

Special Educational Needs and Disability (SEND)



Swift's Offer

At Ark Swift we believe that all children have the right to go on to university or into the career

of their choosing.

In order to support all children to do this, we have a dedicated inclusion team that provides support.



Our Team:

Miss Leach Assistant Principal Inclusion SENCO	I lead on SEND and EAL (English as an additional language). I also organise annual reviews and apply for Education, Health and Care Plans. I am happy to give advice and help to anyone who wants it.
Ms Burton Pastoral Support Manager	I work with some of our most vulnerable children, supporting them in class and running small groups.
Ms Long Pastoral Support Worker	I support some of our most vulnerable children, helping them to access their learning and running small groups.

Frequently asked SEND questions

How does Ark Swift know if children need extra help?

We know when pupils need help if:

- *concerns are raised by parents/carers, teachers, co-teachers, or the pupil's previous school*
- *there is lack of progress*
- *poor test scores*
- *there is a change in the pupil's behaviour*
- *a pupil asks for help*

What should I do if I think my child may have special educational needs?

If you have concerns, please contact your child's teacher or our Assistant Principal for Inclusion. We will then discuss your concerns and decide on a plan moving forward to best support your child. This may involve observations, assessments or getting an outside professional to work with us.

How will I know what support Ark Swift are offering my child?

Ark Swift is an inclusive school offering a range of interventions and strategies according to individual need.

Strategies

Wave 1 strategies - Each pupil's education programme is planned by the class teacher and differentiated according to the pupil's individual needs, this may include additional general support by the teacher or co-teacher in class.

Wave 2 strategies - If a pupil has needs related to specific areas of learning, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group, run by the teacher or co-teacher. The length of time of the intervention will vary according to need, but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Wave 3 strategies - If a pupil is identified as having specific needs, a referral may be made to an outside agency to carry out an assessment and provide strategies to the school to best support the pupil. The school works closely with a variety of agencies to ensure this provision is regularly reviewed and updated as necessary.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and/or the Deputy Headteacher and the inclusion lead to discuss the progress of the pupils in their class. This shared discussion highlights any potential problems in order for further support to be planned which will be discussed and implemented by the inclusion lead.

We communicate with parents in a variety of ways to ensure they are updated and informed of their child's progress. If a child is placed onto the Special Educational Needs Register, parents are contacted via letter to let them know what this means and also via their child's class teacher. An individual learning plan is set up giving specific targets for the child to work on which is shared with parents. At parent's evening, the inclusion lead is available to meet any parents who would like to discuss their child and parents are welcome to meet their child's class teacher and/or the inclusion lead throughout the year if they have any concerns.

Interventions

Emotional/Social Skills programmes/support including strategies to enhance self-esteem

- Place 2 Be
- Pastoral Support
- West London Zone Link Worker

Our co-teachers run social skills groups as needed.

Access to a supportive environment - IT facilities/equipment/resources (inc. preparation)

- Clicker 7 is installed on laptops for children who may struggle with their writing
- Electronic Spell checkers
- Communicate in Print



Strategies/programmes to support speech and language

- SALT
- Communication keys
- Colourful Semantics

We have access to strategies/programmes through referrals to the Occupational Therapy/Physiotherapy services in the NHS

- Our occupational therapist comes in and sets targets for co-teachers to work on with identified pupils

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Place 2 Be
- Pastoral Support

Strategies to support/develop literacy inc reading

- Our school is a [Read Write Inc](#) School therefore children receive daily sounds intervention
- 1:1 tuition for phonics
- Fresh Start
- Cracking Comprehension

Strategies to support/modify behaviour.

- Our behaviour policy can be found on our school website
- We set up individual targets and behaviour charts for any child struggling to follow the whole school policy

Strategies to support/develop numeracy

- Our maths is based on the national curriculum and maths mastery. Please click [here](#) to find out more.

Provision to facilitate/support access to the curriculum

- At Ark Swift we believe in providing fully inclusive quality first teaching.

Strategies/support to develop independent learning

- Differentiated/personalised work
- Individual learning plans for each SEN child.

Support/supervision at unstructured times of the day including personal care

- Our pastoral support team and members of the senior leadership team are available to engage with children and teach them how to interact positively

Planning and assessment

- SEN children are identified on planning.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Parents and professionals are invited to ILP meetings/annual reviews.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher and supported by the SENCo to enable them to access the curriculum.

Co-teachers may be allocated to work with the pupil in a small focus group to target specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

You will be able to discuss your child's progress at parent's evenings.

Appointments can be made to speak in more detail to the class teacher or inclusion lead by visiting the school office.

ILPs are sent home each term. Targets are usually set by the class teacher with support from the SENCo. Parents/carers are encouraged to contribute to their child's ILP.

How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings, or if you are requested to attend a meeting.

The inclusion lead may meet with you to discuss how to support your child.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Pastoral Support team
- Place 2 Be
- An adult mentor
- Social skills groups
- Anger management support

Pupils with medical needs



- *If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil.*
- *Identified first aiders are located throughout the school building.*
- *Where necessary and in agreement with parents/carers medicines are administered in school, but only where a signed Medication agreement in line with the medication policy is in place, to ensure the safety of both the child and staff member.*

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialized expertise.

The agencies used by the school include:

- *Child Protection Advisors*
- *Educational Psychologist*
- [CAMHS \(Child & Adolescent Mental Health Service\)](#)
- *ACE team to support with attendance*
- *Social Services*
- *West London Zone*
- *Place 2 Be*
- [Speech and language \(NHS\)](#)
- *Meetings between the previous or receiving schools prior to the pupil joining/leaving.*
- *Speech and Language Consultant*

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year by the local authority. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

If any concerns are raised on completion of assessments the inclusion lead will seek further support or advice from outside agencies, if required.

Individual pupil premium payments are used to support that pupil's learning.

How is the decision made about how much support my child will receive?

When the children join the school, support is allocated on the information provided by the feeder school. Usually, in consultation with their phases lead, the inclusion lead/headteacher will allocate co-teachers to small groups to support in class or in other focus groups tailored to the pupils' needs.

- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.*
- Parents/carers will be updated on the support their child is receiving through ILP reviews and parent teacher consultations.*
- A provision map is kept in school as a record of support that the pupil is receiving including the impact it is having on the pupil's learning.*
- If concerns remain about a pupil, we may apply for an EHCP (Education, Health and Care Plan) from the Borough. If successful, this will result in additional funding being allocated to that child. Please see the end of this report for that process.*

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.*
- During parents evenings.*
- During discussions with the inclusion lead or other professionals.*
- Parents are encouraged to comment on their child's ILP with possible suggestions that could be incorporated.*

Who can I contact for further information?

If you would like to find out any more information, please contact the inclusion lead using the following email info@arkswiftprimary.org

For information about Hammersmith and Fulham SEND please see their local offer on the following website: <https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send>

SEND Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

