



Ark William Parker
Academy

SPECIAL EDUCATIONAL NEEDS
AND DISABILITY INFORMATION
REPORT & POLICY

Ark

INFORMATION ABOUT THIS DOCUMENT

Named personnel with designated responsibility for all matters associated with SEND:

Role	Designated Person	Contact Details
SENCo	Sofia Keigher	s.keigher@arkwilliamparker.org
Senior leader who manages the SEND Department	Alice Whitby	a.whitby@arkwilliamparker.org
SEND Link Governor	TBA	
Member of staff responsible for pupils with medical needs	Sofia Keigher	s.keigher@arkwilliamparker.org
Member of staff responsible for managing PPG/LAC funding	Sofia Keigher	s.keigher@arkwilliamparker.org

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
December 2018	Policy amended	Simon Hawthorne, Regional Inclusion Lead

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disability (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will also be shown on our school website.

This document forms our information report and SEND policy which in turn explains how our approach to SEND enables us to fulfil our duties towards pupils with special educational needs and disabilities.

We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.

2. Who do I contact?

In the first instance you should talk to your child's form teacher if you have any concerns about your child's learning. It is likely that the form teacher will have discussed your concerns with Sofia Keigher, the Academy SENCo.

You may wish to arrange a meeting with Mrs Keigher. Her contact details are:

E-mail: s.keigher@arkwilliamparker.org

Telephone: 01424 439888

If you continue to have concerns about your child's provision and support, you should arrange to discuss these with Yvonne Powell, the Academy Executive Principal, and as a last resort, you may wish to speak to the Link SEND Governor.

3. Which children does the school provide for?

We are a Secondary Academy, and we admit pupils from age 11 to 19. We are an inclusive school. This means we provide for children with all types of special educational needs.

If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

You can find further information through the following links:

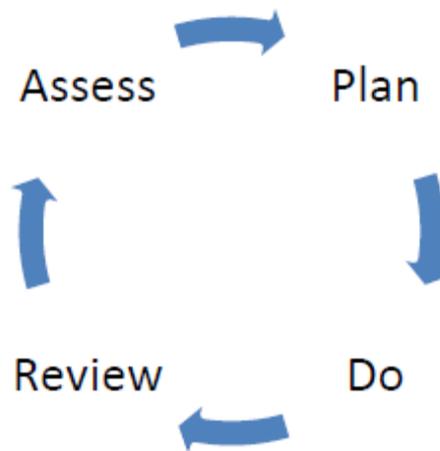
- [Ark William Parker Admissions Policy](#)
- [East Sussex School Admissions - eastsussex.gov.uk](http://eastsussex.gov.uk)
- [Amaze – Independent advice for parents and pupils with SEND](#)

4. How does the school meet the needs of children with SEN and disabilities?

We have a whole school vision that 'every child can succeed,' which includes our pupils with SEND. We work to support students with a wide range of abilities and skill-sets, and we celebrate the achievements and progress of all. We work with students who require additional support with their academic or social development and always make every effort to meet these needs.

We will work with you and your child to ensure that we:

- assess your child's needs
- plan support for them, focusing on outcomes
- do those support provisions that we identify, and
- review these provisions at least three times a year



You and your child should be involved in the plan and review process. We will use our 'best endeavours' to arrange the support your child needs.

If a child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

We aim to identify children's SEND as early as possible, so that the child achieves the best possible outcomes

A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

At Ark William Parker Academy we monitor the progress of all students six times a year to review their academic progress. We conduct a wide range of assessment strategies (as outlined in Appendix 1 of this document) to help us understand the progress and attainment of all our pupils. Where progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the student to catch up. Some students may continue to make inadequate progress, despite high-quality support targeted at their areas of weakness. For these students, in consultation with parents, we will use a range of targeted assessment tools to better understand these students' learning needs. This will enable us to understand what additional, targeted resources and approaches are required to enable the student to make accelerated progress.

When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of the academy. Such professionals will 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 student to make progress.

In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's 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.

6. How does the school teach and support children with SEND?

High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students.

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 students, including those at risk of underachievement or those who have been identified as having special educational needs.

We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

Where we have pupils whose needs cannot be met through high quality teaching and learning alone, we can offer a range of other provisions in addition to and different from high quality teaching. Details of the most common provisions and interventions that we run are detailed overleaf.

