



Ark John Archer Primary Academy

SEN Information Report

2022 / 2023



Together As One

Ark John Archer 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.

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|----------------------|--|--------------------|----------------------------------|
| 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 checked="" type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only | Approval: | Management Team |
| School: | Ark John Archer Primary | Key Contact Name: | Julia Magill |
| Key Contact Email: | admin@arkjohnarcher.org | Key Contact Phone: | 020 7228 1710 |

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) |

Contents

1. Contact Information
2. The kinds of SEN that are provided for
3. Identifying pupils with SEN and assessing their needs
4. Consulting and involving pupils and parents
5. Assessing and reviewing pupils' progress towards outcomes
6. Supporting pupils moving between phases and preparing for adulthood
7. Our approach to teaching pupils 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 pupils 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 pupils with SEN
 - 13.1. The local authority local offer
14. Contact details for raising concerns

1. Contact information

| Name | Role | Contact Details |
|-------------------------------|---------------------------|---|
| Julia Magill | SENDCo | admin@arkjohnarcher.org 020 7228 1710 |
| Wandsworth Local Authority | Wandsworth Local Offer | http://www.wandsworth.gov.uk/localoffer |

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, Developmental Language Disorder.
- Cognition and learning, for example, specific learning difficulties such as dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attachment and Trauma
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate 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. More specifically, when children have identified SEND before they start attending our Academy, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.

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

At Ark John Archer Primary Academy, the progress of all children is closely tracked and recorded.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. During our half-term pupil progress meetings, the individual progress and attainment of all children is discussed in detail with the class teacher and members of the senior leadership team.

In addition to the above, teachers regularly assess children's participation, social/emotional skills and general well-being, during their day-to-day teaching of the children and PSHE/reflection time at the end of each school day.

Class teachers have a detailed knowledge of age-related expectations and have had training and support in the identification of children with special educational needs. Should there be concerns over a pupil's progress, we will closely monitor and support the child through adapting teaching methods, careful differentiation of tasks and additional interventions wherever appropriate.

The class 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.

If your child is moving to another school, prior to their transition our SENCo will liaise with their new school. This may be via a face-to-face or online meeting, or a phone call with the receiving school's SENCo. It is our aim to ensure that the transition is as successful as possible

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 scaffolded and differentiated for individual pupils.

We will also provide the following interventions:

- Speech and Language therapy
- Additional reading and phonics
- Spelling support
- Numeracy support – going over basic concepts to ensure better understanding
- Social Skills groups
- Development of fine motor skills and handwriting
- Motor Skills Interventions
- Emotional support
- Reflection time within the classroom - whole class approach
- Time with the Class teacher, talking through any issues that may be bothering the child
- Daily check-ins
- Additional adult support on the playground during lunchtime
- SENCo support

7.1. Adaptations to the curriculum and learning environment

It is the teacher's responsibility to ensure quality first teaching for all children in their class.

Highly differentiated and personalised planning across all classes ensures that the curriculum is made accessible to all pupils. The differing learning styles of pupils is also considered in when teachers plan and deliver lessons. The learning environment is designed to support children in their learning and will include, for example:

- Vocabulary to extend learning
- Visual aids to support learning
- Examples of good work which can be used as a model

Some children may need additional aids within the environment to support them. These may include:

- A visual timetable
- Personalised visual aids to support e.g. spelling, times tables
- Personalised incentives and/or rewards

Some children with SEN may require additional support from the teaching assistant or the class teacher within the classroom. The type of support will depend on their need but may include:

- 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.
- Initial 1:1 support to ensure that a child is clear about their task
- 1:1 or small group support on the carpet to facilitate concentration and/or understanding
- Adapting our resources and staffing
- Using recommended aids, such as laptops to record learning, 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.

The grouping of the children, and the support from extra adults, is flexible and dependent on need on a day-to-day basis. Some children may need to have additional support outside the classroom. This support will most likely be provided by a teaching assistant who will be carrying out tasks planned by the class teacher or a specialist from an outside agency.

Further information can be found in our Accessibility plan.

7.2. Additional support for learning

We have 1 Intervention teacher and 8 Teaching Assistants who are trained to deliver interventions such as:

- Speech and Language therapy
- Additional reading and phonics
- Spelling support
- Numeracy support – going over basic concepts to ensure better understanding
- Social Skills groups
- Development of fine motor skills and handwriting
- Motor Skills Interventions
- Emotional support, social stories, check-ins

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

- The Wandsworth Educational Psychology Service
- The Wandsworth Literacy Support Service (LSS)
- The Behaviour and Learning Support Service (BLSS)
- Wandsworth Autism Advisory Service (WAAS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Child and Adult Mental Health Services (CAMHS)
- The Early Years Centre (EYC)
- Wandsworth Hearing Support Service
- Wandsworth Vision Support Service
- The School Nurse
- Volunteer Readers

7.3. Expertise and training of staff

All staff receive regular training through staff meetings and INSET days. Training is continually being updated. Recent training includes:

- Child protection
- Supporting children with working memory difficulties
- Supporting children with spelling difficulties
- Developing reading skills
- Different approaches to the teaching of maths
- Creating Dyslexia friendly environments
- Creating ASD (Autism) friendly environments
- ADHD approaches
- 'Word Aware' intervention
- Talk Boost
- Explore and Talk
- 1:1 phonics
- ELKLAN

We use specialist staff for specialist Literacy interventions.

