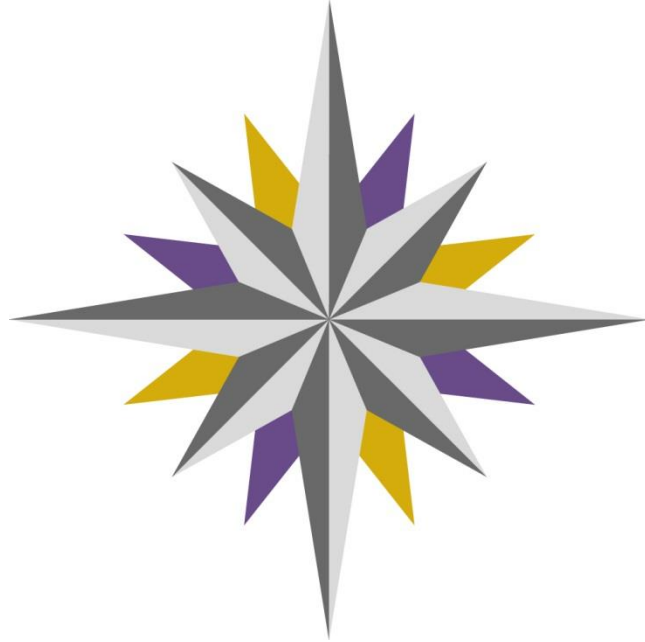


Ark All Saints Academy SEND Department



SEND Information Report 2018-2019

“Until we get equality in education, we won't have an equal society.”

Sonia Sotomayor

Assistant Principle/SENCO: Una Buckley

Assistant Principal/Provision: Karen Bruce

Deputy SENCO: Sarah Whitewick

Provision Administrator: Cassandra Emerson

Governor Responsible for SEND: Richard Bool

Provision S

Teaching Partners offering in-class support in subject specialisms:

Provision S support in class with teachers to support academic progress of scholars. Specialise in particular areas and undergo training to develop an expertise in a specific SEN need. They attend all teaching and learning. They will train in different interventions which they can offer to scholars according to need in small groups or 1-2-1. These interventions are led away from lessons and carefully selected evidence based interventions. We regularly review interventions to ensure outcomes are being met and if not, is there a better intervention which could be used. (See Graduated Response)

Teaching Partner	Subject Specialism	Area of Expertise	Training and Development
Sarah Whitewick (Deputy SENCO)	English Art	Dyslexia Literacy Speech and Language disorders Autistic Spectrum Disorders Access Arrangements	HLTA (Sep 2014) Read Write Inc. Speech and Language Dyslexia Level 5 (July 2017) CCET & CT3PA Access Arrangements Assessor (2017) Read Write Inc. (June 2018) AAA refresher (Sept 2018)
Samantha Bertrand	Humanities Science R.E.	Autistic Spectrum Disorders Literacy Speech and Language Parent Liaison	Ambitious about Autism level 2 Lego Therapy Read Write Inc. SLCN for ASD
Paola Jimenez	Science Math	EAL Literacy	Youth Force Level 3 Apprenticeship

	Humanities Languages English	Speech and Language	Read Write Inc. Toe by Toe SRA ADHD and Adversity Social Stories OCD Hearing Impairment Invigilator (May 2018) Reader and Scribe (May 2018)
Johnathan Lane	Maths Music		Read Write Inc (Sept 2018) SRA (Sept 2018)
Daniel Reed	Maths Literacy	SEMH Maths Literacy	Youth Force Level 3 Apprenticeship Dyslexia Training (Jan 2017) Restorative Justice Training (Sept 2017) Toe by Toe Read Write Inc. YoungMinds- Dealing with Childhood Trauma (2018)
Demelza Toothill			Youth Force Level 3 Apprenticeship Read Write Inc (Sept 2018) SRA (Sept 2018)
Abiola Oladunni	English	Speech and Language	Restorative Justice Training (Sept 2017) Read Write Inc (April 2018) Dealing with Epilepsy and Allergies (June 2018) Exam Invigilation (May 2018) Exam Reader and Scribe Training (May 2018)
Nadia Quansah	Behaviour		Read Write Inc (2018) SRA (2018)

Provision E

The Provision Team look at the underlying causes of particular behaviour and provide appropriate support. The team works to support the most vulnerable scholars and ensure that poor behaviour does not prevent any scholar from accessing the full curriculum.

