



SEN information report

PURPOSE

The SEN information report is a statutory document that is intended to tell the reader how your school's SEN policy is used and how help and support for students with SEND works in your setting.

Date of last review:	July 2022	Author:	Isobel Currie
Date of next review:	July 2023	Owner:	Ark Soane Academy
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Schools-wide <input type="checkbox"/> Set for School <input checked="" type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only	Approval:	SLT
School:	Ark Soane Academy	Key Contact Name:	Isobel Currie
Key Contact Email:	I.currie@arksoane.org	Key Contact Phone:	0208 161 5567

ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input checked="" type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Special Educational Needs and Disabilities (SEND)

Contents

1. Contact Information
2. The kinds of SEN that are provided for
3. Identifying students with SEN and assessing their needs
4. Consulting and involving students and parents
5. Assessing and reviewing students' progress towards outcomes
6. Supporting students moving between phases and preparing for adulthood
7. Our approach to teaching students with SEN
 - 7.1. Adaptations to the curriculum and learning environment
 - 7.2. Additional support for learning
 - 7.3. Expertise and training of staff
 - 7.4. Securing equipment and facilities
8. Evaluating the effectiveness of SEN provision
9. Enabling students with SEN to engage in activities available to those in the school who do not have SEN
10. Support for improving emotional and social development
11. Working with other agencies
12. Complaints about SEN provision
13. Contact details of support services for parents of students with SEN
 - 13.1. The local authority local offer
14. Contact details for raising concerns

1. Contact information

Talk to your child's form teacher or pastoral lead if you have any concerns about your child's learning in the first instance

It is likely that the teachers will discuss your concerns with Gordon Smith, the SENDCO.

You may wish to arrange a meeting with the SENDCO, using the contact details below.

If your child is already known on the SEND profile, then you should be aware of their keyworker and can contact them directly using the contact details below.

If you continue to have concerns, arrange to discuss these with Rob Orme, the Academy Vice Principal

As a last resort, you may wish to speak to the Link SEND Governor, Kate Bellamy.

Isobel Currie	SENDCo	i.currie@arksoane.org
Sara Nelder	Teaching Assistant	s.nelder@arksoane.org
Henry Noland	Graduate Teaching Assistant	h.noland@arksoane.org
Eliza Perry	Graduate Teaching Assistant	e.perry1@arksoane.org
Lamia Abdalsalam	Graduate Teaching Assistant	l.abdelsalam@arksoane.org
Senior leader who line manages the SEND Department	Rob Orme	r.orme@arksoane.org
Ealing Local authority	Local Offer	Ealing SEND Local Offer Ealing Directory (ealingfamiliesdirectory.org.uk)

2. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

3. Identifying students with SEN and assessing their needs

Our Special Educational Needs and / or Disabilities policy (SEND) aims to outline our expectations to support our students with SEND those, together with the systems and processes to support identification of need. We promote maximum inclusion of all students and recognise students' entitlement to a broad and balanced curriculum whilst meeting their

individual needs. We recognise that some students may require more support than others and we aim to plan accordingly.

Ark Soane is committed to delivering an education that ensures our students have the education and character to go on to live happy, fulfilled lives as the drivers of their own destinies. Staff at Ark Soane work to ensure that students' learning needs are met in the mainstream classroom as much as possible. Staff in the SEND department work with teachers and other colleagues in all subjects to ensure that work set is adapted and appropriate. Staff are given strategies to support each individual student, providing materials and training to aid where necessary. Where more individualised support or teaching is required, this is usually led by an individual in the SEND department.

We also work closely with a range of professionals outside school to provide informed pastoral support and to support learning, based on students' specific, individual needs. Listening to students, working with parents, and listening to their aspirations to achieve the most appropriate provision, is a key element in all our work.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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 child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When, despite targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the academy on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need. In exceptional circumstances, where students fail to respond to all the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.

What is an Education, Health and Care Plan?

An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.

The Plan contains:

- The views and aspirations of you and your child
- A full description of her/his special educational needs, along with any health and social care needs
- Outcomes for your child's progress
- Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs

4. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEN support or be removed from SEN support and the profile.

5. Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

We work closely with the educational settings used by students before they transfer to us to

seek the information that will make the transfer as seamless as possible. This will include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.

The following provision is in place to support students moving between phases:

- There are open evenings and taster days for all year 6 students who are transferring to Ark Soane Academy in year 7.
- Students identified as needing additional support with transition are invited to additional taster days
- Parents of students who have EHCPs are invited to meet with the Academy SENDCo before the transition to Ark Soane Academy
- Parents and carers of incoming Year 7 students are invited to SEND and Inclusion coffee mornings towards the end of the summer term in Year 6
- Students in year 9 are provided with detailed information to support their options choices for Key Stage 4.
- Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students with a statement of special educational needs or an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice.

7. Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Ark Soane endeavours to meet and support all children with SEND needs through:

High expectations

All children, regardless of SEND status, are expected to make progress in line with ARK's expectations. Children with statements of SEND are given the support and challenge they need to make the best possible progress.

Excellent teaching

Meeting the needs of children with SEND is a **whole academy responsibility**. We train our teachers to understand the needs of every child and to review their progress regularly, systematically, and thoroughly. We expect all teachers to be teachers of every child and to adjust their teaching to enable all children to make progress.

