

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
School:	Ark Greenwich Free School	Key Contact Name:	Vicky Gainey
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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

Ms V Gainey	SENDCo	vgainey@arkgreenwich.org 0208 319 3692
Royal Borough of Greenwich	Local Offer	https://www.greenwichcommunitydirectory.org.uk/

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 and multiple learning difficulties

3. Identifying pupils with SEN and assessing their needs

- At Ark Greenwich Free School, we monitor the progress of all students three times a year to review their academic progress.
- Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up.
- Some students may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students’ learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.
- When, despite targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the school. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the school on best strategies and / or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.
- In exceptional circumstances, where students fail to respond to all the above, a request will be made to the Local Authority to undertake a statutory assessment of the student’s needs and consider issuing an Education, Health and Care Plan.
- Throughout the above process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

4. Consulting and involving pupils and parents

- All parents are invited to discuss the progress of their children on at least 1 occasion a year and receive a written report 3 times per year. In addition, we are happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed on a provision map, and information will be shared with parents during parent/teacher consultation events.
- If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand and address these needs more accurately. The point of contact for these meetings will normally be the school SENCo.
- If your child has an identified special educational need you will be invited to a termly meeting with the tutor or SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of students with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend the annual review, which, wherever possible will also include other agencies involved with the students. Parents will be actively supported to contribute to assessment, planning and review.
- Students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them as part of person-centred planning.

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

Ark Greenwich Free School provides support for students as they are preparing to move into Post 16.

- All students will have one to one support and meetings from our qualified careers advisor to discuss their options.
- They will be supported with applications by their tutor and if required, the SEND department.
- Students with an EHCP will have additional support from the Local Authority.
- We will share information with the school, college, or other setting the student is moving to.

7. Our approach to teaching pupils with SEN

- High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers consider the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.
- We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not, all learning takes place in mainstream lessons.

	Wave 1: Mainstream classroom	Wave 2: School-based additional intervention	Wave 3: Specialist intervention
Literacy (inc. speaking, listening and communication)	<ul style="list-style-type: none"> • English Mastery programme • Read Now tasks used in all lessons. • Whole school reading programme. • Dyslexia friendly teaching strategies. • Extra time in exams. 	<ul style="list-style-type: none"> • Read Write Inc., Fresh Start programme. • Bespoke handwriting intervention. • Dyslexia screening. • LSA support in lessons. • Vocabulary intervention. 	<ul style="list-style-type: none"> • Speech and Language therapy
Numeracy	<ul style="list-style-type: none"> • Maths Mastery programme 	<ul style="list-style-type: none"> • Bespoke numeracy intervention. • Dyscalculia screening. • LSA support. 	<ul style="list-style-type: none"> • Educational Psychology input
ADHD/ ADD	<ul style="list-style-type: none"> • Clear rules and boundaries. • Adjusted seated plans. • Teaching for mastery. • Rest breaks in exams. • Use of visuals for behaviour support. 	<ul style="list-style-type: none"> • Time out. • Social skills group. • Key worker mentoring. • LSA support. 	<ul style="list-style-type: none"> • Child and Adolescent Mental Health



Sensory impairment	<ul style="list-style-type: none"> Adjusted seated plans. Amended resources. 	<ul style="list-style-type: none"> Assistive technology. Use of RBG Sensory Service. 	
ASD	<ul style="list-style-type: none"> Clear rules and boundaries. Use of visuals for behaviour supports. Consistently applied classroom rules and routines. Teaching for mastery through repetition and quizzing. Extra time in exams, use of a prompt. 	<ul style="list-style-type: none"> Time out. Social skills group. Key worker mentoring. LSA support. Use of ASD Outreach Service. 	<ul style="list-style-type: none"> EHCP plan Occupational Therapy Input
Social, emotional and mental health needs	<ul style="list-style-type: none"> AGFS Transition programme. Matriculation. Buddy system. 	<ul style="list-style-type: none"> School counselling Allocated key worker Mentoring Pupil monitoring Additional transition visits 	<ul style="list-style-type: none"> STEPS assessment

7.1. Adaptations to the curriculum and learning environment

- At Ark Greenwich Free School, 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 despite 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 Greenwich Free School, we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site.

