



# 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 2023	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 Elvin Academy	Key Contact Name:	Karmel Mohanty
Key Contact Email:	k.mohanty@arkelvinacademy.org	Key Contact Phone:	

## 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)

## **Contents**

1. Contact Information
2. The kinds of SEN that are provided for
3. Identifying pupils with SEN and assessing their needs
4. Consulting and involving pupils and parents
5. Assessing and reviewing pupils' progress towards outcomes
6. Supporting pupils moving between phases and preparing for adulthood
7. Our approach to teaching pupils with SEN
  - 7.1. Adaptations to the curriculum and learning environment
  - 7.2. Additional support for learning
  - 7.3. Expertise and training of staff
  - 7.4. Securing equipment and facilities
8. Evaluating the effectiveness of SEN provision
9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN
10. Support for improving emotional and social development
11. Working with other agencies
12. Complaints about SEN provision
13. Contact details of support services for parents of pupils with SEN
  - 13.1. The local authority local offer
14. Contact details for raising concerns

## 1. Contact information

If you have any questions about your child's learning or additional support, please contact your child's form tutor. If you still have concerns, please contact the SENCO, Karmel Mohanty.

Ms K Mohanty	SENCO	<a href="mailto:k.mohanty@arkelvinacademy.org">k.mohanty@arkelvinacademy.org</a>
Ms D Nuezca	Deputy SENCO	<a href="mailto:d.nuezca@arkelvinacademy.org">d.nuezca@arkelvinacademy.org</a>
Mr C Nicholson	Assistant Principal: Inclusion	<a href="mailto:c.nicholson@arkelvinacademy.org">c.nicholson@arkelvinacademy.org</a>

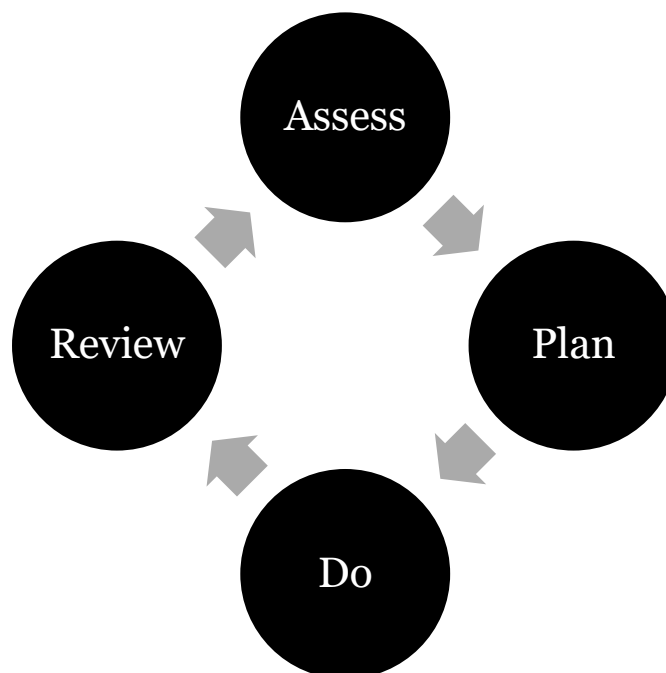
## 2. The kinds of SEN that are provided for

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

- Communication and interaction: e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning: e.g. dyslexia, dyspraxia
- Social, emotional and mental health challenges: e.g. attention deficit hyperactivity disorder (ADHD), anxiety, history of trauma
- Sensory and/or physical needs: visual impairment, hearing impairment, processing difficulties, epilepsy, cerebral palsy
- Moderate/severe/profound and multiple learning difficulties

