



Ark Boulton  
Academy

*“Growing together, reaching higher”*

# The SEND Offer



# The Principal

## **The Principal – Mrs H Channa**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for students with SEND.
- The Principal will give responsibility to the Leader of Enhanced Provision and the class teachers but is still responsible for ensuring that your son/daughter's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about any issues in school relating to special educational needs and/or disability.



# Leader of Enhanced Provision

## **The Leader of Enhanced Provision – Mr Ptak**

Responsible for:

- Coordinating all the support for students with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all students receive a consistent, high quality response to meeting their needs in school.
- Updating the school's SEN register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of your son/daughter's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress.



## Our School

Ark Boulton Academy upholds the student's right to education and recognises the diverse educational needs within its communities.

We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some students need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of students of the same age.
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by students of the same age.

We will ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all students so that support provided is effective. We welcome the engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all students.



## Accessibility

Ark Boulton Academy is known within the Local Authority as a Fully Accessible Mainstream School (FAM) meaning that we have the facilities to support many students who have physical needs.

To support students with mobility difficulties there are two lifts , three stair lifts, electronic doors and ramps for students to have access to all areas of the school. The school has four disabled toilets, two of which are equipped with a hoist and changing bed.

There is also an allocated car parking space on the front car park for disabled visitors to the academy.



# Open and honest communication



## **What should I do if I feel my child has special educational needs?**

Your main point of contact is Mr Ptak the Leader of Enhanced Provision. He will be able to take any concerns you have in relation to your child's needs and arrange relevant assessments. Once assessments are completed you will be informed of the outcomes and support will be provided for your child if there is a need.

Mr Ptak and his team of Teaching Assistants will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, they will have a pupil profile written which will include objectives that are in conjunction with your child's statement of special educational needs or Education, Health and Care Plan (EHCP) . These will be accessible by all teaching staff and will be shared with you and your child.

The profiles will identify how your child should be helped to succeed and make progress. They will be reviewed every 6 months.

# Open and honest communication



## **How do I contact Mr Ptak?**

- You can ring the school and ask to speak to Mr Ptak via 0121 773 8156.
- Make an appointment to see Mr Ptak or leave your contact details and he will get back to you at his earliest convenience.
- You can email [info@arkboulton.org](mailto:info@arkboulton.org) and address it to the Leader of Enhanced Learning.

Although Mr Ptak works in school every day, he may not always be available due to teaching and other commitments. If this is the case you can speak to Mr Field, a Higher Level Teaching Assistant who should be able to assist you with any concerns.

The school operates an open door policy and you are welcome to come into the school at any time.

# Open and honest communication



Ark Boulton Academy works with many external agencies in order to identify specific needs. These are:

- Pupil and School Support.
- Sensory Support Services (for students with a hearing or visual needs).
- Physical Disability Support Service.
- Communication/Autism Team.
- Educational Psychologist.
- Physiotherapists.
- CAMHS (Child and Adolescent Mental Health Services).
- Children and Adult Services.

If your child requires support from any of these services, the academy will always consult with you and request written permission.



# Open and honest communication

If your child has more complex needs, then we may review your child's progress and needs through a Person Centred Review. This approach very much values the views of the child, the parents as well as the school's. Mr Ptak and Mr Field have undergone training to ensure the meetings run smoothly and everyone is involved. Parents who have already been involved in such meetings say they find them very useful and informative.



Person centred planning usually starts with a meeting, to help you to find out about the things in your life that need to change. You choose who you want at the meeting.



When we have gathered all the information, we work with you to make a plan of action. This is about how you choose to be supported to make changes in your life. All this information will then be transferred to your child's EHCP.



At the meeting, the facilitator will use different person-centred planning ways of working to help get information.



# Identifying areas of need



Throughout their school career we assess and carefully monitor all students. We analyse the data of all students upon entry to the Academy and at termly data reviews ( 5 times a year).

We use baseline assessments in core subjects, behaviour data and we test for reading comprehension.

We highlight any students who are underachieving / not meeting targets and plan support to help them catch-up. Students who do not respond to initial support are assessed further to identify potential special educational needs.

Students are identified as having special educational needs and disability (SEND) in a variety of ways, including the following:

- Transition procedures - Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. Pupil School Support

If a student is identified as having SEND then their name will be added to the special educational need (SEN) register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. Mr Ptak the Leader of Enhanced will communicate with parents and carers, to keep you informed of any changes to support.

