



Ark Blacklands Primary Academy

SEN Information Report

PURPOSE

The SEN Information Report is a statutory document that tells you how Ark Blackland's SEN Policy is used and how help and support for pupils with SEND works at our school.

Date of last review: December 2022

Date of next review: December 2023

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I.



Contact



Information

	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@arkblacklandsprimary.org 01424 429279
2	I need to talk to the person responsible for organising SEN provision	Mr Higgins-Gooch	Special Educational Needs Coordinator (SENCo)	a.higgins-gooch@arkblacklandsprimary.org 01424 429279
3	I still have unresolved concerns	Mrs Rankin	Principal	info@arkblacklandsprimary.org 01424 429279
	I want to know what SEN services are available in my local authority	SEND Information and Services East Sussex Local Offer		

2.

The kinds of  SEN  that  Ark  Blacklands  provides for:

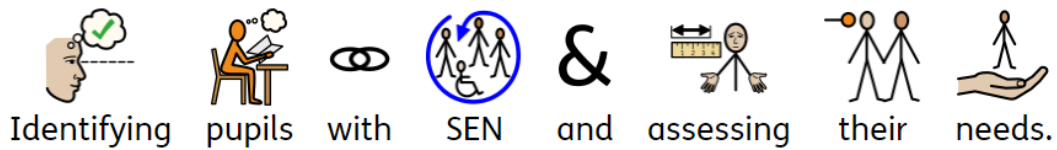
Provision at Ark Blacklands is organised into three levels of support:

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:

Broad Area of Need	Examples of SEN
Communication & Interaction	<ul style="list-style-type: none"> • Speech, Language and Communication Needs • 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.



First

We assess each pupil's current strengths and needs when they arrive at Ark Blacklands.

Often, we speak to their previous nursery or school too.



Then

Class teachers continue to assess all pupils regularly and share this information with the Senior Leadership Team through pupil progress meetings. 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.



Next

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.



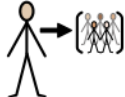



We might also agree to meet for a structured conversation with the SENCo and the class teacher. This is a chance to discuss what is working well, what we might be worried about and what next steps we all need to take. We aim to share an initial concern with you within 10 days of it being raised by you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



Finally

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, or that we have enough evidence to identify your child as having special educational needs. Sometimes, pupils have made enough progress that we can hand their assessment back to the class teacher.

4.

 Listening to  and  involving pupils  and  parents. 

At Ark Blacklands, 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 SENCo (if they have an additional needs plan or EHCP). This gives them a chance to communicate their views as well as hear directly from staff working with their child.

Parents and carers of pupils with an Education, Health & Care Plan (EHCP) are also invited to attend an annual review, which brings together all the staff and external professionals involved with their child.

Name: _____		Date: _____	
 What is working well:	 What is not working well:		
 My aspirations:			
 What I need help with.  What needs to change.			

5.



ASSESS: we monitor all pupils' progress regularly through the year. Senior leaders also carry out classroom observations and look at pupils' books.

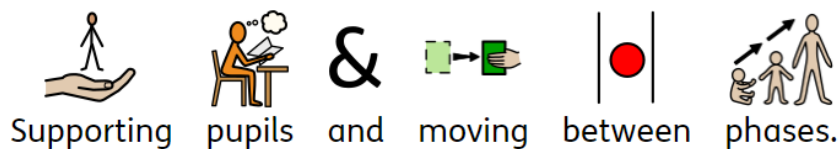
PLAN: If a pupil is not making expected progress, we make a plan! This might include a structured conversation with parents, screening for a particular difficulty or planning a booster class or intervention.

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.



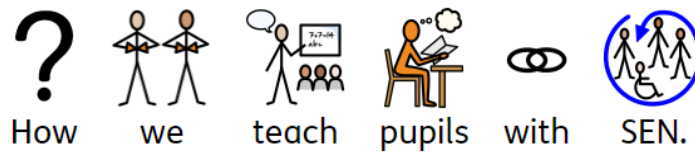
6.



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 Blacklands.
- Providing photos or a social story that describes the move in child-friendly language.
- Taking your child to visit their new classroom or 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 Blacklands 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 Blacklands
- Running a social skills or speech and language group for Y6 children who need additional preparation for life at secondary school

7.



High quality first 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.

