



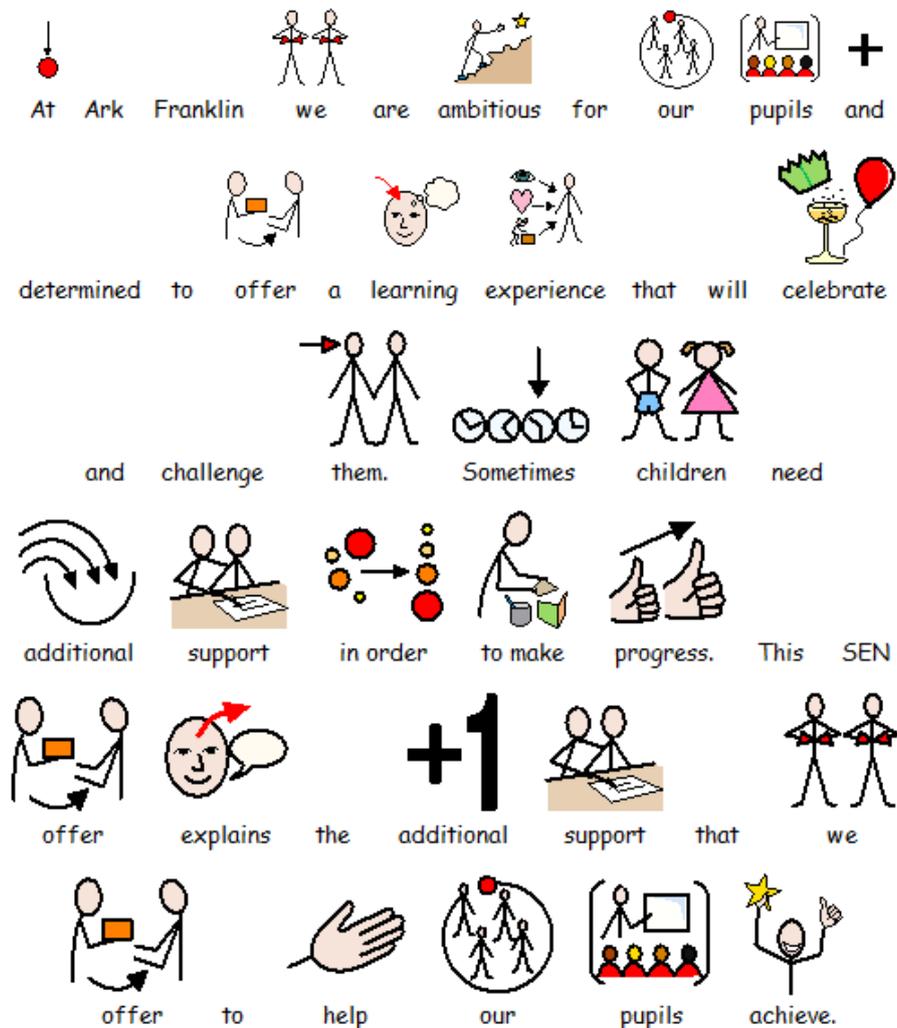
**ARK Franklin**  
**Primary Academy**

# **Special Educational Needs and Disability Offer**

For information about Brent SEND please see their local offer on the following website:  
<http://brent.gov.uk/localoffer>

*An Ark school*

## Special Educational Needs and Disability Offer



*This was created using Communication in Print, a visual aid that helps children who have difficulties understanding language.*

To support all children to achieve this we have a dedicated inclusion lead, Taljeet Sidhu. If you would like to find out any more information, please contact the inclusion lead using the following email [t.sidhu@arkfranklinprimary.org](mailto:t.sidhu@arkfranklinprimary.org)

## Frequently asked SEND questions and answers

1. How does Ark Franklin know if children need extra help?
2. What should I do if I think my child may have special educational needs?
3. How will Ark Franklin support my child?
4. How will the curriculum be matched to my child's needs?
5. How will I know if my child is making progress?
6. How will you help me to support my child's learning?
7. What specialist services and expertise are available at or accessed by the school?
8. How will I be involved in discussions about and planning for my child's education?

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### 1. How does Ark Franklin know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents, teachers, co-teachers, or the pupil's previous school
- There is lack of progress against age related expectations
- There is a change in the pupil's behaviour
- A pupil requires much support

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### 2. What should I do if I think my child may have special educational needs?

