

# Ark Oval

## SEND School Offer

### 2017-2018



At ARK Oval Primary Academy we believe that every one of our pupils has the potential to excel.



## What is the 'school offer'?

One of the changes brought about by the 2014 Code of Practice was that children and young people with SEND (Special Educational Needs and Disabilities) and their families should be central to identification, assessment and planning. This means that it is vital that parents know what they can reasonably expect from their school to help support their child.

This document is to inform you of the types of support available for your child at Ark Oval Primary Academy. It will help you understand who can help you and how this support can be accessed.

## What is SEND?

There are 4 areas of need as defined in the SEN Code of Practice 2014 and children can have needs in one or more of these areas:

- Communication and interaction-e.g. difficulties in understanding or producing speech, with attention and listening or with social interaction.
- Cognition and Learning- e.g. specific difficulties such as dyslexia or dyscalculia or significant delays meaning there is a difficulty in accessing in the learning for their year group across all of the subject areas.
- Social, emotional and mental health- e.g. difficulties with managing emotions or behavior or anxiety.
- Sensory and/or physical needs-e.g. a hearing or visual impairment, a physical disability or difficulties with sensory processing.

Schools and other agencies can help most children overcome their difficulties relatively quickly and easily. However, a few children will need extra help for some or all of their time in school. Some children will also require support from agencies outside the school who may work directly with them or who may support school staff in an advisory capacity.

## How are children with SEND supported at Ark Oval?

Concerns about your child's progress and wellbeing can be raised in a number of ways:

1. If you or your child's teacher or Additional Educator has identified concerns about your child they will complete a referral form to the Inclusion team.
2. If you have concerns about your child's progress or are worried that they may have a special educational need please inform your child's teacher, Additional educator or a member of the Inclusion team (see below for contact details)
3. During half termly 'pupil progress' meetings in which the senior leadership team and your child's teacher will discuss attainment at the most recent assessment point and identify children with below expected progress or with gaps in their learning.
4. An external professional who has assessed your child outside of the school setting may get in touch with the inclusion team to inform them of the outcome of their assessment.

If a concern has been raised about your child in any of the ways indicated above you will be invited to an initial meeting with the class teacher and a member of staff from the Inclusion team. During this meeting we will discuss your child's strengths and difficulties both at school and home. We will jointly identify targets for your child to help them progress in their areas of need and formulate a support plan to help them achieve these. This will all be recorded on a 'Pen Picture' (please see below for further information about these) and we will set a review date for either 6 weeks (if the needs are more complex and severe) or 12 weeks. If we feel that your child needs to be more closely monitored and you are in agreement your child will be paced on the SEN register at this stage and will be closely monitored. We may also feel that alongside intervention at school and home a referral to an external agency may be useful. This could include:

- Speech and language therapists
- Visual/ Hearing impairment teachers
- Health professionals e.g. Paediatricians or health visitors
- Educational psychologists
- CAMHS – Child and Adolescent Mental Health Service
- Occupational Therapists

This cycle of 'Assess, Plan, do, Review' will continue until we are all in agreement that no further support is required. In exceptional circumstances, when a child does not make progress despite intensive intervention we can, with your support apply to the local authority for them to consider issuing an Education & Health Care Plan (EHCP-please see below for more detail).