The Provision team focus on supporting scholars with SEMH; Social, Emotional and Mental Health need e.g. anxiety, depression, Attention Deficit Disorder or Attention Deficit and Hyperactivity Disorder.

They are highly trained in therapeutic techniques and can carry out in depth work with scholars where necessary.

Provision interventions are provided by Behaviour Coordinators through 1-2-1 sessions, group sessions, class observations and parent meetings.

The effectiveness of the support and interventions and their impact on the scholar's progress is reviewed at least every six weeks but often more regularly depending on need and intervention. (See Graduated Response)

Behaviour coordinators offering specialised behavioural support:

Behaviour Coordinator	Intervention	Area of Expertise	Training and Development
Dana Cojocaru	Resilience and Self Esteem Anger Management Behaviour Management Social Skills Group Stress Management RISE Programme	Medical Conditions Behaviour	Resilience (2016) Restorative Justice (Sept 2017) Autism In Girls (February 2017) First Aid Training (April 2018) Team Teach (July 2018)
Mollie Hodge	Resilience and Self Esteem Anger Management Behaviour Management Social Skills Group Stress Management RISE Programme	Behaviour Persistent Absentees	Restorative Justice (Sept 2017) Train The Trainer- Mental Health Awareness (Dec 2017) Team Teach (July 2018)
Natalie O'Hare	Omega Manager Internal Exclusion	Behaviour- PSPs Alternative Provisions	Restorative Justice (Sept 2016) Team Teach (July 2018)
Paula Oyekan	Omega Deputy	Family Liaison Social Care Attendance	Team Teach (July 2018)
Alexis Persaud-Adeniyani	Counselling Behaviour Management Family Group	Behaviour	Restorative Justice (Sept 2017) ADHD (March 2017) Safe In Faith- Domestic Abuse (June 2017)

			Working With Troubled and Troublesome Boys (Jan 2018)
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Interventions led by Behaviour Coordinators:

Intervention	Who for?	Example of desired outcome
<p>Restorative Justice</p> <p>A Restorative Justice approach is one which aims to prepare the damage caused to relationships and communities by conflict.</p> <p>RJS can be used by both scholars and staff to promote respect.</p>	<p>Scholars who find difficulty in maintaining adult and peer relationships.</p> <p>Scholars who are struggling with anger management.</p>	<p>Promote respect between communities and repair relationships.</p> <p>Reflect upon the impact of individual actions</p> <p>Reduce future conflicts occurring at school/home.</p>
<p>Social Skills Group</p> <p>This group intervention works through exploring key social skills, such as; the concept of sharing, turn-taking, waiting, manners and successful team work.</p>	<p>Scholars who struggle with anger management.</p> <p>Scholars with poor peer relationships.</p>	<p>Manage feelings more effectively.</p> <p>Identify cause and effect.</p> <p>Less incidences of negative behaviour occurring at school/home.</p> <p>Acknowledging the impact their actions have on others.</p>
<p>Attendance Intervention</p> <p>Intervention which focuses on increasing awareness and motivation for attending school.</p>	<p>Scholars with low attendance.</p> <p>Scholars lacking motivation to attend school.</p>	<p>Work on strategies around attendance-planning, take home checklists and goal setting.</p> <p>Improved attitude on the importance of school attendance.</p>
<p>Anger Management</p> <p>Scholars work with a Behaviour coordinator to track their anger and develop strategies for managing their temper.</p>	<p>Scholars suffering with ADHD and anxiety.</p> <p>Scholars struggling with engagement of their feelings.</p> <p>Scholars with poor peer relationships.</p>	<p>Recognising trigger points.</p> <p>Develop strategies to effectively control anger.</p>
<p>Behaviour Intervention</p> <p>Scholars work with a Behaviour coordinator to track their behaviour and develop strategies to make improvements.</p>	<p>Scholars who are disruptive.</p> <p>Scholars who lack focus.</p> <p>Scholars who are defiant.</p> <p>Scholars displaying oppositional behaviour.</p>	<p>Scholars will be able to use strategies to manage their behaviour appropriately around the academy.</p>

