



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 pupils with SEND works in your setting.

Date of last review:	September 2020	Author:	Tom Draper, Head of Inclusion
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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:	Management Team
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ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input 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)

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1. Contact information

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Southwark		https://localoffer.southwark.gov.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, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

3. Identifying pupils with SEN and assessing their needs

We will assess each pupil'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 pupils 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 pupil 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 pupil 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.

4. Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5. Assessing and reviewing pupils' 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 pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil'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 pupil 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 pupil's progress.

6. Supporting pupils moving between phases and preparing for adulthood

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

7. Our approach to teaching pupils with SEN

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

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

We will also provide the following interventions:

- Fresh Start Phonics
- Reading interventions
- Literacy and Numeracy Functional skills
- Social skills workshops
- Place 2 Be counselling
- Pastoral support through CBT and other therapies

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 are able to access it, for example, by grouping, 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.
- Withdrawing students from lessons to have more targeted support if deemed necessary for the child's progress.

7.2. Additional support for learning

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

- Place 2 Be
- Educational Psychology service through Southwark
- Unlocking Language – Speech and Language therapist

7.3. Expertise and training of staff

Our SENCO has 2 experience in this role and has worked as a teacher at Globe for the past 5 years.

Our Deputy SENDCO has worked with SEN students for 7 years

They are allocated 20 hours a week to manage SEN provision.

We have staff who are trained counsellors, as well as a teacher who is trained in developing emotional literacy.

In the last academic year, staff have been trained in Emotional Literacy, Trauma Informed practice, Selective Mutism, ASD, EB

We use specialist staff for Cognitive Behaviour Therapy, Counselling, Dyslexia support

7.4. Securing equipment and facilities

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

An EHC Plan assessment can be requested by any number of people, including:

- You as parent or carer
- Your child – where appropriate and aged 16 or over)
- The Academy SENCo
- The Academy principal
- Health or social care professionals

8. Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

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

All pupils are encouraged to go on our educational visits through our enrichment days (once per term and COVID situation dependent)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

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

- When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.

At Ark Globe academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. (Outline academy specific accessibility strengths here)

10. Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

11. Working with other agencies

- At Ark Globe Academy we have support arrangements or service level agreements in place with the following specialist bodies:
 - Place2B
 - The Difference
 - Speech and Language Therapy – Unlocking Language
 - Educational Psychologists – Provided by Southwark

12. Complaints about SEN provision

- The normal arrangements for the treatment of complaints at Ark Globe Academy are used for complaints about provision made for students with special educational needs.
- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher or Academy SENCo.

If your concerns are not dealt with satisfactorily, you can then contact the Academy Principal, who may direct you to the academy's Complaints Policy and Procedure
<http://arkglobe.org/policies/complaints>

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

sen@southwark.gov.uk - 0207 525 4278

13.1 The local authority local offer

- The Local Authority's local offer is published on <http://localoffer.southwark.gov.uk/>

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

14. Contact details for raising concerns

- Talk to your child's form teacher if you have any concerns about your child's learning
- It is likely that the form teacher will have discussed your concerns with Will Whitehouse, the academy SENCo
- You may wish to arrange a meeting with the SENCo, Will Whitehouse. Their contact details are:
E-mail: w.whitehouse@arkglobe.org
Telephone: 020 8161 4072
- If you continue to have concerns, arrange to discuss these with Matt Jones, the Academy Principal

As a last resort, you may wish to speak to the Link SEND Governor, Patrick Voss