# Assess, Plan, Do Review flow Chart



# Pen Picture

**Ark Oval Pen Picture**

<p style="text-align: center;"><u>Things I find difficult</u></p> <p>With my <b>learning</b></p> <p>With my <b>communication</b></p> <p>With my <b>social, emotional or mental health</b></p> <p><b>physically or with my sensory needs</b></p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; margin-bottom: 10px;"></div> <p style="margin: 0;">Name</p> <div style="display: flex; justify-content: space-around; width: 100%; margin: 0;"> <span style="border-bottom: 1px solid black; width: 40%;"></span> <span style="border-bottom: 1px solid black; width: 40%;"></span> </div> <p style="font-size: small; margin: 0;">Class                      Academic year</p>	<p style="text-align: center;"><u>Things that help me in class</u></p> <p>With my learning</p> <p>With my communication</p> <p>With my social, emotional or mental health</p> <p>physically or with my sensory needs</p>
<p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 0;">People who help me</p>	<div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin: 0;"> <p style="text-align: center;"><u>Things that I like</u></p> </div> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Things that I am good at</u></p> </div>	<div style="border: 1px solid blue; border-radius: 15px; padding: 10px; margin: 0;"> <p style="text-align: center;"><u>Extra resources and groups that help me in school</u></p> </div>
<p style="text-align: center;"><u>Targets Term 1</u></p> <p style="font-size: small; margin: 0;">Assessment Data: R      W      M</p> <p style="font-size: x-small; margin: 0;">Review date:</p> <p style="font-size: x-small; margin: 0;">At meeting: Parents/ Teacher/ AE/Inclusion</p>	<p style="text-align: center;"><u>Targets Term 2</u></p> <p style="font-size: small; margin: 0;">Assessment Data: R      W      M</p> <p style="font-size: x-small; margin: 0;">Review date:</p> <p style="font-size: x-small; margin: 0;">At meeting: Parents/ Teacher/ AE/Inclusion</p>	<p style="text-align: center;"><u>Targets Term 3</u></p> <p style="font-size: small; margin: 0;">Assessment Data: R      W      M</p> <p style="font-size: x-small; margin: 0;">Review date:</p> <p style="font-size: x-small; margin: 0;">At meeting: Parents/ Teacher/ AE/Inclusion</p>

## What is a pen Picture?

A Pen Picture is a one page working document, which is centered on your child and their needs. It outlines your child's:

- Strengths & Difficulties
- Likes & Dislikes
- Strategies and resources that can be used to help them in school
- Intervention groups and support they may receive to help them achieve their targets
- Their academic achievements and progress over time
- Individual targets, specific to their need and progress over time towards these.

The Pen Picture takes into account information from all of the key people working with your child which may include their teacher, additional educator, specialists from the school and external professionals who are working with them. You and your child will be at the heart of creating this document and your views will be fully reflected in the pen picture.

The pen picture will be written at the initial meeting with the Inclusion team and your child will be asked for their opinion at this time. It will be reviewed and relevant updates made at every review point with you. It may also be updated if we receive additional reports, information and recommendations from professionals in between reviews. It will be shared with all staff who work with your child and will be key in ensuring that agreed strategies are consistently and effectively used. You will receive a copy of updated pen pictures and will have the opportunity to discuss them with inclusion staff if you would like. All staff working with your child (including specialist staff, lunchtime supervisors, intervention leads and supply staff) will also be provided with a copy in order to ensure consistency of the strategies and support.

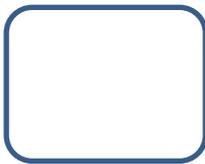
Pen Pictures will also be used at every transition point to ensure that staff who will be working with your child in the future have a full understanding of their needs and how to support them. This includes transition to a new school.

Alongside a pen picture your child may also be issued with a provision map. The purpose of the provision map is to detail the support and intervention your child is receiving in school and monitor the impact of this support. This will help the Inclusion team to evaluate the effectiveness of the provision in place and alter this if necessary. In exceptional circumstances this will be used as evidence if we feel it is necessary to apply for an EHCP.

## Who can I speak to if I have concerns about my child?

We have a knowledgeable and caring team of staff who may be involved in supporting your child at ARK Oval Primary Academy. If you have concerns about your child you can speak to:

- Your child's teacher who will always make sure that tasks set are appropriate and accessible for your child. They are available to you at the end of a school day, though you may have to arrange a mutually convenient time in advance.
- Additional Educators may support all pupils in class. On occasion they may be allocated to an individual child. Additional educators in the classroom also help to support groups and individual children with their learning.



Angela Batchelor:

02086883000 ext 110

[a.batchelor@arkovalprimaryacademy.org](mailto:a.batchelor@arkovalprimaryacademy.org)

- Our Assistant Head, Mrs Lakeman who works with children who may be experiencing a particular period of trauma or emotional difficulty, self-esteem and support including help with friendships and behaviour. She is also the Designated Safeguarding Lead in school (DSL):

02086883000 ext 234

[s.lakeman@arkovalprimaryacademy.org](mailto:s.lakeman@arkovalprimaryacademy.org)

- Our SEND specialist Additional Educators who may work with your children in small groups or 1:1 on specific skills:



Ms I Beckford, our governor responsible for SEN.



Laura Pringle  
Lead SEN AE



Lindita Saliassi  
Lead Speech & Language AE

## How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- A member of the inclusion team may also contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

## How will the school consider my views and the views of my child with regard to their difficulties with learning, their special educational need or disability?