## 3. Identifying pupils with SEN and assessing their needs

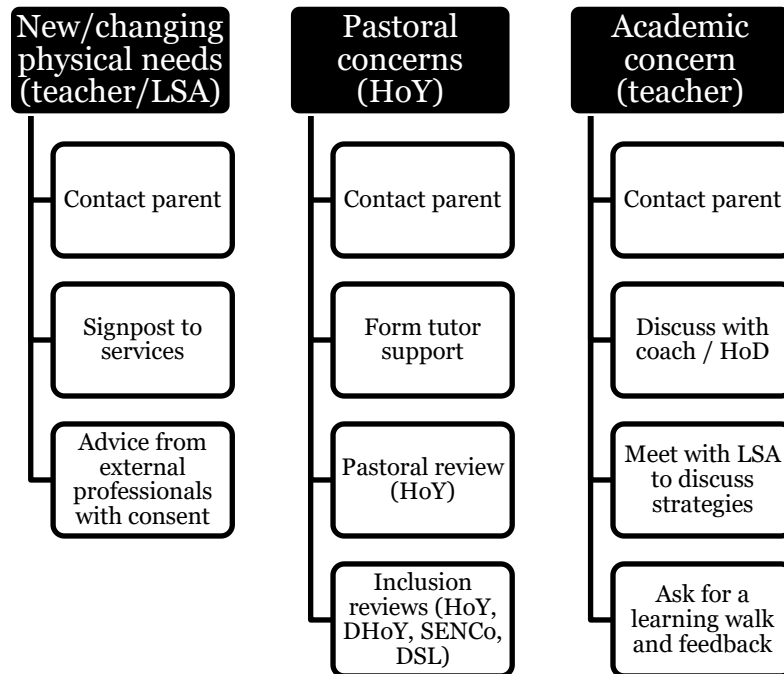
On entry to Ark Elvin in year 7/12, we assess pupils' reading age and screen them using a range of simple tests to assess working memory and spelling. Using this initial data, along with information from parents and previous schools, we monitor pupils' progress throughout their time at Elvin. Subject teachers use formative assessments, hinges and end of term assessments to monitor the progress of pupils in their class.



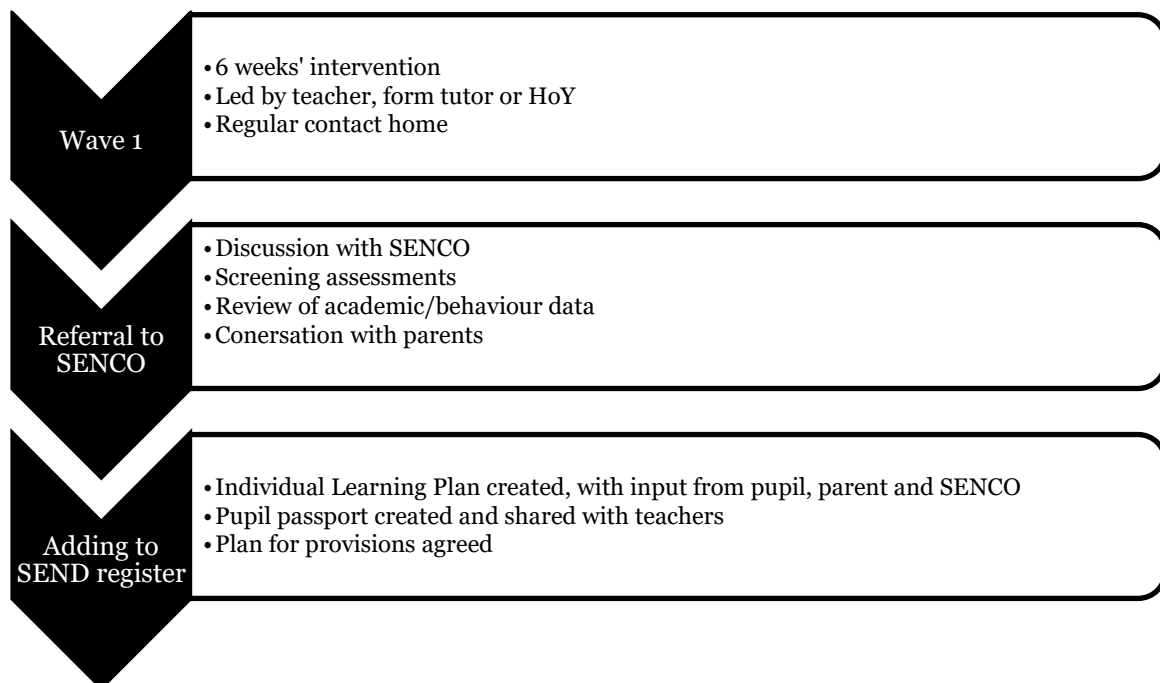
When we identify a pupil who:

