



Ark Franklin Primary Academy

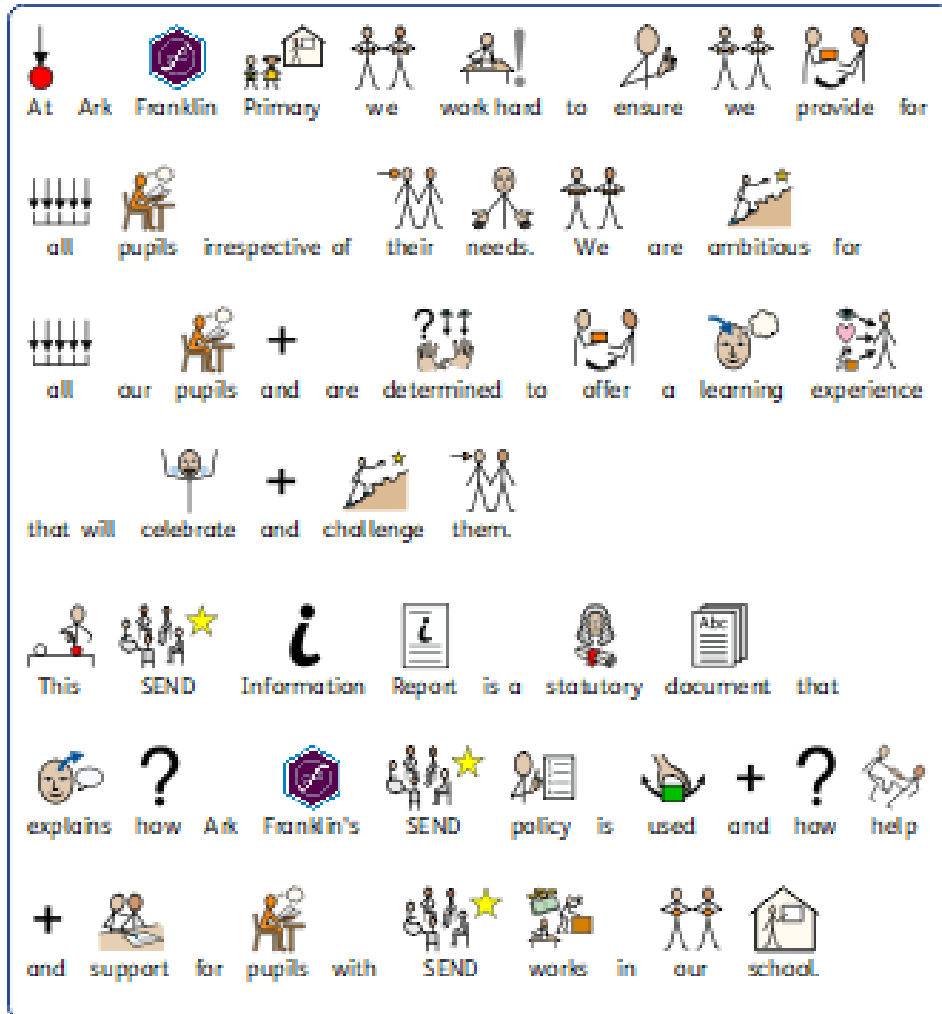
SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

2022 / 2023



Ark Franklin Primary Academy

Special educational needs information report 2022 / 2023



Date of last review:	September 2022	Author:	Tom Draper Head of Inclusion
Date of next review:	September 2023	Tailored by:	Ark Franklin Staff and Parents
Key Contact Name and Contact:	Sinead Houstoun- SENDCo, S.houstoun@arkfranklinprimary.org		
Ark Library: Culture, Ethos & Wellbeing - Special Educational Needs and Disabilities (SEND)			



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1. Contact Information

If you have any concerns about your child’s progress, please first speak to your child’s class teacher.