SEND Category	Universal Support: (Mainstream Classroom)	Targeted Support: (School-based additional intervention)	Specialist Support: (Outside agency intervention)
Communication & Interaction	Quality First Teaching	Secondary Language Link Individual Needs Assistants delivery of Speech and Language Therapy programmes Speech, language and communication needs (SLCN) questionnaire	Children's integrated therapy services (CITS) Speech and Language Therapy Service CLASS
Cognition & Learning	Quality First Teaching Whole school literacy strategy Annual reading and spelling assessment Differentiated Teaching Annual numeracy test (Basic Number Screening Test) Teaching Assistant Support	TA focused deployment Read Write Inc. Fresh Start SRA Corrective Reading programme Catch Up Literacy Faculty catch-up sessions Dyslexia Screener Test TA focused deployment Catch Up Numeracy Maths Mastery coaching Faculty catch-up sessions TA focused deployment Memory Magic Homework Club	Dyslexia Assessment Educational Psychologist SpLD teacher 1:1 Assessment and/or bespoke support:
Social, Emotional & Mental Health Needs	Whole school behaviour policy Subject and pastoral reporting mechanisms Thrive Approach	Safe around Sex Key worker Place to Talk/Place to Be Parent workshops My Time Now The Virtual School Young Carers Lunch Clubs Success Plans Thrive Stonewall Programme Boxall Profile Juniper Nurture Room	Educational Psychologist Child and adolescent mental health services (CAMHS) Place2Be Education Futures Trust Early Intervention Support Service Early Intervention Psychosis Team

Sensory and/or Physical Needs	Accessibility plan	Adapted environments as directed by specialist services Jump Ahead Physiotherapy programmes delivered by INAs	iSEND FLESS T&L ESCC Sensory Needs service CLASS
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7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review.)

Additional information for each curriculum area can be found on the school website:

<http://arkwilliamparker.org/curriculum-aims>

You may also contact the relevant Heads of Faculty.

8. How are parents and carers involved in reviewing children's progress and planning support?

All parents are invited to discuss the progress of their children in a formal review meeting at least three times a year, and will also receive an annual written report. In addition we are happy to arrange meetings outside of these times.

As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary. 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. The point of contact for these meetings will normally be the Academy SENCo.

If your child has an identified special educational need you will be invited to a termly meeting with the form teacher and/or SENCo to discuss current progress, support strategies being used and expected outcomes.

In addition to this, parents of students with an 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 students. Parents will be actively supported to contribute to assessment, planning and review.

Students 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.

9. How are children involved in reviewing their progress and planning support?

We are committed to involving all of our pupils in understanding their progress. We have a number of means of gathering the views and opinions of our pupils, in particular those with SEND and other additional needs or vulnerabilities. We gather these views via a range of strategies, including:

- Self-assessment
- PSHE & Tutor Time Circle times
- School Council
- Pupil Voice Activities
- SEN support review meetings
- Annual reviews (statements and EHC plans only)

10. How does the school prepare and support children to transfer to a new school/college or the next stage of education and life?

We work closely with the educational settings used by students 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 disabilities 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 students' needs. There are open evenings and taster days for all year 6 students who are transferring to William Parker Academy in year 7. Parents of students starting at Ark William Parker who have special educational needs are invited to meet with the Academy SENCo at the start of the academic year.

Students in year 8 and 9 are provided with detailed information to support their option choices for Key Stage 4.

Students in year 11 are supported into sixth form or other further education settings by providing information to the next setting. For students 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.

11. What training do our school staff receive?

We access specialist training from a range of specialist providers including:

- Ark Network Lead Professionals and specialist teachers
- Specialist services provided by the local authority
- Specialist partner organisations, such as the Drive for Literacy (DfL)
- Independent providers commissioned by the Academy for specific training

During this academic year, all teachers and teaching assistants have had the following awareness training:

- Teaching students with autistic spectrum condition
- Teaching students with social, emotional and mental health difficulties

- Supporting students with literacy and numeracy difficulties
- Supporting students with dyslexia

In addition, the Teaching Assistants & Inclusion Faculty Staff have received the following enhanced and specialist training:

- Nurture Practitioner Training
- ASD support
- Learning support apprentices
- CCET3 – access arrangement testing
- Selective Mutism

Where a training need is identified beyond this, we will find a provider who is able to deliver it. The cost of training is covered by the notional SEN funding.

12. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision.

We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

We are subject to the Equalities Act and will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.

