



Ark Castledown
Primary Academy

SEN INFORMATION REPORT

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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 2021	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2022	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

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Mrs Du Randt	SEND Administrative Officer	cdurandt@arkcastledown.org
East Sussex County Council	Local Offer	https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/

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

When pupils first start in Reception at Ark Castledown, they are screened for language through Language Link 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 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 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.

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.

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
- Spot On
- 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.

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

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, resources produced on buff paper, use of “fiddle” objects to avoid distraction, wobble cushions in class to support calming, sensory den.
- 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.

7.2. Additional support for learning

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

- Reading
- Phonics
- Spot On
- 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
- 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
- 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 Lead 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)

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

- Bucket Therapy
- PECs – Picture Exchange Communication
- Sensory Circuits
- SALT activities
- Working Memory strategies

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
- Sensory Den
- 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

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

EAL Pupils

- We use the Bell Foundation Assessment Framework to assess our EAL pupils and all EAL pupils have a Language Link assessment on entry. Each class teacher has a resource bank to provide initial support to those children where English is not their first language.

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

All 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 go on our residential trip(s) to Windmill Hill, PGL.

All pupils are encouraged to take part in sports day/school plays/special workshops, and off-site activities – football matches/netball tournaments.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and information can be found in our accessibility plan that shows our commitment to ensuring we are dedicated to fully inclusive practice: See here: <https://arkcastledown.org/page-strips/our-policies> [Accessibility Plan](#)

10. Supporting Disabled Children

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

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
- Pupils with SEN are also encouraged to be part of the Strength Power and Resilience (SCR) club to promote teamwork/building friendships etc.
- 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://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

15. Contact details for raising concerns

Email: office@arkcasledown.org Telephone: 01424 444046

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