



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
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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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1. Contact information

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2. Vision

We will be a truly inclusive school, which means all students will have an equal education. All students will have equitable access to services, experiences, curriculum, teachers and support. All students will be treated with kindness and will be supported in learning the importance of treating others with kindness. All students will be supported in working hard and can expect teachers who work hard to support them. All students will learn in a culture of honesty and will learn how to express their honesty in a kind and constructive way.

All students identified as SEND are included in all aspects of school life, including having equitable access to the mainstream curriculum and co-curricular programme that allows all students to develop the rich foundation of subject-specific and broader cultural knowledge that will enable them to go on to their best next step, preparing them for university or a real alternative.

Students identified as SEND have their needs met through the whole school systems and routines that are designed to allow every student (SEND or not) to thrive as an individual who is subject to a nuanced combination of high expectations, respect, flexibility and empathy. Support and high expectations are comrades, not enemies.

3. 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
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- 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,

- Moderate/severe/profound and multiple learning difficulties, for example hypermobility

4. Identifying pupils with SEN and assessing their needs

Identifying Special Educational Needs and Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers are identified as early as possible and their needs are addressed.

The reading age and attainment in English and Mathematics of all pupils is assessed upon entry to the academy in order to:

- Form the baseline for setting individual targets. Progress towards these targets is reviewed at data entry points at least three times per year to ensure that pupils who fall behind are identified as early as possible.
- Identify pupils whose development is significantly behind that of their peers. Such pupils are prioritised for targeted and/or specialist assessment and/or intervention (see flow chart on the next page).

Each intervention is reviewed frequently, based on progress against intervention specific measures.

Pupils are also assessed annually for literacy development so that those who do not have an age equivalent reading age receive the necessary targeted or specialist input to help them catch up.

Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil, teachers and a parent/carer and gathering feedback (through round robins and observations).

Where learning needs appear complex, we may also seek input from specialists such as educational psychologists or speech and language therapists.

In our attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN Code of Practice 0 – 25 (2014):

- **Communication and Interaction** needs refer to those students who experience difficulties with speech, language and communication
- **Cognition and Learning** needs refer to those students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy or numeracy.
- **Social, Emotional and Mental Health** needs, is manifested in different ways, such as students becoming withdrawn or displaying challenging behaviour such as being disruptive or self-harming. Students who have difficulty paying attention or forming attachments with adults also fall into this category.

- **Sensory and/or Physical** needs refer to those students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available.

5. 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 (ILP) and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

6. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENCO will work with subject teachers and subject and pastoral leads to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Survey level data- such as the GL progress tests and
- 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.

7. 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.

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.

The following provision is in place to support students moving between phases:

- There are open evenings and taster days for all year 6 students who are transferring to Ark Acton Academy in year 7.
- Students identified as needing additional support with transition are invited to additional taster days
- Parents of students who have EHCPs are invited to meet with the Academy SENDCo before the transition to Ark Acton Academy
- Students in year 9 are provided with detailed information to support their option choices for Key Stage 4.
- Students have a comprehensive programme of careers guidance that begins in Year 7, which includes additional careers meetings for students with SEND as appropriate.
- Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students with an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice

8. Our approach to teaching pupils with SEN

We want every one of our students to achieve the Academy mission of thriving at university or a real alternative. This means that we must maintain the same expectations and ambition for every student in the academy. In order to do this, we deploy a range of strategies that focus on a high challenge, low threshold model of support to enable all students to access and succeed in our ambitious curriculum vision.

In practice this means that all pupils always work to the same learning objective every lesson: the same curriculum is available to all. Teachers plan for the fact that some students will need more scaffolding; others will require a greater challenge. We aim to meet the academic needs of all learners every lesson through the use of our core pedagogical strategies or 5 Habits. These 5 habits are:

1. daily retrieval practice
2. frame each learning sequence around a key question,
3. model how to apply the steps to success
4. plan for deliberate practice,
5. check understanding of core knowledge and use this to inform future planning.

