



Ark Castledown  
Primary Academy

**SEN INFORMATION REPORT**  
**2022-2023**



## PURPOSE

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

Date of last review:	September 2022	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2023	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
School:	Ark Castledown Primary Academy	Key Contact Name:	Patricia Rowland SENCO
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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

Mrs Rowland	SENCo	<a href="mailto:prowland@arkcastledown.org">prowland@arkcastledown.org</a>
Mrs Du Randt	SEND Administrative Officer	<a href="mailto:cdurandt@arkcastledown.org">cdurandt@arkcastledown.org</a>
East Sussex County Council	Local Offer	<a href="https://localoffer.eastsussex.gov.uk/">https://localoffer.eastsussex.gov.uk/</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
- Medical conditions specific to individual pupils

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

When pupils first start in Reception at Ark Castledown, they are screened for language skills both in expressive and receptive language, through Language Link assessments, with a specialist speech and language teaching assistant. The outcomes from the screen are analysed and pupils are grouped according to need. If a child has significant speech and language concerns at this stage a Front Door referral is made to Children's Integrated Therapy Services for support from a speech and language therapist. The pupils receive daily input with speech and language in the Early Years setting.

Additionally, we continuously assess each pupil's current skills and levels of attainment on entry in other year groups, which will build on previous settings and Key Stages, where appropriate. Class teachers also 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

Pupil attainment and progress is discussed termly at Pupil Progress Meetings and Learning Plans are created to support those pupils who require additional interventions. This

information is recorded on our provision map and updated regularly. Pupil learning plans incorporate pupil and parent voice.

Pupils may also have social and emotional needs that require support. Class teachers working closely with the SENCO provide opportunities for pupils to express their voice and in consultation with parents are offered small group interventions to support social/emotional 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.

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

We will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. We value and respect the views of our parents/carers in this process. These conversations will make sure that:



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

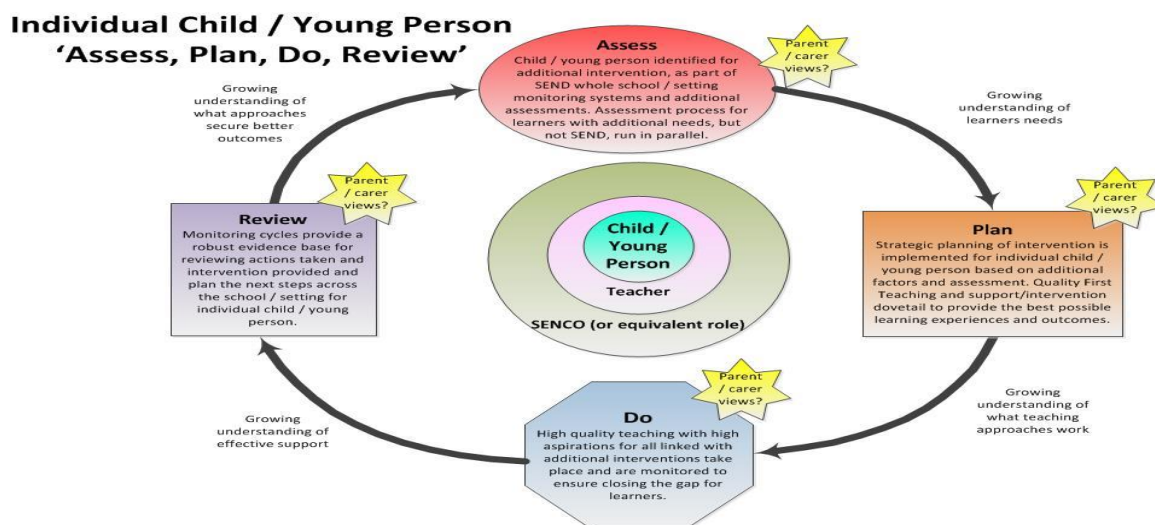
Notes of these early discussions will be added to the pupil's learning plan and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Plan					
	Area of Concern	Target	Desired outcome	Strategies & Provisions	
	<a href="#">edit</a> Decoding	<a href="#">edit</a> To develop instant recognition of high frequency words.	<a href="#">edit</a> Achieved in 1 weeks.	<a href="#">edit</a> Flashcards, bingo, games, classroom posters, labels, sticky notes.	Mrs Carole Jacobson <a href="#">remove</a> Mr Christopher Jones <a href="#">remove</a> <a href="#">Select</a> <a href="#">add</a>
	<a href="#">edit</a> Listening	<a href="#">edit</a> Show that you are listening by giving the speaker your attention.	<a href="#">edit</a> Observed on 1 occasions.	<a href="#">edit</a> Seating plan, ensuring pupil has good view of speaker.	Mr Clark Kent <a href="#">remove</a> Mrs Carole Jacobson <a href="#">remove</a> <a href="#">Select</a> <a href="#">add</a>
	<a href="#">edit</a> Dyslexia	<a href="#">edit</a> Learn to spell high frequency words.	<a href="#">edit</a> Correct spelling of high frequency words.	<a href="#">edit</a> Flashcards, bingo, software.	Mr George James <a href="#">remove</a> Ms Anne Little <a href="#">remove</a> <a href="#">Select</a> <a href="#">add</a>

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## 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 which information will be shared as part of this.

