



# ARK Franklin Primary Academy

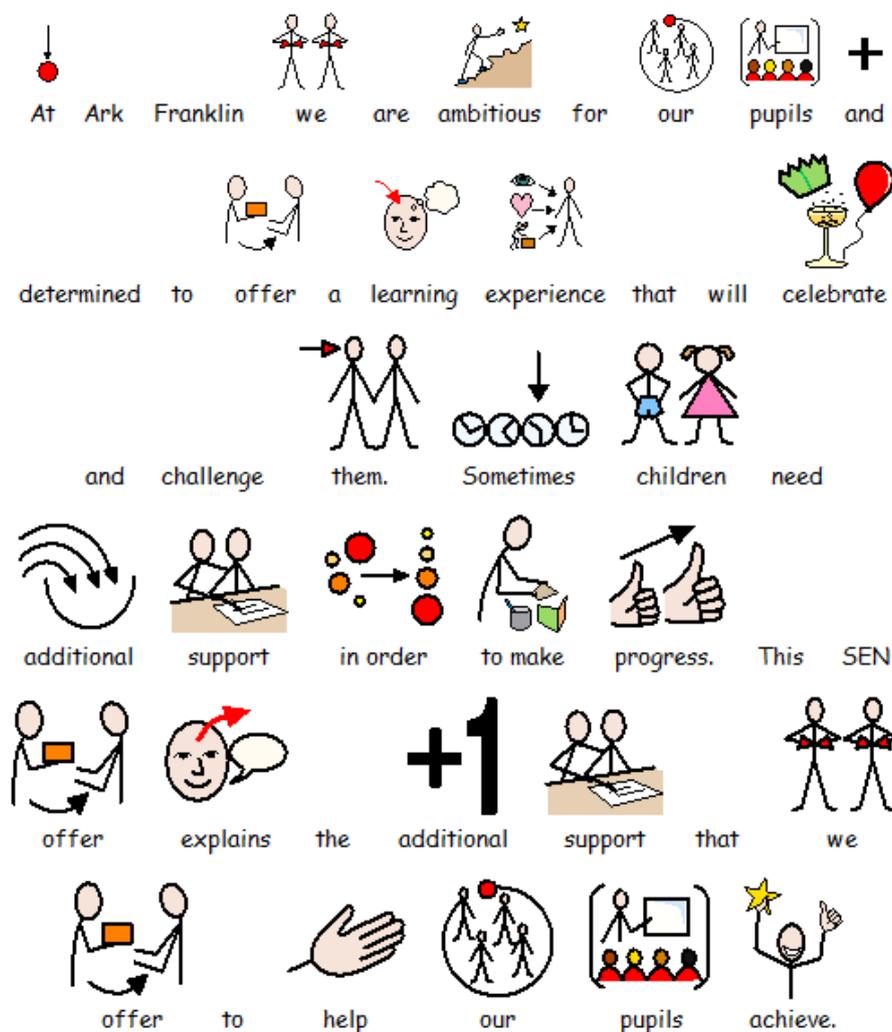
## Special Educational Needs and Disability Offer

For information about Brent SEND please see their local offer on the following website:

[www.brent.gov.uk/localoffer](http://www.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 their potential we have a dedicated Inclusion Lead,  
Rebecca Thirkell.

If you would like to find out any more information, please contact the Inclusion Lead using  
the following email [r.thirkell@arkfranklinprimary.org](mailto:r.thirkell@arkfranklinprimary.org)

## Frequently asked SEND questions and answers

1. What are the different types of SEND children you support?
2. How does Ark Franklin know if children need extra help?
3. What should I do if I think my child may have special educational needs?
4. How will Ark Franklin support my child?
5. How will the curriculum be matched to my child's needs?
6. How will I know if my child is making progress?
7. How will you help me to support my child's learning?
8. How do you evaluate the effectiveness of your provision?
9. What specialist services and expertise are available at, or accessed by the school?
10. How will my child and I be involved in discussions about and planning for my child's education?
11. How will you support my child when transitioning into another year group or school?
12. How will my child be supported and enabled to engage in activities?
13. What emotional support is on offer?
14. How do I report a concern/ complaint?

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### 1. What are the different types of SEND children you support?

Communication and Interaction (CI), Speech, Language and Communication Needs (SLCN) , Autism Spectrum Condition (ASC), Developmental Language Delay (DLD)

Cognition and Learning (CL), Moderate Learning Difficulties (MLD), including Dyslexia, Dyscalculia, Dyspraxia.

Social, Emotional and Mental Health Difficulties, Attachment Disorder (AD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD)

Sensory and/or physical needs Vision Impairment (VI), Physical Disability (PD), Hearing Impairment (HI), Multi-Sensory Impairment (MSI)

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### 2. 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 to access their learning

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

The first port of call if you have concerns is always to speak with your child's teacher. They will be best placed to answer most of your questions and will liaise with the Inclusion Lead, if required.

If you are still concerned speak to Rebecca Thirkell, the Inclusion Lead. She is available to meet with parents, to make an appointment with her please contact the school office or email her on: [r.thirkell@arkfranklinprimary.org](mailto:r.thirkell@arkfranklinprimary.org)

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

Wave 1 strategies - Each pupil's learning journey is planned by their class teacher and differentiated according to the pupil's individual needs through quality first teaching. This may include additional general support by the teacher or co-teacher in class. Examples of wave 1 strategies are using concrete apparatus in mathematics, small-step learning, or pre-teaching before introducing new concepts.

