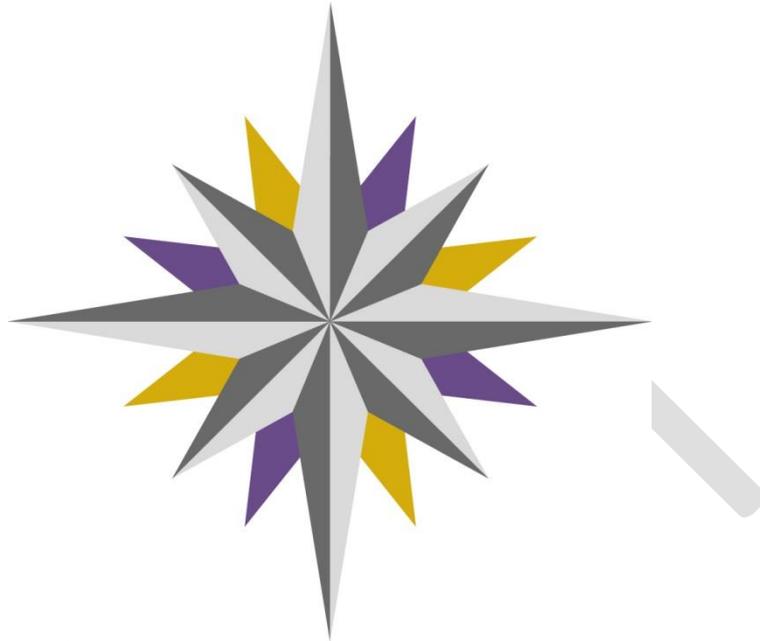


# Ark All Saints Academy SEND Department



## SEND Information Report 2014-2015

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

Sonia Sotomayor

**SEND Lead/SENCO: Una Buckley**

**Head of Inclusion/Assistant Principal: Karen Bruce**

**Governor Responsible for SEND: Richard Bool**

**Teaching Partners offering in-class support in subject specialisms:**

<b>Teaching Partner</b>	<b>Subject Specialism</b>	<b>Area of Expertise</b>	<b>Training and Development</b>
<b>Victor Carr</b>	Maths and Science	Learning Mentorship, Social, Emotional and Mental Health Lego Therapy Literacy Autistic Spectrum Disorders	Lego Therapy (Dec 2014)
<b>Willette Davies</b>	Maths and Science (librarianship)	Discalculia Literacy Touch typing Technologies supporting literacy	Librarianship
<b>Sarah Whitewick</b>	English Art	Dyslexia Literacy Speech and Language disorders Autistic Spectrum Disorders	HLTA (Sep 2014) Read Write Inc. Speech and Language Dyslexia Level 5
<b>Samantha Bertrand</b>	Humanities Science	Autistic Spectrum Disorders Literacey	Ambitious about Autism level 2

## 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.

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## 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 uphold 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.

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## 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
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## 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.**

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

Currently at the Academy we have:

- 8 scholars with a statement of Special Educational Needs. (To be converted to EHC plans as they transition from Year 9)
  - 5 in Year 8
  - 3 in Year 7

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

- 16 in Year 7
- 19 in Year 8

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 and Sickle cell disease etc.

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## 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; Cognitive Ability Tests (CAT tests)
- 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. Staff 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.

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## 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 support are put planned 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.