- At Ark Oval we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class/form teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class/form teacher and Inclusion team to discuss current progress, support strategies being used and expected outcomes.
- If your child has a 'Pen Picture' detailing their strengths, difficulties and supportive strategies (see above for further information) you and your child will be actively encouraged to be part of completing this document, which will be shared with staff and reviewed on a termly basis.
- If your child is invited to take part in any intervention groups you will be informed prior to the start date and provided with opportunities to find out more about the intervention in place. Opportunities will also be provided to discuss the outcome of the intervention and next steps when it has finished.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review
- As part of our normal teaching arrangements, many students will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this is not to imply that the student has a special educational need. All such provision will be recorded, tracked and reviewed.

## What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning and all support in place will be discussed and reviewed with you and your child and be detailed in your child's pen picture.

The impact of support in place in all three of the categories below is tracked and monitored and its impact evaluated through provision maps. If you require a copy of these maps at any point please do not hesitate to let the Inclusion team know.

At Ark Oval we have a 3 tiered approach to supporting a child's learning.

- Universal –

High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match the learning needs of their students. We believe that additional intervention and support cannot compensate for a lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.

We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons. High quality teaching may mean your child will receive some minor adaptations to match their learning needs. At this level we use our notional SEN funding- money we receive in addition to our budget to provide:

- Pen Pictures for all teachers about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers will adapt lesson planning and teaching in accordance with this information to match your child's special educational needs and/or disability.
- Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.
- All of our classes have an Additional Educator who can also help support your child's learning.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the academy site.

### Targeted –

It may be appropriate to consider making additional short term special educational provision to remove or reduce any barriers to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks (4-10) to minimise disruption to the regular curriculum. You will be informed of all interventions before they begin and will be kept informed of your child's progress towards learning outcomes. The impact of these provisions will be closely monitored and evaluated.

The school have an extensive menu of interventions which can be considered to support your child at any point. These interventions are evidence based interventions recommended by specialists and delivered by highly trained staff. The list of current targeted interventions on offer within the school can be found below. Please note these interventions will not all be available at all times.

### Specialist –

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include:

- Educational psychology
- Speech and language therapy
- Occupational therapy
- Sensory advisory teachers
- Health visitors
- Child development service.
- Child & Adolescent Mental Health Services (CAMHS)

The majority of these services are provided by the NHS or the local authority and the school are offered a limited number of appointments over the year. Although the school can refer to these services they have no control as to whether a child is accepted onto a caseload or not. It may be the case that the school may need to prioritise referrals to these services.

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.

However, for a very small number of pupils are entitled to access to these specialists for a specified number of hours through a Statement of SEN or an EHC Plan.

### **Current Intervention list**

The following list details targeted interventions which can be run in school. Not all of the interventions will run at all times, as it will depend on student need. For more details about any of these interventions please contact the Inclusion Team

#### **To support Communication and Interaction**

- Talkboost
- Time to Talk
- Nuffield Early Language Programme
- Language for Thinking
- Language for Learning
- Attention Autism Bucket
- Word aware
- Makaton
- PECS-Picture Exchange Communication System
- Social Stories
- Friendship formula
- Talkabout
- Black Sheep- Speech sounds
- Black Sheep- Narrative programme
- Lego Club
- Adult-Child Play interaction

#### **To Support Cognition and Learning**

- Numicon-Maths support
- Catch Up- reading comprehension
- 5 minute Box-English
- 5 minute Box-Maths
- Beat Dyslexia
- Hornet
- RWI phonics (including pinny time)
- Stairway to spelling
- Maths Mastery intervention
- Memory magic
- Wordshark
- Lexia
- TEACCH boxes

### To support Social, emotional and mental health

- Learning Mentors- groups
- Learning Mentors 1:1 in class
- Learning Mentors Keeping In touch sessions
- Starving the Anger Gremlin
- A super hero called 'self-control'
- Mindfulness
- Lunch Club
- Circle of Friends
- Special Time

### To support Sensory and/or physical needs

- Handwriting-Write from the start
- Handwriting- Speed Up
- Achieving Body Control programme
- Happy Hands- fine motor programme
- Dance Mat- Touch typing
- Happy Eaters
- Sensory boxes

What activities are available for children with SEND in addition to the curriculum?

- We offer a range of clubs, trips and activities to all students at School
- Ark Oval is an inclusive academy and committed to providing equal opportunities for all students.
- When necessary the school will make reasonable adjustments to ensure that students with SEN and/or disabilities are included in all activities.
- You should feel free to contact your child's teacher or the Inclusion team if you have any concerns regarding participation in clubs, trips and extra-curricular activities.

