



# SEN information report

## PURPOSE

The SEN information report is a statutory document that is intended to tell the reader how your school's SEN policy is used and how help and support for pupils with SEND works in your setting.

Date of last review:	September 2020	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2021	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Schools-wide <input type="checkbox"/> Set for School <input checked="" type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only	Approval:	Management Team
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## ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Special Educational Needs and Disabilities (SEND)

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## 1. Contact information

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Portsmouth City Council	Local Offer	<a href="https://portsmouthlocaloffer.org/">https://portsmouthlocaloffer.org/</a>

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

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will assess for specific areas of need using screening tools for specific learning needs and our Education Psychologist.

## 4. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. Students receiving SEN support will have an SEN passport that is shared with staff and parents/carers.

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

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We provide bespoke transition opportunities for students moving into KS3. These may include visits, extra transition days, transition booklets and opportunities to 'meet the team'.

## **7. Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide many interventions including:

- SpLD assessment
- Catch Up reading
- ELSA interventions
- Creative therapy
- Behaviour mentoring

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

- At Ark Charter Academy we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject teachers.
- We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these

students can access the learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.

- Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. These include, for example, targeted literacy programmes such as Fresh Start.
- Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with a statement of special educational needs or Education, Health and Care Plan we follow the advice and strategies described in these documents.
- When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.

At Ark Charter academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. We are able to offer lift access to all floors within the main buildings with specialist science and art facilities available at wheelchair access levels.

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

- At Ark Charter Academy we have a three-tiered approach to supporting students' learning needs.
- At **UNIVERSAL** level, we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs (see 6b above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of
  - *Assessing* your child's needs
  - *Planning* the most effective and appropriate short term intervention
  - *Providing* this intervention
  - *Reviewing* the impact on your child's progress towards individual learning outcomes
- Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- We provide **SPECIALIST** support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for your child. This may include:
  - Educational Psychology
  - Speech and Language therapy
  - Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments

Interventions provided at Ark Charter Academy may include: placement in the Year 7, 8 or 9 Nurture class, Catch-up reading and maths, ELSA support, LEGO therapy, Art therapy, bespoke mentoring, support from external agencies (educational psychologist, VI and HI teams and CAMHS).

### **7.3. Expertise and training of staff**

Our SENCO has 10 years experience in this role and has worked as a SENCO in all Key Stages (Early Years to KS5).

We have a team of 10+ teaching assistants, including several higher level teaching assistants (HLTAs) and Senior LSAs who are trained to deliver SEN provision.

We use specialist staff for literacy and numeracy programmes which may vary each year.

## **8. Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils 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 pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

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

Our Accessibility plan can be found at: <https://charteracademy.org.uk/policies/send-and-medical>

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

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are supported by our ELSAs, Creative therapist, behaviour mentor and other bespoke interventions that are available through our work with external agencies.

We have a zero tolerance approach to bullying.

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

At Ark Charter Academy we have support arrangements or service level agreements in place with the following specialist bodies:

- Portsmouth Local Authority Education Psychologist Service, Multi-agency Behaviour Service, CAMHS, Visual Impairment Team, Hearing Impairment Team.
- Local SENCO network.

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

- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form teacher or Academy SENCO.

- If your concerns are not dealt with satisfactorily, you can then contact the Academy Principal, who may direct you to the academy's Complaints Policy and Procedure.  
<https://charteracademy.org.uk/policies/complaints>
- The normal arrangements for the treatment of complaints at Ark Charter Academy are used for complaints about provision made for students with special educational needs.  
<https://charteracademy.org.uk/policies/complaints>

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

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

- The Local Authority's local offer is published on <https://portsmouthlocaloffer.org/>

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

### **14. Contact details for raising concerns**

Vice Principal/SENCO: Philippa Dawson