# Appropriate and effective teaching and learning



At Ark Boulton we hold weekly departmental meetings in which any concerns and strategies are discussed. These are to ensure that all staff have knowledge to teach students of all abilities.

The staff have also been trained by specialists such as Pupil School Services, Visual and Hearing Impairment Teams and Communication Autism Team.

Our team of Teaching Assistants have also had specialist training.

# Appropriate and effective teaching and learning



We use a range of criteria and evidence to help us identify the level at which students are working at. This may include:

- Checking the words children can read and spell independently.
- Moderating writing together.
- Making observations, particularly speaking and listening and maths.
- Use of assessment, where appropriate.

All this information helps teaching staff and Teaching Assistants differentiate and plan work so that all students can make progress.

The school offers a range of support methods for students with additional needs to enhance their time here at Ark Boulton Academy.

# Appropriate and effective teaching and learning



## **How do we know if interventions have had an impact?**

We will know our interventions are having an impact when we see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels. Other indications are:

- The student is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent and student.
- Formal or informal observations of the student at school.

Students may move off of the SEND register when they have ‘caught up’ or made sufficient progress.

# Appropriate and effective teaching and learning



The school will make sure that children with additional needs and their families are able to take part fully in school trips and social events.

The school curriculum includes enrichment trips to enhance the life experiences of all our students.

All risk assessments are inclusive of SEND students and one to one adult support is provided where necessary.

All staff supporting off site activities are consulted regarding specific needs, including those students with medical needs, ensuring that all students have a safe and enjoyable experience.

# Appropriate and effective teaching and learning



Resources will be available to support the learning of students who have significant social and /or communication needs.

We use visual timetables and a variety of strategies to support the students who have difficulty with changes in routine.

We work with the Communication and Autism Team. Our lead practitioner in autism will complete observations, environmental audits and offer advice on ways to support students with autism.

We deliver social skills programmes to small groups of students to develop their social / communication skills.

# Appropriate and effective teaching and learning



Ark Boulton Academy uses a range of strategies to monitor the progress of students to ensure that good teaching is in place for all students. Ways we do this include:

- Classroom observations and learning walks, including monitoring the learning environment.
- Book scrutiny for all classes and constructive feedback to teachers in conjunction with the schools marking policy.
- Tracking pupil progress and holding teachers accountable.

# Student Voice



Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- Student panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.

If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings and they will be included in the documentation for any review meetings. Their views will be focused on in greater detail during their person centred review.

# A partnership approach



- How the school will work with you to identify the needs of your child.
- How we will ask you for your permission for the involvement of other professionals to work with your child.
- How we will involve you in all decisions and listen to your views.
- How we will involve your child in decisions about their learning.
- How we can support you in contacting organisations who can give advice and support.



## A partnership approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support required.

The governing body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children's And Families Act 2014**. This means that the school governors hold the Principal , Mrs H Channa and the Leader of Enhanced Provision, Mr Ptak to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the Leader of Enhanced Provision carry out their duties.

One of the key responsibilities of the governing body is to make sure that the schools policy for children with special educational needs or a disability (SEND) is published on the school website and reviewed annually.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.



## A partnership approach

**Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.**

The governing body, through the Leader of Enhanced Provision ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

**The SEN Governor, meets regularly with the Leader of Enhanced Provision .** The Leader of Enhanced Provision reports regularly to the governing body regarding the number of pupils with SEND and their additional needs.