<p>Stress Management</p> <p>This intervention focuses on enabling the scholar to have strategies to manage their stress and anxiety.</p>	<p>Scholars with ASD, anxiety or attachment issues.</p> <p>Scholars who have difficulty with self-confidence.</p> <p>Scholars with poor performance in class.</p>	<p>Scholars will have developed an understanding of their individual anxiety and stress, and work through strategies to remain calm.</p>
<p>Emotional Awareness</p> <p>This intervention activity focuses on developing the scholars own understanding of themselves, and strategies to manage their reactions.</p>	<p>Scholars who have difficulties forming and maintaining relationships.</p> <p>Scholars with ASD, anxiety or attachment issues.</p> <p>Scholars' with low self-esteem.</p>	<p>Scholars will have developed strategies to understand their own trigger points and to control their emotions around the academy.</p>
<p>Check in</p> <p>This intervention is led by the pastoral and provision team. The main focus is to allow the scholar to have time to resettle and enable them to succeed around the academy.</p>	<p>Scholars who require support with focus.</p> <p>Scholars who are struggling with attendance.</p>	<p>Able to start and finish the day positively.</p> <p>Encouraged to maintain positive behaviour.</p> <p>Focus during lessons.</p>
<p>Observations</p> <p>This intervention is focused on observing scholars within the classroom and in the wider school, to provide structured support for specific needs.</p>	<p>Scholars who are struggling with appropriate behaviour in lessons.</p> <p>Scholars who need support with their learning.</p>	<p>Provide a structured plan of support for scholars needs.</p>
<p>Reset</p> <p>This intervention is led with the aim to restore the scholar back to a settled state so that they can be reintegrated into class.</p>	<p>Scholars who require support with focus.</p> <p>Scholars who require time out.</p>	<p>Scholars have correct equipment.</p> <p>Scholars are well presented.</p>
<p>Omega Interventions</p> <p>Reflective interventions exploring the reason the scholar was internally excluded.</p> <p>Scholars are physically isolated.</p> <p>Provided daily personalised support sessions.</p>	<p>Scholars who are defiant.</p> <p>Scholars who are unable to follow classroom routines correctly.</p> <p>Scholars displaying oppositional behaviour.</p>	<p>Scholars will have developed strategies to enable them to reintegrate back into class.</p>
<p>Alpha Interventions</p> <p>Reflective intervention to</p>	<p>Scholars who have received high numbers of corrections.</p>	<p>Scholars will have developed strategies to enable them to reintegrate back into class.</p>

<p>understand the behaviour which has resulted in spending time in Alpha.</p> <p>Scholars will be on report after being in Alpha.</p>	<p>Scholars requiring support with focus.</p> <p>Scholars who require time to reflect on their behaviour.</p>	
<p>Counselling</p> <p>This intervention provides a therapeutic space for scholars, and gives them support with their emotional wellbeing.</p> <p>Counselling also provided from external agency 'En Trust Associates'.</p>	<p>Scholars who find difficulty in maintaining peer relationships.</p> <p>Scholars with ASD, anxiety or attachment issues.</p> <p>Scholars experiencing anger.</p>	<p>Improved reflection on behaviour and consequences.</p> <p>Develop a more in-depth understanding of complex emotions.</p> <p>Work on strategies for managing behaviour.</p>
<p>Family Group</p> <p>Weekly run group for scholars and their families to meet other parents. Discussions on techniques and strategies for improving relationships, and behaviour looked at.</p>	<p>Scholars who have poor relationships with parents and siblings.</p> <p>Scholars who suffer with anger, anxiety and stress.</p>	<p>Improved reflection upon family relationships.</p> <p>Develop an understanding of other's opinions.</p> <p>Understand the impact actions have on other people.</p>

What kind of SEN interventions are there?

