### VISION/MISSION

**Ark Globe Academy** is an inclusive school and recognises the individual needs of every child to ensure that each student can achieve their potential. We place great importance on ensuring that students with Special Educational Needs and Disabilities are identified, properly assessed and well supported, following best practice. We place strong emphasis on positive mutual partnerships between students, parents and staff demonstrating our shared commitment to putting in the effort to ensure that each individual child succeeds.

### WHOLE SCHOOL APPROACHES

**Information on policies, people and statutory guidance**

**Question 1**

1. “What kinds of special needs are provided for in this school/setting?”

We offer equality of opportunity to all groups of students within the school. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that children of all ability levels are well equipped to meet the challenges of education, work and life.

This encompasses the four broad areas of Special Educational Needs and Disabilities (SEND)

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

We are guided by the SEN Code of Practice 2014, Disability Discrimination Act 1995 and the Equalities Act 2010. For further information see our [Accessibility Plan](#) and [Admissions Policy](#)

**Question 2**

2. “Who is involved?”

**The SENCo** Ann Keily  
A.Keily@globeacademy.org  
0207 407 6877 Ext 206

- Responsible for the day to day implementation of the SEND policy, coordinating the support for children with Special Educational Needs or Disabilities and making sure that all children get a consistent, high quality response to meeting their needs in school.
- **The Learning Family Lead and Classroom Teacher;**
- Every teacher is a teacher of SEND at Globe Academy; they are responsible for ensuring that the schools SEND policy is followed and delivered through quality first teaching in their classroom.
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The Learning Director for Inclusion Katherine Schofield  K.Schofield@globeacademy.org
0207 407 6877 Ext 214
- Responsible for the day to day implementation of the AEN (Additional Educational needs) policy and provision.

The Principal Matt Jones oversees the implementation of the policy.
The Governors are responsible for the overall SEND policy.

Question 3.
3. “Where can I find out about what is available locally for me, my family or my child?”

The Local Authority has details of what support is available locally for parents and children, this can be found at  http://localoffer.southwark.gov.uk/

Wider World of School: Approaches to extra-curricular activities and pastoral care

Question 4.
4. “How do I know if this school is right for my child?”

We strongly recommend that you and your child attend one of our Open Events (Click link)
- You can also ask to meet the SENCO to discuss any further queries you may have around your child’s special educational needs.

Question 5.
5. “How will my child be welcomed into the school/setting?”

At Globe Academy we will:
- provide a friendly welcome to your child and a secure, stimulating environment in which to learn;
- ensure that your child is valued for who she/he is and helped to make good progress in their spiritual, moral, emotional and academic development;
- challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.

Question 6.
6. “How will my child be supported to be part of the school/setting?”

We have a series of small schools to ensure that we know every pupil, they each know their teachers and learning leaders well and that their needs are fully supported. The Inclusion team offer additional support as appropriate and work closely with teaching staff to support the provision of a differentiated curriculum that meets the needs of all students, individuals and groups by:

- Responding to pupils’ diverse learning needs
- Setting suitable learning challenges
Special Educational Needs and Disability (SEND) Information Report

- Overcoming potential barriers to learning and assessment

**Question 7.**

7. “How is behaviour managed?”

Helping all students to behave responsibly creates a strong academy identity which students can be proud of:

- Globe Academy has a highly structured and orderly environment where everyone is well mannered and shows respect for others.
- Our behaviour code reinforces students’ responsibility for their actions. We are quick to praise and reward and equally swift to tackle misbehaviour.
- The Academy provides support for improving the emotional and social development of students, through a strong pastoral ethos where students can come to any member of staff to report bullying or other concerns. A dedicated small school team work with the Inclusion department to provide individualised support around SEMH.
- The student council is a forum for students to be heard and actions to be taken.
- We offer P2B counselling/Entrust Counselling/Educational Psychology/mentoring/Smart Gym/Coaching for Success and peer mentoring.
- We also offer teachers ‘round table’ opportunities to meet together with professionals to discuss the best strategies for supporting challenging behaviours.

