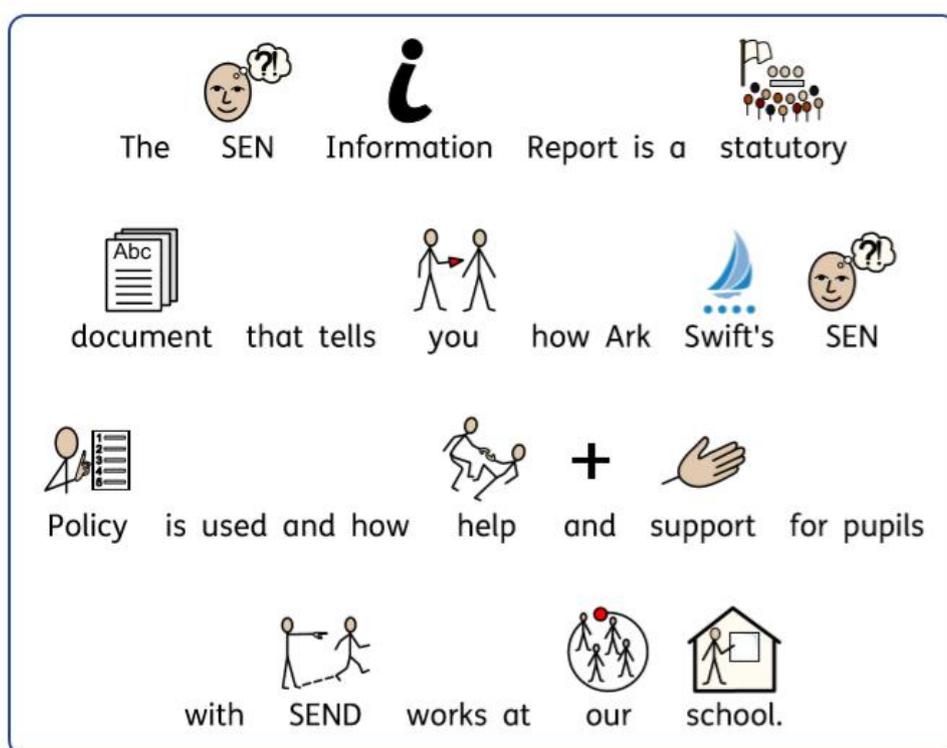




Ark Swift SEN information report

PURPOSE



Date of last review: July 2022

Date of next review: September 2023

Author: Tom Draper, Ark Head of Inclusion

Tailored by: Ark Swift SENCO with contributions from staff & parents

Key Contact: Emily Keeler, SENCo, e.keeler@arkswiftprimary.org / 0208 743 2514

Ark Library: Culture, Ethos & Wellbeing – Special Educational Needs & Disabilities

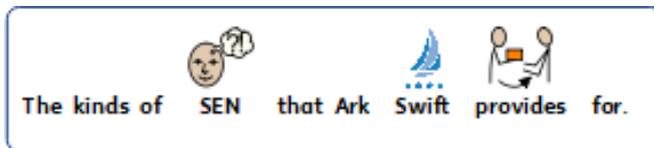


1. Contact Information
2. The kinds of SEN that are provided for
3. Identifying pupils with SEN and assessing their needs
4. Listening to and involving pupils and parents
5. Assessing and reviewing pupils' progress
6. Supporting pupils moving between phases and preparing for adulthood
7. How we teach pupils with SEN
 - 7.1. Adaptations
 - 7.2. Additional support for learning
 - 7.3. Expertise and training of staff
 - 7.4. Equipment and facilities
8. How effective is our SEN provision?
9. Including pupils with SEN in whole school activities
10. Improving emotional and social development
11. Working with other agencies
12. Complaints about SEN provision
13. Support services for parents of pupils with SEN



1.

	Who do I contact if...	Name	Role	Email / Telephone
1	I am worried about my child's progress	First, speak to your child's class teacher	Class Teacher	info@arkswiftprimary.org 0208 743 2514
2	I need to talk to the person responsible for organising SEN provision	Ms Keeler	Special Educational Needs Coordinator (SENCo)	e.keeler@arkswiftprimary.org 0208 743 2514
3	I still have unresolved concerns	Mr Upfield	Principal	info@arkswiftprimary.org 0208 743 2514
I want to know what SEN services are available in my local authority		http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0 send@lbhf.gov.uk 020 8753 1021		



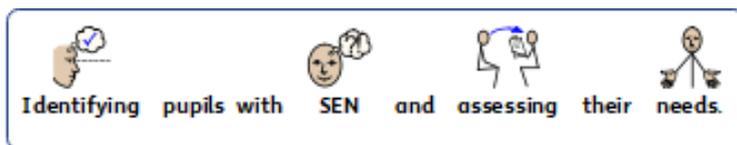
2.