Interventions led by Teaching Partners:

Intervention	Who For?	Examples of desired outcomes
<p>Touch Typing</p> <p>Using BBC Bite size touch-typing program 'Dance Mat' on the BBC website which takes scholars through an animated program with music that gradually builds up their skills and teaches them how to touch type.</p>	<p>Scholars who have trouble writing quickly by hand.</p> <p>Scholars with fine and gross motor skills difficulty.</p> <p>Scholars with extreme severe dyslexia that affects the speed of writing.</p>	<p>Be able to locate the home keys.</p> <p>Type without looking at the keyboard.</p> <p>Type 20 words per minute accurately.</p>
<p>Handwriting Practice</p>	<p>Scholars who have very slow</p>	<p>Write sixty words a minute.</p>

Using a range of tools scholars first identify their areas for development and use the most suitable practice sheets to help them get better at handwriting.	handwriting. Scholars who have trouble forming letters correctly. Scholars who have trouble gripping or holding a pen.	Write with 50% of the letters joined up. Every letter 'g' has the tail under the line. 80% of writing is on the line.
Toe by Toe This is a 1:1 session where the scholars work through a specific scheme in a book. It is methodical, gradual, measurable and very successful.	Scholars who have dyslexia or who haven't learnt their phonics well enough in primary school.	To successfully make the sound three times in a row. To complete the book.
Dyslexia Action Literacy Programme (DALP)	Scholars struggling with phonics, grammar, syntax, spelling, punctuation and reading. Scholars who have dyslexia or literacy difficulties. Scholars with EAL	Scholars will work through highly structured activities to aid their memory and metacognition. Runs for two academic years
Every Body Learns Booklets	Scholars struggling with spelling, reading, grammar, syntax and sound knowledge. Scholars with EAL	Scholars will work through the booklet. Begins with basic sound knowledge. Work on spelling
Read Write Inc. Small group evidence based intervention that works through a series of workbooks and builds up the scholar's confidence with phonics, spelling, and comprehension and sentence construction.	Scholars with a low reading age. Scholars who have low phonic understanding.	Complete the work book. Able sound out the correct speed sounds. Answer comprehension questions.
Self Sessions This is based on a psychotherapy model, where scholars are encouraged to reflect on their experiences and feelings.	Scholars' with low self-esteem. Scholars who have difficulties forming and maintaining relationships. Scholars with ASD, anxiety or	Initiates conversation once or twice. Makes connections between experiences and feelings. Identifies cause and effect.

	attachment issues.	<p>Less incidences of negative behavior occur at school or at home.</p> <p>Manages feelings more effectively.</p> <p>Achieve better progress/attendance.</p>
<p>Image in Action</p> <p>Image and Action was started in 1986, to develop sex and relationships education work with children with disabilities, creating new ways of making complex issues accessible and safe.</p>	<p>Scholars' with low self-esteem.</p> <p>Scholars who have difficulties forming and maintaining relationships.</p> <p>Scholars with ASD, anxiety or attachment issues.</p>	<p>To develop more positive relationships with peers.</p> <p>To develop their understanding of sex and relationship.</p>
<p>RISE</p> <p>This is a structured program that uses specific activities to enhance the young person's Resilience, Independence, Social Skills and Emotional Management.</p>	<p>This is designed for all scholars who show a difficulty in areas of self-confidence, resilience, independence and emotional management.</p>	<p>Is able to identify an increased number of different emotion cards.</p> <p>Talked for 5 minutes about something positive.</p> <p>Was able to use breathing techniques to manage a difficult moment.</p>
<p>Lego Therapy</p> <p>An intervention invented to aid social skills in particular, turn taking and collaboration. Roles of architect, builder and supplier are allocated to each of the group and they have to work together to build a piece of lego.</p>	<p>Scholars with ASD, Asperger's, Attachment issues etc.</p> <p>Scholars who have problems making friends or working in groups.</p>	<p>Will be able to appropriately wait for his or her turn in a Lego therapy group with a visual prompt 90% of the time.</p> <p>Will be able to add to someone else's suggestion 1-2 times during a session.</p>
<p>Vocab Group</p> <p>This group focuses on listening</p>	<p>Scholars who find word recall difficult.</p>	<p>Will demonstrate active listening behaviours in a group setting with</p>

