



# 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:	June 2022	Author:	Tom Draper
Date of next review:	June 2023	Owner:	Director for Enhanced Provision
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 Boulton Academy	Key Contact Name:	Miss M Javaid (Director for Enhanced Provision) Ms V Hudson (Assistant Principal)
Key Contact Email:	m.javaid@arkboulton.org v.hudson@arkboulton.org	Key Contact Phone:	0121 773 8156

## ARK LIBRARY COMPONENT

Component	Element
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Strategic Leadership &amp; Planning</li> <li><input type="checkbox"/> Monitoring, Reporting &amp; Data</li> <li><input type="checkbox"/> Governance &amp; Accountabilities</li> <li><input type="checkbox"/> Teaching &amp; Learning</li> <li><input type="checkbox"/> Curriculum &amp; Assessment</li> <li><input checked="" type="checkbox"/> Culture, Ethos &amp; Wellbeing</li> <li><input type="checkbox"/> Pathways &amp; Enrichment</li> <li><input type="checkbox"/> Parents &amp; Community</li> <li><input type="checkbox"/> Finance, IT &amp; Estates</li> <li><input type="checkbox"/> Our People</li> </ul>	<p>Special Educational Needs and Disabilities (SEND)</p>
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## 1. Contact information

Miss M Javaid	SENDCo (Director for Enhanced Provision)	<a href="mailto:m.javaid@arkboulton.org">m.javaid@arkboulton.org</a>
Ms V.Hudson	Assistant Principal for Quality First Teaching	<a href="mailto:v.hudson@arkboulton.org">v.hudson@arkboulton.org</a>
Local authority: Birmingham	Local offer: <a href="http://www.birmingham.gov.uk/localoffer">www.birmingham.gov.uk/localoffer</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, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. This includes the GL Maths and English assessments for all new year 7s plus the NGRT reading assessment for all new starters no matter when they enter the academy. This data is used to group pupils appropriately with pupils of concern allocated to a form tutor with expertise in working with SEND needs including learning difficulties.

All 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 is shared in termly data reviews and also daily through email and Edaware logs.

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

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

A Pupil Passport (One Page Profile) is then created with parent and pupil input. This is shared with all staff in the academy and families. We review these termly and parents are invited to the review.

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

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

The class 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 termly.

All teachers and support staff who work with the pupil will be made aware of their needs through the Pupil Passport, 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.

Pupils transitioning from Year 6 into Year 7 will have a separate induction with the Enhanced Provision team in addition to the whole school induction.

In the Summer term the Director for Enhanced Provision and Assistant Principal will meet with the SENCO and/or the Year 6 teacher at primary schools to collect information regarding progress, needs and strategies for the SEND pupils.

Pupils identified as particularly vulnerable in the transition process e.g. struggle with change in routine are invited to the Year 7 Summer School where they will participate in activities with key Year 7 and Enhanced Provision staff learning the schools structures and routines alongside fun activities with their peers.

The Enhanced Provision Faculty support pupils via one to one discussions when they choose their option subjects in Year 9 to ensure they are making informed decisions. Pupils with low progress will also be assessed for the Year 10 alternative provision of Functional Skills in Mathematics and English and BTEC First in Applied Science.

Pupils are supported in deciding next steps in further education. Pupils are supported in a meeting with a careers advisor and members of the Enhanced Provision Faculty will accompany pupils to prospective colleges and support through the application and interview process.

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

Teachers are responsible and accountable for the academic and character development of all pupils in their class.

All teachers at Ark Boulton Academy are teachers of SEND. As such, Quality First teaching is our universal provision in responding to pupils who have SEN. This includes planning of lessons to meet the needs of the pupils using data, including Pupil Passports to differentiate and scaffold learning.

We will also provide the following interventions:

- One to One support
- Fresh Start literacy intervention
- Small group work by specialist teachers
- 'Nurture group' tutor group in the first two terms of year 7 for pupils significantly lower than their peers
- Alternative Provision in Upper School working towards Functional Skills Maths and English and BTEC Firsts in Applied Science

### **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.
- Subject specific 1-1 mobility assistants to support with academic progress
- Adapting our resources and staffing to ensure all needs are met
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching through Quality First strategies for example pre-teaching of key vocabulary, reading instructions aloud and modelling
- Alternative timetables including a variety of learning approaches such as through MS Teams so that high quality teaching can be accessed

### **7.2. Additional support for learning**

We have 7 1-1 mobility assistants who are trained to deliver interventions such as social stories, handwriting interventions, care for pupils with a disability.

