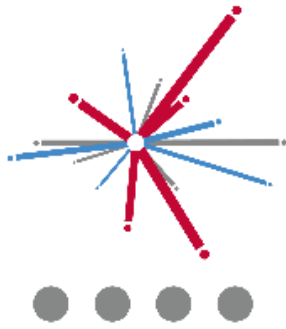


# Ark



# Ark Pioneer Academy

## **SEND Information Report**

2022-23

## PURPOSE

All schools **must** have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This Report sets out the details of provision at Ark Pioneer Academy.

Date of last review:	July 2022	Author:	Education Directors
Date of next review:	July 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	<b>Ark Pioneer Academy</b>	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

## POSITIONING WITHIN ARK OPERATIONAL MODEL

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 checked="" type="checkbox"/> Curriculum & Assessment <input 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	Inclusion Model

### 1. Who are the best people to talk to at Ark Pioneer Academy about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's form tutor if you have any concerns about your child's learning
- It is likely that the form teacher will have discussed your concerns with *Mrs Rachel Britton*, the academy SENCo
- You may wish to arrange a meeting with the SENCo, (*Mrs Rachel Britton*). Her contact details are:  
[r.britton@arkpioneer.org](mailto:r.britton@arkpioneer.org)
- If you continue to have concerns, arrange to discuss these with (*Ms Aishling Ryan*), the Academy Principal. Contact Chloe Conces to arrange to speak to her.  
[c.conces@arkpioneer.org](mailto:c.conces@arkpioneer.org)
- As a last resort, you may wish to speak to the Link SEND Governor.  
As above, please contact Chloe Conces to arrange to speak to them: [c.conces@arkpioneer.org](mailto:c.conces@arkpioneer.org)

### 2. What are the kinds of special educational needs for which Ark Pioneer academy makes provision?

- At Ark Pioneer Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or an Education, Health and Care Plan. This includes specific learning difficulties e.g., dyslexia, dyspraxia, speech, language and communication needs, autistic spectrum disorder, moderate learning difficulties and social, emotional or mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The academy also currently meets the needs of pupils with a statement of special educational needs or an Education, Health and Care Plan with needs in the following areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Physical and Sensory

### 3. How does the academy identify and assess the needs of pupils with special educational needs?

- At Ark Pioneer Academy we monitor the progress of all pupils throughout the term. We also have formative assessments in autumn and spring and summative assessments at the end of the year, to review each child's 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 pupil to catch up.
- Some pupils may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these pupils, in consultation with parents, we will use a range of targeted assessment tools to better understand these pupils' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the pupil to make accelerated progress.

- When, in spite of targeted support, pupils continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the academy on best strategies and / or interventions to allow the pupil to make progress. At this point we will have identified that the pupil has a special educational need.
- In exceptional circumstances, where pupils fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the pupil'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 pupil are aware of the support to be provided and the teaching approaches to be used.

#### **4. How will the academy let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's form teacher may talk to you about any issues at a parent/teacher consultation meeting.
- For more serious concerns the academy SENCo may contact you to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the academy might be considering.

#### **5. How will the academy consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?**

- All parents are invited to discuss the progress of their children on three occasions a year, and receive a written report termly. In addition we are happy to arrange meetings outside of these times.
- As part of our normal teaching arrangements, many pupils 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 pupil 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 Academy SENCo.
- If your child has an identified special educational need you will be invited to a termly meeting with the form teacher or SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of pupils 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 pupils. Parents will be actively supported to contribute to assessment, planning and review.
- Pupils 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.

## 6a. What is the academy's approach to teaching pupils with special educational needs?

- Ark Pioneer Academy ensures that all its staff have a growth mind-set with regards to your child's progress and will consistently set your child challenging academic targets while at the same time providing the high quality teaching required to support their aspirations.
- High quality teaching is on offer to all pupils, regardless of their learning needs. This means that teachers take into account the learning needs of all pupils and differentiate lessons to match the learning needs of their pupils. 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 pupils, including those at risk of underachievement or those who have been identified as having special educational needs.
- We offer a broad and balanced academic curriculum to all pupils, including those with special educational needs.
- Teaching and learning strategies, progress and academic targets will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- Building self-discipline, routines, signals, longer school day, raising aspirations programme, enrichment programme, 3 parent meetings a year and home visits are offered to every child on entry to Ark Pioneer.