Provision at Ark Swift is organised into three levels:

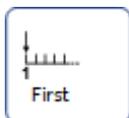
Universal	Targeted	Specialist
For all children to make excellent progress	For some children who need extra support	For the few children with a high level of need

It matches the four areas of need set out in the SEN Code of Practice, 2015:

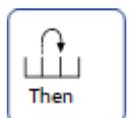
Area of Need	Examples of SEN
Communication & Interaction	<ul style="list-style-type: none"> • Speech and Language difficulties • Autism Spectrum Condition (ASC)
Cognition & Learning	<ul style="list-style-type: none"> • Specific Learning Difficulties such as dyslexia • Global Learning Delays
Social, Emotional & Mental Health Needs	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Attachment Disorders • Anxiety or Depression
Physical & Sensory	<ul style="list-style-type: none"> • Hearing or Visual Impairment • Sensory Processing Difficulties



3.



We assess each pupil's current strengths and needs when they arrive at Ark Swift. Often, we speak to their previous nursery or school too.



Class teachers continue to assess all pupils regularly and share this information with the Senior Leadership Team through progress reviews. This means we can identify pupils 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

We look at all areas of development, not just academic attainment. For example, social skills and communication & language.

IMPORTANT: Slow progress and low attainment will *not* automatically mean a pupil is recorded as having Special Educational Needs.

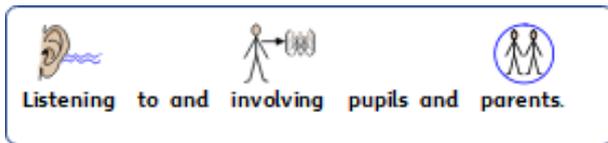


Class teachers will speak to you informally to find out what your thoughts are and share their observations. You will probably have useful information about your child that will be helpful to the school, so it is good to be open and honest about what your child can or can't do.

We might also agree to meet for a structured conversation with the SENCo and the class teacher. This is a chance to discuss what is working well, what we might be worried about and what next steps we all need to take. We aim to share an initial concern with you within 10 days of it being raised by you or the class teacher. You will be given a written record of our meeting.



We will set clear targets for progress as well as putting support in place straight away to meet your child's needs. When we meet to review, we might decide to repeat this cycle of support, perhaps including referrals to outside agencies for further assessment of your child's development. Or we might decide that we already have enough evidence to identify your child as having special educational needs. Sometimes, pupils have made enough progress for us to hand their ongoing monitoring and assessment back to the class teacher.



4.

At Ark Swift, we want to work in partnership with families to get the best possible outcomes for our pupils. What you think matters because you know your child best. What your child thinks matters because of their direct experience of learning.

Staff are trained to gather the views of pupils of all ages so that what they think is communicated and understood. This is done ahead of every review meeting.

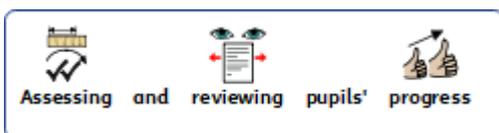
When appropriate, pupils are invited to attend review meetings themselves.

Parents and carers of pupils about whom there is an initial concern are able to share their views during a structured conversation with SENCo and class teacher, as described above.

Parents and carers of pupils with identified SEN are invited to a review meeting every term with the class teacher and SENCo. This gives them a chance to communicate their views as well as hear directly from staff working with their child.

In addition, parents and carers of pupils with an Education, Health & Care Plan are invited to attend an annual review, which brings together all the staff and external professionals involved with their child.

Name:		Date:	
<p>What is working well:</p>	<p>What is not working well:</p>		
<p>My aspirations:</p>			
<p>What I need help with.</p>		<p>What needs to change.</p>	



5.



ASSESS: we monitor all pupils' progress throughout the year by observing them, talking to them about their learning and strategic use of testing or screening. Senior leaders also carry out classroom observations and look at pupils' books.

PLAN: If a pupil is not making expected progress, we make a plan! This might include a structured conversation with parents or planning a booster class or intervention.