and speaking skills. Scholars learn about how to listen it helps them to learn new vocabulary and to help them with their word finding skills.	Scholars who struggle with listening skills and focus.	frequent visual/verbal reminders. In a group discussion will interrupt or speak out of turn on only two occasions. (when it was 3-5 times to start with)
Narrative Group This group focuses on helping children to sequence ideas and to explain things in order.	Scholars who struggle with remembering the order or how things happen.	Scholars will be able to tell a short story where things happen one thing after another.

How are scholars needing provision S or E identified?

- Scholars with known (SEN) needs or from a vulnerable group
- Analysis of attendance, behaviour data and progress data
- Scholars who have been internally or externally excluded
- Concerns have been raised by the pastoral team or teaching staff

Mission Statement

It is our duty to prepare all of our scholars for adulthood; to enable them to live independent, happy, healthy and successful lives.

What are we aiming for?

At Ark All Saints Academy we believe that all children and young people are entitled to an education that enables them to make enough progress and to attain the qualifications necessary so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood; whether into employment, further or higher education or training

To this end we up hold our core values of Confidence, Responsibility, Integrity, Success and we consider these just as relevant to our children with Special Educational Needs and Disabilities as to any other scholar in our school. We are aware that there are different challenges that face some children and endeavour to equip these children with the resilience, fortitude and education to face such challenges now and throughout their lives.

What is SEND?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special Educational Provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age at the Academy.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

What do we mean by disabled?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is;

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

‘long-term’ is defined as ‘a year or more’

‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have what has conventionally been regarded as SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

What kinds of SEND are there at Ark All Saints Academy?

Currently at the Academy we have 21 scholars with an Educational Health Care Plan:

- 4 in Year 11 (EHCP)
- 5 in Year 10 (EHCP)
- 6 in Year 9 (EHCP)
- 2 in Year 8 (EHCP)
- 4 in Year 7 (EHCP)

In addition to these we have scholars who require support that is ‘different from and additional to that of their peers’:

- 33 in Year 7
- 21 in Year 8
- 23 in Year 9
- 24 in Year 10
- 29 in Year 11

There is a cross-section of need which corresponds to the broad areas outlined below. In many cases scholars will have needs in more than one area;

- **Social and Communication need** e.g. Autistic Spectrum Disorders, and Asperger’s Syndrome etc.
- **Cognition and learning need** e.g. Global delay and moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- **Social, Emotional and Mental Health need** e.g. anxiety, depression, Attention Deficit Disorder or Attention Deficit and Hyperactivity Disorder
- **Physical and/or Sensory Need:** e.g. Brittle bone disease, Cerebral Palsy, Crohns Disease and Sickle cell disease etc.

How are scholars identified as having SEND at Ark All Saints Academy?

When your child first joins Ark All Saints Academy, we use information from a range of sources to help identify SEND and other needs. These include but are not limited to;

- information from parents
- information from primary school teachers
- end of Key Stage 2 levels
- base line testing, reading ages etc.
- dyslexia screening
- literacy and numeracy tests; application form information
- subject teachers
- specialist colleagues
- external agencies

Our class teachers, Heads of Department and Pastoral Directors closely monitor the progress and attainment of all scholars, including those who have or may have SEND. The continuous monitoring of scholars during their time at Ark All Saints Academy will further identify scholars with a special educational need. This identification may come from academic tutors, subject teachers, support colleagues, Pastoral Directors, outside agencies, parents or the scholars themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.

We follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model. The triggers for intervention could be the teacher’s, teaching partners’ or others’

concern, underpinned by evidence, about a scholar who, despite receiving differentiated learning opportunities, doesn't make expected progress.

All students with SEND are on the SEND or Additional Needs registers, which are accessible to all staff. Teachers use such information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

Ark All Saints Academy also monitors individual scholars' attendance and punctuality, behaviour logs, incidences of accidents and health concerns as other possible indicators to raise further investigation for SEND.

What is the 'Graduated Approach'?

Where a scholar is identified as having SEN, the Academy takes action to remove barriers to learning and put effective special educational provision in place.

This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the scholar's needs and of what supports the scholar in making good progress and securing good outcomes. This is known as the graduated approach.

Assess

The class or subject teacher, SENCO, key staff at the Academy plus outside agencies (if necessary) will carry out a clear analysis of the pupil's needs. Parents and Scholars are consulted.

Plan

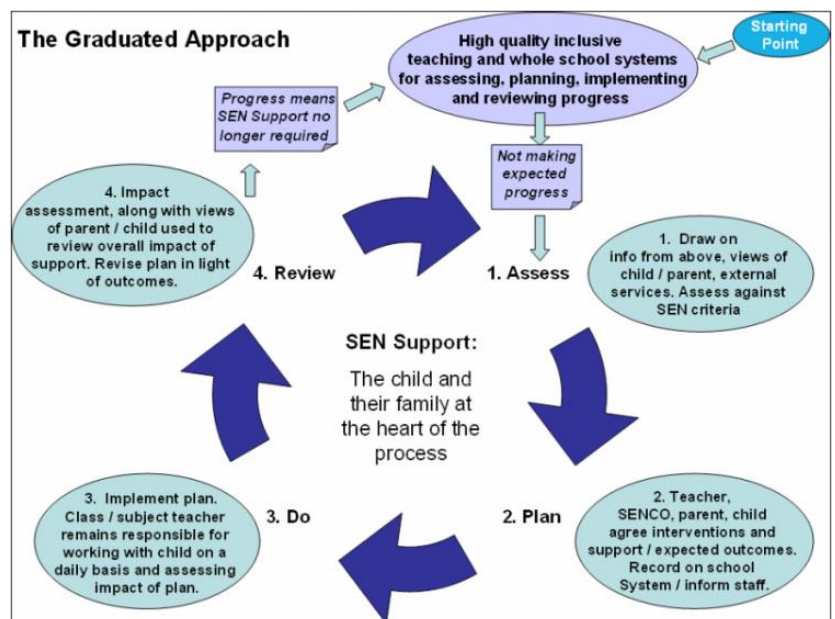
Clear outcomes are identified for the scholar and appropriate interventions and specific support strategies are planned in order to achieve them. Parents and scholars are consulted.

Do

Planned interventions are used to support the scholars to meet desired outcomes. This could be in the classroom, in small targeted groups or in 1:1 sessions.

Where the interventions involve group or one-to-one teaching away from the main class the subject teacher works closely with teaching partners and/or specialist staff involved, to plan how interventions can be linked to classroom teaching. The SENCO supports, advises and oversees this process.

Review



The effectiveness of the support and interventions and their impact on the scholar's progress is reviewed at least every 12 weeks but often more regularly depending on need and intervention.

The impact and quality of the support and interventions are evaluated along with the views of the scholars and their parents. This is fed back into the analysis of the scholar's needs and interventions are revised accordingly, in light of the scholar's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and scholar.

Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a scholar has an EHC plan (previously called a 'Statement of Educational Needs), the local authority must review that plan as a minimum every twelve months.

How are Parents and Scholars involved?

Working with parents is central to Ark All Saints Academy's ethos and we do this through parents evenings, reports, letters, notes in planners, email, telephone calls, appointments made with individual teachers and teaching partners, Annual Reviews/termly reviews (for those on the SEND register).

