

Ark Conway Primary Academy

Special Educational Needs

School Information Report

September 2021 – September 2022



1. I am worried about my child's learning or development. Who do I talk to?

First: speak to your child's class teacher. They will probably be able to answer most of your questions.

Second: If you are still worried, you can speak to Miss White, the Special Educational Needs Coordinator (SENCO). You can make an appointment to see her via the school office, call her on 0203 249 1180 or email her at e.white@arkconwayprimary.org.

Finally: if your concerns have not been resolved, you can speak to Mrs Ross-Wood, the Principal.

2. If the school is worried about my child's learning or development, how will they let me know?

- Your child's class teacher will speak to you informally to find out what your thoughts are and to 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 and can't do.
- We might also agree to meet at a convenient time for a conversation with the class teacher and the SENCO, either via a Microsoft Teams video call or in person. This is a chance to discuss what is working well, what you and the school are worried about and what next steps we all need to take.
- There are parents' evenings during the Autumn and Spring terms when staff share information about your child's progress. These might be held via video call or in person.
- An annual report is sent home to parents at the end of the Summer term.

3. Identifying pupils with Special Educational 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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4. How will my views and my child's views be heard? How am I involved in reviewing my child's progress?

- At Ark Conway, we want to work in partnership with families to get the best 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.
- If you or the school has a concern, we might meet for a Structured Conversation in person or via video call. These last for 30 minutes and give parents and carers a chance to communicate their views as well as to hear from staff about what they have observed.
- Parents and carers of children on the SEN register are invited to meet with the SENCO and class teacher for a termly Individual Provision Plan (IPP) review either in person or via video call. These last for 20 minutes and are in addition to parents' evenings and annual reports.
- Parents and carers of children with an Education, Health and Care Plan (EHCP) are also invited to attend an annual review either in person or via video call. These last for one hour and bring together all the staff and external professionals involved with the child.
- Teachers talk to children before all reviews to find out what they think is working well and what needs to change.

5. How are staff trained to meet my child's needs?

Our SENCO will be studying towards the National Award for Special Educational Needs Coordination (NASENCO) from September 2022. She regularly reviews staff training and SEN expertise across the school staff team to make sure that teachers and support staff have the skills they need to support all pupils.

There is a staff meeting every term that focuses on a different area of SEN. Training in recent years has included sessions on SEN assessment and speech and language support.

Staff at Ark Conway have received training in one or more of the below areas:

- Talk Boost
- Language for Thinking
- ELKLAN Speech and Language Support
- Safer Handling
- ELSA training
- Lego Therapy
- Read Write Inc. Phonics
- On-going advice from external specialists including Speech and Language Therapist, Occupational Therapist, Physiotherapist, TBAP Intervention Team Primary and an Educational Psychologist

6. The kinds of SEN that are provided for.

Ark Conway 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 and dyspraxia.
- Social, emotional and mental health needs, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

7. How might my child be supported?

There are a range of facilities and equipment is made available for children who require them. These include:



Access to electronic devices and software to support curriculum access.



Visual timetables are used in each classroom to help children understand what is happening now and what will happen next. Sometimes a child might need a personalised visual timetable that breaks lessons down into smaller chunks e.g. by using a now and next board.



Theraputty is used to build fine motor skills by building finger and hand strength. Like a fidget toy, it can also be used to help children calm themselves.



A therapy ball is used to build core strength and postural control. Sometimes a child might sit on a therapy ball to complete desk work because the movement of the ball helps them to concentrate. The ball can also be used as part of a sensory circuit.



Timers are used to help children visualise how much time they have left to complete an activity. This helps them to prepare for successful transitions.



Wobble cushions can be used to help children focus their attention on desktop activities. A wedge cushion tilts the child's pelvis forward so that they have better posture when they are sitting. This can reduce strain on the body's joints and ligaments which in turn helps the proprioceptive sense (sense of body awareness). They can help children sit and stay focussed for longer.