DO: The class teacher and support staff put the agreed plan into practice with the guidance of the SENCo where appropriate.

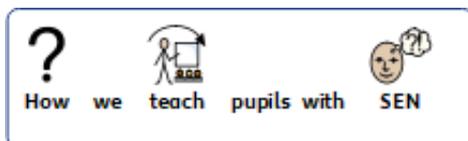
REVIEW: Class teacher, senior leaders & external support services, such as therapists, review progress regularly. If it is clear before the review that the support isn't right, we act quickly to change the plan.



6.

Depending on your child's age and stage of development this might include:

- Visiting your child at home or in their current nursery school before they start at Ark Swift.
- Providing photos or a social story that describes the move in child-friendly language.
- Taking your child to visit their new classroom or to meet their new teacher before the summer break.
- Running 'handover' meetings between class teachers before the end of term
- Creating a 'pupil passport' that sums up what is important to your child, their needs and barriers to progress, how they might show their needs and how they need to be supported.
- Using a calendar to count down the days or weeks until the move
- Creating a transition book of memories to support your child to have a good ending at Ark Swift before starting a new school
- Arranging additional, small group visits to their new secondary school
- Inviting key staff from their new secondary school to meet your child at Ark Swift
- Running a social skills or speech and language group for Y6 children who need additional preparation for life at secondary school



7.

High quality teaching is the first step in meeting the needs of pupils with Special Educational Needs or possible SEN.

The class teacher is responsible for planning for, assessing and teaching all pupils in their class, including those with SEN.

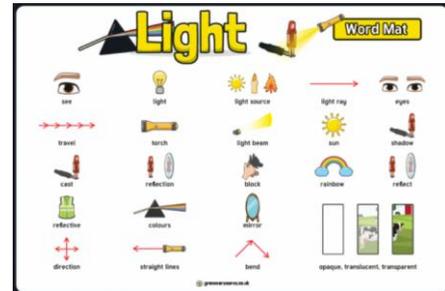
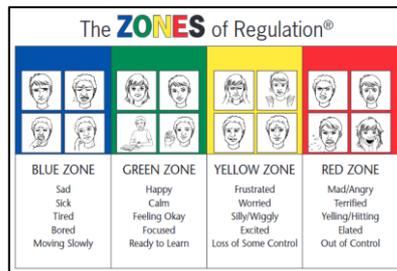


7.1.

Every child is different. We work hard to make sure that the right facilities and equipment are available as part of our **universal provision**. This means making adaptations to our curriculum and our learning environment so that it is accessible for all pupils. Here are some examples of how we do this:

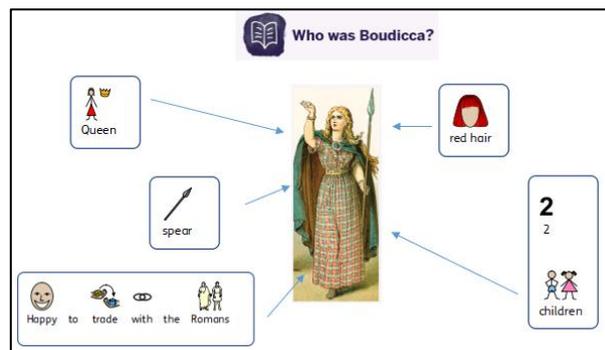
- Adapting group sizes – whole class, small groups and 1:1 teaching
- Flexible grouping depending on the subject so that all pupils have experience of working with different peers

- Providing scaffolds – this means putting temporary support in place until pupils can work independently. Scaffolds might be visual, verbal prompts or adapted work that provide the pupil with more support.



Examples of visual scaffolds

- Use of programmes, such as ‘In Print’, to support pupils to understand lesson content. We have used ‘In Print’ throughout this Information Report so that it is easy to read.



- Use of technology such as sound systems for pupils with a hearing impairment or provision of a device for word processing or recording sound
- Adapting teaching to give pupils more time to process information, pre-teaching key vocabulary or targeting questions for particular pupils



7.2.

Sometimes pupils need **targeted support** to overcome specific barriers to progress in their learning, behaviour or development. Support staff at Ark Swift are trained to deliver structured, evidence-based interventions such as:



- Emotional Literacy Support groups (ELSA)
- Restorative Conversations
- Zones of Regulation
- Speech, Language and Communication interventions such as TalkBoost
- NUMICON maths interventions



Support staff work with pupils in class, in small groups and on a 1:1 basis. Timetables for interventions are carefully planned so that pupils do not miss key teaching by their class teacher and continue to have access to a broad and balanced curriculum.

