



# SEN Information Report



|                      |  |                    |                               |
|----------------------|--|--------------------|-------------------------------|
| Date of last review: | September 2022   | Author:            | Tom Draper, Head of Inclusion |
| Date of next review: | September 2023   | Owner:             | Education Directors           |
| Type of policy:      | <input type="checkbox"/> Network-wide<br><input type="checkbox"/> Schools-wide<br><input type="checkbox"/> Set for School<br><input checked="" type="checkbox"/> Tailored by school<br><input type="checkbox"/> Central Only | Approval:          | Management Team               |
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| Key Contact Email:   | k.bruce@arkallsaintsacademy.org  | Key Contact Phone: | 020 7450 5959                 |

## ARK LIBRARY COMPONENT

| Component | Element |
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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Strategic Leadership &amp; Planning</li> <li><input type="checkbox"/> Monitoring, Reporting &amp; Data</li> <li><input type="checkbox"/> Governance &amp; Accountabilities</li> <li><input type="checkbox"/> Teaching &amp; Learning</li> <li><input type="checkbox"/> Curriculum &amp; Assessment</li> <li><input checked="" type="checkbox"/> Culture, Ethos &amp; Wellbeing</li> <li><input type="checkbox"/> Pathways &amp; Enrichment</li> <li><input type="checkbox"/> Parents &amp; Community</li> <li><input type="checkbox"/> Finance, IT &amp; Estates</li> <li><input type="checkbox"/> Our People</li> </ul> | <p>Special Educational Needs and Disabilities (SEND)</p> |
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**Contents**

1. Contact Information
2. The kinds of SEN that are provided for
3. Identifying pupils with SEN and assessing their needs
4. Consulting and involving pupils and parents
5. Assessing and reviewing pupils' progress towards outcomes
6. Supporting pupils moving between phases and preparing for adulthood
7. Our approach to teaching pupils with SEN
  - 7.1. Adaptations to the curriculum and learning environment
  - 7.2. Additional support for learning
  - 7.3. Expertise and training of staff
  - 7.4. Securing equipment and facilities
8. Evaluating the effectiveness of SEN provision
9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN
10. Support for improving emotional and social development
11. Working with other agencies
12. Complaints about SEN provision
13. Contact details of support services for parents of pupils with SEN
  - 13.1. The local authority local offer
14. Contact details for raising concerns



## 1. Contact information

|                 |                         |   |
|-----------------|-------------------------|---|
| Alissa Gerber   | SENCO                   | <a href="mailto:a.gerber@arkallsaintsacademy.org">a.gerber@arkallsaintsacademy.org</a><br>020 7450 5959       |
| Sarah Whitewick | Deputy SENDCo           | <a href="mailto:s.whitewick@arkallsaintsacademy.org">s.whitewick@arkallsaintsacademy.org</a><br>020 7450 5959 |
| Navya Diwan     | Provision Administrator | <a href="mailto:n.diwan@arkallsaintsacademy.org">n.diwan@arkallsaintsacademy.org</a><br>02081616099           |

## 2. The kinds of SEN that are provided for

Ark All Saints Academy currently provides additional and/or different provision for a range of needs, including:

- **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.

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

- 5 in Year 11 (EHCP)
- 9 in Year 10 (EHCP)
- 2 in Year 9 (EHCP)
- 2 in Year 8 (EHCP)
- 6 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':

- 24 in Year 7
- 21 in Year 8
- 18 in Year 9
- 22 in Year 10
- 38 in Year 11

## 3. Identifying pupils with SEN and assessing their needs

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 scholars 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.

#### **4. Consulting and involving pupils and parents**

Working with parents is central to Ark All Saints Academy's ethos and we do this through parent's 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.

#### **5. Assessing and reviewing pupils' progress towards outcomes**

##### **The Graduated Approach**

Where a scholar is identified as having SEN, the Academy acts 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 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.