Teachers use data to drive their in-the-moment responses to pupil learning, strategically gathering pupils' knowledge and understanding through our codified

model of Checking for Understanding. This allows for intervention at the point of error, through real-time feedback and live class or group re-teaching.

We also have a codified set of processes to ensure any student with SEND is fully supported. These include:

- Booklets that focus on the core knowledge and skills
- All teachers have an appraisal objective linked to SEND pedagogical strategies
- Intentional Monitoring and live feedback
- Targeted questioning and Checking for Understanding
- TA deployment and strategies
- Data-led seating plans

It is our goal to ensure that all students have the support necessary to empower them to thrive academically and make positive contributions to life at Ark Acton. Our LAWS Department works closely with parents, teachers and the students themselves, to help overcome any barriers to learning that students may face on their journey towards adult life.

Where students are on the SEND register, they will have an Individual Learning Plan (ILP). These are stored on <https://edukeyapp.com/account/login>

The learning plan sets out the students' needs and strengths. It also details an attainable and measurable outcome for each area of need and small step targets for the student to achieve them. This is informed by the assessment and identification process (including professional recommendations such as in an EHC plan) and for EHCP students, is tracked by TAs on a weekly basis.

Each student will have 3-4 appropriate strategies that align with the Teaching and Learning Play Book and support teachers to make reasonable adjustments to meet their needs in the classroom.

ILPs are reviewed three times a year (or more frequently if necessary) by a member of the LAWS team, the student and the parent/ carer. Class teachers must have access to ILPs and use this to inform their planning.

8.1. Adaptations to the curriculum and learning environment

We want every one of our students to achieve the Academy mission of thriving at University or a real alternative. This means that we must maintain the same expectations and ambition for every student in the academy. In order to do this, we deploy a range of strategies that focus on a high challenge, low threshold model of support to enable all students to access and succeed in our ambitious curriculum vision.

Our curriculum is designed using the principles of cognitive science to enable it to be accessible to all. In practice this means that all pupils always work to the same learning objective every lesson: the same curriculum is available to all. Teachers plan

for the fact that some students will need more scaffolding; others will require a greater challenge. We aim to meet the academic needs of all learners every lesson through the use of our core pedagogical strategies or 5 Habits. These 5 habits are:

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In certain instances further reasonable adjustments may be needed to ensure all pupils' needs are met:

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using the Ark Acton SEN toolkit, using responsive seating plans as set out in pupils ILPs.
- Adapting our resources and staffing, for example personalised timetables.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.

8.2. Additional support for learning

In line with EEF guidance TAs are deployed to deliver evidence-based interventions and in areas of subject expertise and have time built into their timetables for planning with departments (in Intellectual Preparation).

TAs are expected to have the following paperwork in their folders:

- ILPs

- Medium Term Plans, Knowledge Organisers, Workbooks, Model book
- Data sheets
- Seating plans
- EHCP student target tracking sheet

TAs are supported to develop their practice through a programme of group CPD (weekly) and bespoke coaching (fortnightly) focused around the TA lesson structure.

CPD sessions will rotate between a focus on key students, intervention skills and the following core elements of in class support:

- Scaffolding
- Class Culture
- Literacy Skills

We have teaching assistants who provide in-class, 1:1 and small group work. Teaching assistants will support pupils on a 1:1 basis when specified by a student's EHCP. Teaching assistants will support pupils in small groups when running specific interventions when a need is identified or if specified in a student's EHCP.