At Ark Franklin Primary we have a team of people working specifically to support our most vulnerable children, these include:

Miss Sinead Houstoun	SENDCo	s.houstoun@arkfranklinprimary.org
Mr Peter Watkins	Head teacher	p.watkins@arkfranklinprimary.org

You can also contact Brent Local authority, please view the SEND Local offer here:

<https://www.brent.gov.uk/localoffer>

You may also wish to contact ‘SEND Information, Advice and Support Service (SENDIASS). For more information or to make a referral please telephone 0208 937 3434 or email sendias@brent.gov.uk.



2. The kinds of SEN that Ark Franklin provides for

Ark Franklin currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction-** Speech and Language Difficulties, Autistic Spectrum Disorder (ASD) etc.
- **Cognition and learning-** Specific Learning Difficulties, Dyslexia, Dyspraxia etc.
- **Social, emotional, and mental health difficulties-** Attention Deficit Hyperactivity Disorder (ADHD), Anxiety etc.
- **Sensory and/or physical needs-** Visual or Hearing Impairments, Sensory Processing Difficulties etc.

These areas of need match the 4 broad areas set out in the Code of practice, 2015. We organise our provision into 3 levels:

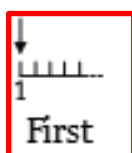
Universal	Targeted	Specialist
Inclusive high-quality teaching for all children to make good progress	Additional provision for some children who may need extra support	Children with a high level of need



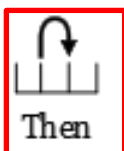
3. Identifying pupils with SEN and assessing their needs

We rigorously follow the Graduated Approach and the four-part cycle of **assess, plan, do, review** as set out in the SEND Code of practice. The details of how we follow this approach can be found on our SEND Identification Flowchart.

ARK SEND IDENTIFICATION FLOWCHART



First We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.



Then Class teachers will 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

This may include progress in areas other than attainment, for example, social needs.

This Information is shared with the Leadership team through pupil progress reviews, co-planning, phase meetings etc.

Please note: Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

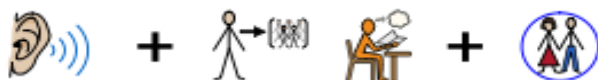


Next Class teachers will speak to you informally to find out what your thoughts are and share their observations. We might also agree to meet for a structured conversation with the SENCo and the class teacher. This is a chance to discuss what is working well, what we might be worried about and what next steps we all need to take.



Finally 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.

We will set clear targets for progress as well as putting support in place straight away to meet your child's needs. When we meet to review, we might decide to repeat this cycle of support, or that we have enough evidence to identify your child as having special educational needs. Sometimes, pupils have made enough progress that we can hand their assessment back to the class teacher.



4. Listening and involving pupils and parents

Ark Franklin puts pupil and parent voice at the heart of the inclusion policy and practice.

As part of our Graduated Approach, we will have an early discussion with the pupil (where appropriate) and their parents when identifying whether a pupil needs special educational provision. These conversations will ensure that:

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

The initial concern is raised with the SENDCo and we will formally notify parents when it is decided that a pupil will receive SEN support. If this is agreed the pupil will be added to the SEND register for close monitoring.



5. Assessing and reviewing pupils' progress towards outcomes

At Ark Franklin, the progress of all children is closely tracked and recorded. As mentioned above, we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess- The first step is to collect the right information and find the right people to be able to plan support.

The class 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



Plan- Class teachers, the SENCO, the child and their family should agree on new interventions, support and the expected outcomes. 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. This will be drawn up on an Individual Provision Plan and shared with all relevant people.

Do- In this step, the plan is put into practice. The class teacher is responsible for checking whether the plan is working on a daily basis.

Review- The impact of the plan is reviewed by teachers, the SENCO, the child and their family. Good enough progress may mean SEN support is no longer needed.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through lesson outcomes, termly assessments, monitoring interventions and termly review of targets. Targets set will be shared with parents and children on a termly basis as part of the regular parent meetings or when a review is deemed necessary. Where the need of the pupil is significant, we will extend the regular termly parent meetings to include the SENDCo and any other school staff involved in supporting the pupil and allow time for a more detailed review.