To prepare pupils for transitions we provide:

- Social stories and visuals
- In school – class move up and meet the teacher
- Y6 transitioning to Secondary school – induction day at their chosen school, visit from new Head of Year 7 to talk to pupils, introduction to secondary school life through PowerPoint presentation in PSHE lessons and pupils complete the ISEND transition pack.

- Taking your child to visit their new classroom or meet their new teacher before the summer break
- Running 'handover' meetings between class teachers before the end of term
- Helping your child to create a 'one-page profile' that sums up what people like and admire about them, what they need for a successful day and how they like to be supported
- Using a calendar to count down the days or weeks until the move
- Creating a transition book of memories to support your child to have a good ending at Ark Academy before starting a new school
- Arranging additional, small group visits to their new secondary school

## 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 the following interventions:

### Academic:

- Reading 1:1
- Freshstart Fluency intervention
- Read Write Inc
- Phonics – KS1 and KS2
- Picture Exchange Communication to support pupils with non-verbal communication.
- Various Speech and Language Interventions – dependant on pupil need.
- Providing scaffolds – this means putting temporary support in place until pupils can work independently. Scaffolds might be visual, verbal prompts or adapted work that provides the pupil with more support. Examples of scaffolds: Zones of regulation to support emotional and energy levels and colourful semantics which uses visuals to support sentence construction. These can also be used as an intervention if necessary.



### Social Emotional Mental Health Interventions include:



- Managing Me – intervention based on managing emotions – anger, sadness, excitement.
- Oscar the Orca Overcomes – intervention based on supporting children with anxiety
- Awesome Me – intervention based on supporting children with low self

- Zones of Regulation
- Sensory Circuits
- Sand Therapy
- Lego Therapy
- Place2Be
- Bucket Therapy
- Drawing and Talking
- Worry Busters
- 1:1 emotional support/counselling for specific pupils



## 7.1. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolding.
- Adapting our resources and staffing. We use Learning Engagement Mentors within different year groups to support learning in the classroom and in small group interventions as directed by the class teacher.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, therapeutic putty, pencil grips, resources produced on buff paper, Communicate In Print resources, use of "fiddle" objects to avoid distraction, wobble cushions in class to support calming, sensory den. 
- External practitioners support Hearing Impaired pupils to access learning in the classroom and speech and language therapists provide additional help to pupils with language challenges. 
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing individual visual timetables, now/next boards, key vocabulary word banks, Communicate In Print resources.
- Use of online support programmes that include:

- Nessy Dyslexia Quest
- Rockstars
- Seesaw
- Century
- Lexia
- Purple Mash



## 7.2. Additional support for learning

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

- Reading
- Phonics
- Maths Mastery
- Speech and Language and Communication
- EAL – vocabulary support



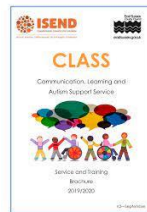
- Dyslexia Nessy Programme

Other interventions are led by specialist trained staff:

- Sand Therapy – Mrs Davis
- Lego Therapy – Mrs Davis
- Drawing and talking – Mrs Davis
- Place2Be – Mrs Kennedy
- East Sussex Mental Health Support – Peter Ajoku, focusing on anxiety, sleep hygiene, healthy eating, self-worth.
- Teaching assistants will support pupils on a 1:1 basis when they require in class support to complete work.
- Teaching assistants will support pupils in small groups when undertaking pre-teaching groups or interventions.

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

- ISEND
- Education Psychology
- ESBAS
- CITES
- CLASS
- Occupational Therapy Support
- Schools Nursing Team
- Children’s Services
- Early Help Key Work
- CAMHS
- Place2Be
- East Sussex Mental Health Service
- NHS – Multi Information Gathering
- Hearing Impaired Service



### 7.3. Expertise and training of staff

Our SENCO has several years’ experience in this role and has Advanced Skills Teacher status providing her with excellent knowledge and understanding of teaching and learning. She has also worked as a Deputy Headteacher and Associate Principal in other schools. The SENCO has developed very good knowledge and understanding of Special Education Needs since joining Ark Castledown and is committed to supporting all children to achieve positive outcomes from their educational experience.

The SENCO works full time as our SENCO and is also the Designated Safeguarding Lead for the school. The SENCO is responsible for managing SEN provision, making referrals, co-ordinating additional support, staff training, monitoring and assessment of pupil progress.