- Struggles to make expected progress (academically, emotionally, socially, behaviourally)
- Makes progress slower than previously

we conduct further assessments to find the cause of the child's challenges, and will put additional strategies in place to support the child. Most of these strategies will be in the classroom with their normal subject teacher.



While many pupils with slow progress do not have SEND, sometimes these assessments will find the child has difficulties in a particular area. Along with the child and their parents, we will adapt our core offer as appropriate, and decide whether any different or additional provision is needed to support the child.



#### **4. Consulting and involving pupils and parents**

If a teacher is concerned about a pupil's progress, they will contact the child's parents in the first instance and discuss their concerns. They will then make regular contact with home to communicate how the child is progressing in their class. They will also use strategies from our SEND Teaching Strategies Booklet to make their teaching more inclusive for the child. If they still have concerns or questions after 6 weeks, this will then be discussed with the SEND team.

The SEND team will then contact the pupil's parents to 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

We will notify parents when it is decided that a pupil will receive SEN support.

#### **5. Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The form tutor 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**

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.

All pupils with an EHCP have additional sessions with the careers advisor from year 7. Any external professionals they work with (e.g. Teacher of the Deaf, Speech and Language Therapist) are involved in these discussions.

When a pupil is moving to a new setting, we will share the relevant information with the child's new setting, with parental consent (or the pupil's consent if they are over 18). We work closely with external professionals and SENCOs from other schools at transition stages.

#### **7. Our approach to teaching pupils with SEN**

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 SEND (whether

confirmed or suspected). Our lessons include appropriate differentiation for pupils to ensure our practice is inclusive.

We provide all our teachers with a SEND strategies booklet with high-leverage strategies that they can use to support pupils with the most common needs in our school. We also provide regular subject-specific and whole-school training to ensure all teachers are skilled and confident in supporting pupils with a range of needs.

We will also provide the following interventions:

- Break and lunch club
- SEND Homework club
- Speech and language interventions (1:1 or small group): SMILE therapy, shape coding, vocabulary interventions
- Pre-teaching vocabulary
- Additional phonics support
- Reading interventions (1:1, small group and paired reading)
- Social skills / problem-solving groups
- Number Sense Intervention
- Braille lessons
- BSL Club
- Strengthen exercises for pupils with physical needs

### **7.1. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating 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.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, alternative/larger font size, visual timetables, sensory resources 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**

We have 13 Learning Support Assistants who are trained to deliver interventions to support pupils to make progress in their learning and access the main curriculum offer at Ark Elvin. We work with the following external agencies to provide support for pupils with SEN:

- Brent Visual Impairment Service
- Brent Hearing Impairment Service
- Brent Outreach Autism Team
- WEST
- Educational Psychologist
- Speech and Language Therapist
- Place2Be
- The Brent Inclusion Support Team

### **7.3. Expertise and training of staff**

Our SENCO joined Ark Elvin Academy in 2020 having previously worked in primary and secondary schools supporting pupils with a range of needs. She holds the NASENCO qualification and has completed a MA in Disability Studies and another MA in Mathematics Education. Our SENCO is supported by our Deputy SENCO who has worked at Elvin for 7 years, and has experience in

supporting pupils with SEND and English as an Additional Language. Our Speech and Language Therapist, Victoria Walker, works in school one day per week running small group sessions and training our Learning Support Assistants in delivering and monitoring interventions for pupils with speech, language and communication needs.

