



# 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:	January 2022	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2022	Owner:	Education Directors
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
School:	Ark Globe Academy	Key Contact Name:	Alicia Kenshole
Key Contact Email:	primarysenco@arkglobe.org	Key Contact Phone:	020 7407 6877

## 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

Ms Alicia Kenshole	SENDCo	<a href="mailto:primarysenco@arkglobe.org">primarysenco@arkglobe.org</a> 020 7407 6877
Local authority: Southwark	Local offer	<a href="https://localoffer.southwark.gov.uk/education-health-and-care-plan/">https://localoffer.southwark.gov.uk/education-health-and-care-plan/</a>

## 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
- Moderate/severe/profound and multiple learning difficulties

## 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 consider 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 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.

### **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, 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**

At Ark Globe Academy we have a three-tiered approach to supporting students' learning needs.

1. At **UNIVERSAL** level, 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 (see 6b above).

2. We provide **TARGETED** 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. 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

Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

3. 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 your child. This may include:

- Educational Psychology
- Speech and Language therapy

Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments.

For a full list of interventions provided at Ark Globe Academy, please refer to our Inclusion Strategy document further down, or by clicking on the following link: <http://arkglobe.org/inclusion>

## **7.3. Expertise and training of staff**

Our SENCO has 4 years experience in this role and has worked in education for 7 years in foundation stage, KS1 and KS2.

We have a team of co-teachers who are trained throughout the school year to develop their skills in supporting the mainstream curriculum and awareness of how this can be amended to meet the needs of SEND pupils.

## **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 pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 3 to 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 residential trip(s)

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.

## **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 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 class 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 <https://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**

Primary Principal: S. Colburn – s.colburn@arkglobe.org

Primary SENCo: A. Kenshole – primarysenco@arkglobe.org