



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 2020	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2021	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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ARK LIBRARY COMPONENT

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1. Contact information

Nicola Acton Davis	Inclusion Lead	n.actondavis@arkbrunelprimary.org
RBK&C	Local offer	www.rbkc.gov.uk/ local offer

2. The kinds of SEN that are provided for

Ark Brunel has a Resource Base for children with Speech and Language Difficulties. All 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 a higher adult pupil ratio. There are up to 14 children in the Resource base

Ark Brunel employs their own speech and Language therapist will assess any pupils we have concerns about to inform support if needed, or referral to outside agencies.

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

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 needs.

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

All pupils' attainments are shared at pupil progress meeting with the class teachers 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 if it is decided that a pupil will receive SEN support.

5. Assessing and reviewing pupils' progress towards outcomes

The class teacher will work with the Inclusion Lead, Speech and language therapist and any appropriate adult 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, 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 Schools.

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.

These are some of the interventions provided:

Phonics

Toe by Toe

Language training- colourful semantics

Nuffield Early Language Intervention

Team up maths

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

Each class has a Teacher and a 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 a 1:1 basis or in small groups outside or within the classroom. This will include pre- teaching and post teaching sessions.

We can 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
The School Family works
School Nurse

7.3. Securing equipment and facilities

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 etc
- 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 Year 5 pupils are encouraged to go on our residential trip(s) to Cornwall

All pupils are encouraged to take part in sports day/school plays/ 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 all aspects of school life.
- Pupils with SEN are also encouraged to be take part in after school clubs and provision.
- ELSA
- Place2BE
- Time to Talk

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
The School Family works
School Nurse

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 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.fulloflikekc.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