The school provides information for parents through newsletters, information on the website, Working Together Wednesdays, open/information days, parents evenings and letters home.

We also believe that scholars should be involved as much as possible in their education. This, we believe will help them develop into independent and responsible adults. Their views are actively sought throughout their school experience and they are regularly encouraged to reflect on how they learn, their areas for development and what would help them better achieve their goals. This happens daily on an ad hoc basis and more formally in line with the reviewing cycle.

What are transitions?

When a scholar transfers from primary school to secondary school this is described as a transition, likewise when a child moves from KS3 to KS4 or KS5 (College) and University.

Ark All Saints Academy liaises with primary schools in order to facilitate the smoothest transition possible. We also provide a summer school specifically targeted at those who require additional support to prepare them for the new environment of Ark All Saints Academy.

As scholars move into KS4 a number of systems will be implemented for example additional help will be offered in selecting option choices and qualifications. Likewise when the young people approach 6th form, college or University they will be supported in making the best choices to help them fulfill their ambitions and be successful.

Scholars have access to a pastoral careers service during year 11 to help them become more informed about their next steps in further education. We hold 6 Citizenship days a year where professionals and employers meet scholars and deliver in-depth sessions covering a range of careers advice. Work experience is available for scholars in year 10 and provides them with the opportunity to complete a two week placement in an area of their choosing.

All scholars who have a Statement of Special Educational Needs will transfer to an EHC plan when they are in Year 9 if they haven't already done so.

What is Quality first teaching?

High quality teaching, differentiated for individual scholars, is the first step in responding to scholars who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Ark All Saints Academy we regularly and carefully review the quality of teaching for all scholars, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable scholars and their knowledge of the SEN most frequently encountered.

Ark All Saints Academy uses weekly bulletins and training on Wednesdays to ensure that the quality of teaching is of a standard to meet the needs of all our scholars including those with SEND.

Also detailed and up to date information is communicated to all teachers on a termly basis so that everyone is aware of the best teaching strategies to use with particular scholars.

Teachers work closely with the SENCO, teaching partners, pastoral and provision teams to ensure everything is done in the classroom for every scholar to make progress and achieve their best.

How is the Curriculum adapted to suit scholars with SEN?

All scholars have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every scholar, whatever their prior attainment. Here at Ark All Saints Academy we pride ourselves on the high progress expectations we have of all our scholars including those with SEN. Our teachers use appropriate and regular assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to scholar progress. Where possible we would expect all SEN scholars to study the full National Curriculum, take GCSEs and attend University should they want to.

At Ark All Saints Academy we run two exceptional programs which support scholars including those with SEN to make better than expected progress.

These are Maths Mastery and English Mastery.

Who are Teaching Partners?

Teaching Partners are key members of staff who support the learning of scholars in class and do small group and one to one interventions. They are highly experienced and trained individuals who know how to offer the best kind of support to the scholars.

Our aim is for scholars to become independent and to this end we discourage them from becoming too dependent on supporting adults in the classroom therefore Teaching Partners are allocated to support a whole class rather than individual scholars. During a lesson their support might involve using questioning to draw out understanding, re-focusing, spelling and literacy marking, encouraging resilience and motivation, checking for understanding etc.

They have a vast amount of knowledge about how different children operate across the school and what strategies work with them – this is invaluable to teaching staff who liaise regularly with them for feedback and guidance about what will work best for certain scholars.

Teaching Partners are not subject experts and whilst they are deployed more to certain subject areas they are not required to know the subject as well as the teacher – therefore the responsibility for teaching all children (including SEN) rests with the class or subject teacher.

Often Teaching Partners liaise with parents and act as a main point of contact for family members who are concerned about particular children. They know the children well and see them around the school so are in many ways best placed on giving families a general overview of the scholar’s life at school.

Which Specialists are involved?

The Academy works closely with the local authority and Ark Schools to ensure the right assessments and interventions are used to identify and meet the needs of scholars who have or may have SEN.