## 6b. How does the academy adapt the curriculum and learning environment for pupils with special educational needs?

- At Ark Pioneer 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 pupils with special educational needs or disabilities, along with strategies they might use to ensure that these pupils 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 '*Read, Write, Inc*'.
- Specialist advice is sought for pupils who make little or no progress in spite of differentiated and targeted work as outlined above. For pupils 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 pupils who are unable to write due to physical disabilities or those with illegible handwriting.
- At Ark Pioneer academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. (*Please see the Ark Pioneer Accessibility Policy for further details*).

## 6c. What type of support is available for pupils with special educational needs?

The support your child will receive will depend on your child's needs. However, our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At Ark Pioneer Academy we follow the 3 tiered approach to supporting your child's learning.

- **Universal** – this first level of support consists of the high quality teaching your child will receive from her/his subject teachers and their form tutor; this may include some minor adaptations to match learning needs.
- **Targeted** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated three-part approach of a) **Planning** how to meet your child's specific needs, b) **Doing** the most effective things to support your child as outlined in the plan, c) **Reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. You will be kept informed of your child's progress towards learning outcomes.
- **Specialist** – it may be necessary to seek specialist advice and 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, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan

### Specific Support:

#### English Language Classes

- These classes are for pupils new to both written and spoken English and work to:
- To move students from QCA's EAL Stage 1 to the National curriculum threshold within two terms of arrival at the school
- Give all pupils a basic introduction to English vocabulary
- Give all pupils tools and strategies that enable them to start to access the academic curriculum in English

#### Individual Pupil Support

- If a pupil is demonstrating particular problems with following the routines, social interactions or organisation, they may be invited to take part in targeted and individual support through an Individual Education Plan (IEP). This involves meeting with our SENCO or a Teaching Assistant on a one-to-one basis for a short amount of time to set and achieve specific targets and overcome challenges to daily life.

The current universal interventions provided at Ark Pioneer Academy include:

#### Expressive writing

- Ark Pioneer teaches all pupils the fundamental elements of English grammar in order to ensure that all of your pupils can express themselves.

## Maths Mastery

- Ark Pioneer uses the Maths Mastery programme in order to ensure that a deeper understanding of Maths is achieved. *We have worked to develop a cumulative curriculum centred on building a deeper understanding and supporting students to master key skills in mathematics. This has been informed by collaboration in the community and research best practice in Singapore and elsewhere.*

## 6d. How is support allocated to pupils and how do they move between the different levels of support in school?

Ark Pioneer Academy receives funding from various sources. These funds include money to support the learning of pupils with SEN and/or disabilities.

- The Principal, in consultation with the Local Governing Body, decides the budget for SEND provision on the basis of the needs of the pupils in the school.
- The school is responsible for the cost of your child's individual SEN provision up to a cost of £6000. If meeting your child's need costs more than this amount then the Local Authority is responsible for providing the school with the additional funding.
- The Principal and the SENCO discuss the effectiveness of the school's current interventions and provisions as well as prioritise action plans. On the basis of these discussions alternative or additional interventions may be implemented and additional training or resources may be provided to staff.
- The SENCO meets with the Heads of Departments and Heads of Year regularly to discuss the effectiveness of subject specific and behavioural interventions and provisions as well as to prioritise actions plans. On the basis of these discussions alternative or additional interventions may be implemented and additional training or resources may be provided to staff.
- This process is reviewed regularly to ensure the best possible intervention is provided to those pupils who require additional support to learn.
- The SENCO will liaise with the local SEND services (such as Speech and Language/Educational Psychology/Occupational Therapy) and will engage with the service level agreements to ensure that pupils with SEND are best supported by specialists if necessary and appropriate.

## 6e. What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

- Ark Pioneer Academy is an inclusive academy and committed to providing equal opportunities for all pupils. When necessary the academy will make reasonable adjustments to ensure that pupils with SEN and/or disabilities are included in all activities.
- Our enrichment programme is built into the school day, offering all pupils the opportunity to take part in two enrichments.
- We will also offer a range trips and competitions or other school activities to all pupils at Ark Pioneer Academy e.g. the 'Living Library'.
- We offer all of our pupils subsidised music lessons that take place during the school day.
- You should feel free to contact your child's form teacher or the Academy SENCO if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

## 6f. How will the academy know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- 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, as outlined above.
- 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 pupils with a statement of special educational needs or an Education, Health and Care plan there will be an annual review of the provision made for your them, 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.