6. Supporting pupils moving between phases

Depending on your child's age and stage of development this might include:

- Visiting your child at home or in their current nursery school before they start at Ark Franklin
- Providing photos, social story or transition booklet that describes the move in child-friendly language
- 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 Franklin before starting a new school
- Arranging additional, small group visits to their new secondary school
- Running a transition workshop for Y6 children who need additional preparation for life at secondary school

Also, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If your child is moving to another school, prior to their transition our SENCo will liaise with their new school. This may be via a face-to-face or online meeting, or a phone call with the receiving school's SENCo. It is our aim to ensure that the transition is as successful as possible



7. How we teach pupils with SEN

Class 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 may include differentiated work and/or adaptations made for individual pupils to meet their specific needs.



7.1. Adaptations to the curriculum and learning environment

Every child is unique; therefore, we work hard to get to know their interests, strengths, and difficulties in order to provide the right support, facilities and equipment as part of our **Universal provision**. This means making adaptations to our curriculum and our learning environment so that it is accessible for all pupils.

Scaffolded and personalised planning across all classes ensures that the curriculum is made accessible to all pupils. The differing learning styles of pupils is also considered in when teachers plan and deliver lessons. The learning environment is designed to support children in their learning and will include, for example:

- Vocabulary to extend learning

- Visual aids to support learning

Franklin’s learning environments contain Working Walls, subject displays and visual prompts to support all pupils. However, some children may need additional aids within the environment to support them. These may include:

- A visual timetable
- A task planner
- Personalised visual aids to support e.g. spelling, times tables
- Personalised incentives and/or rewards

Some children with SEN may require additional support from the co-teacher or the class teacher within the classroom. The type of support will depend on their need but may include:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Initial 1:1 support to ensure that a child is clear about their task
- 1:1 or small group support teaching to facilitate concentration and/or understanding
- Adapting our resources and staffing
- Using recommended aids, such as laptops to record learning, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



7.2. Additional support for learning

Sometimes pupils need more **targeted** support their individual needs and to make progress in their learning, behaviour or development. We have a team of dedicated support staff who are trained to deliver interventions such as:

- Emotional Literacy Support groups (ELSA)
- Construction club (Lego Therapy)
- Speech, Language and Communication interventions such as Attention Autism and Talkboost
- Additional reading and RWI phonics
- Spelling support
- Numeracy support – going over basic concepts to ensure better understanding
- Social Skills groups
- Development of fine motor skills and handwriting
- Motor Skills Interventions
- Emotional support, social stories, check-ins



Some pupils with a high level of need also receive **Specialist provision** from external professionals. We work with:

- Speech and language therapists from the NHS (SALT)
- Occupational therapists from the NHS (OT)
- Specialist teachers from Brent Inclusion service
- Brent Educational Psychology Service
- Brent Outreach Autism Team (BOAT) who support pupils with Autism Spectrum Conditions (ASC).
- Child and Adult Mental Health Services (CAMHS)

- Brent Hearing Support Service
- The School Nurse



7.3. Expertise and training of staff

Sinead Houstoun is the Inclusion Lead and SENDCo who works five days a week. She joined Ark Franklin as a class teacher several years ago, where she demonstrated her passion for inclusive teaching and became a well-respected member of the team. She has become an important member of the school's leadership team, providing support, guidance and training on all matters related to SEND.







We have a team of co-teachers who are all trained to deliver SEN provision. We also have several specialist staff who are now in school-wide support rolls and focus on SEMH across the school including specialist interventions such as ELSA, Construction Club (LEGO therapy), social skills groups and 1:1 and small group intervention.

All school staff take part in weekly Professional Development sessions. This academic year, staff have been trained in Zones of regulation, the Inclusive classroom, Talk Boost, Makaton and Colourful semantics.