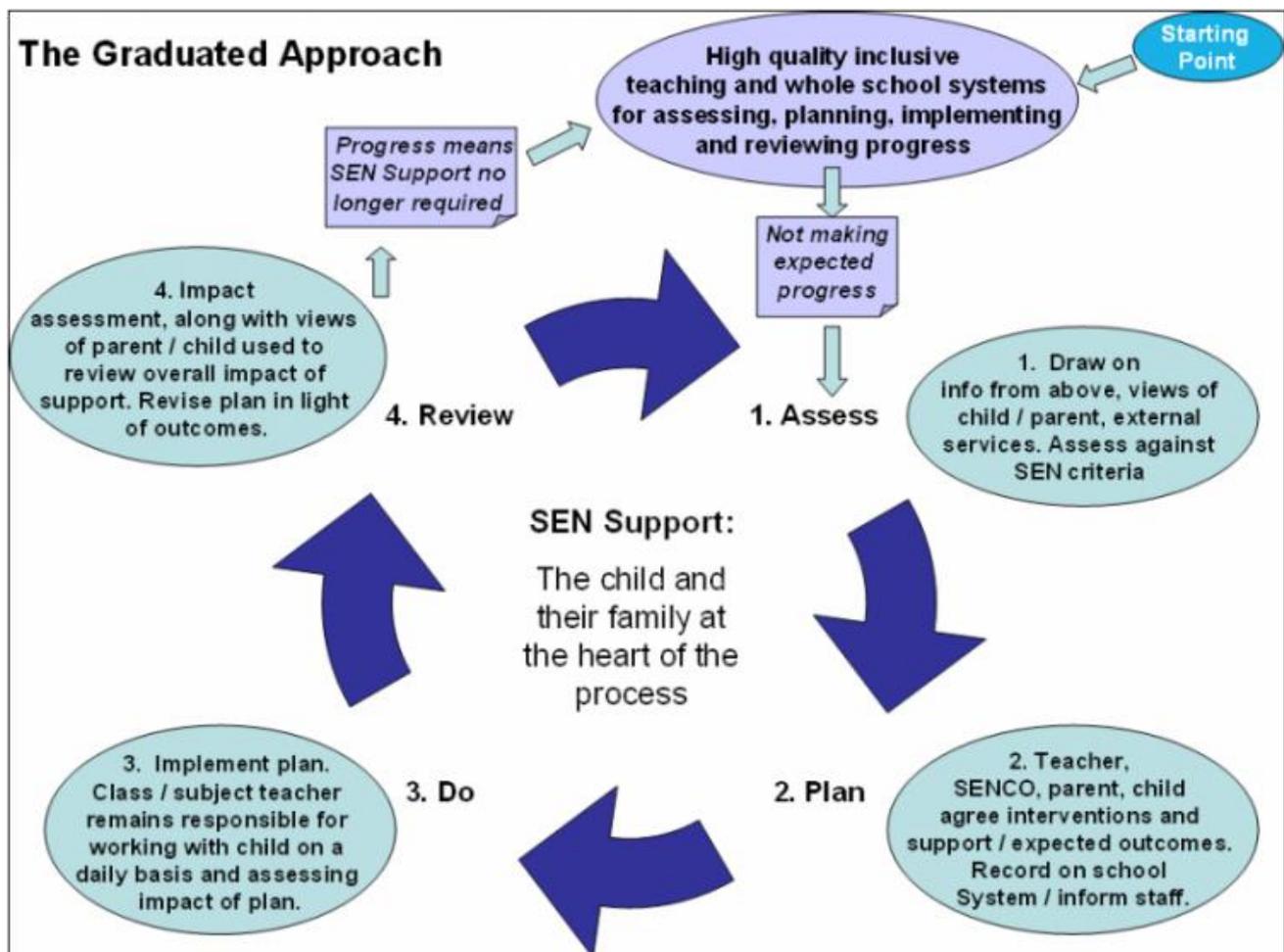
## Review

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.

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## 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.

All scholars who have a Statement of Special Educational Needs will transfer to an EHC plan when they are in Year 9.

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## 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.

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## 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.

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## 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.

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 kind of interventions are there?

Intervention	Who For?	Examples of desired outcomes
<b>Touch Typing</b> 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.	Scholars who have trouble writing quickly by hand.  Scholars with fine and gross motor skills difficulty.  Scholars with extreme severe dyslexia that affects the speed of writing.	Be able to locate the home keys.  Type without looking at the keyboard.  Type 20 words per minute accurately.
<b>Handwriting Practice</b> 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.	Scholars who have very slow handwriting.  Scholars who have trouble forming letters correctly.  Scholars who have trouble gripping or holding a pen.	Write sixty words a minute.  Write with 50% of the letters joined up.  Every letter 'g' has the tail under the line.  80% of writing is on the line.
<b>Toe by Toe</b> This is a 1:1 session where the scholars work through a specific	Scholars who have dyslexia or who haven't learnt their phonics	To successfully make the sound three times in a row.

<p>scheme in a book. It is methodical, gradual, measurable and very successful.</p>	<p>well enough in primary school.</p>	<p>To complete the book.</p>
<p><b>Read Write Inc.</b> 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.</p>	<p>Scholars with a low reading age.</p> <p>Scholars who have low phonic understanding.</p>	<p>Complete the work book.</p> <p>Able sound out the correct speed sounds.</p> <p>Answer comprehension questions.</p>
<p><b>Self Sessions</b> This is based on a psychotherapy model, where scholars are encouraged to reflect on their experiences and feelings.</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>Initiates conversation once or twice.</p> <p>Makes connections between experiences and feelings.</p> <p>Identifies cause and effect.</p> <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><b>Group Work</b> This is a group activity which focuses on social skills, confidence and self-esteem. Scholars discuss with each other how they can develop their attitudes to learning and behave</p>	<p>Scholars demonstrating difficulties with following rules and how to react to sanctions.</p> <p>Scholars whose self-esteem is low and who demonstrate low resilience.</p>	<p>Initiates conversation once or twice.</p> <p>Makes connections between experiences and feelings.</p> <p>Identifies cause and effect.</p> <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><b>Lego Therapy</b> 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</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</p>

and they have to work together to build a piece of lego.		else's suggestion 1-2 times during a session.
<b>Vocab Group</b> This group focuses on listening 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 find word recall difficult.  Scholars who struggle with listening skills and focus.	Will demonstrate active listening behaviours in a group setting with 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)

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### 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 to ensure all can participate.

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### What support 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, CAMHS and other community projects.

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### 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.

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## 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.

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## 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](mailto: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](mailto:info@arkallsaintsacademy.org)

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## 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.