Wave 2 strategies - If a pupil has needs related to specific areas of learning, then the pupil may be placed in a small, focused group and be assisted by the teacher or co-teacher. Interventions may be planned and monitored using the 'Assess, plan, do, review' cycle as cited in the SEND code of Practice 2014. The support will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Examples of wave 2 strategies may be 'Precision Teaching' or 'The Number box' intervention.

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 ensure the best support for the pupil. If necessary, children on the SEND register are provided with an individual support plan and are given SMART targets to work towards in addition to their year group work. These will be reviewed termly by the class teacher and Inclusion Lead.

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 allowing for further support to be planned, discussed and implemented by the Inclusion Lead. In addition to this, teachers meet termly with the Inclusion Lead to discuss support in place for SEND children and to look at the progress they are making. Additional support required to aid learning is also discussed and the use of interventions evaluated.

For example:

- Inclusive, quality first teaching is always our first port of call
- 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 or talking tins may be used for children to record their ideas
- Colourful semantics literacy programme is used to support early writing and sentence structure.
- The 5-minute number box intervention for children without core mathematical concepts

- Precision teaching intervention is employed as a short burst, repetitive teaching strategy to instil key skills.
- Pencil grips
- Wobble cushions
- LEGO therapy
- Play therapy
- Art Therapy
- Play shed
- Talking and Drawing
- Our partnership with West London Zone mentoring programme
- Clicker 7 is installed on laptops to aid writing
- The Read Write Inc programme of study supports the teaching of phonics
- Differentiated/personalised and adapted work
- Individual learning plans
- 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

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#### **5. 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 ensure they can 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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#### **6. 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 and 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 evenings, 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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#### **7. How will you help me to support my child's learning?**

The class teacher may suggest several 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.

We regularly assess children's learning and the progress made towards their individual targets. This is done through 'book looks' with children, through pupil progress meetings and discussions with

class teachers. This is communicated to parents on parent's evenings, at EHCP annual reviews, via children's one-page profiles and during SEND drop in sessions. We also regularly communicate with parents on what additional support can be put in place at home to aid the learning of your child.

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**8. How do you evaluate the effectiveness of your provision?**

- Regular observations and learning walks
  - Analysis of the attainment and progress of SEND pupils
  - Analysis of progress against SEND targets
  - Reviewing pupils work
  - Scrutiny of teacher's planning
  - Views of parents/pupils considered
  - Pupil progress meetings
  - SEND meetings
  - Reviews of interventions
  - Annual reporting on successes and areas for future improvement
  - Monitoring procedures for identification
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**9. 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

We also hold regular training sessions for staff. These are led by our Inclusion Lead and Brent services including; speech and language services, Brent outreach autism team, hearing and visual impairment team, school nurse, occupational therapist and the educational psychologist on a needs-based basis.

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#### 10. How will my child and 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
  - Parent's evenings
  - Discussions with the Inclusion Lead or other professionals
  - EHCP annual reviews
  - Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated
  - Your child will have targets that are regularly discussed with the class teacher and Inclusion Lead
  - Your child will be invited to their EHCP annual review
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#### 11. How will you support my child when transitioning into another year group or school?

We support children transitioning into another year group in the summer term in several different ways, dependant on need;

- Transition key rings- these are keyrings that are created for the children with pictures such as, where their new class is, who their new teacher is, who their new co- teacher is, where their new locker is, etc
- Playground transitions- Year 2, reception and nursery begin to spend their playtimes in their new playgrounds
- Meet the teacher morning- Children meet their new class teach in their new classroom.
- 1:1 get to know me sessions- some children require spending additional time getting to know their teachers and so a 1:1 get to know me session is arranged
- Nursery reading afternoons – nursery children are invited to spend time in reception for a story
- Children from feeder nurseries- we will visit them in their current nursery and invite these children to spend the afternoon at Ark Franklin.

Year 6 to 7 transitions:

- Application support- Our office manager and the Inclusion Lead will help support children's applications to choose the best school for your child
- Morning/afternoon sessions- for those children who require it, a morning or afternoon is arranged for students to spend time with the SENCO at their new school. Parents are invited too
- BOAT transition days- Brent Outreach Autism Team organise an information day for children who are diagnosed with autism. Together the children and adults look at children's new timetables, maps of their new schools, planner, homework schedules, teachers for different subjects, form tutors, key adults etc
- EHCP reviews- The SENCO from the new school is invited to attend the child's EHCP annual review along with parents and the child

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## 12. How will my child be supported and enabled to engage in activities?

We make every effort to include all pupils in the full curriculum offer. Individual risk assessments will be carried out if required. We help prepare children for changes in their school day, such as trips, special assemblies, performances and sports day.

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## 13. What emotional support is on offer?

We support children to develop socially and emotionally through the following ways:

- PSHE days
- Assemblies
- Reflection time
- Time with class teacher/ phase leader/ Inclusion Lead
- Therapeutic services
- West London Zone services
- Peer mediation
- Art therapy
- Play shed
- Head teacher awards
- Worry boxes
- Dojos awards
- Class cubes
- Talking and drawing
- Lego therapy
- Circle time

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## 14. How do I report a concern/complaint?

If you have any concerns or a complaint that you would like to raise you can:

Firstly, contact the class teacher, they will most likely be able to answer your queries.

You may then contact the phase lead, they will liaise with the Inclusion Lead, if required.

If you are not satisfied you can contact our Inclusion Lead.

Finally, contact one of our deputy heads or our principal.

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

***Date of last review 30/11/2020***

***Rebecca Thirkell***