We have the following staff who support different aspects of SEND:

- Teaching Assistants – who provide in class support for all children
- Learning Engagement Mentors: Provision of Social Emotional Mental Health workshops and in class support for key pupils

- Individual Needs Assistants (INA) (who are trained to provide support for children who have multiple needs and an Education Health Care Plan)
- Mai Kennedy – Place2Be
- Peter Ajoku – East Sussex Mental Health Service

In the last academic year, staff have been trained in:

- PECs – Picture Exchange Communication
- Sensory Circuits
- SALT activities
- Working Memory strategies
- Zones of Regulation
- Mindfulness



We use specialist staff for the following interventions:

- Speech, Language and Communication
- PEC's
- Phonics
- Sand Therapy
- Lego Therapy
- Social Emotional and Mental Health interventions
- Dyslexia screening



#### 7.4. Securing equipment and facilities

We have additional agreed funding for pupils who have Education Health Care Plans, which enables pupils with complex needs to access mainstream education.

We have a well-equipped intervention space, which has sensory, SCLN, SEMH and cognition and learning resources. Our range of resources for SEND include:

- Sensory objects
- Gross motor skills resources
- Fine motor skills resources
- Communicate In Print
- Visual aids – now/next boards, visual timetables
- Sand Timers
- Teach Boxes – providing a range of alternative materials to support concentration and focus
- Weighted blankets, sensory cushions
- Talking Tins
- Laptops

We recently added a sensory room to our facilities. This space is complete with various sensory support resources, which help pupils to self-regulate and is a calm and relaxing place.

## 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 6 weeks (usually x1 half termly)
- Using pupil questionnaires – pre-intervention and when exiting intervention
- Monitoring by the SENCO through observations
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Annual audit with Ark Central to monitor and review the effectiveness of SEND provision. The audit covers key areas of SEND, which the SENCO must report on and provide evidence for. The audit is undertaken by a team of staff that includes:
  - SENCO
  - Principal
  - Governor for SEND
  - Deputy Principal
  - Pupils
  - Phase Leaders
  - Class Teachers and TA's

The key areas covered in the audit are called commitments and include:

<b>Commitment Area</b>
Commitment 1: Every school leader is a leader of SEND
Commitment 2: Early identification
Commitment 3: Removing barriers
Commitment 4: SENCOs working strategically
Commitment 5: High quality teaching for all
Commitment 6: Curriculum for all
Commitment 7: Transitions, Knowing every student

The SEND evaluation in 2022 revealed strengths of practice across our school, in enabling and ensuring that pupils with SEND were included in the mainstream setting and were encouraged and able to achieve positive outcomes.



The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. We will take all steps possible to provide effective educational provision and to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities.

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired pupils learning.
- Exterior lighting to improve evening access.
- Disabled Toilet located in the building and disabled parking is available at the Key Stage 2 car park/entrance.
- Lift access in EYFS area
- Lift access in Key Stage 2 area
- PEEPs for pupils with disabilities and/or Hearing/Visually impaired and high functioning autistic pupils

## 11. 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
- We also have Place2Be in school counselling service available two days a week. Pupils are supported with 1:1 counselling, if appropriate as well as small group Time2Talk interventions.
- Drawing and Talking intervention
- In class support through PSHE, RSHE curriculum



We have a zero-tolerance approach to bullying and provide:

- Restorative work for both perpetrator and victim
- Anti-bullying workshops from external agencies
- Referrals to Education and Behaviour support
- Intervention based work with Learning Engagement Mentors
- Assemblies and PSHE curriculum for promoting anti-bullying



## 12. Working with other agencies

We will work with external agencies to support the progress and outcomes of children with Special Education Needs and Disabilities. The agencies that provide additional support include:

- ISEND
- CLASS and Children's Integrated Therapy Services – speech and language and communication support

- School Nursing Team, for Occupational Therapy, Continence support, Physiotherapy
- CAMHS – Community Adolescent and Mental Health – supports pupils with ADHD, mental health concerns
- Education Psychology teams (East Sussex County Council)
- Child Development Clinic – supports with diagnosis for ASD, Autism and other disabilities
- AMAZE - parent support for families with children who have a diagnosis of ASD <https://amazesussex.org.uk/>
- SEN in school support team
- Behaviour Support team (ESBAS)

### 13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance or the SENCO in the first instance. They will then be referred to the school's complaints policy.



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

- <https://www.family-action.org.uk/what-we-do/children-families/send/>
- <https://www.eastsussexchildren.nhs.uk/about/support-services-in-east-sussex/>
- <https://amazesussex.org.uk/>

#### 14.1 The local authority local offer

Please see the local authority local offer at:

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

### 15. Contact details for raising concerns

Email: [office@arkcasledown.org](mailto:office@arkcasledown.org) Telephone: 01424 444046

Claire Du Randt, SEND Admin, [cdurandt@arkcastledown.org](mailto:cdurandt@arkcastledown.org) Telephone: 01424 444046

Patricia Rowland SENCO [prowland@arkcastledown.org](mailto:prowland@arkcastledown.org) Telephone: 01424 444046



Requesting an Education, Health and Care (EHC) Needs Assessment