The school regularly runs staff training to support teachers in adapting lessons for the needs of pupils. This is a mixture of whole-school and subject-specific training, and includes training for teachers of specific pupils. This training is adapted to meet the needs of the teachers working with key pupils to ensure that our teaching at Elvin is inclusive for all pupils.

#### **7.4. Securing equipment and facilities**

Where pupils need additional equipment or physical resources to support them at Elvin, this is discussed with the external professionals (e.g. physiotherapist) who make recommendations. It is then purchased through the SEND budget at Elvin, or loaned from an external service (e.g. Brent Vision Impairment Service) for the duration of the child's time at Elvin. Depending on the child's needs, this may be funded by their EHCP funding.

### **8. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term, using their Individual Learning Plans
- Reviewing the impact of interventions after each half term
- Monitoring by the SENCO
- Using provision maps to measure progress, and monitor provision across pupils and interventions
- Holding annual reviews for pupils with EHCPs

### **9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Enrichment activities and educational visits form part of the broad and balanced curriculum offer at Ark Elvin and are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to attend educational visits and raising aspirations events and to partake in Sports Day, workshops and other school events. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We work hard to ensure that Ark Elvin is an inclusive place to learn and study, holding assemblies and tutor sessions throughout the year on disability and specific additional needs raising awareness of

Our school is fully wheelchair-accessible and we have a lift for accessing each of our three floors. We have wheelchair-accessible toilets on every floor and one toilet with a hoist. Our school has clear signage and is well-lit without additional glare. We have acoustic panels to dampen sound in classrooms.

Further detail can be found in the school's accessibility plan [here](#).

### **10. Support for improving emotional and social development**

Year teams support some of our most vulnerable pupils through regular pastoral reviews, with identified pupils further supported through Inclusion review meetings with representatives from year teams, safeguarding and the SEND team. These meetings enable the school to co-ordinate interventions, signpost to external agencies, and to monitor pupil progress of pupils to ensure the highest levels of support.

Ark Elvin has a zero-tolerance approach to bullying and hate speech and always seek to support pupils to make positive choices and develop their relationships in a healthy and productive way. Where pupils fall short of expectations they are supported to reflect upon their actions and the changes that they can make. Where necessary pupils are supported to have restorative conversations with staff and other pupils.

The school has Place2Be counsellors on site and many of our pupils choose to access this service. We also have a meditation/prayer room which is used for prayer and quiet reflection at lunchtime times and during allocated sessions during the school day.

We provide support for pupils to improve their emotional and social development through social skills interventions, support during social times, high ratios of duty staff to support pupil behaviour, and through mentoring programmes.

## 11. Working with other agencies

*We work closely with several other agencies to support our pupils. For example:*

- Brent Visual Impairment Service
- Brent Hearing Impairment Service
- Brent Outreach Autism Team
- Educational Psychologist
- Speech and Language Therapist (in Elvin one day per week)
- Place2Be
- Brent Inclusion Support Team
- Child and Adolescent Mental Health Services (CAMHS)

## 12. Complaints about SEN provision

If you have a question about SEND provision in our school, please contact your child's form tutor in the first instance. If you continue to have questions, please contact the SENCO to discuss further.

If you have a complaint about SEND provision, please contact the SENCO to discuss your concerns. You can find the school's complaints policy [here](#).

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

You can contact the Brent SEND Information and Advice Service for independent and impartial advice at: [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk)

### 13.1 The local authority local offer

You can find information about the Brent local offer here: <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/>

## 14. Contact details for raising concerns

Ms K Mohanty	SENCO	<a href="mailto:k.mohanty@arkelvinacademy.org">k.mohanty@arkelvinacademy.org</a>
Ms D Nuezca	Deputy SENCO	<a href="mailto:d.nuezca@arkelvinacademy.org">d.nuezca@arkelvinacademy.org</a>
Mr C Nicholson	AP Inclusion	<a href="mailto:c.nicholson@arkelvinacademy.org">c.nicholson@arkelvinacademy.org</a>