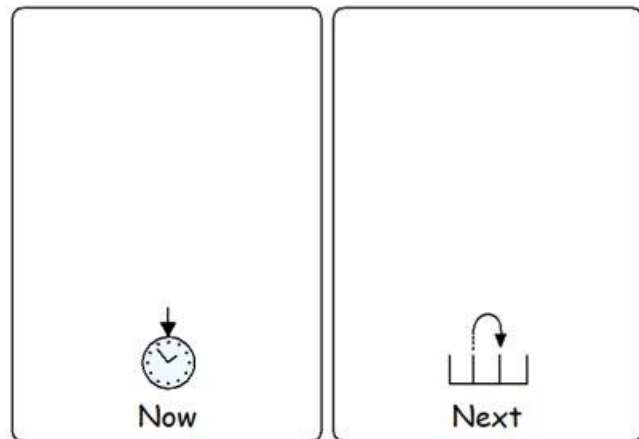
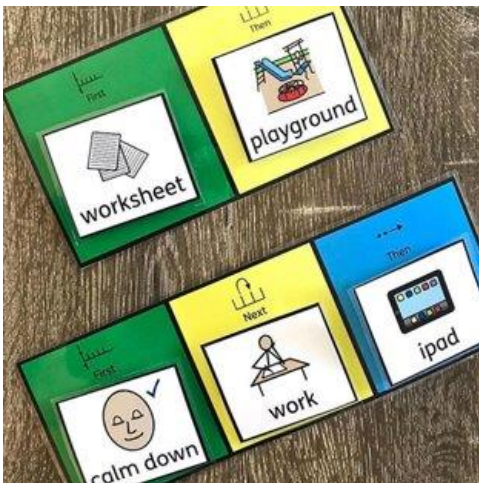
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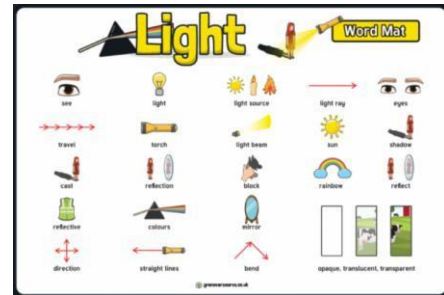
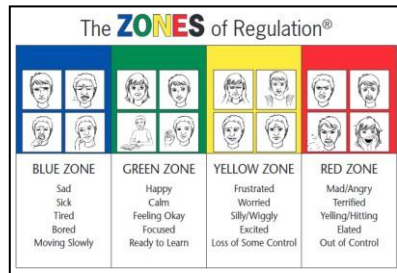
Adaptations

Every child is different. We work hard to make sure that the right resources 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

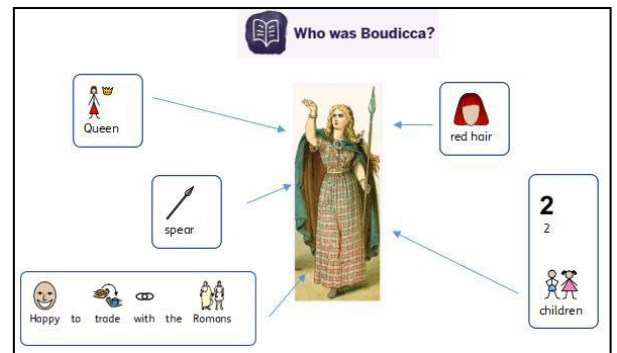


- Providing scaffolds – this means putting temporary support in place until pupils can work independently. Scaffolds might be visual, verbal prompts or adapted work that provides the pupil with more support.



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, reading instructions out loud or targeting questions for particular pupils



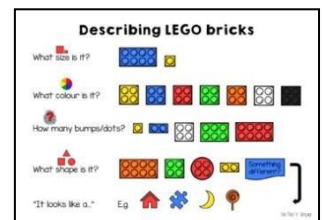
7.2.



Additional support for learning.

Sometimes pupils need **targeted support** to make progress in their learning, behaviour or development. Support staff at Ark Blacklands are trained to deliver interventions such as:

- Emotional Literacy Support groups (ELSA)
- Restorative Conversations
- Lego Therapy
- Speech, Language and Communication interventions
- Zones of Regulation
- Music Mindfulness
- Language Link and Speech Link
- English as an Additional Language (Flash Academy)
- Meditation

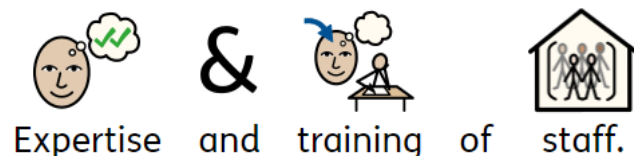


Support staff work with pupils in class, in small groups and on a 1:1 basis. Timetables for interventions are carefully planned so that pupils do not miss key teaching by their class teacher and continue to have access to a broad and balanced curriculum.

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
<https://www.esht.nhs.uk/service/speech-and-language-therapy/>
- Occupational therapists from the NHS and SEN Service
<https://www.esht.nhs.uk/service/occupational-therapy/>
- School nurse - Our focus is on promoting the health and wellbeing of all school-aged children, striving to deliver the very best care that we can. <https://www.kentcht.nhs.uk/service/school-health-service-east-sussex/>
- Private Educational Psychologist
- MyTime – bereavement support and managing emotions
<https://www.fsncharity.co.uk/projects/my-time>
- Pets as Therapy
- ISEND Early Years Service (EYS)
<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/isend-early-years-service-eys/what-is-eys/>
- Communication, Learning and Autism Support Service (CLASS)
<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/communication-learning-and-autism-support-service-class/what-is-class/>
- Education, Support, Behaviour and Attendance Service (ESBAS)
<https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/education-support-behaviour-and-attendance-service-esbas/what-is-esbas/>
- New Horizons School – Alternative Provision to support pupils with social, emotional and mental health needs.
<http://www.sabden.org.uk/384/welcome>

7.3.



