



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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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)

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1. Contact information

Ms Karen Borthwick	SENDCo	k.borthwick@arkputneyacademy.org
Local authority Wandsworth		thrivewandsworth@richmondandwandsworth.gov.uk 020 8871 1889 Text: 07797 805 456 text THRIVEW at the start of message.

2. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, in line with the SEN Code of Practice 2015 including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 and physical disabilities.
- 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. 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
- At APA we monitor the progress of all students six times a year to review their academic progress.
- Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up.
- Some students may continue to make inadequate progress, despite high quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.
- When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside the academy. Such professionals will undertake an assessment and report on any detected social or learning difficulties, as well as advice the academy on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.
- In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.
- Through the process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

- 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 needs.

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

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
- For more serious concerns the academy SENDCo may contact you to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the academy might be considering.

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

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 SENDCo / schools inclusion panel 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 data
- 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
- Class teachers can refer students to the schools inclusion panel

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.

- For a pupil with an EHCP a review will be held in the Autumn term of year 11. The SENDCo and the school's careers and destinations manager will support the pupil and the family with the transition.
- There is a well-established transition programme for students transferring from a Wandsworth Primary School to ARK Putney Academy. Students who wish to join ARK Putney Academy who hold an EHCP will begin to work with the SENDCo in year 5.
- We provide all teachers with information about the learning needs of individual students with special education needs or disabilities, along with strategies they might use to ensure that these students can access learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and / or disability.
- At APA we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site.
- 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 your child. This may include:
 - Educational Psychology
 - Speech and Language therapy
 - Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments.
 - CAMHS
 - For a full list of interventions provided at APA please refer to our Inclusion Strategy document further down.

We work closely with the educational settings used by students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will include information about their identified special educational needs and / or disability and any provision we need to have in place for when they start with us.

We offer a tiered transition programme, depending on the severity of the students needs:

- There are open evenings and a taster day for all year 6 students who are transferring to APA in year 7.
- Parents of students who have special educational needs are invited to meet with the Academy SENDCo at the start of the academic year, and visit in the year before they start.
- Students in year 9 are provided with detailed information and meetings to support their option choices for Key Stage 4.
- Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students with a statement of special educational needs or an Education Health and Care Plan, this might include accompanied visits to the next setting of the choice.

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 most if not all learning takes place in mainstream lessons, sometimes with additional adult support.

We will also provide the following interventions:

- Reading interventions including read write phonics.
- Speech and Language therapy sessions.
- Group and individual work with an Educational Psychologist
- Self esteem behaviour support groups
- Zones of regulation groups
- Social communication groups
- Social stories groups

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.
- For students with an EHCP we follow the advice and strategies as described in these documents.

7.2. Additional support for learning

We have 15 teaching assistants who are trained to deliver interventions

Teaching assistants will support pupils on a 1:1 basis when the EHCP directly names this requirement.

Teaching assistants will support pupils in small groups when targeted timed support is required outside the classroom.

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

- Educational Psychologists
- Speech and Language therapists 2 and 2 assistants (SALT)
- Child Adolescent Mental Health Service (CAMHS)
- National Health Service School Nurse
- Neuro Development TEAM
- Physiotherapists
- Occupational Therapists
- Specialist Teachers
- Wandsworth Autism Advisory Service (WAAS)
- Social Services – including Early Help
- Visual Impairment Service
- Hearing Impairment Service
- Counselling Services
- Drama therapy
- Art therapy
- Regenerate Mentors
- Francis Barber
- Harrison Allen Tutors
- Young Giants Tutors
- KS4 mentoring programme for identified students

7.3. Expertise and training of staff

Our SENCO has 24 years' experience in this role

Our inclusion manager has 4 years of experience in SEND.

We have a team of 12 teaching assistants, who are trained to deliver SEN reading provision.

In the last academic year, staff have been trained in supporting ASD pupils, Cerebral Palsy, Differentiation for SLCN, Home Learning training, Manual Handling and Reading interventions.

7.4. Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the academy does not have, we will seek to secure it through the Local Authority, or purchase it using the notional SEN funding.

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 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo / inclusion manager
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans. Reviews may be held earlier if there are concerns.

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 endeavour to be a fully inclusive school. All pupils will be treated according to their needs in line with the school policy for Equal Opportunities and Racial Equality. We will take all steps possible to provide effective educational provision. Where a pupil has a particular need e.g. wheelchair access, the school will ensure that reasonable adjustments are made for the pupils needs to be met. If a pupil is transferring to the school with an EHCP support will be negotiated with the pupil's case manager and the Local Authority.

The Equality Act 2010 requires the school to make reasonable adjustment to ensure disabled pupils are not treated less favourably than other pupils and placed at a substantial disadvantage e.g. could include:

- A visual impaired pupil will have material printed in a larger font as outlined by the specialist teacher.
- A pupil who uses a wheelchair would have a facilitator (PA) to assist their movement around the school.
- A disabled pupil with dyslexia finds it difficult to read typed text on white paper. The school provides coloured hand outs in discussion with the pupil and the parent /carer.
- The school is accessible in all areas apart from the 4th floor. If a student is unable to evacuate from the 4th floor, lessons will be timetabled for the class in an accessible classroom.

- Students with medical conditions such as Diabetes and Epilepsy. The school will receive training from the NHS to support inclusion. Individual Health Care Plans will be in place.
- The school's accessibility plan can be accessed on 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
- Pupils may have a Pastoral Support Plan
- Pupils with SEN are also encouraged to be part of Friday clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

11. Working with other agencies

The school works with a number of external agencies. These may include:

- Educational Psychologist
- Speech and Language therapists (SALT)
- Child Adolescent Mental Health Service (CAMHS)
- National Health Service School Nurse
- Neuro Development
- Physiotherapists
- Occupational Therapists
- Specialist Teachers
- Wandsworth Autism Advisory Service (WAAS)
- Social Services – including Early Help
- Visual Impairment Service
- Hearing Impairment Service
- Counselling Service
- Catch 22
- Regenerate Mentors
- Francis Barber
- Harrison Allen Tutors
- Young giants' tutors
- Drama therapist
- Art therapist

The school will work with the family and the child to ensure an appropriate referral is made.

12. Complaints about SEN provision

We encourage parents to discuss any concerns they may have regarding provision for their child with Special Education Needs and / or disability with the academy SENDCo or Deputy SENDCo.

If your concerns are not dealt with satisfactorily, you can contact the Principal.

The academy complaints policy and procedures can be found on the academy website.

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

The local offer can be found at

thrivewandsworth@richmondandwandsworth.gov.uk

Tel: 020 8871 7889

Text: 07797 778 546 text THRIVEW at the start of the message.

This document is our contribution to the local offer.

14. Contact details for raising concerns

If you have concerns regarding your child's SEND or possible SEND contact the SENDCo or the inclusion manager the first instance.