Further information can be found here:

- [Accessibility Policy and Plan](#)
- [Equalities Statement](#)

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

Further information can be found here:

- [Accessibility Policy and Plan](#)
- [Equalities Statement](#)

15. What support is there for children's overall well-being and their emotional, mental and social development?

We understand how important emotional well-being is for learning. An important feature of our academy is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with students. We cover aspects of emotional well-being in our Personal, Social, Health and Economic curriculum which we deliver e.g. through assemblies, in tutor time, etc.

However, for some students with the most need for help in this area, we are also able to provide the following:

- Time-out space for identified students to use when upset or agitated
- Mentor time with a teaching assistant, form teacher or member of the senior leadership team
- Access to counselling
- A nurture placement in the Juniper Room
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

In addition to these specific interventions, we also have additional policies in school that enhance the provision we make to support our pupils' emotional wellbeing:

- [Anti-bullying Policy](#)
- [Behaviour Policy](#)
- [Safeguarding Policy](#)

Please contact your child's form teacher, their Head of House or the Academy SENCo if you have any concerns about your child's happiness and well-being.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We use a range of specialist agencies, including:

- Child Adolescent Mental Health Services (CAMHS)
- Education Support, Behaviour and Attendance Service (ESBAS)
- Education Psychologist Team
- Communication, Learning and Autism Service (CLASS)
- Children's Integrated Therapy Services (CITS)

Information about these and other services can be found here:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

16. Where can I get information, advice and support?

East Sussex Local Authority publish their own 'local offer,' which provides details of how the Local Authority supports children with SEND. It can be accessed here:

www.eastsussex.gov.uk/localoffer

Parents can also access independent advice here:

[Amaze SEN Advocacy service](#)

Additional information and advice can also be provided by the Academy SENCo.

17. What do I do if I am not happy or if I want to complain?

The normal arrangements for the treatment of complaints at Ark William Parker Academy are used for complaints about provision made for students 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, Academy SEND lead, or the SEND.

If your concerns are not dealt with satisfactorily, you can then contact the Academy Executive Principal, Yvonne Powell, who may direct you to the academy's [Complaints Policy and Procedure](#).

Appendix A: Assessment Strategy

At half-termly intervals, use data to colour-code students' attainment / progress / wider outcomes:
RED = Attainment / progress below average; gap between pupil and peers not closing
AMBER / Yellow = Attainment / progress below average; gap between pupil and peers closing
GREEN = Attainment / progress in average range

UNIVERSAL	Possible area/s of need	TARGETED	SPECIALIST
Half-termly data review (Class teacher, HOY, HOD)	Please note: these are hypotheses only; formal diagnoses can only be made by specialist professionals	Further school-based assessment to inform universal strategies and targeted interventions (Specialist teacher / SENCo)	Specialist assessment for diagnosis and / or advice to inform universal and targeted support (SENCo)
Attainment + progress: English Reading Test Results (NGRT)	Literacy difficulties	GL Dyslexia Screening WRAT IV / YARC / AAB Comprehensive Test of Phonological Processing (CTOPP) Check vision	SpLD teacher Ed Psych GP referral
	EAL	EAL Stages / QCA Scales	EAL teacher
	Language and Communication Difficulties	Language and Communication Checklist Check hearing	Speech and Language Therapist GP referral
Attainment + progress: maths	Numeracy difficulties	Basic Number Screening Test (Y7 and Y8) CAT 4 (quantitative) WRAT IV (math computation)	Ed Psych
	Difficulties with abstract thinking		Ed Psych
Attainment + progress: across the curriculum	Moderate learning difficulties / general developmental delay	CAT 4 Consider personal history	Paediatrician Ed Psych
Attendance Negative behaviour incidents Isolations / detentions Exclusions / at risk of permanent exclusion	Mental health problems	Strength and Difficulties Questionnaire The Boxall Profile	EWO/CAHMs therapist / Ed Psych / Paediatrician
	Difficulties related to personal organisation	Coping in Schools Scale	Ed Psych
	Social Skills Difficulties	Language and communication Checklist	Speech and Language Therapist
	Family or social difficulties	Consider personal history	Social Services, Family support, Home-school liaison
Handwriting / coordination – observational information	Motor Skills Problems	Diagnostic Assessment of Speed of Handwriting (DASH) Hedderly Sentence Completion Test	Ed Psych Occupational Therapist