



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:	September 2022	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2023	Owner:	Education Directors
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 Tindal Primary Academy	Key Contact Name:	S. Bains
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ARK LIBRARY COMPONANT

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 type="checkbox"/> Curriculum & Assessment <input checked="" 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	Special Educational Needs and Disabilities (SEND)

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1. Contact information

If you have any concerns about your child's learning, talk to the class teacher. The class teacher may have already discussed the concerns with the SENDCo, or will raise the concerns with the SENDCo after speaking to you. You may wish to arrange a meeting with the SENDCo, this can be done by ringing the school office. If you continue to have concerns, you could arrange to discuss these with the Head of School. As a last resort, you may wish to speak to the Link SEND Governor.

SENDCo	Symran Bains & Eleanor Burrows info@arktindalprimary.org 0121 464 3049
Local authority Birmingham	https://www.birmingham.gov.uk/localoffer
Headteacher	Hayley Francis
SEND Link Governor	Jenny Hunt

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 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. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. 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 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, despite 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. At this point we will have identified that the student has a special educational need.

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. This is Birmingham's animation explaining the process: <https://www.youtube.com/watch?v=s6HaZhw6zX8>

4. Consulting and involving pupils and parents

The SENDCo will then contact you to have an early discussion when identifying whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account
- 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 with a letter when it is decided that a pupil will be added to the SEN register and receive SEN support.

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 SENDCo 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

All of the next steps and targets for a pupil with special education needs will be documented on an Individual Provision Plan. Copies of Individual Provision Plans can be requested and sent home. Class teachers will regularly communicate with parents about the progress a pupil is making. These plans are reviewed on a termly basis, or more frequently when the targets have been met.

All teachers and support staff who work with the pupil will be made aware of their needs, 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 work closely with the educational settings used by students before they transfer to us to seek information to 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. Parents of students who have special educational needs are invited to meet with the Academy SENDCo at the start of the academic year or before the pupil joins. There are open evenings and taster days for all children who are starting at Ark Tindal Primary Academy in Nursery and Reception. Additional visits can be arranged for pupils who may need more support for this transition.

If a pupil is moving to a new school, we will share information with the school, or other setting the pupil is moving to. We do this by calling the school ahead of the pupil starting, alongside this we hand deliver all files to the new school. Where required, additional open evenings and taster days can be organised with schools if we feel this is what a pupil may need.

7. Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Pupils with SEN are assessed using Birmingham's Toolkit Tracker. These assessments are used to inform targets and next steps for each pupil. The targets are outlined on the pupil's Individual Provision Profile, which is used to inform planning so that the needs of the individual pupils are met.

It might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum for some pupils. These include, for example, targeted literacy programmes such as precision teaching. We have a SEND assistant who carries out many of these interventions, alongside the year group lead.

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.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

7.2. Additional support for learning

At Ark Tindal Primary Academy, we have a three-tiered approach to supporting students' learning needs.

At **UNIVERSAL** level, we use our notional SEN funding – money we receive as part of our budget – to provide quality teaching, which may include some minor adaptations to match learning needs. 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 Psychologist
- Pupils and School Support
- Speech and Language therapist
- Communication and Autism team
- Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments

7.3. Expertise and training of staff

At Ark Tindal we offer a huge array of training and professional development opportunities. All staff are trained on meeting the needs of pupils with SEND by the SENDCo. The SENDCo also arranges more personalised meetings and training sessions with staff based on the need of individual children when required. Specialist training is also accessed through contact with various professionals and agencies that work along side the school. During this academic year, all teachers and support staff will have the follow training:

- Tier 1 Autism Awareness
- Emotional attachment and trauma awareness
- Quality first teaching for students with SEND
- Intervention planning and responding to individual needs
- Differentiation for students with reading and writing difficulties

Where a training need is identified beyond this, we will find a provider who is able to deliver it or we will develop the training in house.

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 it using the notional SEN 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 on the toolkit tracker
- Reviewing the impact of interventions after the allocated time frame for that intervention
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps and the Individual Provision Profiles to measure progress
- Holding annual reviews for pupils with SEND Support or EHC plans

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

Ark Tindal Primary Academy is an inclusive academy and committed to providing equal opportunities for all students. All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

When necessary the academy will make reasonable adjustments to ensure that students with SEND

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.

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

10. Support for improving emotional and social development

We understand how important emotional well-being is for learning. We have three members of staff that are trained as Mental Health First Aiders.

An important feature of the 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 through assemblies, circle time and PHSE lessons. We are also working towards the Rights Respecting Award.

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 teacher, support staff or 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 form teacher or the Academy SENDCo if you have any concerns about your child's happiness and well-being.

11. Working with other agencies

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
- Speech and language therapist

12. Complaints about SEN provision The normal arrangements for the treatment of complaints at Ark Tindal Primary Academy are used for complaints about provision made for students with special educational needs. The Complaints Policy can be found on the Academy website, here: 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 Headteacher, who may direct you to the academy's Complaints Policy and Procedure.

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

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 meetings
- 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

13.1 The local authority local offer

- The Local Authority's local offer is published on:
<https://www.birmingham.gov.uk/localoffer>

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

15. Contact details for raising concerns

If you have any further concerns, and have spoken to your child's class teacher but still want further information, please feel free to contact the office and ask to speak to:

The SENDCo	Symran Bains & Eleanor Burrows
Headteacher	Hayley Francis