



Ark Tindal  
Primary Academy

SEND  
INFORMATION  
REPORT

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1. Who are the best people to talk to at Ark Tindal Primary Academy about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher if you have any concerns about your child's learning
- It is likely that the class teacher will have discussed your concerns with Mrs Tahira, the academy SENDCo
- You may wish to arrange a meeting with the SENDCo, Mrs Tahira.
- If you continue to have concerns, arrange to discuss these with Mr Rand, Assistant Head responsible for Inclusion, Miss Francis, the Deputy Head Teacher or Mrs Eaton, the Head of School
- You may also wish to speak to the Link SEND Governor, Jude Slama.

2. What are the kinds of special educational needs for which Tindal academy makes provision?

- At Ark Tindal Primary Academy, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism, Asperger's syndrome, ADHD, moderate learning difficulties and social, emotional or mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The academy also currently meets the needs of pupils with a statement of special educational needs or an 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 assess the needs of pupils with special educational needs?

- At Ark Tindal Primary 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 student 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 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 pupil to make progress. At this point we will have identified that the pupil has a special educational need.
- In exceptional circumstances, 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 student's needs and consider issuing an Education, Health and Care Plan. More information about this process can be found here: <https://www.youtube.com/watch?v=s6HaZhw6zX8>
- Throughout the above process, we will ensure that all teachers and support staff who work with the pupil 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 class teacher will talk to you in the first instance, either before/after school or at a parent/teacher consultation meeting.
- For more serious concerns the academy SENCo may then 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 two occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside of these times.
- 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 pupil 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. 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 class teacher or SENCo to discuss current progress, support strategies being used and expected outcomes.
- In addition to this, parents of pupils with a statement of SEND/ 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 pupil. 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?**

- High quality teaching is on offer to all pupils, regardless of their learning needs. This means that teachers take into account 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.
- 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 Tindal Primary 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 the Rapid Reading Programme and 1:1 phonics.
- 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 Tindal Primary Academy we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site. For further details, please refer to the Accessibility Plan on Academy website: [www.arktindalprimary.org](http://www.arktindalprimary.org)

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

- At Ark Tindal Primary 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
  - *Doing* this intervention
  - *Reviewing* the impact on your child's progress towards individual learning outcomes
- 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
  - Pupil School Support Service
  - Speech and Language therapy
  - Input from specialist sensory advisory teachers for pupils with, for example, hearing or visual impairments
- For a full list of interventions provided at Ark Tindal Primary Academy, please refer to our Inclusion Strategy at the end of our SEND Policy, which can be found on the academy website.

#### 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 Tindal Primary Academy.

- Ark Tindal Primary 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 SENCo 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 three times per year.
- Your child's progress will also 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 a statement of special educational needs / Education, Health and Care plan there will be an annual review of the provision made for them, which will enable an evaluation of the effectiveness of targeted and specialist provision.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

**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 SEND funding.

**8. How does Ark Tindal Primary Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and / or disability?**

- 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 will have the following awareness training:
  - Differentiation for pupils with literacy difficulties / dyslexia provided by the Birmingham Network Lead for Inclusion
  - Quality first teaching for pupils with SEND, provided by the SENDCo and Birmingham Network Lead for Inclusion
  - Identification and support of speech, language and communication needs provided by the Birmingham Network Lead for Inclusion and the speech and language therapist
- In addition, the teachers have received the following enhanced and specialist training:
  - Autism Tier 1 Training
- 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 SEND funding.

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

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure across education, health and social care through targeted and specialist teaching strategies and interventions.
- The 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
- An EHC Plan assessment can be requested by any number of people, including:
  - You as parent or carer
  - Your child – where appropriate and aged 16 or over)
  - The Academy SENDCo
  - The Academy Head of School
  - 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 Tindal Primary Academy?**

- 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 every conversation adults have with pupils.
- We cover aspects of emotional well-being through Draw and Talk and social skills groups.
- For some pupils with the most need for help in this area, we are also able to provide the following:
  - Time-out space for identified pupils to use when upset or agitated
  - Mentor time with member of the pastoral team or a member of the senior leadership team
  - Access to counselling
  - An external referral to Child and Adolescent Mental Health Service (CAMHS)
- Please contact your child's class teacher or the Academy SENCo 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 Tindal Primary Academy we have support arrangements or service level agreements in place with the following specialist bodies:
  - School Nurse
  - Communication and Autism Team
  - Educational Psychologist
  - Pupil School Support Service
  - Hearing Impairment Team
  - Visual Impairment Team

**12. How will Ark Tindal Primary 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 secondary school in year 7.
  - There are open evenings and taster days for all children who are starting at Ark Tindal Primary Academy in Nursery and Reception.
  - Parents of pupils who have special educational needs are invited to meet with the Academy SENDCo at the start of the academic year.
  - If your child has an identified special educational need and it is felt that they require extra support during their transition, additional transition visits can be arranged.

### 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 Tindal Primary Academy are used for complaints about provision made for pupils with special educational needs. The Complaints Policy can be found on the Academy website, here: [www.arktindalprimary.org](http://www.arktindalprimary.org)
- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the class teacher or Academy SENDCo.
- If your concerns are not dealt with satisfactorily, you can then contact the Head of School, who may direct you to the academy's Complaints Policy and Procedures.

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

- The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.
- The service is impartial, confidential, accessible and free, and can help with a range of subjects, including:
  - Assessment processes for education, health and care plans
  - Information about the support available in nurseries schools and colleges
  - Social care and health issues that relate to education
  - Individual casework and support in preparing for and attending meeting
  - Advice and representation through appeals and complaints processes, if appropriate.
- SENDIASS works at arms-length from the Council and is available to:
  - Parents/carers of children with special educational needs (SEN) or disabilities
  - Young people (over the age of 16) with special educational needs or disabilities.
- The SENDIASS team is available from 8:45am to 5:00pm, Monday to Friday.
  - Telephone: 0121 303 5004
  - Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

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

- The Local Authority's local offer is published on [https://www.birmingham.gov.uk/info/50034/special\\_educational\\_needs\\_or\\_disabilities](https://www.birmingham.gov.uk/info/50034/special_educational_needs_or_disabilities)
- Parents without Internet access should make an appointment with the Academy SENCo for support to gain the information they require.

Appendix 1: The EHC Plan Assessment process