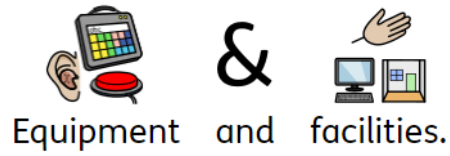
Expertise and training of staff.

Ark Blacklands SENCo:







Mr Higgins-Gooch has 13 years' experience working in education. He has worked in special educational needs education for 12 years (8 years in specialist settings). Mr Higgins-Gooch has been working as an Assistant Headteacher – Lead for Inclusion (SENCo and DSL) for 2.5 years at Ark Blacklands. He is a qualified SENCo and achieved the National Award for SEN coordination in March 2022. Mr Higgins-Gooch is also the Designated Safeguarding Lead (DSL) and Behaviour Lead at Ark Blacklands.

Pastoral Support: This is led by Miss Cook (Pastoral Lead). She is a trained Mental Health First Aider. We have a team of support staff including Learning Engagement Mentors, Inclusion Support Assistants, an SEN Admin Assistant and a Speech and Language Teaching Assistant who is trained in delivering the NELI programme, language link and speech link.

7.4.



Some resources are provided by school for pupils who need them. Here are some examples:

	<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>
	<p>Chewbuddy</p>	<p>Oral sensory aid, ideal for those on the Autistic Spectrum, who may need added stimulation and proprioceptive input.</p>

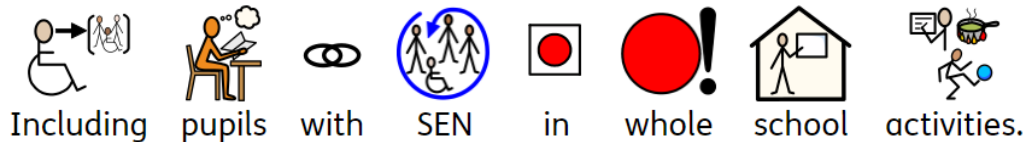
8.



At Ark Blacklands, 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.

9.



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 residential trips
- 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

10.

    
Improving emotional and social development.

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.

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 Zone lanyard to support them in the developing their own self-regulation techniques.



Examples of a classroom Zones of Regulation display

11.



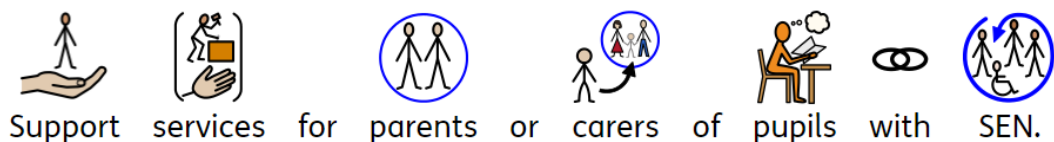
At Ark Blacklands we work hard to communicate effectively with other agencies, including health, children’s social care services, the Local Authority. This means that we can make sure the support our pupils and their families need is put in place efficiently so that it has the greatest possible impact.

12.



Questions about SEN provision at Ark Blacklands 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, Mr Higgins-Gooch. If concerns are unresolved, parents or carers should phone the school office to make an appointment to speak with the Principal, Mrs Rankin. For contact details, see contact information under Point 1.

13.



<p>East Sussex 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>
<p>CLASS+ 01273 336887, class@eastsussex.gov.uk</p>	<p>CLASS+ works across East Sussex to support families/carers of autistic children and young people. We provide advice and training that enables families/carers to develop their understanding of autism. Our practitioners focus on the strengths and challenges faced by autistic children and young people. We aim to develop the confidence of parents/carer in how to best support their children. The team is part of the CLASS service.</p>
<p>School Nurse East Sussex School Health Kent Community Health NHS Foundation Trust (kentcht.nhs.uk)</p>	<p>Our focus is on promoting the health and wellbeing of all school-aged children, striving to deliver the very best care that we can. We do this by completing a health assessment with you and your child to identify the most appropriate intervention and potential outcome and we will work with you to achieve this. Where we are unable to help, we will always signpost or refer you to a more suitable service.</p>

<p>Parenting Support Young Peoples Top Tips for Parents – Open for parents</p>	<p>Being a parent is amazing, but we all need some help, advice and practical tips at times... and let's be honest parenting during a pandemic has been particularly stressful!</p> <p>Luckily the East Sussex Parenting Team is on hand to deliver tried, tested and internationally renowned parenting programmes to help you and your children get the support that you need.</p>
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