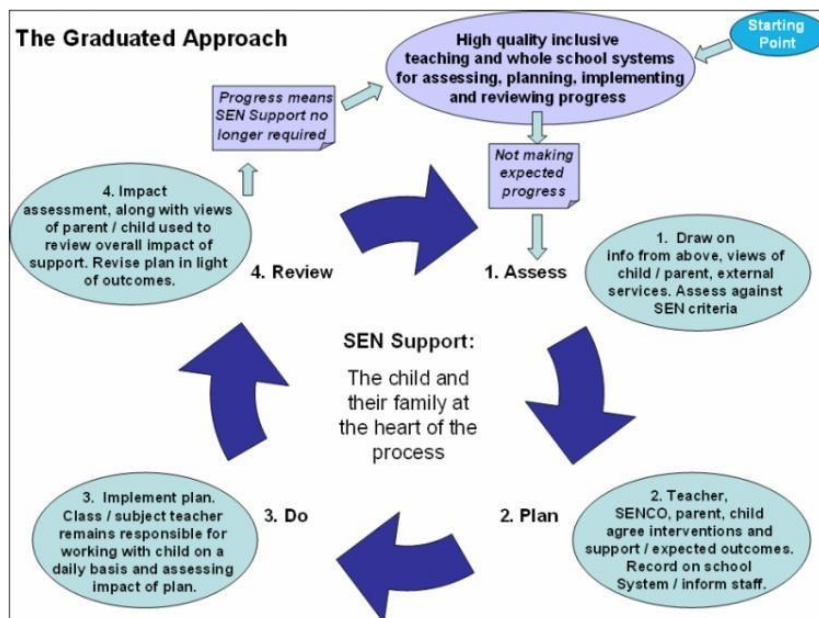
### Review

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, considering 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.



## **6. Supporting pupils moving between phases and preparing for adulthood**

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 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 several systems will be implemented for example additional help will be offered in selecting option choices and qualifications. Likewise, when the young people approach 6<sup>th</sup> 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.

## 7. Our approach to teaching pupils with SEN

Ark All Saints Academy make the following adaptations to ensure all scholar's needs are met:

- Differentiating our curriculum to ensure all scholars are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Provision S Team Members

Provision S work in class with teachers to support academic progress of scholars. They specialise in specific areas of SEND and are considered 'experts' in those areas providing help and advice for all teaching staff, these might include dyslexia, ASD, Speech and Language and more. Teaching Partners attend teaching and learning training so have a sound pedagogical knowledge allowing them to help and advise on how to make accommodations for children with SEND in the classroom. They are also trained in a range of interventions which they can offer to scholars according to need in small groups or 1-2-1. These interventions are, 'evidence based' having a proven track record of success nationally and internationally. All interventions are reviewed to ensure outcomes are being met and if not, alternatives are trialed and reviewed to ensure that scholars are receiving the right support. (See Graduated Response)

| Name              | Role          | Specialisms   |
|-------------------|---------------|---|
| Sarah Whitewick   | Deputy SENDCo | Dyslexia<br>Literacy<br>Speech and Language disorders<br>Autistic Spectrum Disorders<br>Access Arrangements |
| Samantha Bertrand | HLTA          | Autistic Spectrum Disorders<br>Literacy<br>Speech and Language<br>Parent Liaison                            |

|                  |                  |   |
|------------------|------------------|---|
| Paola Jimenez    | HLTA             | EAL<br>SRA Literacy<br>ADHD<br>Math Intervention<br>Teach Fresh start Literacy<br>Homework Club |
| Kelcey Burton    | Teaching Partner | RISE  |
| Tamara Lindo     | Teaching Partner | RISE<br>Homework Club<br>Handwriting<br>Teach Fresh start Literacy                              |
| Jenifer Conteh   | Teaching Partner | Speech and Language   |
| Brittney Plumber | Teaching Partner | One-to- one support   |
| Bianca Casey     | Teaching Partner | One-to- one support   |
| Sally Bowen      | Teaching Partner | One-to- one support   |

### Interventions led by Teaching Partners:

- Touch typing
- Handwriting practice
- Toe by Toe
- Dyslexia Action Literacy Program (DALP)
- Every-Body Learns Booklets
- Read Write Inc.
- Image in Action
- Self -Sessions
- RISE
- Lego Therapy
- Vocab Group
- Homework support
- Narrative Group

#### **7.1. Adaptations to the curriculum and learning environment**

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 *Math Mastery and English Mastery*.

