



Ark Primary Primary SEN Information Report



PURPOSE of the SEN Report



The SEN Information Report is a statutory document that



tells you how Ark Primary's SEN Policy is used and



how help and support for pupils with SEND (Special



Educational Needs and Disability) work at our school.



Date of last review:	September 2022	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Schools-wide <input type="checkbox"/> Set for School <input type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only	Approval:	Management Team
School:	Ark Priory Primary Academy	Key Contact Name:	Malgorzata Tomasz/ Shannaz Rabbani
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ARK LIBRARY COMPONANT

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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 www.ealing.gov.uk Ealing	SEND Offer Local	Ealing SEND Local Offer Ealing Directory ealingfamiliesdirectory.org.uk



2. The kinds of Special Educational Needs that our school provides 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)



- **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.



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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



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

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

Each child on SEN support has a pupil passport and/or individual learning plan containing the most relevant information about the child's specific targets, area of need, provision, strategies that work well for the pupil and pupil voice.

These documents a very important part of pupil`s portfolio and are passed on to the new teachers and schools in due time to allow smooth transition.

Pupil passport:

Picture of the pupil	1. What I like:	2. What I dislike:
	3. I may find it difficult to:	4. Provision and strategies to support me:
6. My targets:	7. Access arrangements:	8. Additional documentation that will support you working with me:



7. Our approach to teaching pupils with SEN

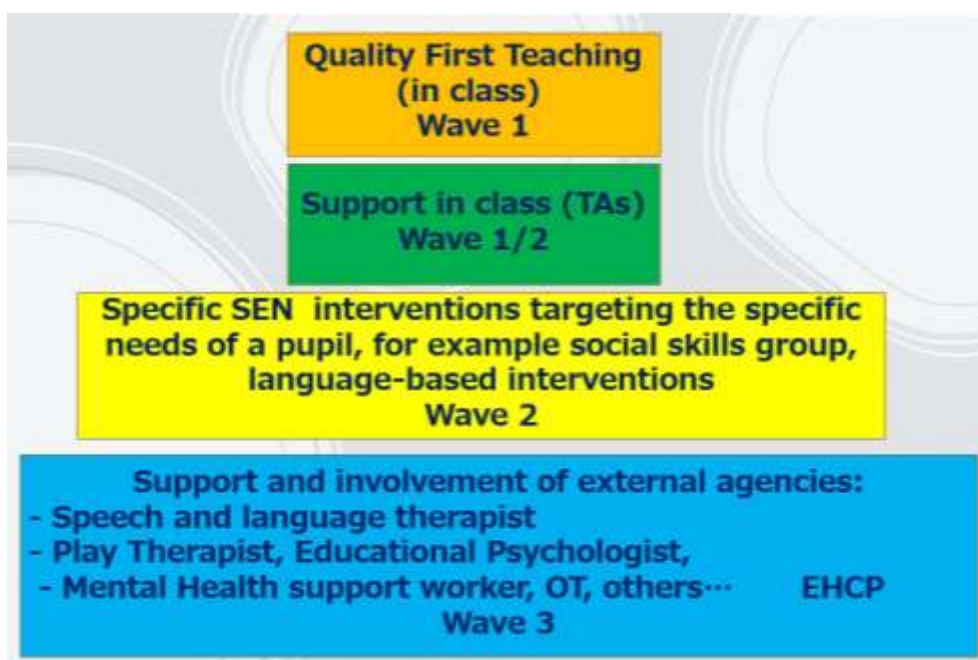
Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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**:

- Targeted reading intervention
- Maths intervention
- Attention groups
- Speech and language groups
- Social communication groups
- Play therapy
- Gross and fine motor skills
- 1:1 support as needed/ small group support

The diagram below shows in more detail the Inclusion Model in our school



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...




4 KEYS TO DIFFERENTIATION

- Knowing your students
- Knowing your Curriculum
- Developing a repertoire of strategies
- Keeping it simple (Collaborate)





- **Adapting our resources and staffing, for example:**

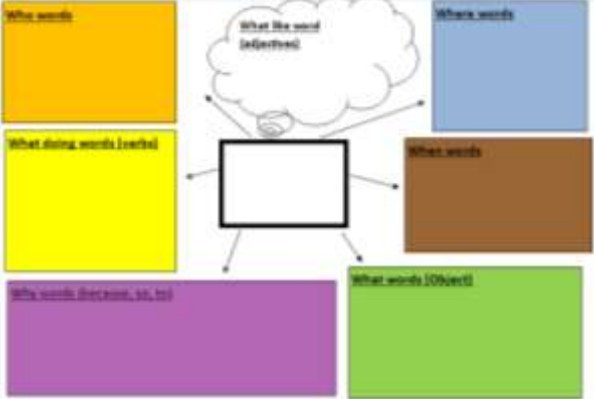
Colourful Sensatics - Sentence Strip Prompt cards

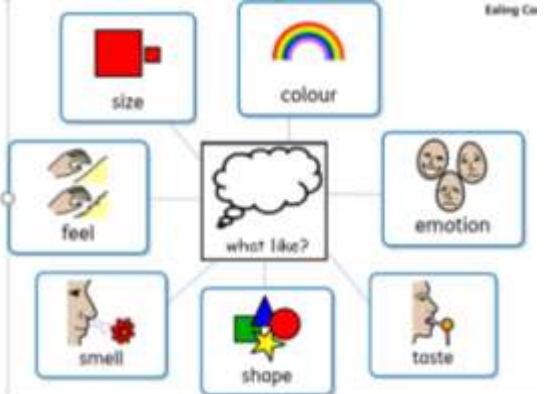


Wednesday 12th January 2022

LO: To be able to generate a bank of questions to ask an author.