Early identification

We identify children who have SEND through screening and assessment when they join the academy and if there is a cause for concern, at any other time.

Impactful intervention

We support the use of high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.

Regular review and response

All children identified as having SEND have a specific learning plan which is reviewed every term and adjusted to meet their needs.

We will also provide the following interventions:

- We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not, all learning takes place in mainstream lessons.
- At Ark Soane Academy we have a three-tiered approach to supporting students' learning needs.
- At UNIVERSAL level (Wave 1), we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs
- We provide TARGETED (Wave 2) support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers.
- We provide Specialist TARGETED (Wave 3) support when we consider long term provision for existing students with EHCPs or for those that may require one.
- Both tier 2 and 3 this takes the form of a graduated four-part approach of:
 - Assessing your child's needs
 - Planning the most effective and appropriate short-term intervention
 - Providing this intervention
 - Reviewing the impact on your child's progress towards individual learning outcomes

7.1. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7.2. Additional support for learning

We have 2 teaching assistants who provide in-class support, 1:1 and small group work withdrawal and are allocated keyworkers to all students on the SEND profile.

Teaching assistants will support pupils on a 1:1 basis when specified by a student's EHCP.

Teaching assistants will support pupils in small groups when running specific interventions when a need is identified or if specified in a student's EHCP.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service from Ealing Council
- Speech and Language Therapy Service – NHS service
- Ealing School Nurse Service – NHS service
- Ealing VI and HI teams
- Here4You Counselling and CBT - Metanoia Institute

- Occupational Therapists
- CAMHS
- SAFE

We run the following interventions for students with SEND:

- Dyslexia Gold
- Fresh Start Phonics
- Social skills group
- Handwriting
- Zones of Regulation
- Mentoring
- Specific dyslexia interventions
- SEND specific counselling

7.3. Expertise and training of staff

Our SENCO is new to role and is supported by an experienced SENDCO through the Ark MAT.

We have a team of 3 graduate teaching assistants and a higher-level teaching assistant (HLTA) who is leading on wellbeing and medical.

We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.

During this academic year, all teachers and teaching assistants have the following awareness training:

- Quality first teaching for students with SEND.
- Language and phonics needs and how to support them.
- SEND annual training and key areas of need.
- SEND handbook covering various areas of SEND / Teaching and Learning.
- Supporting students with medical needs.

7.4. Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the academy does not have, we will seek to secure it through the local authority or purchase it using the notional SEN funding.

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term through keyworker meetings
- Reviewing the impact of interventions after 6 or 12 weeks ensuring all interventions have pre and post data where appropriate.
- Using student / teacher / parent questionnaires and surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

9. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day/school plays/special workshops.

All students take part in enrichment as part of their timetabled lessons every Tuesday afternoon.

No student is ever excluded from taking part in these activities because of their SEN or disability.

9.1 Arrangements for the admission of disabled pupils

Students with a disability will meet with the SENDCo before their start date to ensure a personalised support and accessibility plan is put in place.

9.2 Steps take to prevent disabled pupils from being treated less favourably than other pupils

Students also have Personalised Emergency Evacuation Plans put in place where necessary.

At Ark Soane we have a lift to ensure students with disabilities can access all areas of the school and we make reasonable adjustments to timetables and school routines to ensure students are supported in accessing their education.

9.3 The facilities provided to help disabled pupils access our school

At Ark Soane we have a lift to ensure students with disabilities can access all areas of the school.

9.4 How to find the school's accessibility plan

For full information our accessibility plan is available on the website; https://arksoane.org/sites/default/files/Accessibility%20Plan%20%28Policy%29_3.pdf

10. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of homework, and sports club to promote teamwork/building friendships etc.
- Students with SEN around SEMH have had specific sessions around emotional regulation and have completed mentoring by the SEND team.
- We have a zero-tolerance approach to bullying.

11. Working with other agencies

We work closely with our external agencies outlined in point 7.2. In addition, the SENDCo works with health and social care bodies to support students with SEND. We welcome partnerships with any agencies who can support our students and enrich their experience at Ark Soane or in their wider life.

12. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo, Isobel Currie, in the first instance. If you continue to have concerns, arrange to discuss these with Rob Orme, Vice Principal.

Contact details are listed below in point 14. They will then be referred to the school's complaints policy. A copy of the school's complaints policy is available on the website: <https://arksoane.org/sites/default/files/Ark%20Complaints%20Policy%20August%202020%20-%20September%202021.pdf>

13. Contact details of support services for parents of students with SEN

ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) <https://www.family-action.org.uk/what-we-do/children-families/send/isaid/>

13.1 The local authority local offer

The Local Authority's local offer is published on <https://www.ealingfamiliesdirectory.org.uk>
<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Parents without Internet access should make an appointment with the Academy SENDCo for support to gain the information they require.

Ark Soane Academy is part of the local authority offer to place students with an Educational Health and Care Plan in inclusive mainstream schools when this is parental or student preference.

14. Contact details for raising concerns

For concerns regarding SEND provision please contact Isobel Currie (SENDCo) in the first instance via email i.currie@arksoane.org

If you continue to have concerns, please contact Rob Orme (Vice Principal) via email r.orme@arksoane.org