#### **7. How does the academy secure equipment and facilities to support pupils with special educational needs or disabilities?**

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

#### **8. How does Ark Pioneer Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?**

- 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, e.g. Barnet Autism Services
  - Specialist partner organisations, such as the Drive for Literacy (DfL)
  - Independent providers commissioned by the Academy for specific training
- During this academic year, all teachers and/or teaching assistants have had the following awareness training:
  - Quality teaching for pupils with SEND, provided by our SENCO
  - Managing and Handling training, provided by specialist from the Local Authority
- 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.

#### **9. What is an Education, Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of special educational needs?**

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across



education, health and social care and, as he/her gets older, preparing for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Principal, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.
- From September 2014 the new Children and Families Act 2014 will become law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person centred with more engagement and involvement from parents, carers, pupils and young people in the process
  - More co-ordinated assessment process across education, health and care services
  - Focusses on outcomes to be achieved for each child/young person
  - Runs from birth to age 25
  - Includes parents, carers, pupils and young people at the heart of the changes
- The legislation applies equally to all schools including academies and free schools

For full details of the EHC plan assessment process, see Appendix 1 below.

## **10. What support will there be for my child's happiness and well-being at Ark Pioneer Academy?**

- At Ark Pioneer, we understand how important emotional well-being is for learning. An important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils.
- You can be confident that in particular your child's form tutor, the teaching assistants, Head of Year and the SENCO are available to provide support to match your child's needs. You should also feel free to contact the school if you have any concerns.
- We cover aspects of emotional well-being in our tutor programme, which includes
  - Ark Pioneer values
  - Ark Character & PSHE curriculum
  - Tutor Time & assemblies
  - Enrichment Programme
- For some pupils with the most need for help in this area, we are also able to provide the following:
  - Mentoring time with a member of staff
  - Access to counselling
  - An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child's form teacher or the Academy SENCO if you have any concerns about your child's happiness and well-being.

## **11. How does the Governing Body involve other bodies in meeting the needs of pupils with special educational needs or disabilities, and in supporting the families of these pupils?**

- At Ark Pioneer Academy we have support arrangements or service level agreements in place with the following specialist bodies:
  - The Ark network SEND Forum
  - The school's assigned Educational Psychologist
  - The Barnet Autism Team

## **12. How will Ark Pioneer Academy support my child in transition stages?**

- We work closely with the educational settings used by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This will include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.
- We offer a tiered transition programme, depending on the severity of pupils' needs:
  - There are open evenings for all year 6 pupils who are transferring to Ark Pioneer Academy in year 7.
  - All pupils will have a home visit from a senior member of staff before they join us.
  - Pupils with an EHCP or identified as needing extra support with transition are invited into school before the summer holidays to meet key staff.
  - Parents of pupils who have special educational needs are invited to meet with the Academy SENCo at the start of the academic year.
- Pupils in year 9 are provided with detailed information to support their option choices for Key Stage 4; they also have an individual interview with a member of the senior team when making their choices.
- Pupils in year 11 are supported into Sixth Form or other further education settings by providing information about possible settings, support with applications and practice interviews. For pupils with a statement of special educational needs or an Education, Health and Care Plan, this might also include accompanied visits to the next setting of their choice.

## **13. How can I support my child?**

There may be suggested strategies or activities for you to do at home to support your child's learning.

- We will invite all parents in to see the school in autumn when we are up and running and as part of this, we will discuss how best to support your child as they settle into year 7.
- In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Head of Inclusion may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child. More information on these services is available on the Barnet Local Offer website.

#### **14. Who can I contact if I have a complaint about the special educational needs provision made for my child?**

- The normal arrangements for the treatment of complaints at Ark Pioneer Academy are used for complaints about provision made for pupils with special educational needs. Please see the *Complaints Policy* on our website for further details.
- 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*.

#### **15. Who can I contact outside of the academy for impartial advice about special educational needs?**

- You can contact the Barnet SEN team. Further information is here: <https://www.barnetlocaloffer.org.uk/>

#### **15. Where can I find information about the local offer of the local authority?**

- The Local Authority's local offer is published here: <https://www.barnetlocaloffer.org.uk/>
- Parents without internet access are welcome to make an appointment with the Academy SENCO, who will support them in gaining any information they require.

## Appendix 1: The EHC Plan Assessment process