#### **7.2. Additional support for learning**

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
- Etc.

| External Specialist | Role                             |
|---------------------|----------------------------------|
| Louisa Righelato    | Speech and Language Therapist    |
| Kerry O'Sullivan    | Speech and Language Therapist    |
| Max Dixon           | Educational Psychologist         |
| Leila Yahyaoui      | Educational Psychologist         |
| Perry Draper        | Trainee Educational Psychologist |

### 7.3. Expertise and training of staff

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 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.

### 7.4. Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the academy does not have, Ark All Saints Academy will seek to secure it through the local authority, or purchase it using the notional SEN funding from Education, Health and Care plans.

## 8. Evaluating the effectiveness of SEN provision

Ark All Saints Academy evaluates the effectiveness of provision for scholars with SEN by:

- Reviewing scholars individual progress towards their goals each term
- Reviewing the impact of interventions after 12 WEEKS
- Using scholar's questionnaires
- Monitoring by the SENCO, Deputy SENCO and teaching partners
- Using provision maps to measure progress
- Holding annual reviews for scholar's with statements of SEN or EHC plans

## **9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our scholars, including our before-and after-school clubs.

All scholars are encouraged to go on our residential trip to Kingswood

All scholars are encouraged to take part in sports day/school plays/special workshops

No scholar is ever excluded from taking part in these activities because of their SEN or disability.

We are a fully inclusive school and every effort is made to ensure all scholars participate in everything they want to. In the past we have made special provisions for school trips by using wheelchair friendly taxis and arranging specific access into theatres.

The academy also takes significant steps to ensure the fair and effective admission and education of pupils with disabilities:

- For parents considering naming Ark All Saints Academy as the preferred school for their child, the academy will host timely visits to support parents in making an informed choice and to support the academy itself in making an informed plan for meeting the needs of the pupil if and when their placement at the academy is confirmed.
- With the consent of the pupil and/or parents of the child, the academy would take steps through staff training, briefings, assemblies, and workshops to make sure that staff and pupils were appropriately aware of the needs of the incoming pupil.
- In addition, an awareness of the needs of any pupil with a disability would be factored into the planning and risk assessing of all academy activities, (including lessons, social times, clubs, trips and events) to ensure the opportunity for full participation.
- The fair and equal treatment of disabled people (including those with hidden disabilities) is also taught to pupils through the PSHE curriculum.
- The provision of access arrangements around formal assessments, including the use of scribes, word processors and modified papers is also designed to ensure disabled children are treated fairly.
- There is step-free access to the main entrances and exits to the academy building and there is lift access to all floors in all parts of the building.

## **10. Support for improving emotional and social development**

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 can provide pastoral support, these include: Pastoral Directors and Deputy Pastoral Directors, Behavior Coordinators; School Counsellors; Teaching Partners and the Safeguarding Manager. We also have excellent relationships with many external agencies for example XLP (A local urban youth work group) CAMHS and other community projects.

### **Provision E**

The Provision Team look at the underlying causes of behaviours 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.

### **Provision E Team Members**

| <b>Name</b>    | <b>Role</b>                                   |
|----------------|---|
| Karen Bruce    | Designated Safeguarding Lead                  |
| Anna McDowell  | Safeguarding Manager                          |
| Navya Diwan    | Provision Administrator                       |
| Alexis Persaud | Behaviour Coordinator/Counsellor              |
| Mollie Hodge   | Lead Behaviour & Well Being Coordinator       |
| Toyin Yakubu   | Behaviour Coordinator                         |
| Paula Oyekan   | Behaviour Coordinator/Online Safety Lead      |
| Mia Ross       | Behaviour Coordinator/Medical Conditions Lead |

## **Interventions led by Behaviour Coordinators include:**

- Restorative Justice
- Social Skills Groups
- Attendance Intervention
- Anger management
- Behaviour Management
- Stress Management
- Anxiety Intervention
- Counselling
- Family Group Therapy
- Classroom observations
- Check in
- Re-set

## **11. Working with other agencies**

Ark All Saints Academy have excellent relationships with many external agencies for example; XLP (A local urban youth work group) CAMHS, Local Authorities, and other community projects.