Currently Ark All Saints Academy works with the following specialists;

- Educational Psychologist
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapist
- Occupational Therapists
- Physiotherapists
- Pediatrics at Sunshine House
- Southwark Autism Specialists
- Anna Freud
- Etc.

External Specialist	Role
Natasha Perera	Speech and Language Therapist
Jenny Hung	Speech and Language Therapist
Max Dixon	Educational Psychologist
John Hepburn	Educational Psychologist
Charlotte Roche	Assistant Educational Psychologist
Evie Atkins	Assistant Educational Psychologist

The SENCO, teaching partners and class teachers, together with the specialists, in consultation with the scholar and their parents consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. All interventions are put in place with an outcome in mind. These outcomes are agreed with all involved in advance and a reviewing cycle put in place.

Who is the SENCO and what do they do?

The SENCO coordinates and provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that scholars with SEN receive appropriate support and high quality teaching in order to make their expected progress.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

What about afterschool clubs and extra-curricular activities?

A range of academic/afterschool clubs are available at Ark All Saints Academy. There are open to all scholars, including those with SEND.

Additionally we run a range of activities to support SEND students including work with the Blue Elephant Theatre, Safer Traveling, Independence Program, Homework Club, Breakfast Club etc.

The Extra-Curricular timetable is available on the Academy's website.

All children in the school are encouraged to take part in extra activities after school and if children are not making progress in Core subjects they are required to attend after-school subject specific intervention. Day and residential trips are compulsory for all children. Adjustments and access arrangements will be made to ensure all can participate.

What is available for improving the emotional, mental and social development of scholars with special educational needs?

At Ark All Saints Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our scholars is by assigning them to an academic tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and scholars.

There are additional members of staff who are able to provide pastoral support, these include: Pastoral Directors and Deputy Pastoral Directors, Behavior Managers; School Counsellors; Teaching Partners and Child Protection Officer. We also have excellent relationships with a number of external agencies for example XLP (A local urban youth work group) CAMHS and other community projects.

What about Bullying?

Ark All Saints Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. We are conscious that statistically it is more likely for scholars with SEND to experience bullying therefore we are extra vigilant in monitoring them. We are also endeavoring to equip them with the skills and confidence to identify bullying and to report it if it happens.

What Are EHC Plans?

Scholars who need additional support which requires more funding than allocated from the Academy's budget may be issued with an EHC plan (similar to Statement of Special Educational Needs).

Scholars with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other scholars and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent, scholar and appropriate outside agencies.

What if I have a complaint?

In the first instance any enquiries should be discussed with the scholar's academic tutor. However the SENCO is very happy to discuss the provision made for any scholar with SEND you can contact her on:

020 7450 5958

u.buckley@arkallsaintsacademy.org

If after that you have any further complaints, the Principal is very keen to hear your concerns. Please call the school number to arrange an appointment or email to this address: info@arkallsaintsacademy.org

What do you mean by data and how do you use it?

At Ark All Saints Academy our approach to record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for scholars with SEN is recorded accurately and kept up to date. We record pupil progress and focus on outcomes.

As part of the 'graduated approach' there is a rigorous reviewing cycle where the impact of any intervention or provision (anything that is additional to or different from the main curriculum) is monitored and evaluated for its effectiveness i.e. does it work or not? If it is seen to work and have a positive impact then we continue to use it however if it doesn't appear to help/work then we have to plan something else and all this is recorded in our 'Provision Map'.

This information forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to show the SEN support that has been provided over the scholar's time in the school, as well as its impact.

We use information systems to monitor the progress and development of all scholars. Details of SEN, outcomes, teaching strategies and the involvement of specialists is recorded.

As outlined in 'Involving parents and scholars in planning and reviewing progress' from paragraph 6.63 above, the school should readily share this information with parents. It should be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the scholar's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of scholars and provide a basis for monitoring the levels of intervention.

Provision management can be used strategically to develop special educational provision to match the assessed needs of scholars across the school, and to evaluate the impact of that provision on scholar progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all scholars as the most effective approaches are adopted more widely across the school.