7.2. Additional support for learning

- At Ark Greenwich Free School, 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 shortterm 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 school 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

7.3. Expertise and training of staff

- We access specialist training from a range of specialist providers including:
 - Ark Network Lead Professionals and specialist teachers
 - Specialist services provided by the local authority
 - Specialist partner organisations, such as the Drive for Literacy (DfL)
 - Independent providers commissioned by the School for specific training
- During this academic year, all teachers and learning support assistants have had the following awareness training:
 - Teaching students with literacy difficulties / dyslexia, provided by Candida Dearing, Ark Lead teacher for Dyslexia
 - Quality first teaching for students with SEND, provided by Eugene du Toit, Ark Network Lead for Inclusion
- In addition, all teachers / learning support assistants have received enhanced and specialist training, including through weekly sessions.
- Where a training need is identified beyond this, we will find a provider who is able to deliver it.

- The cost of training is covered by the notional SEN funding.

7.4. Securing equipment and facilities

- Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to secure it through the local authority, or purchase it using the notional SEN funding.

8. Evaluating the effectiveness of SEN provision

- Every student has their progress tracked three times per year.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial to your child.
- For students with a statement of special educational needs / Education, Health and Care plan there will be an annual review of the provision made for your child, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

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.
- Ark Greenwich Free School is an inclusive school and committed to providing equal opportunities for all students.
- When necessary the school will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.
- All pupils are encouraged to go on any residential trips that are offered.
- All pupils are encouraged to take part in sports day, school plays, special workshops, and all enrichment activities.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

10. Support for improving emotional and social development

- We understand how important emotional well-being is for learning. An important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students.
- We cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum which we deliver through assemblies, in tutor time, during drop days, and as part of our wider character education programme. Details can be found here: <http://arkgreenwichfreeschool.org/curriculum/character-education-and-wellbeing>
- For some students with the most need for help in this area, we are also able

to provide the following:

- Time-out space for identified students to use when upset or agitated
- Mentor time with a learning support assistant, tutor or member of the senior leadership team
- Access to counselling
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

Please contact your child's tutor or the School SENCo if you have any concerns about your child's happiness and well-being.

We have a zero-tolerance approach to bullying.

11. Working with other agencies

- At Ark Greenwich Free School, we have support arrangements or service level agreements in place with the following specialist bodies:
 - Educational Psychologist
 - ASD Outreach Service
 - CAMHS (18 hours)
 - Support Team for Education in Primary and Secondary Schools (STEPS)
 - Royal Borough of Greenwich Sensory Service

12. Complaints about SEN provision

- The normal arrangements for the treatment of complaints at Ark Greenwich Free School are used for complaints about provision made for students with Special Educational Needs. <https://arkgreenwichfreeschool.org/sites/default/files/Complaints%20Policy%20%20-%20updated%20Sept%202020.pdf>
- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the tutor or SENCo.

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

The Royal Greenwich Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) offers a range of support services to parents, including impartial advice, practical support (e.g. with filling out forms or with EHC plans), and support in understanding the new changes to special educational needs provision. They also connect parents with one another or with independent supporters, and run drop-in advice sessions for parents, details of which can be requested by phone on 020 8921 2549 or through this website:

<https://www.greenwichfamiliesinformation.org.uk/kb5/greenwich/fsd/service.page?id=YVspzrhDDBg>

13.1 The local authority local offer

- The Local Authority's local offer is published on <https://www.greenwichfamiliesinformation.org.uk/kb5/greenwich/fsd/localoffer.page?localoff>



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Parents without Internet access should make an appointment with the School SENCo for support to gain the information they require.

14. Contact details for raising concerns

- Talk to your child's tutor if you have any concerns about your child's learning
- It is likely that the tutor will have discussed your concerns with Ms V Gainey, the school SENCo
- You may wish to arrange a meeting with the SENCo, Ms V Gainey. Her contact details are: Email: vgainey@arkgreenwich.org
Telephone Number: 0208 319 3692
- If you continue to have concerns, arrange to discuss these with Mr R Spiers, the school Principal
- As a last resort, you may wish to speak to the Link SEND Governor, Mr S Hurst