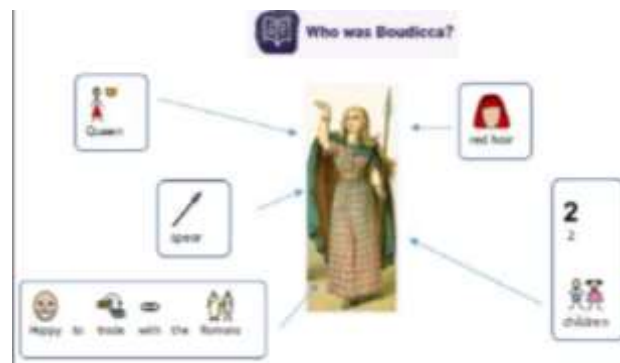




- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory cushion to reduce fidgetiness etc.



- Differentiating our teaching**, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



What is it?

What category?

Where do we find it?

What does the word mean? Tell me about it. Describe it.



7.2. Additional support for learning

We have a number of teaching assistants who are trained **to deliver interventions** such as Attention Bucket, Colourful Semantics, Language for Thinking, Box Clever, Early Talk Boost, Social skills.

Teaching assistants will support pupils on a **1:1 basis** when a child has specific targets they need to work towards, mainly on the EHCP. This support may be in or out of class.

Teaching assistants will support pupils in **small groups** when they need additional support for reading, maths, spelling, speaking and listening, attention. This is time-limited with a clear entry / exit criterion.

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

- Educational Psychologist (**Ealing Educational Psychology Service**)
- Speech and language therapists (**Unlocking Language, NHS Ealing Community Partners**)
- Occupational Therapist (**Occupational Therapy, Ealing Council**)
- Spring hallow Primary School (**www.springhallow.ealing.sch.uk**)
- Ealing Primary Centre
- CAMHS and Mental wellbeing support team (**Ealing Children and Family Directory**)



7.3. Expertise and training of staff

Our staff receive annual and ongoing training on differentiation and reasonable adjustments for pupils with SEND, this is planned and reviewed by the school SENCo and draws upon the expertise of local specialist support agencies as needed. This always includes whole staff training on supporting pupils with speech, language and communication needs (including Autistic Spectrum Condition), making reasonable adjustments for dyslexia and understanding the impact of social, emotional and mental health needs. The SENCo is trained in special educational needs to masters level and attends regular updates and further training through Ealing's Teaching Alliance and Ark's professional development team.

Individual members of staff receive bespoke training in order to deliver targeted or specialist support, for example from the speech and language therapist, occupational therapist or outreach teachers from local special schools/SEND training organisations.



7.4. Securing equipment and facilities

The school regularly reviews access arrangements in line with the current Accessibility Plan (see website).

Where individual pupils require specialist equipment, for example physical aides or 2 assistive technology that is not already available as part of universal provision, then this is specified in their education, health and care plan and purchased through top-up funding from Ealing Local Authority.



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 termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using individual learning plans 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 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 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.

We welcome our duty under the Equality Act 2010 to ensure that the academy is fully accessible to all pupils. Our building is wheelchair accessible and we work with Ealing's sensory impairment team, occupational therapy and physiotherapy service and speech and language therapy team to ensure that reasonable adjustments are made for individual pupils where needed.

All teachers are trained to differentiate and make reasonable adjustments in class to accommodate the needs of their pupils.

The Inclusion Lead also works with class teachers and external providers to undertake the necessary risk assessments and ensure that school trips and afterschool clubs are accessible to all.

For details of the accessibility plan please see the website.



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**
- To promote teamwork/building friendships and improve self-regulation pupils with SEN are also encouraged to be part of:



- **Friendships and social skills groups**



- **Lego therapy club**



- **ELSA (Emotional Literacy Support Assistance)**



- **Zones of regulation group**

We have a zero-tolerance approach to bullying.



11. Working with other agencies

When specialist support is required, the SENCo makes referrals to specific agencies such as the Speech and Language Therapy team, Occupational Therapist, Educational Psychologist and Play Therapist. This is for individual support programmes/assessments to support the child both cognitively and emotionally. Please see **Inclusion Policy** for further details.



12. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO and Inclusion Lead in the first instance. They will then be referred to the school's complaints policy.

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

The Ealing Children and Families Website has a range of information for parents to access for children with SEND.

Ealing parenting service offers a range of trainings and courses for parents of children with SEND. If you would like further information, please email parentingserviceadmin@ealing.gov.uk

13.1 The local authority local offer



Ealing Local Offer
For 0-25 year olds with special educational needs or a disability
www.ealinglocaloffer.org.uk
Contact us on **020 8825 5588** or email children@ealing.gov.uk

 What is the Local Offer?	 Include Me	 Support in Education	 Education, Health & Care (EHC) Plans
 ESCAN (Ealing Service for Children with Additional Needs)	 Parenting Support & Resources	 Health & Wellbeing	 Specific Conditions
 Children with Disabilities Team (Social Care) & Short Breaks	 Support for Carers	 Family Support	 Emergency Services
 Money & Benefits	 Housing & Adaptations	 Travel Assistance	 Things to Do



14.Contact details for raising concerns

1. *Contact your teacher first and arrange an initial meeting to raise your concern.*

2. *Contact:*

Ms Malgorzata Tomasz, SENDCo
m.tomasz@arkpRIORITYprimary.org

Ms Shannaz Rabbani, Inclusion Lead
s.rabbani@arkpRIORITYprimary.org