7.4. Securing equipment and facilities

Special equipment and facilities to support pupils with SEND are secured through:

- Agreed Top Up funding through an EHCP
- SEND budget

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 -8 weeks
- Using pupil questionnaires
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Termly reviews of individual SEND targets
- SEND reviews

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 after-school wraparound care provision, enrichment clubs and opportunities as well as booster sessions for learning.

All pupils are encouraged to go on our residential trip(s); for the year 2022/2023 we are planning to take our Year 6 pupils for 3 days of activities and enrichment at the PGL Centre at Windmill Hill in East Sussex.

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.

All school trips are risk assessed to allow provision to be made for all children. It is our aim to include all children on school trips, dependent on their needs. Examples of special arrangements may include:

- Additional resources being taken on the trip e.g. medical equipment, visual prompts
- A parent accompanying their child on the trip
- Alternative transport arrangements
- A higher adult to child ratio

Additional training for staff who are accompanying the children for example, if the child has diabetes, epilepsy etc.

At Ark John Archer Primary Academy, it is our belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (updated April 2020).

- Communication and interaction

- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Where the school is named on a child's EHCP or Statement of Special Educational Needs, that pupil is prioritised to be admitted to the school, in accordance to the admissions policy.

- Ark John Archer Primary is a three-storey Victorian building with wide corridors and several access points from the outside.
- The ground floor is accessible to wheelchair users via the KS1 gate and office entrance.
- Reception areas are on the ground floor.
- Currently school lunch is provided in two floors.
- Access to the top floors is via the 2 staircases. There is currently no lift or lifting device available.
- There are pupil toilets situated on each floor. Reception class has their own pupil toilets.

Our accessibility plan 2022-23 can be found on our school's webpage under policies.

- <https://arkjohnarcher.org/page-strips/our-policies-7>

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 SEND are encouraged to be class ambassadors, monitors, house team house or vice captains
- Pupils with SEND are given roles and responsibilities within their classroom
- Social / communication skill groups
- Daily well-being check-ins by SLT and SENCo
- Daily PSHE / whole class reflection time

We have a zero-tolerance approach to bullying and our policy can be found on our school website under policies

- <https://arkjohnarcher.org/page-strips/our-policies-7>

11. Working with other agencies

At Ark John Archer Primary, we believe that working collectively with external agencies is key, in order to meet the SEND needs of pupils and to support their families. These are some of the services that we access in our school in order to support children with SEN.

These services may be involved with your child, dependent on their needs:

- The Wandsworth Educational Psychology Service
- The Wandsworth Literacy Support Service (LSS)
- The Behaviour and Learning Support Service (BLSS)
- Wandsworth Autism Advisory Service (WAAS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Child and Adult Mental Health Services (CAMHS)
- The Early Years Centre (EYC)
- Wandsworth Hearing Support Service
- Wandsworth Vision Support Service
- The School Nurse

- Volunteer Readers

The referral process for most of these services is done via an Early Help Assessment Form (EHA). Referrals to these services are always made in consultation with the parents and can only be made with parental permission. The SENCo has ongoing communication with each of these services to ensure the working partnership in order to meet pupils with SEND's needs and Team around the child (TAC) meetings are held when needed.

In some cases, further family support may be needed. External support that can be accessed are:

- Early Help (EH)
- CAMHS
- Parenting support courses
- Children's social care for SEND

12. Complaints about SEN provision

At Ark John Archer we are always ready to meet with parents. If there is something that worries you, please discuss it with the class teacher and, if necessary, the SENCo or the Principal. It is our desire to resolve any concerns or problems as quickly as possible.

In all cases, we put the safeguarding of the child above all other issues. We have due regard to confidentiality for all parties concerned.

If you are not satisfied you may wish to make a formal complaint. Complaints will be dealt with as quickly and as fairly as possible. We will keep you fully informed at every stage of the procedure. More information about complaints procedures can be found in our Complaints Policy, which can be obtained from the school office.

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

Wandsworth Information Advice and Support Service (WAISS) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email waiass@wandsworth.gov.uk or telephone **020 8871 8065**.

Contact – **the charity for families with disabled children**. They support families with the best possible guidance and information, bring families together in local groups and online, to support each other by sharing experiences and advice and help families to campaign, volunteer, fundraise and shape local services to improve life for themselves and others. Visit their website at www.contact.org.uk or <https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/service.page?id=2Sa7xbH9Fss> (Wandsworth Contact), email Wandsworth.office@contact.org.uk or telephone **020 8947 5260**.

The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at <https://sites.google.com/sendpcwandsworth.org.uk/helpcentre> or email admin@sendpcwandsworth.org.uk.

The Family Information Service (FIS) provides information and assistance to parents, children, young people and professionals on support services and activities for the 0-19 years age group (25 if the young person has a special need). Their helpline is open from 9am to 5pm, Monday to Friday on **020 8871 7899**. Or email fis@wandsworth.gov.uk

13.1 The local authority local offer

More information about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.wandsworth.gov.uk/localoffer

14. Contact details for raising concerns

| Name | Role | Contact Details |
|---------------|---------------------------|---|
| Moira Cruddas | Executive Principal | admin@arkjohnarcher.org 020 7228 1710 |
| Glenn Prior | Head of School | admin@arkjohnarcher.org 020 7228 1710 |
| Julia Magill | SENCo / Inclusion Lead | admin@arkjohnarcher.org 020 7228 1710 |

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