7.4. Equipment and facilities

We try our best to provide the appropriate equipment and facilities to support pupils with SEND. Somethings we offer as part of our **Universal provision** these may include:

					
Pencil grips	Wedge cushion	Timers	Visual timetables	Fidget toys	Therapeutic putty
To support pupils to develop a functional pencil grip	To support better posture	To support pupils with time management	To help children know what to expect for the day or lesson.	To regulate the need for movement and touch. This enhances the ability to remain calm, focused, and attentive.	To build hand strength for fine motor control

Other resources need to be funded by application to the Local Authority SEN Service, e.g. through a child's Education, Health & Care Plan such as:

- Laptops for physical and visual support
- Assistive technology for Hearing impairment



8. How effective is our SEN provision?

At Ark Franklin, we evaluate the effectiveness of what we do for pupils with SEN by:

- Reviewing pupils' Individual Learning Plans (ILPs) and progress towards their targets each term with the class teacher, parents and SENCo.
- Reviewing the impact of interventions during termly during ILP reviews and pupil progress meetings.
- Monitoring by the SENCo
- Learning walks and lesson observations by the Senior Leadership Team, subjects leads and external visitors.
- Using provision maps to measure progress
- Holding annual reviews for pupils who have an Education, Health & Care Plan (EHCP)

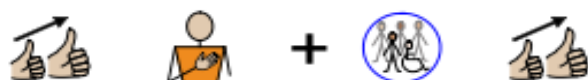


9. Including pupils with SEND in whole school activities

All after school clubs and school visits are available to all pupils. No pupil is ever excluded from taking part in whole school activities because of their SEN or disability. We do this by:

- Working closely with families to prepare pupils with SEN for school trips including residential trips. Visits are chosen which will be accessible to children with SEN or disabilities.
- Communicating with external professionals such as specialist outreach teachers to make sure that pupils with disabilities, such as autism spectrum conditions, are appropriately supported to engage with activities alongside their classmates
- Using social stories and visual timetables to prepare pupils with SEN for special events
- Sharing information about SEN with all adults who work with a child so that they have the knowledge they need to support them effectively
- All pupils are encouraged/ expected to take part in sports day/school plays/special workshops, etc.

Ark Franklin's accessibility plan can be found on our website.



10. Improving emotional and social development

Ark Franklin seeks to embody our four Values of *Achievement, Respect, Integrity, Support and Effort* in all aspects of its culture. We prioritise the social and emotional wellbeing and development of all pupils. We have a zero-tolerance approach to bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are given roles and responsibilities within their classroom
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of construction club and other social/communication groups to promote teamwork/building friendships etc.
- Daily well-being check-ins by SLT and SENCo
- Daily PSHE / whole class reflection time

Zones of Regulation is embedded within our whole school provision. Each class has a Zones display that shows the emotions of each zone and the tools that pupils can use to return to or stay in the Green Zone. Targeted pupils may have a personalized Zones toolkit to support the development of self-regulation skills.



11. Working with other agencies

At Ark Franklin we work hard to communicate effectively with other agencies, including health, children's social care services and the Local Authority. This means that we can make sure the support our pupils and their families need is put in place efficiently so that it has the greatest possible impact.



12. Complaints about SEND provision

Questions about SEN provision at Ark Franklin should be made to the class teacher in the first instance. If parents or carers continue to have concerns, they should discuss these with the SENDCo, Miss Houstoun. If concerns are unresolved, parents or carers should phone the school office to make an appointment to speak with the Head teacher Mr Watkins. For contact details, see contact information under Point 1. Please see the school's complaints policy on the website.



13. Support services for parents of pupils with SEND

If you are looking for further support you can contact Brent Local authority, please view the SEND Local offer here: <https://www.brent.gov.uk/localoffer>



Brent Parent Carer Forum offers information, support and friendship for families of children and young people aged 0-25 with special educational needs and disabilities (SEND).
<https://brentpcf.org/>

You may also wish to contact 'SEND Information, Advice and Support Service (SENDIASS). For more information or to make a referral please telephone 0208 937 3434 or email sendias@brent.gov.uk.