## **12. Complaints about SEN provision**

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 5959**

**[K.bruce@arkallsaints.academy.org](mailto:K.bruce@arkallsaints.academy.org)**

**[A.gerber@arkallsaintsacademy.org](mailto:A.gerber@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)**

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

### **[Useful Links for Parents](#)**

This policy links to our policies on:

#### **Ark All Saints Academy Accessibility Plan**

**<https://arkallsaintsacademy.org/sites/default/files/2022-11/Accessibility%20Plan.pdf>**

#### **Ark All Saints Academy Send Policy**

**[https://arkallsaintsacademy.org/sites/default/files/SEND%20Policy\\_2.pdf](https://arkallsaintsacademy.org/sites/default/files/SEND%20Policy_2.pdf)**

#### **Ark All Saints Academy Supporting Scholars with Medical Needs Policy**

**<https://arkallsaintsacademy.org/sites/default/files/Supporting%20Scholars%20with%20Medical%20oConditions%20Policy%20JUNE%202019.pdf>**

#### **Ark All Saints Academy Behaviour Policy**

**[https://arkallsaintsacademy.org/sites/default/files/Behaviour%20Policy\\_12%20Dec%202019\\_1.pdf](https://arkallsaintsacademy.org/sites/default/files/Behaviour%20Policy_12%20Dec%202019_1.pdf)**

#### **Ark All Saints Academy Exclusions policy**

<https://arkallsaintsacademy.org/sites/default/files/AASA%20Exclusions%20Policy%20-%20September%202018-September%202021.pdf>

## Useful Resources for Parents

### **Dyslexia Support & Resources**

British Dyslexia Association, advice for parents: <https://www.bdadyslexia.org.uk/advice>

Dyslexia Action Shop, resources for parents:  
<https://dyslexiaactionshop.co.uk/>

Information for Parents:  
<https://www.nessy.com/uk/parents/dyslexia-information/>

Dance Mat Touch Typing Course (Free Online)  
<https://www.bbc.co.uk/bitesize/topics/zf2fqj6/articles/z3c6tfr>

### **Access Arrangements Support & Exam Advice**

Exams advice for parents:  
<https://sendadvice.surrey.org.uk/help-in-exams/>

Study Tips for Scholars:  
<https://www.topuniversities.com/student-info/health-and-support/exam-preparation-ten-study-tips>

Revision and Exam tips with Further Education Advice:  
<https://www.bbc.co.uk/bitesize/collections/exams-and-revision/1>

### **Autism Support & Resources**

The National Autistic Society:  
<https://www.autism.org.uk/>

### **Hearing Impairment Support**

National Deaf Children's Society:  
<https://www.ndcs.org.uk/>

## **13.1 The local authority local offer**

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area.

Please see links below:

### **Southwark Local Offer:**

<https://localoffer.southwark.gov.uk>

### **Lambeth Local Offer:**

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>

### **Lewisham Local Offer:**

<https://lewisham.gov.uk/myservices/socialcare/children/special-educational-needs-and-disabilitie>

**Croydon Local Offer:**

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

**14. Contact details for raising concerns**

E: [k.bruce@arkallsaintsacademy.org](mailto:k.bruce@arkallsaintsacademy.org)

E: [a.gerber@arkallsaintsacademy.org](mailto:a.gerber@arkallsaintsacademy.org)

T: 0207 450 5976

Or at [info@arkallsaintsacademy.org](mailto:info@arkallsaintsacademy.org)