



SEN Information Report

(Secondary)

PURPOSE

All schools **must** have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This Report sets out the details of provision at Ark Putney Academy.

Date of last review:	September 2016	Author:	Education Directors
Date of next review:	September 2020	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Putney Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

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 checked="" type="checkbox"/> Curriculum & Assessment <input 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	Inclusion Model

1. Who are the best people to talk to at (x) Academy about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's form teacher if you have any concerns about your child's learning
- It is likely that the form teacher will have discussed your concerns with (s), the academy SENCo
- You may wish to arrange a meeting with the SENCo, (s). Their contact details are:
E-mail: k.borthwick@arkputneyacademy.org
Telephone: 0208 788 3421 x 159
- If you continue to have concerns, arrange to discuss these with (p), the Academy Principal
- As a last resort, you may wish to speak to the Link SEND Governor,

2. What are the kinds of special educational needs for which x academy makes provision?

- At APA we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism, Asperger's syndrome, moderate learning difficulties and social, emotional or mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The academy also currently meets the needs of students with a statement of special educational needs or an Education, Health and Care Plan with the following kinds of special educational need:
 - Language and communication needs
 - Cognition and Learning needs
 - Social, emotional and mental health needs
 - Physical and Sensory needs

3. How does the academy identify and assess the needs of students with special educational needs?

- 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 of the academy. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise 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.
- Throughout the above 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.

4. How will the academy let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's form teacher may talk to you about any issues at a parent/teacher consultation meeting.
- For more serious concerns the academy SENCo 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.

5. How will the academy consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?

- All parents are invited to discuss the progress of their children on 2 occasions a year, and receive a written report once a year. In addition we are happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed on a provision map, and information will be shared with parents during parent/teacher consultation events.
- If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand and address these needs more accurately. The point of contact for these meetings will normally be the Academy SENCo.
- If your child has an identified special educational need you will be invited to a termly meeting with the form teacher or SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend the annual review, which, wherever possible will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment, planning and review.
- Students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them as part of person-centred planning.

6a. What is the academy's approach to teaching students with special educational needs?

- High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and

support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.

- We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

6b. How does the academy adapt the curriculum and learning environment for students with special educational needs?

- At APA we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject teachers.
- We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the 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.
- Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. These include, for example, targeted literacy programmes such as Fresh Start.
- Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with a statement of special educational needs or Education, Health and Care Plan we follow the advice and strategies described in these documents.
- When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.
- APA we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site.

6c. What additional support for learning is available for students with special educational needs?

- At APA we have a three-tiered approach to supporting students' learning needs.
- At **UNIVERSAL** level, we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs (see 6b above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of
 - *Assessing* your child's needs
 - *Planning* the most effective and appropriate short term intervention
 - *Providing* this intervention
 - *Reviewing* the impact on your child's progress towards individual learning outcomes

- Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- 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
- For a full list of interventions provided at APA please refer to our Inclusion Strategy document further down.

6d. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

- We offer a range of clubs, trips and activities to all students at APA.
- APA is an inclusive academy and committed to providing equal opportunities for all students.
- When necessary the academy will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.
- You should feel free to contact your child's form teacher or the Academy SENCo if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

6e. How will the academy know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Every student has their progress tracked six times per year.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child.
- For students with a statement of special educational needs / Education, Health and Care plan there will be an annual review of the provision made for your them, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

7. How does the academy secure equipment and facilities to support students with special educational needs or disabilities?

- 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. How does x Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?

- We access specialist training from a range of specialist providers including:
 - Ark Network Lead Professionals and specialist teachers
 - Specialist services provided by the local authority
 - Specialist partner organisations, such as the Drive for Literacy (DfL)
 - Independent providers commissioned by the Academy for specific training
- During this academic year, all teachers and teaching assistants have had the following awareness training:
 - Teaching students with literacy difficulties / dyslexia, provided by Candida Dearing, Ark Lead teacher for Dyslexia
 - Quality first teaching for students with SEND, provided by Eugene du Toit
 - Teaching students with visual impairments,
 - Teaching students with hearing impairments,
 - ASD training provided by Louise Ware
- Where a training need is identified beyond this, we will find a provider who is able to deliver it.
- The cost of training is covered by the notional SEN funding.

9. What is an EHC plan and who can request one for my child?

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.
- The Plan contains:
 - The views and aspirations of you and your child
 - A full description of her/his special educational needs, along with any health and social care needs
 - Outcomes for your child's progress
 - Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs
- An EHC Plan assessment can be requested by any number of people, including:
 - You as parent or carer
 - Your child – where appropriate and aged 16 or over)
 - The Academy SENCo
 - The Academy principal
 - Health or social care professionals
- For full details of the EHC plan assessment process, see Appendix 1 below.

10. What support will there be for my child's happiness and well-being at APA?

- We understand how important emotional well-being is for learning. An important feature of the academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.
- We cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum, and through whole school and year assemblies
- For some students with the most need for help in this area, we are also able to provide the following:
 - Time-out space for identified students to use when upset or agitated
 - Mentor time with a teaching assistant, form teacher or member of the senior leadership team
 - Access to counselling
 - An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child's form teacher or the Academy SENCo if you have any concerns about your child's happiness and well-being.

11. How does the Governing Body involve other bodies in meeting the needs of students with special educational needs or disabilities, and in supporting the families of these students?

- At APA we have support arrangements or service level agreements in place with the following specialist bodies:
 - Wandsworth ASD advisory service.
 - Educational Psychologists
 - Speech and Language Team

12. How will APA support my child in transition stages?

- 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 students' needs:
 - There are open evenings and taster days 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 SENCo at the start of the academic year, and visit in the year before they start.
- Students in year 9 are provided with detailed information 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 their choice.

13. Who can I contact if I have a complaint about the special educational needs provision made for my child?

- The normal arrangements for the treatment of complaints at APA are used for complaints about provision made for students with special educational needs. We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher or Academy SENCo.
- If your concerns are not dealt with satisfactorily, you can then contact the Academy Principal, who may direct you to the academy's [Complaints Policy and Procedure](#).

14. Who can I contact outside of the academy for impartial advice about special educational needs?

- Please contact the Wandsworth Advisory service.

15. Where can I find information about the local offer of the local authority?

- The Local Authority's local offer is published on the Wandsworth authority website. Parents without Internet access should make an appointment with the Academy SENCo for support to gain the information they require.

Appendix 1: The EHC Plan Assessment process



