • English Mastery Assessment 	Literacy difficulties	RWI 1:1 assessment Check vision Dyslexia Portfolio Salford Reading Age Test Birmingham Continuums Helen Arkell Spelling Test	Ed Psych – Kate Towers PSS Teacher – Tracey Kenny CAT Team – Drew Shaw
	EAL	Language Acquisition Assessment	EAL Lead Teaching Assistant– Sayma Akhtar
	Language and Communication Difficulties	Hearing Check Speech and Language Therapy referral Language for Thinking Assessment	GP referral - Child Development Centre CAT Team PSS teacher
Attainment + progress: maths <ul style="list-style-type: none"> • Foundation Stage Profile • KS1 mathematics KPIs and PUMA • Year 2- Year 6 arithmetic tests • KS2 mathematics KPIs and PUMA • GL assessments in Maths • Maths Mastery Assessment 	Numeracy difficulties – check gaps on KPIs first.	Dyscalculia Portfolio Birmingham Continuums	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum Teacher judgements in non-core subjects Ark Common Assessments	Moderate learning difficulties / general developmental delay	Consider personal history Progress measured on targeted interventions/support	Paediatrician Ed Psych
Attendance Negative behaviour incidents Seclusions / detentions Exclusions / at risk of permanent exclusion Socially isolated/withdrawn	Mental health problems	The Progression Toolkit	CAHMs therapist Ed Psych Paediatrician
	Social skills difficulties	Progression Framework Mentoring observations Antecedent, Behaviour, Consequence (ABC) charts	Pastoral Team: Daljit Hayre (Senior Learning Mentor), Saba Masoud (Learning Mentor), Mr Parker (Learning Mentor), Nazia Arif (Learning Mentor) Roy Pinnock (Parent Support Advisor), Kausar Hussein (Parent Support Advisor)
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination <ul style="list-style-type: none"> • observational information 	Motor skill difficulties Physical disability/sensory need	Motor skills checklist (EYFS/KS1) Diagnostic Assessment of Speed of Handwriting (DASH)	Ed Psych Occupational Therapist Physical Disability Support Service (PDSS) - Jane Runacres

Appendix A: Inclusion Strategy



Cognition and Learning	English	<p>Great Teaching</p> <p>Whole school literacy strategy</p>	<p>Reading Revolution programme (primary reading curriculum programme developed by Ark)</p> <p>Independent reading opportunities in class</p> <p>Read Write Inc. phonics, Get Spelling</p> <p>Talk for Writing Project</p> <p>English curriculum for low-attaining pupils:</p> <ul style="list-style-type: none"> • Differentiated lessons • Scaffolded support in class – writing frames, word banks, task boards • Bespoke lessons for EAL pupils who are new to English • Booster reading and writing sessions provided by teachers and/or teaching assistants 	<p>RWI 1:1 Phonics interventions</p> <p>Direct Phonics</p> <p>EAL induction programme</p> <p>Speech and language 1:1 support/interventions</p> <p>Colourful Semantics</p> <p>Black Sheep Press</p> <p>Language for Thinking</p> <p>Toe by Toe</p> <p>Reading & Thinking</p> <p>Word Wasp</p> <p>Word Hornet</p> <p>Project X</p> <p>Rapid Reading Intervention</p> <p>Precision Teaching</p>	<p>Assessment and/or bespoke support:</p> <p>PSS Teacher</p> <p>Educational Psychologist</p> <p>CAT Team</p> <p>NHS Speech and Language Therapy</p>
	Maths	<p>Great Teaching</p>	<p>Maths Mastery (KS1)</p> <p>White Rose Maths Hub (KS2)</p> <p>Maths Meetings</p> <p>National Curriculum</p> <p>Key Performance Indicators</p>	<p>Targeted Number Support (based on KPI gaps analysis and group data analysis)</p> <p>Dyscalculia Portfolio Guidance</p> <p>Power of 2</p> <p>Times Tables (by Power of 2)</p> <p>Numeracy Ninja</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p> <p>PSS Teacher</p> <p>CAT Team</p>
	MLD / GDD	<p>Great Teaching</p> <p>Whole school approach / strategies for teaching pupils with generally low attainment</p> <p>Teaching Assistant Support</p>	<p>Adapted English and Maths curriculum for pupils with general low attainment:</p> <p>Nurture/curriculum support model</p> <p>Small steps learning</p> <p>Visual / Kinaesthetic learning</p> <p>Support with self-organisation</p> <p>Visual timetables</p> <p>Makaton</p>	<p>Word Wasp/Word Hornet for children with severe reading difficulties</p> <p>Precision Teaching</p>	<p>Assessment and/or bespoke support:</p> <p>Educational Psychologist</p> <p>CAT Team</p> <p>PSS Teacher</p> <p>NHS Speech and Language Therapy</p>



Language and Communication	Whole School Communication Strategy	Language rich and language supportive curriculum Visual timetables Word Walls Use of Communicate in Print software to create visual resources	Colourful Semantics Personal visual timetables Social Skills groups Now/Next boards Choice boards Task boards Social Skills groups Black Sheep Press Language for Thinking	Specialist assessment and / or bespoke support: Speech and Language Therapist
Social, emotional, mental health	Whole school behaviour policy Pastoral support offer (sanctions as well as supportive input) Restorative / mediation approaches	PSHE and SMSC teaching in class Whole school assemblies with PSHE and SMSC focus Life bus	Social Skills Groups Learning mentors and parent support advisors Anger management support FRIENDS for Life and FRIENDS Youth programmes	Specialist assessment and/or bespoke support: Educational Psychologist CAMHs / TAMHs Alternative provision Social Services
Attendance	Whole school focus on attendance (Incentives, etc.)	School-home contact Assemblies on attendance Whole school attendance awards Breakfast club (before school) Wrap Around club (after school)	In-school meetings with parents / carers – outreach worker Spotlight Campaign Home visits, collecting children	EWO CAMHs / TAMHs Social Services if needed
Physical / Sensory Needs	Accessibility plan	Accessibility plan on website Training provided to teachers of children with physical and/or sensory needs	As directed by specialist services Specialist equipment in the classroom as needed, i.e. ipads, monitors, writing slopes, wheel chairs, etc.	Specialist support / input from: Visual impairment / Hearing Impairment / Physical Disability Support Team
EAL	Whole school teaching strategies for pupils with EAL Differentiation to ensure pupils are fully immersed and able to participate	EAL induction plan created by EAL Lead teacher Admissions procedure	EAL induction plan created by EAL Lead and led by Inclusion Lead	PSS Support with training and advice