Some pupils with a high level of need also receive **specialist support** from external professionals. We work with:

- Speech and language therapists from the NHS and Unlocking Language
[NHS Speech & Language Service](http://www.unlockinglanguage.co.uk)
www.unlockinglanguage.co.uk
- Occupational therapists from the NHS and SEN Service
[Occupational Therapy Service](#)
- Specialist teachers from InSpIre (Inclusion & Specialist Intervention Outreach) who support pupils with Autism Spectrum Conditions (ASC) or hearing impairment, for example.
[InSpIre](#)
- Hammersmith & Fulham Educational Psychologists
[LBHF Educational Psychology Service](#)
- Specialist teachers from Ormiston Academies Trust (Behaviour Intervention Service)
- West London Zone and their partners www.westlondonzone.org
- Place2Be
www.place2be.org.uk



7.3.

Ark Swift SENCo:

Ms Keeler has 8 years' experience working as a SENCo and Inclusion Lead in diverse, London schools. She is a qualified SENCo and achieved the National Award for SEN Coordination in 2015. Ms Keeler is also a Designated Senior Mental Health Lead and Mental Health First Aider.

Ms Keeler works at Ark Swift for 2 days per week.

Pastoral Support: This is led by Ms Burton. She is a trained Mental Health First Aider and also leads on Restorative Awareness training across the school.

We have a team of support staff including 1:1 Learning Support Assistants, Graduate Co-Teachers and experienced Teaching Assistants who are trained to deliver SEN provision.



7.4.

Some resources are provided by school for pupils who need them. For example:

	<p>Wedge cushion</p>	<p>To support better posture</p>
	<p>Timers</p>	<p>To help pupils understand how long they have to complete a task</p>
	<p>Theraputty</p>	<p>To build hand strength & fine motor control</p>
	<p>Visual Timetables</p>	<p>To help pupils know what is happening now and next</p>
	<p>Pencil grip</p>	<p>To support pupils to develop a functional pencil grasp</p>

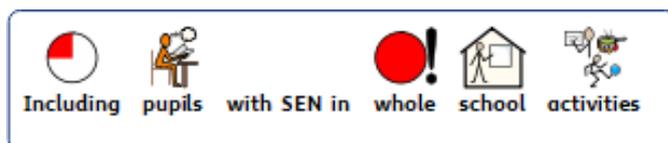
Other resources need to be funded by application to the Local Authority SEN Service, e.g. through a child's Education, Health & Care Plan. Such as:

	<p>Adaptive seating</p>	<p>To provide additional support for pupils with weak muscular control</p>
	<p>Augmentative Communication Aids</p>	<p>To support pupils who are unable to use verbal speech to communicate</p>



At Ark Swift, we evaluate the effectiveness of what we do for pupils with SEN by:

- Reviewing pupils' Individual Learning Plans (ILPs) each term with parents, class teachers and SENCo
- Reviewing the impact of interventions during termly ILP reviews and pupil progress meetings
- Talking with pupils before reviews about what is working well, what is not working well and what needs to change
- Observing lessons and interventions
- Holding annual reviews for pupils with Education, Health & Care Plans.



All after school clubs and school visits are available to all pupils. No pupil is ever excluded from taking part in whole school activities because of their SEN or disability. We do this by:

- Working closely with families to prepare pupils with SEN for trips and visits
- Communicating with external professionals such as physiotherapists to make sure that pupils with disabilities, such as cerebral palsy, are appropriately supported to move around the building with their classmates
- Using social stories and visual timetables to prepare pupils with SEN for special events
- Sharing information about SEN with all adults who work with a child so that they have the knowledge they need to support them effectively
- Ark Swift's accessibility plan can be found on our website:

<https://arkswift.org/policies/inclusion>



10.

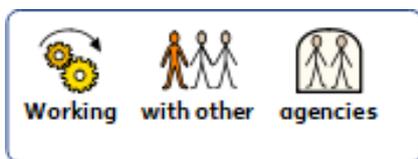
The Pastoral Support Lead works closely with all adults to use Restorative Conversations to resolve conflicts. These separate the person from the behaviour, promote accountability and seek to repair any harm caused in a situation. Restorative Conversations can be run between adults and pupils, between parents or during a class circle time to teach children how to address and resolve conflicts appropriately. There is a zero-tolerance approach to bullying.