[Behaviour policy](Click link)
[Anti-bullying policy](Click link)

**Question 8.**

8. “What extra-curricular activities can my child participate in?”

The Extended Schools Programme provides a whole range of extra-curricular activities for students to get involved in outside of their normal daily lessons.

- After-school clubs, lunch time sessions, creative workshops, trips and residential visits make up just some of what we offer to our students and it is our aim to give them new and exciting opportunities which will enable them to build upon their existing skills and knowledge, as well as broaden their horizons.

[Extended Schools Programme](Click link)

**Approaches to Teaching and Learning**

**Question 9.**

9. “How will teaching be adapted to meet the needs of my child?”

At Globe Academy we believe that your child’s learning needs will first be met through the high quality teaching delivered by her/his class teacher.

- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child’s special educational needs and/or disability. They will use reasonable adjustments to ensure that all
students have equal access to the curriculum. E.g. Preparation of materials, using a mixture of different styles - visual, auditory and Kinaesthetic, ICT, ergonomic equipment to support fine motor skills, a buddy system/peer support, LSA support in class etc.

- Additional specialist advice is sought when appropriate e.g. Speech and Language Therapist (SaLT), Educational Psychologist (EP) and, when necessary, accessibility aids and technology may be used to support your child’s learning.

- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

**Question 10.**
10. “How will I know how my child is doing?”

We implement a rigorous assessment system which allows us to know where a student is currently and what is required to ensure he/she makes the necessary progress.

- Your child’s progress will be assessed and regularly reviewed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.
- Students are assessed every half term in English, Mathematics and Science and termly in all foundation subjects. You will be able to discuss the progress of your child at the academy Academic Review Days.
- At other times, you can speak to the Learning Family Lead, subject teacher, SENCO or a member of the Inclusion team to find out about how your child is doing.
- The progress of children with a statement of SEND or Education, Health and Care plan (EHCP) is formally reviewed at an Annual Review meeting.

**Question 11.**
11. “What skills do the staff have to meet the needs of my child?”

We believe that your child’s learning needs will first be met through the high quality teaching delivered by her/his class teacher.

- We have developed a rigorous school professional development schedule for all teaching and support staff to ensure there is the appropriate expertise to meet the needs of all children including with special educational needs and/or disabilities.
- The Academy is able to access training programmes from within the ARK network and all staff attend Hub Days specific to their subject or area of work to ensure best practice is maintained.

- Individual training is also arranged when necessary.
**Special Educational Needs and Disability (SEND) Information Report**

**Information about early identification, assessment and intervention**

**Question 12.**

12. “What happens if I am worried about my child?”

If you are worried about your child at any time, you can speak to your child’s Learning Family Lead, the Dean of Students or Head of the Small school, the subject teacher or to the SENCO.

**Question 13.**

13. “How do you identify children who may have special needs?”

Each student is tested upon entry to the academy; at this point it may be evident that a further assessment or investigation would need to take place to identify any specific underlying needs.

- Throughout the academic year children who may have additional needs are identified through their performance in assessments and through observations by parents, teachers, support staff and the SENCO.
- If appropriate, a child may be referred to a specialist such as an Educational Psychologist, Speech and Language Therapist or Paediatrician who can make a more in depth assessment to identify specific special educational needs.
- Parents’ permission will always be sought before making a referral to a specialist.

**Question 14.**

14. “How do I get to know if my child has SEND?”

You will be consulted and your permission sought before any referrals are made to specialists such as an Educational Psychologist, Speech and Language Therapist or Paediatrician.

- If your child is identified as having SEND through school assessments, you will be sent a letter outlining areas of concern and advising you to make an appointment with the Senco or specialist teacher.
- If you tell us you think your child has a SEND, we will discuss this with you and investigate. We will share with you what we find and agree with you what we will do next and what you can do to help your child.