1-1 mobility assistants will support pupils on a 1:1 basis when there is a named need on the pupils provision plan or when an academic or emotional need is identified in school.

1-1 mobility assistants will support pupils in small groups when academic progress is not as expected and a small group intervention is needed or when a social or emotional need is identified.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist

- Pupil Support Services
- Physical Disability Support Service
- Hearing Support
- Visual Impairment Team
- Cognitive Ability Team
- The SENCO regularly attends FAM meetings to share good practice with other fully accessible schools as well as Ark SENCO network meetings

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

Our SENCO is new to role however has worked at Ark Boulton Academy with low ability, EAL and SEND students through intervention work and teaching.

Our SENCO is also a teacher of English and GCSE Urdu.

We have a team of 7 1-1 Mobility assistants who are trained to deliver SEN provision and a Lead of Enhanced Provision.

In the last academic year, staff have been trained in:

- Modelling
- Chunking of information
- Clear what to do instructions
- Breaking down and annotating texts
- The use of Pupil Passports when planning
- The use of Reading data to deliver interventions to pupils.

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

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 is using the notional SEND 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
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO of:
  - 1-1 Mobility assistant preparation
  - Learning walks of in class support
  - Progress through interventions
  - Use of strategies and Pupil Passports by teachers
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Ark Boulton Academy is an inclusive school and committed to providing equal opportunities for all pupils.

When necessary, Ark Boulton will make reasonable adjustments to ensure that pupils with SEND are included in all activities.

All pupils are encouraged to take part in extra-curricular activities and academic visits.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Within the school we have lifts to all floors of the school and so all rooms are accessible to pupils. Pupil Passports include information on any adaptations and the Director for Health and Wellbeing has met with external agencies to discuss and plan adaptations for physical activities where there is a physical disability need.

If you have any concerns regarding participation please contact the form tutor, SENCO or Ms Hudson to discuss.

The accessibility policy can be found on the school website.

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

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

- Pupils with SEND participate with their peers in the daily Personal Character Development programme in Lower School
- Pupils with SEND participate with their peers in the daily Future Skills programme in Upper School
- Pupils who are coming to Year 7 in September are invited to the Year 7 Summer School in the summer holiday
- Pupils with SEND are invited to use the Learning Resource Centre at break and lunch where social activities such as crafts and games are used to encourage peer engagement
- Pupils with SEND are encouraged to take part in extra-curricular activities and academic visits to promote teamwork and friendships
- Pupils who displays school anxieties or high social or emotional needs are supported through alternative timetables where they are supported to reintegrate into the classroom in a way which supports their current needs

We have a zero tolerance approach to bullying.

## **11. Working with other agencies**

At Ark Boulton Academy we have a strong relationship with other agencies. We have support arrangements or service level agreements in place with the following bodies:

- Educational Psychologist
- Pupil Support Services
- Physical Disability Support service
- Hearing Support

- Visual Impairment Team
- Cognitive Ability Team
- Ark SENCO network

## **12. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Ms Hudson in the first instance. They will then be referred to the school's complaints policy.

Parents are able to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the form tutor or SENCO.

If your concerns are not dealt with satisfactorily, you can then contact the Head of School, who may direct you to the academy Complaints Policy and Procedure.

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

The Local Authority office is published on <https://www.localofferbirmingham.co.uk/>

As a parent you are able to access a vast amount of information on SEND provision as well as register for Birmingham based talks or training on different topics.

## **14. Contact details for raising concerns**

If you wish to discuss any needs or concerns please contact:

Miss M.Javid

[m.javid@arkboulton.org](mailto:m.javid@arkboulton.org)

or

Ms V.Hudson

[v.hudson@arkboulton.org](mailto:v.hudson@arkboulton.org)