Ear defenders are used to calm children who are overwhelmed by too much noise. They might enable a child to take part in music lessons who would otherwise want to leave the room.



Cross guard pencil grips are great for helping children to correct the way that they hold the pencil to write. They are soft and prevent children from wrapping a thumb over the top of the pencil.



Weighted blankets can be used to help calm a restless body and reduce feelings of anxiety.#



Writing slopes can be used to promote wrist extension and posture whilst writing.

8. How does Ark Conway assess what support my child needs?

ASSESS: We monitor all children's progress regularly through the year. Senior leaders also carry out classroom observations throughout the year.

PLAN: If a child is not making the progress we expect of him or her, we put a plan together that might include talking to the parents, screening for a particular difficulty or providing 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. Aiming High, Achieving Together

REVIEW: Class teacher and senior leaders look at progress again after 6-8 weeks. If it is clear before the review that the support still isn't right, we act quickly to change the plan.

This process is called the graduated approach and is set out clearly for all schools in the 2015 Special Educational Needs and Disabilities Code of Practice.

- The leadership team (Principal, Interim Assistant Head Teachers, Teaching and Learning Team and SENCo) carry out classroom observations throughout the school year.
- Teachers or parents who have a specific concern about a child will discuss this with the SENCo. The SENCo will then carry out appropriate observations and assessments. If needed, a referral will be made for more specialised assessments and advice.

9. How does Ark Conway assess the progress of pupils with Special Educational Needs?

To monitor children's progress the following takes place:

- At Ark Conway, a half termly assessment cycle monitors children's progress and attainment against all areas of the curriculum.
- Pupil progress meetings take place every term with teachers, co-teachers, Learning Support Assistants, the SENCO and the Leadership team to review the effectiveness of any interventions in place.
- IPP (Individual Provision Plans) review meetings each term.
- Annual review meetings each year for children who have a statement of Special Educational needs or an Education, Health and Care plan (EHCP).

10. How can I support my child at home?

- Speak to your child's class teacher by making an appointment via the school office.
- Make an appointment with the SENCO via the school office if your child has special educational needs and you are worried about how to support them.
- Attend all parents' evenings and any review meetings so that you can plan next steps with the class teacher and or SENCO.
- Read any reports received e.g. speech and language therapy reports and support progress towards these targets by using the suggested strategies in the home context.

11. How will my child be supported to move on to a new year group or school?

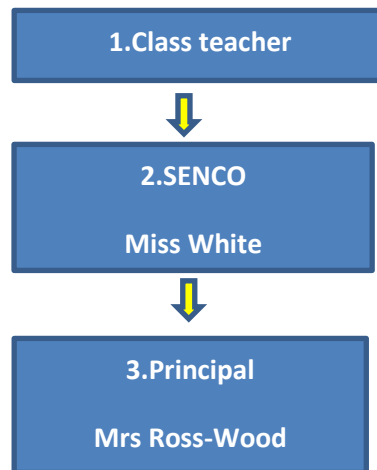
Depending on your child's age and stage of development we might:

- Provide a social story that describes the move in clear, child-friendly language what will happen.

- If possible, take your child on a visit to the new classroom to see the layout, where the pegs and toilets are and the kind of work that is on the walls or accompany your child for a transition visit to the new school
- Support your child during whole class handover visits with the new teacher at the end of term
- Help your child to create a one-page profile that summarises their likes dislikes and how they like to be supported
- Share all about me profiles of the child and new teacher so that your child has some information about their new teacher before they start their new year.

12. If I have a concern about provision for my child, I am unhappy or would like to make a complaint, how do I do this?

As soon as you have any concerns, queries or complaints, please come to speak to the following members of the Ark Conway team:



All of the above members of staff will be able to direct you towards the complaints procedure if an issue cannot be resolved.

More information about our provision for SEN is available in the SEN Policy, which can be found on our website here: <http://arkconway.org/>

For more information about support services available in Hammersmith and Fulham for families of children with special educational needs and disabilities, search for the SEND Local Offer website:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

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