**Question 15.**

15. “How will my child manage tests and exams?”

All children on the SEND register will have their exams needs assessed informally in years 7 and 8 and formally in year 9 upwards to determine which access arrangements they are entitled to. This may include:

- Smaller exam room
- Adapted test papers
- Reader
- Oral language modifier
Special Educational Needs and Disability (SEND) Information Report

- Additional time – usually 25% extra
- Scribe
- The use of a computer/word processor

SEN SUPPORT including students with Educational Health Care (EHC) Plans

Information on the schools graduated approach - Assess, Plan, Do, Review

Question 16.

16. “What happens if my child does have SEN?”

Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;
- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Globe we have a three tiered approach to supporting a child’s learning.

- Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some minor adaptations to match learning needs.
- Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child’s learning.

This takes the form of a graduated four part approach of a) assessing your child’s needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child’s progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom in the Achievement Centres. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child’s progress towards learning outcomes.

- Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service.

The school may need to prioritise referrals to these services. However, for a very small number of students access to these specialists may be through a Statement of SEN or an EHC Plan.

- If your child has an identified special educational need you will be invited to a termly meeting with the SENCo to discuss current progress, support strategies being used and
expected outcomes.

- The SENCo may also support you with strategies, resources and ideas for supporting your child’s learning at home.

Question 17.

17. “How will you find out more about what my child needs?”

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. The learning plan, strategies and progress will be reviewed six weekly. External agencies and specialists may also review your child’s progress and adapt their planning and intervention accordingly.

Question 18.

18. “What will you do once you know what my child finds difficult?”

Teachers will make reasonable adjustments in the classroom to cater for all learners. They will have access to the student profile and a set of strategies to use in the classroom to support access to the curriculum.

- The Inclusion team may provide individualised support.
- Learning Advisors may be allocated to individuals and groups to provide in class support or small group work.
- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, the SENCo or Dean of Small school will hold a ‘round table’ meeting with your child’s subject teachers and other professionals as appropriate to action consistent use of best strategies for her/him to ensure barriers to learning are reduced and individual success enhanced.
- If other external professionals are involved, a Team Around the Child (TAC) meeting may be held with you to discuss your child’s needs, share successful strategies, and ensure effective provision is put in place.

Question 19.

19. “What extra support can be brought in to help the school meet the needs of my child?”

Globe Academy employs a part-time Dyslexia Teacher and works with a number of external providers in addition to the Local Authority’s Early Help Team, to ensure that the right advice and support is sought and provided to meet the individual needs of each student as appropriate, including;

- Partner agencies – Educational Psychology, Speech and Language, School nurse, CAMHS
- Voluntary agencies – P2B, Entrust, Catch22, CoVo
- Advocacy and mediation services – Southwark Information Advice and Support Service (SIASS), Family Focus Plus
Special Educational Needs and Disability (SEND) Information Report

**Question 20.**
20. “Who makes sure everything is happening?”

The Inclusion team have overall responsibility to make sure identified provisions have been put in place and are regularly monitored. The subject teachers, Learning Family Leads, Small school heads and Deans maintain these provisions and strategies and ensure their effectiveness.

**Question 21.**
21. “How will I know if the provision is making a difference for my child?”

- This will be evident through the 6 weekly assessment cycle and through conversations with your child, small school and/or inclusion department staff.

**Question 22.**
22. “What if it isn’t working as much as I’d hoped?”

- Initially speak with the SENCo or a member of the inclusion team. Hopefully they will be able to address your concerns.

**Question 23.**
23. “What happens if I am still worried or disagree?”

At Globe we encourage open dialogue and positive collaborative relationships with all parents. Depending on the nature of your concerns, it is best to speak to one of the following in this order:
- Learning Family Lead/ The subject teacher (general and/or academic concerns)
- The Dean of Students (behaviour and attendance)
- The SENCo/The Learning Director (SEND and Inclusion)
- The Head of School
- Vice Principal for Inclusion
- Vice Principal/Principal

**Education Health and Care Assessments and Plans**

**Question 24.**
24. “What if I think my child needs more help than the school can provide?”

- If you think your child needs more help than the school can provide and depending upon the nature of your child’s needs and difficulties with learning, you, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo, can request that the local authority conduct a statutory assessment of your child’s needs. This may lead to an EHC (Education Health Care) Plan.