The 'RNR Room' (Restore and Reflect) is used for social intervention groups and to provide a safe space for pupils to self-regulate.

Zones of Regulation is embedded within our whole school provision. Each class has a Zones display that shows the emotions of each zone and the tools that pupils can use to return to or stay in the Green Zone. Targeted pupils may have a personalized Zones toolkit to support the development of self-regulation skills.

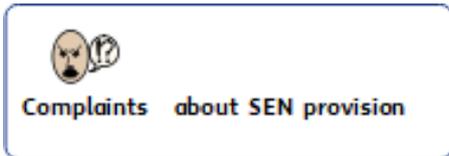


An example of a classroom Zones of Regulation display



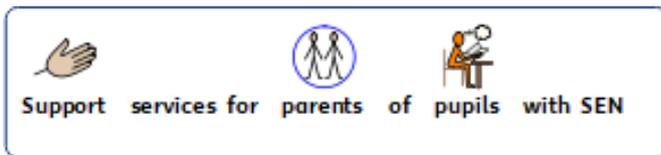
11.

At Ark Swift we work hard to communicate effectively with other agencies, including health, children's social care services, the Local Authority and voluntary sector organisations such as the Hammersmith & Fulham Foodbank. This means that we can make sure the support our pupils and their families need is put in place efficiently so that it has the greatest possible impact.



12.

Questions about SEN provision at Ark Swift should be made to the class teacher in the first instance. If parents or carers continue to have concerns, they should discuss these with the SENCo, Ms Keeler. If concerns are unresolved, parents or carers should phone the school office to make an appointment to speak with the Principal, Mr Upfield. For contact details, see contact information under Point 1.



13.

<p>LBHF Local Offer</p>	<p>Information on local services and support for children and young people (ages 0-25) with special educational needs and disabilities, and their families.</p>										
<table border="1"> <tr> <td data-bbox="161 967 376 1122"> <p>Children's centres</p> </td> <td data-bbox="405 967 620 1122"> <p>Early years and childcare</p> </td> <td data-bbox="649 967 865 1122"> <p>Education, Health and Care Plans</p> </td> <td data-bbox="893 967 1109 1122"> <p>Education, learning and skills</p> </td> <td data-bbox="1137 967 1353 1122"> <p>Health</p> </td> </tr> <tr> <td data-bbox="161 1153 376 1308"> <p>Money matters</p> </td> <td data-bbox="405 1153 620 1308"> <p>Preparing for adulthood</p> </td> <td data-bbox="649 1153 865 1308"> <p>Short Breaks</p> </td> <td data-bbox="893 1153 1109 1308"> <p>Support for families</p> </td> <td data-bbox="1137 1153 1353 1308"> <p>Things to do</p> </td> </tr> </table>		<p>Children's centres</p>	<p>Early years and childcare</p>	<p>Education, Health and Care Plans</p>	<p>Education, learning and skills</p>	<p>Health</p>	<p>Money matters</p>	<p>Preparing for adulthood</p>	<p>Short Breaks</p>	<p>Support for families</p>	<p>Things to do</p>
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<p>Stephen Wiltshire Centre 0208 753 4443 stephenwiltshirecentre@lbhf.gov.uk</p>	<p>The Stephen Wiltshire Centre is a purpose-built specialist centre for children with special educational needs and/or disabilities (SEND) and their families, who live in Hammersmith & Fulham. The Centre is named after Stephen Wiltshire; an artist who has autism and attended Queensmill School in Hammersmith.</p> <p>This specialist hub delivers a range of activities, information and support in partnership with local services and agencies - families can meet professionals and peers, as well as take part in family fun days, drop in advice sessions and short breaks including holiday schemes.</p>										
<p>Parentsactive 0208 748 5168 https://www.parentsactive.org.uk/</p>	<p>Parentsactive was established in 2001 to support families of disabled children in Hammersmith & Fulham. Parentsactive provide a support network, regular training sessions and work with the local authority to help shape services for disabled children and young people to ensure that their needs are met.</p>										

Hammersmith & Fulham
IASS
0208 840 9099
[Information, Advice and
Support Service](#)

An impartial and free service providing confidential, accessible advice, guidance and support to parents/carers of children with Special Educational Needs and/or Disabilities. This might include an individual drop-in service, support at meetings to empower parents/carers to express their views about their child's needs and progress, support to draft letters and any other supporting paperwork, checking EHC plans with parents/carers.