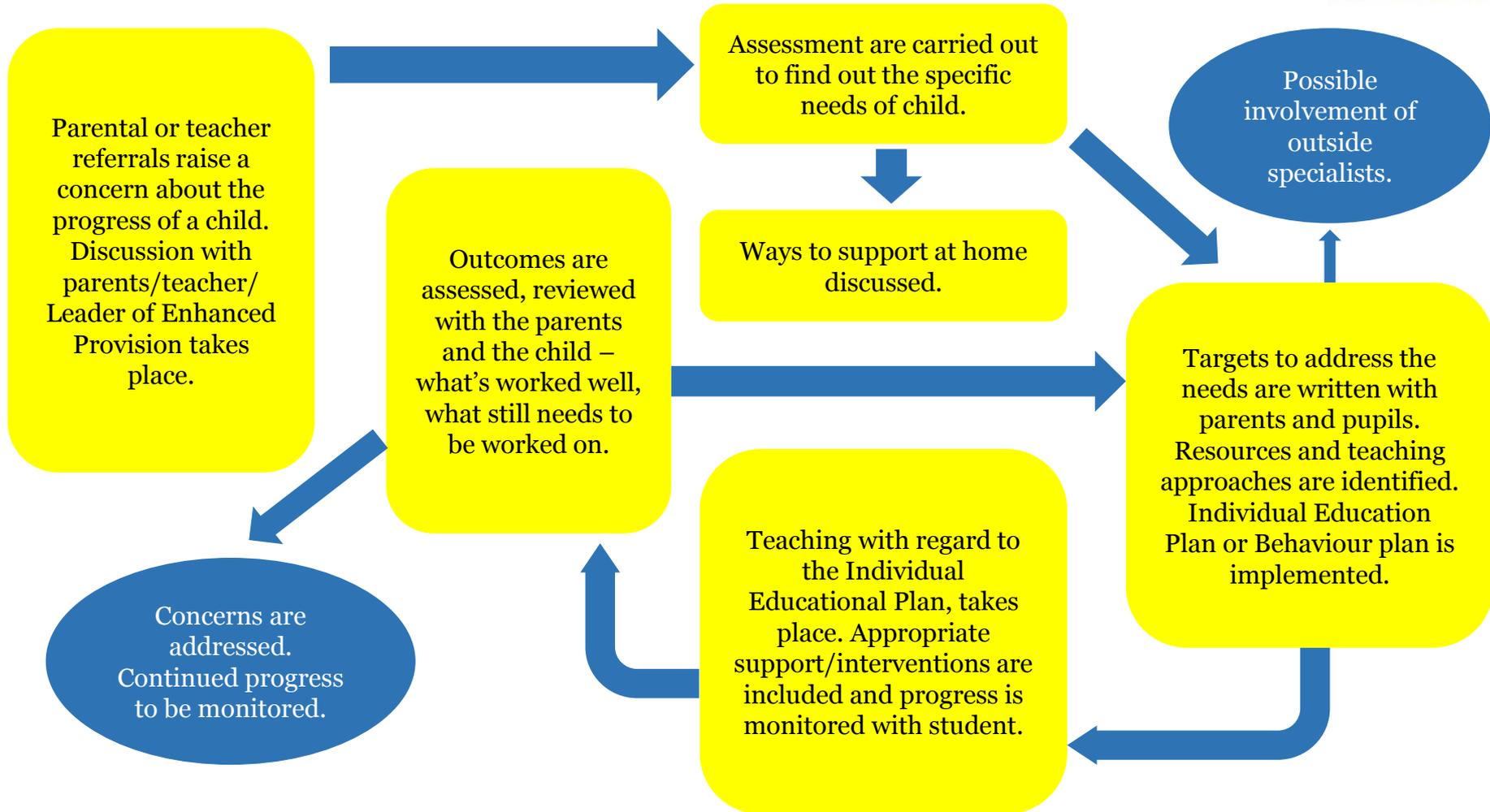
The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

**When and if we require the support of outside agencies, we will consult with parents and seek their permission. The content of the meeting is confidential and is only shared with parents and the Leader of Enhanced Provision.** Please speak to Mr Ptak if you require any additional information.

# A partnership approach



The school will involve you in all decisions and listen to your views.





## A partnership approach

The school will try to involve your child in decisions about their learning.

Here are the things that we do at Ark Boulton to make sure your child is listened to and involved in decision making:

Home Visits.

Being involved in target setting and saying how well we've done.

Person Centred Reviews.

Student and Parent voice.

Open door policy.

Reviewing the progress of our interventions.

One page student profiles.

# A partnership approach



We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mr Ptak if you require any further details.

## Local Authority Support Services

**SENAR**  
**Tel: 0121 303 1888**

**Physical Difficulties  
Support Services**  
**Tel: 0121 742 7203**

**Access to Education**

**Child and Adolescent  
Mental Health  
Services**  
**Tel: 0121 333 8046**



**Communication and  
Autism Team,  
Hearing Impairment  
Service,  
Visual Impairment  
Service,  
Pupil and School  
Support**  
**Tel: 0121 303 1793**

**Wheelchair Services**  
**Tel: 0121 466 3000**

**Children's Services  
Adult Services  
NSPCC**  
**Tel: 0800 800 5000**