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education,
health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child’s progress,
- specify the provision required and how education, health and social care will work together to meet your child’s needs and support the achievement of the agreed outcomes.

**Question 25.**
25. “What if I disagree with some aspect of the plan?”

- Your input into the plan is vital and if there is any aspect of the plan you disagree with, you can seek advice from the LA EHCP coordinator/school SENCo or Southwark Information Advice and Support Service (SIASS).

**Question 26.**
26. “What if the LA says no?”

- If the LA decides not to issue an EHCP, they will write to you within six weeks informing you of their decision and the options available to you should you wish to appeal. You will be offered support from Southwark Information Advice and Support and the school will continue to support your child based on the professionals’ advice.

**Arrangements for supporting transitions for pupils with significant SEND**

**Question 27.**
27. “How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?”

We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

- Transition plans are drawn up for all students with high levels of SEN support or Statements/EHC plans.
- We make arrangements with feeder primary schools to ensure there is a smooth transition when your child transfers to Globe secondary from his/her primary school. Collating information from Primary school SENCo’s through visits and conversations.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society e.g. transition to A level/college/apprenticeship, careers advisor, work related learning and enrichment lessons, such as: Cooking, budgeting, independent travel and shopping locally.
Information about funding and resources

**Question 28.**
28. “How will the school fund the support needed for my child?”

Globe receives funding from the Education Funding Agency and the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.

- The Principal, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Principal and the Director for Inclusion discuss the effectiveness of the school’s current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

**Question 29.**
29. “How are decisions made about funding and what can I do if I’m unhappy with this?”

- You can contact the SENCo, The Head of Inclusion or the Principal Matt Jones.

Information on where to find further support

**Question 30.**
30. “Where can I or my child get further help, information and support?”

In addition to the Southwark Local Offer [http://localoffer.southwark.gov.uk/](http://localoffer.southwark.gov.uk/) there are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

**SIASS**

- Southwark Information Advice and Support Service (SIASS) has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child’s education.
- The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

[http://www.southwarkparentpartnership.co.uk/](http://www.southwarkparentpartnership.co.uk/)

**Contact a family**

- Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

[http://www.cafamily.org.uk/southwark](http://www.cafamily.org.uk/southwark)
## Family information service
- The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:
  - Registered childcare, including children's centres, childminders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes
  - Help towards childcare costs
  - Free early education

[http://www.southwark.gov.uk/familyinfo](http://www.southwark.gov.uk/familyinfo)

## Family information directory
- The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:
  - Parenting support
  - Health care
  - Money matters
  - Law
  - Support groups
  - Activities


## Complaints procedures
### Question 31.
31. “How do I complain if I am not happy with what is happening for my child?”
- Globe Academy tries to resolve problems informally wherever possible. An effective response and appropriate redress will be provided to all complaints as quickly as possible dependent upon the complexity of the issues raised.
- You can contact the Small School Head teacher or Principal, who may direct you to the school’s [Complaints Policy](#).
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Parents guide to provision cycle at Globe Academy.

1. The school assesses all pupils’ strengths and areas for development including Reading age tests.

2. Teachers and SENCo discuss individual pupil learning needs and whether additional support would be appropriate and effective.

3. Meet/speak with parents and pupil to agree a support intervention plan.

4. SENCo plans and resources the intervention. Teachers and/or LSAs deliver the support.

5. Teacher/LSA/monitor pupil progress to outcomes. Adapt if necessary.

6. Teacher and SENCo evaluate effectiveness of provision within time period agreed. Report to parents. Next steps?