



Ark Blake  
Academy

*‘Empowering our pupils to take responsibility and seize greatness.’*

*“No bird soars too high, if they soar with their own wings.”*

*William Blake, 1789*

# **SEND Information Report**

## **2022-2023**

### **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 Blake Academy. This document should be read in conjunction with The Grey Coat Hospital SEND Policy. The SEND Policy and SEND Information Report outline systems and approaches that the school will take to identify and to address barriers to learning for pupils with SEND. Central to both is our focus on high quality teaching and our commitment to improving outcomes for all pupils.

### **How are Special Educational Needs classified?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if she

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Date of last review:	October 2022	Author:	Education Directors
Date of next review:	October 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Blake	Key Contact Name:	Governance Team
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**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 Blake Academy about my child's difficulties with learning, special educational needs, or disability?

- Supporting pupils with SEND is a whole-school responsibility involving a range of teaching and support staff. In the first instance, you should contact your child's Head of Year, who will assist you with your enquiry and will be best placed to advise you of the most appropriate course of action and/or direct your enquiry to the appropriate member of staff.
- If you continue to have concerns, arrange to discuss these with Angela Loudon, Assistant Principal Access, and Inclusion (SENDCo)

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

- At Ark Blake Academy we can make provision for every kind of frequently occurring special educational needs e.g., Dyslexia, Dyspraxia, Language and Communication Needs, Autism, and social, emotional, or mental health difficulties.
- The Academy also currently meets the needs of pupils with a n Education, Health, and Care Plan with the following kinds of special educational need:
  - *Language and communication needs*
  - *Cognition and Learning needs*
  - *Social, emotional, and mental health needs*
  - *Physical and Sensory needs*

### 3. How does the Academy identify and asses the needs of pupils with special educational needs?

- At Ark Blake Academy we monitor the progress of all pupils six times a year to review their 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 may 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.
- 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 pupils' 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 student 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 SENDCo or Deputy SENDCo 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 2 occasions a year and receive a written report 2 times per year.
- 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 student 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.
- If your child has an identified special educational need you will be invited to a termly meeting with the form teacher, Deputy SENDCo or SENDCo 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?**

- Our approach to teaching pupils with SEND stems from a commitment high quality teaching and to improving outcomes for all pupils. As such, high quality teaching, adapted and adjusted for individual pupils, is the first step in responding to pupils who have SEND.
- High quality teaching is on offer to all pupils, regardless of their learning needs. This means that teachers consider 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.
- To support this, the SENDCo disseminates details of individual needs to subject teachers; enabling them to make reasonable adjustments. This adjustment is the first step to responding to pupils with SEND; assisting teachers with the cycle of planning, assessment and evaluation that takes account of the abilities, aptitudes, and interests of all pupils.
- We offer a broad and balanced curriculum to all pupils, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

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

- At Ark Blake 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 Fresh Start.
- 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 Blake Academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the Academy site. (Outline Academy specific accessibility strengths here)

## 6c. What additional support for learning is available for pupils with special educational needs?

- At Ark Blake Academy we have a three-tiered approach to supporting pupils' learning needs.
- At **UNIVERSAL** level, we use our notional SEND funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs (see 6b above).
- We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of
  - *Assessing* your child's needs
  - *Planning* the most effective and appropriate short-term intervention
  - *Providing* this intervention
  - *Reviewing* the impact on your child's progress towards individual learning outcomes
- Such specific, targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- We provide **SPECIALIST** support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the Academy in order to plan for the best possible learning outcomes for your child. This may include:
  - Educational Psychology
  - Input from specialist sensory advisory teachers for pupils with, for example, hearing or visual impairments

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

- We offer a range of clubs, trips, and activities to all pupils at Ark Blake Academy.
- Ark Blake 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.
- You should feel free to contact your child's form teacher or the Academy SENDCo if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

#### **6e. 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?**

- Every pupil has their progress tracked six times per year.
- 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.
- 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 an Education, Health and Care plan there will be an annual review of the provision made for your child, which will enable an evaluation of the effectiveness of targeted and specialist provision.

#### **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 Blake Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?

Ark Blake Academy provides a comprehensive professional development programme for all staff to improve the teaching and learning of pupils including those with SEND. This includes whole school training on SEND. The Assistant Principal for Access and Inclusion provides regular updates for all staff to assist them with making reasonable adjustments for students with SEND.

A rolling programme of specialist training e.g., Autism Training, Supporting pupils with speech, language and communication needs ensures that all staff given the tools to make adaptations to their classroom practice.

## 9. What is an EHC plan and who can request one for my child?

- An Education, Health, and Care plan (EHC Plan) is a legal document, which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.
- An EHC Plan can only be issued after a child or young person has gone through the process of an Education, Health, and Care needs assessment (ECHNA). EHC Plans are based on coordinated assessments from all of the services involved with the child or young person.
- The EHC Plan focuses on outcomes and has to explain how services will work together to meet the needs of the child or young person. The special educational provision described in an EHC plan must be provided by the child or young person's local authority ("LA"). This means an EHC plan can give a child or young person extra educational support.
- Parents, the school and the young person can request an ECHNA. If the local authority is requested to carry out an EHC needs assessment by a parent, young person, or the school, they must consider the following:
  - ***whether the child or young person has or may have special educational needs ("SEN").***
  - ***whether they may need special educational provision to be made through an EHC plan.***

If the answer to both of these questions is yes, the local authority must carry out an ECHNA. This test is set out in the law (section 36(8) of the Children and Families Act 2014).

- An EHC Plan contains:
  - The views and aspirations of you and your child
  - A full description of her/his special educational needs, along with any health and social care needs
  - Outcomes for your child's progress
  - Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs
  - Health or social care professionals.

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 Blake Academy?**

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- 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 all conversation adults have with pupils.
- We cover aspects of emotional well-being in our PSE curriculum, Assemblies and in Form Time.
- For some pupils with the most need for help in this area, we are also able to provide the following:
  - Mentor time with a teaching assistant, form teacher or member of the A&I Team.
  - Access to counselling.
  - An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child's Head of Year, 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 Blake Academy we have support arrangements or service level agreements in place with the following specialist bodies:
  - Educational Psychology Service
  - The SENDCo forum

## **12. How will Ark Blake 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 and taster days for all year 6 pupils who are transferring to Ark Blake Academy in year 7.
  - All year 6 pupils are invited to attend a summer Academy during the summer break.
  - Parents of pupils who have special educational needs are invited to meet with the Academy SENDCo 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.
- Pupils in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For pupils with a statement of special educational needs or an Education, Health, and Care Plan, this might include accompanied visits to the next setting of their choice.



### 13. 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 Blake Academy are used for complaints about provision made for pupils with special educational needs.
- 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 SENDCo.
- 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.

### 14. Who can I contact outside of the Academy for impartial advice about special educational needs?

Croydon SENDIASS

<https://www.kids.org.uk/>

The Special Educational needs and Disability code of practice: 0 to 25 Years explains the duties of local authorities, health bodies, schools, and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

IPSEA

<https://www.ipsea.org.uk/>

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

- Local authorities and other services will set out a local offer of all services available to support children who are disabled or who have SEN and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health, and social care. The Local Authority's local offer is published on:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

- Parents without Internet access should make an appointment with the Academy SENDCo for support to gain the information they require.

## Appendix 1: The EHC Plan Assessment process