We have 12 teaching assistants who are trained to deliver interventions such as:

- Lexia
- Thinking Reading
- Fresh Start Phonics
- Zones of Regulation
- Numeracy
- Handwriting
- Touch Type Read and Spell (TTRS)
- Speech and Language skills

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

- Educational Psychology Service from Ealing Council
- Speech and Language Therapy Service
- Central London Community Healthcare NHS Trust
- Ealing School Nurse Service - Central London Community Healthcare NHS Trust
- Clinical Psychology in Schools Service (CLIPS)
- Here4You Counselling and CBT - Metanoia Institute
- Art Psychotherapist - Trusted Spaces
- -Brent Centre for Young People, who offer psychotherapy
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- SAFE

8.3. Expertise and training of staff

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. This information is found in ILPs on our digital Edukey Provision Map software, which allows teachers to easily access information about students with SEND. The needs of our students with SEND are central to our Continuous Professional Development (CPD) programme which includes a language development strategy and SEND Learning Inquiry.

Our SENDCo has specific expertise in Dyslexia, Psychometric Testing, and Access Arrangements. Our Deputy SENDCo has completed her NASEN qualification with a focus on vocabulary acquisition. We have a SEND specialist teacher who also holds the NASEN qualification and is focused on delivering, literacy, Speech and Language provision (including emotional regulation and social communication programmes).

The LAWS department has been working with a SEND Consultant throughout 2022, who has been focused on strategic planning and developing leadership capacity.

A number of TAs and English Teachers have been trained to deliver the Thinking Reading and Fresh Start Phonics programme and are receiving continuous development to support with this.

The TAs have received a programme of instructional coaching using the EEF guidance to support to develop their in-class support from our SEND consultant. This work is being continued by our deputy SENDCO.

The department also works with a number of external professionals including Speech and Language Therapists, Educational Psychologists and Mental Health Professionals.

8.4. 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. Our accessibility plan details this further.

9. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Weekly review in student support meetings
- Quality Assuring the impact of provision (in class and interventions) through regular learning walks
- Reviewing pupils' individual progress towards their goals each term in ILP reviews
- Reviewing the impact of interventions termly in relation to intervention objectives and at key data points (for example when attainment data or reading age data is collected).
- Holding annual reviews for pupils with EHC plans

- Use of teacher, parent/ carer and pupil questionnaires
- Commissioning external SEND reviews by leading experts

10. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our co-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, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Further arrangements are set out in the accessibility plan.

11. Support for improving emotional and social development

The school has a broad SEMH offer, which includes a range of therapeutic interventions including Art Therapy, Sports Mentoring and provision from the Brent Centre for Young People as well as targeted Speech and Language Therapy and the needs of students are looked at in the round on a weekly basis through Student Support Meetings.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND take part in the co-curricular offer
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of lunch club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

12. Working with other agencies

We work closely with our external agencies outlined in point 8.2. In addition the SENDCo works with health and social care bodies to support students with SEND. We welcome partnerships with any agencies who can support our students and enrich their experience at Ark Acton or in their wider life.

13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo, Preeti Dholabhai, in the first instance. If you continue to have concerns, arrange to discuss these with Debbie Light, Vice Principal, or Oliver Knight, the Academy Principal. Contact details are listed below in point 14. They will then be referred to the school's complaints policy. A copy of the school's complaints policy is available on the website: <https://arkacton.org/page-strips/ourpolicies-22>

14. Contact details of support services for parents of pupils with SEND

ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) <https://www.family-action.org.uk/what-we-do/children-families/send/isaid/>

14.1 The local authority local offer

The Local Authority's local offer can be accessed here:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

Parents without Internet access should make an appointment with the Academy SENDCo for support to gain the information they require.

15. Contact details for raising concerns

For concerns regarding SEND provision please contact Preeti Dholabhai (SENDCo) in the first instance on [pdholabhai@arkacton.org](mailto:pdhlabhai@arkacton.org). If you continue to have concerns, arrange to discuss these with Debbie Light, Vice Principal. As a last resort you may to speak with the Academy Principal Oliver Knight (e-mail: oknight@arkacton.org) or Link SEND Governor, Monica Thompson (e-mail: info@arkacton.org with email title "FAO Link SEND Governor")