



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 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
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Component	Element
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1. Contact information

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2. The kinds of SEN that are provided for

Ark Brunel has a Resource Base for children with Speech and Language Difficulties. All of the children in the Resource Base have an EHC Plan with Speech and Language difficulties as the primary need. In the Resource Base there is higher adult pupil ratio. There are up to 14 children in the Resource Base.

There are currently 14 children in KS1 and KS2 who are taught in the morning by a specialist teacher and teaching assistant. The specialist teacher runs interventions in the afternoon for children in the Resource Base. The TA will support the children from the Resource Base in their mainstream classrooms. There is a specific focus with the KS1 children on communication skills including daily Circle Time and Drama to encourage and develop speaking and listening skills.

Ark Brunel employs their own Speech and Language therapist who will assess any pupils we have concerns about to inform support if needed, or referral to outside agencies. The SALT works with identified children in the school to support their Speech and Language development.

In Ark Brunel each class has a Teacher and a Teaching assistant (in each year group) to help support the children.

3. Identifying pupils with SEN and assessing their needs

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, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

All pupils' attainments are shared at termly pupil progress meeting with the class teacher and SLT as per the assessment cycle.

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 – Assess, Plan, Do, Review cycle.

The class teacher will work with the Inclusion Lead, SENCO, Specialist teacher and the Speech and Language therapist and the class teacher to carry out a clear analysis of the pupils 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 SENDCo will hold a termly meeting with the parents and the class teacher to set and discuss targets in Reading, Writing, Maths and Social and Communication (if necessary.)

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, or other setting the pupil is moving to. In Year 6 the pupils will be prepared for transition. The school will liaise with as many secondary Schools as possible. The Secondary Schools will be welcome to visit the pupils at Ark Brunel. Likewise, the pupils will attend Open Days at their new Secondary School.

7. Our approach to teaching pupils with SEN

At Ark Brunel Primary Academy, we have a three-tiered, graduated approach to supporting students' learning needs. The graduated approach at each tier involves:

- Assessing the pupil's needs by considering all of the information gathered from within the academy about the pupil's progress, alongside national data and expectations of progress and parent and pupil views.

- Planning the most effective and appropriate short-term intervention, based on evidence of what works
- Providing this intervention and training staff to deliver it to a high standard as well as clear information for parents / carers
- Reviewing the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention

Tier 1: Universal Support

It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with special educational needs and disabilities. At this universal level, we train our teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in an Individual Pupil Profile (IPP). The IPP is a document that outlines pupils' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Tier 2: Targeted Support

We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

Tier 3: Specialist Support

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 those pupils who fail to make progress in spite of high-quality teaching and targeted intervention.

This may include assessment and/or support from:

- An Educational Psychologist
- A Speech and Language Therapist
- Specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- An Occupational Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- TBAP Intervention Team Primary

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

These are some of the interventions provided:

Phonics

Language Training – colourful semantics/shape coding

Nuffield Early Language Intervention

Team up maths

Using widget online

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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,

Providing scaffolding techniques - scaffolding is breaking up the learning into chunks and providing a tool, or structure, with each chunk.

Adapting our resources and staffing to meet the needs of individual children.

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.

7.2. Additional support for learning

Each class has a Teacher and Teaching assistant to help support the children within the class. As appropriate there are additional adults in class.

There are a number of teaching assistants who are trained to deliver interventions such as Read Write Inc. All teaching assistants will support pupils on 1:1 basis or in small groups outside or within the classroom. This will include pre-teaching and post teaching sessions.

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

Educational Psychologist

Autism Outreach Team - BOAT

Occupational Therapist

School Speech and Language Therapist

NHS – Speech and Language Therapist

CAMHS

West London Zone

Place2BE

The school Family works

School Nurse

OAT - Behaviour Support Service

7.3. Expertise and training of staff

If there is agreed funding through an EHC Plan and then the Academy will secure the equipment and arrange for any maintenance.

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 six to eight weeks
- Monitoring by the class teacher and SLT through pupil progress meetings
- Monitoring progress towards the children's targets every 6 weeks

- Holding annual reviews for pupils with 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, clubs 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 social, emotional and mental health development in the following ways:

- Pupils with SEN are encouraged to be part of all aspects of school life
- Pupils with SEN are also encouraged to take part in after school clubs and provision
- West London Zone
- ELSA
- Place2BE
- Time to Talk
- School and Family Works
- Circle Time

11. Working with other agencies

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

Educational Psychologist

Autism Outreach Team

Occupational Therapist

School Speech and Language Therapist

NHS – Speech and Language Therapist

CAMHS

West London Zone

Place2BE

Time to Talk

School Nurse

OAT Behaviour Support

12. Complaints about SEN provision

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

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

Full of Life – www.fulloflifekc.com

Autism and Early Years Intervention team 0207 854 5885

14. Contact details for raising concerns

Nicola Acton Davis – Inclusion lead – n.actondavis@arkbrunelprimary.org

Charlotte Stephenson – c.stephenson@arkbrunelprimary.org