*First:* Speak to your child's teacher. He or she will most likely be able to answer most of your questions and will liaise with the inclusion lead, if required.

*Second:* If you are still concerned speak to Miss Taljeet Sidhu, the Special Educational Needs Coordinator (SENCO)/ inclusion lead. She is available to meet with parents every Friday from 2:30 pm. You can make an appointment with her via the front office or by emailing her at [t.sidhu@arkfranklinprimary.org](mailto:t.sidhu@arkfranklinprimary.org)

*Finally:* If your concerns have not been resolved, you can speak to Miss Ryan, the Principal.

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### 3. How will Ark Franklin support my child?

Wave 1 strategies - Each pupil's education programme is planned by the class teacher and differentiated according to the pupil's individual needs, this may include additional general support by the teacher or co-teacher in class. For example, using concrete apparatus in mathematics.

Wave 2 strategies - If a pupil has needs related to specific areas of learning, then the pupil will be placed in a small focus group and be assisted by the teacher or co-teacher. The support will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. For example, additional 1:1 reading.

Wave 3 strategies – If a pupil has specific learning needs, a referral may be made to an outside agency to carry out an assessment and provide strategies to the school to best support the pupil.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher, the Deputy Headteacher and the inclusion lead to discuss the progress of the pupils in their class. This shared discussion highlights any potential problems in order for further support to be planned which will be discussed and implemented by the inclusion lead. In addition to this, teachers meet termly with the inclusion lead to discuss support in place for SEN children and to look at the progress they are making.

For example:

- Communicate-in-print strategies/programmes to support speech and language
- Speech and language therapists come in and set targets and devise therapy plans for co-teachers/teachers to work on with identified pupils
- Occupational therapists support children with their physical and motor skills
- Interactive talk boards may be used for children to record their ideas
- LEGO therapy
- Play therapy
- Board games club available to years 3-6
- Gardening club
- Our partnership with Peaceful Solutions equips children in year 5 with the tools to become peer mediators. The selected children then help other children across the school to manage their playground disagreements
- Our partnership with West London Zone mentoring programme
- Inclusive quality first teaching
- Clicker 7 is installed on laptops to aid writing
- The Read Write Inc programme of study supports the teaching of phonics
- Differentiated/personalised work
- Individual learning plans for each SEN child
- Our co-teachers are trained to engage with children and teach them how to interact positively
- Parents and professionals are invited to Educational Health Care Plan (EHCP) annual reviews
- Parents are invited to weekly drop-in session with our inclusion lead

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#### 4. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum. Co-teachers and teachers may be allocated to work with the pupil in a small focus group to target specific needs. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors, timers, visual aids, ear defenders.

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#### 5. How will I know if my child is making progress?

We communicate with parents in a variety of ways to ensure they are updated and informed of their child's progress. If a child is placed onto the Special Educational Needs Register, parents are contacted via a phone call or invited to a meeting with the inclusion lead. An individual learning plan (ILPs) is set up giving specific targets for the child to work on which is shared with parents. ILPs are sent home each term with targets that are set by the class teacher. Parents are encouraged to contribute to their child's ILP.

At parent's evening, the inclusion lead is available to meet any parents who would like to discuss their child and parents are welcome to meet their child's class teacher and/or the inclusion lead throughout the year if they have any concerns.

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6. How will you help me to support my child's learning?

The class teacher may suggest a number of ways to support your child's learning through messages, at parents' evenings, or if you are requested to attend a meeting. The inclusion lead is available to meet with you to discuss how to support your child. If outside agencies or the educational psychologist have been involved, suggestions and programmes of study may be provided.

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7. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Brent Inclusion Support Team
  - Brent Outreach Autism Team (BOAT)
  - Speech and language (NHS)
  - Occupational therapy (NHS)
  - Educational Psychologist (EP)
  - Brent early years support team
  - CAMHS (Child & Adolescent Mental Health Service)
  - Child Protection Advisor
  - EWO (Educational Welfare Officers)
  - Social Services
  - Meetings between the previous or receiving schools prior to the pupil joining/leaving
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8. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- During parent's evenings
- During discussions with the inclusion lead or other professionals
- During EHCP annual reviews
- Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.

***Our offer is reviewed and updated annually.***