## What is an EHC Plan and who can request one for one for my child?

- From September 2014, all children and young people from the ages of 0 -25, who have significant special educational needs will undergo an Education Health and Care (EHC) assessment. This will lead to an EHC Plan instead of a Statement of SEN.
- This is only appropriate for a small number of children. For children and young people who already have a Statement of SEN, the transfer of Statements to EHC plans will be a gradual process.
- The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.
- An EHC Plan will contain;
  - ✓ the views and aspirations of you and your child,
  - ✓ a full description of his/her special educational needs and any health and social care needs,
  - ✓ establish outcomes for your child's progress,
  - ✓ specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- You, your child (where appropriate and aged 16 and over)and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.
- Please see the Local authority website to find further information about the process of applying for an EHCP in Croydon:

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

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The Inclusion team may also support you with specific strategies, resources and ideas for supporting your child's learning at home.
- You may also have the opportunity to meet with other external professionals involved in supporting your child.

## How to you ensure that staff are appropriately trained to support my child at school?

- We can access specialist training from a range of specialist providers including:
  - Ark Network Lead Professionals and specialist teachers
  - Specialist services provided by the local authority
  - Specialist partner organisations
  - Independent providers commissioned by the school for specific training
  - Internal staff who have specialist training in specific areas
- There are weekly mastery sessions for both teaching staff and additional educators that cover a range of relevant areas- these have included:
  - ✓ The Code of Practice and supporting students with SEND
  - ✓ Pen pictures and differentiating for students with SEN
  - ✓ Supporting children with speech and language needs in the classroom.
  - ✓ Supporting students with Dyslexia
  - ✓ Supporting students with Autism and sensory processing needs
  - ✓ Supporting students with ADHD
- Additional and personalised training may also be offered to specific members of staff in order for them to support children or groups of children with specific needs appropriately.
- The cost of training is covered by the notional SEN funding.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.

## How will you support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from or to. We are able to discuss with the relevant teachers any individual needs and how best to support your child in their new school.
- While at Ark Oval we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. This is supported by the use of Pen Pictures and SEND pupil progress folders that transfer between classes.
- Ark Oval ensures that there are strong links with your child's chosen secondary school. We make arrangements to ensure there is a smooth transition and outstanding information sharing when your child transfers to his/her secondary school of choice. We also support children with transition before they leave us, to ensure they are fully ready when they go.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

## Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or a member of the Inclusion team. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure.

## Where else can I access support?

- **Croydon Parent Partnership Service**—Tel: 0203 3131 3150
- **Carers Information Service** -Tel: 020 86499339
- **SEND Support** – providing support, information and advice for parents of children with Special Educational Needs: Tel: 0808 800 2222
- **Croydon Council:** Tel: 0208 726 6000
- **Croydon Families Service Directory** is also a great website to find information about local services and support/ advice: <http://www.familyspacecroydon.co.uk/>
- We also have based our school offer on Croydon Council's Local offer, which can be found at: [www.croydon.gov.uk/sendoffer](http://www.croydon.gov.uk/sendoffer)

## Some acronyms you may see used

ASD: Autism Spectrum Disorder  
CAMHS: Child and Adolescent Mental Health Services  
CCG: Clinical Commissioning Groups  
EHC: Education, Health and Care  
EHCP: Education, Health and Care Plan  
EI: Early Intervention  
EP: Educational Psychologist  
EWO: Education Welfare Officer  
HI: Hearing Impairment  
LA: Local Authority

MLD: Moderate Learning Difficulty  
MSI: Multi-sensory impairment  
MSI: Multi-Sensory Impairment  
OT: Occupational Therapy/Therapist  
PD: Physical Disability  
PMLD: Profound and Multiple Learning Difficulties  
PR: Parental Responsibility  
PT:  
Physiotherapy/Physiotherapist  
SALT/SLT: Speech & Language Therapy/Therapist

SEAL: Social and Emotional  
SEN: Special Educational Needs  
SENCo: Special Educational Needs Coordinator  
SEND Special Educational Needs and Disabilities  
SLCN: Speech, Language & Communication Needs  
SLD: Severe Learning Difficulties  
SpLD: Specific Learning Difficulties  
TA: Teaching Assistant  
VI: Visual Impairment

