



Ark Oval Academy School Information Report

What is the SEND Information Report?

The Children and Families Bill Act 2014 and SEND Code of Practice (2015) requires Local Authorities (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. Within school this is the 'SEND Information Report' and within the Local Authority this is the 'Local Offer'.

The purpose is to enable parents and young people to find out more easily the services that are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health, social care and the voluntary sector.

What is your Local Offer?

The Local Authority Local Offer

For **Children and Young People** between 0-25 Years with SEND, Croydon Local Authority have put together information to help you find out about all the services that exist in your local area. Knowing what is out there gives you more choice and therefore more control over what support is right for you. This is the LA SEND Local Offer:

<https://localoffer.croydon.gov.uk>

The Academy's Offer

The Academy's offer is outlined in the SEND Information Report below and is in the form of questions and answers. If you would like support with accessing this information, please contact the Inclusion Leader/ SENDCo Mrs Desai/Mr Haskins through the school office and we can arrange an interpreter.

For further information, please see our website to access the below inclusion policies (www.arkovalprimary.org)

What are Special Educational Needs and/or Disability?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

For information about admission for children with SEND please see our admissions arrangements on the school website.

Ark Oval School Offer for SEND – Parents/Carer’s Questions and answers

- 1 Who are the best people to talk to at Ark Oval school about my child’s special educational needs, disability or difficulties with learning?
- 2 How will the school let me know if they have any concerns about my child’s learning, special educational need or disability?
- 3 How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?
- 4 How does Ark Oval school ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?
- 5 How will the curriculum and the school environment be matched to my child’s needs?
- 6 What types of support may be suitable and available for my child?
- 7 How will you support my child to reach his/her learning goals?
- 8 What is an EHC Plan and who can request one for my child?
- 9 How will you help me to support my child’s learning?
- 10 How is support allocated to children and how do they move between the different levels of support in school?
- 11 How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review

process?

- 12 What support will there be for my child's happiness and well-being at Ark Oval school?
- 13 How is my child included in all the same activities as his/her peers at school?
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- 15 If I have any other questions about my child at Ark Oval school, who can I ask?

Croydon local offer: <https://localoffer.croydon.gov.uk>

1. Who are the best people to talk to at Ark Oval School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher* about your concerns.
- It is likely that the class teacher or year group lead teacher will have discussed your concerns with Mrs Desai/Mr Haskins, the school Inclusion Leader and SENDCo*. You may wish to arrange a meeting with Mrs Desai or Mr Haskins.
- If you continue to have concerns arrange to discuss these with Miss McDonald or Mrs Downey, Assistant Vice Principals, Mrs Sharma, Vice Principal or Mr Martlew, the Principal.

2. 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.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Ark Oval School 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 teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.
- Ark Oval has a SENCO drop in every Monday afternoon that parents can book an appointment with Mrs Desai/ Mr Haskins to discuss queries, concerns and successes, if you are interested in an appointment please let Mrs Desai/ Mr Haskins know (s.desai@arkovalprimary.org/n.haskins@arkovalprimary.org).
- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review, Mrs Desai/Mr Haskins sends the dates out for these meetings in advance and they run annually in accordance to when your child's EHCP was

4. How does Ark Oval School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Ark Oval School we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- 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.
- The school is able to access training programmes from different organisations.
- Individual training can also be arranged as necessary, especially in regards to meeting medical needs.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Ark Oval School we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Ark Oval School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. 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. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

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

Universal (Wave 1) – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted (Wave 2) – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles 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 to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist (Wave 3) – 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 and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

- Please see The Graduated Response Chart (Page 13) to see an example of the support provided at Ark Oval Primary through wave 1-3 provision.

More details on the 4 areas of need:

- Communication and interaction
Pupils with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said or they find it difficult to understand the use of social rules and communication.
- Cognition and learning
Learning difficulties cover a wide range of needs, including moderate, severe or profound and multiple learning difficulties. Pupils may have specific learning difficulties, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health needs
Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs
Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed half termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- Interventions will be put in place to support specific areas of difficulty.

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

The purpose of an EHC Plan, which have replaced Statements of SEN, 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 (the SENCo), can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

How do you identify pupils with SEND?

All children's progress – academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team. Any concerns about a child are dealt with immediately with the relevant professionals informed. Parents are able to discuss their child's progress with either the class teacher, the SENDCo or the Senior Leadership Team.

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 SEND.

Where can I get support as a parent during an EHCP assessment for my child?

You can access independent parent support through:

Croydon Information Advice Support Service

Website: <https://www.kids.org.uk/croydon-sendiass>

Email: croydon@kids.org.uk

Telephone: 0208 663 5630 / 5631

Special Educational Needs and Disability Tribunal

Parents can appeal to the Special Educational Needs and Disability Tribunal if they disagree with the council's decisions about their child's Special Educational Needs.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

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

- There can be suggested strategies or activities for you to do at home to support your child's learning.
- We regularly 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 SENDCo can also support you with strategies, resources and ideas for supporting your child's learning at home.
- You can have an opportunity to meet with other professionals involved in supporting your child as appropriate, such as Educational Psychologist and Speech and Language Therapists.
- You can arrange a meeting with Mrs Desai/ Mr Haskins or the class teacher, whenever you have a concern you would like to speak about.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Ark Oval School receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities across their school day.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support. The effectiveness of interventions can be discussed with the SENDCo and in the termly parent meets.

12. What support will there be for my child's happiness and wellbeing at Ark Oval School?

- At Ark Oval School we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENDCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.
- At Ark Oval support is provided for social skills, self-esteem and confidence, as well as for any learning needs.

13. How is my child included in all the same activities as his/her peers at school?

- Ark Oval School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities, making the needed adjustments to ensure pupil wellbeing and safety are met.
- You should also feel free to contact your child's class teacher or Mrs Desai/Mr Haskins if you have any concerns.

14. How will Ark Oval School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Ark Oval School 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.
- Ark Oval School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. We can also support with identifying possible school choices and school visits. Please contact us for further details.
- 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.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

15. If I have any other questions or complaints about my child at Ark Oval School, who can I ask?

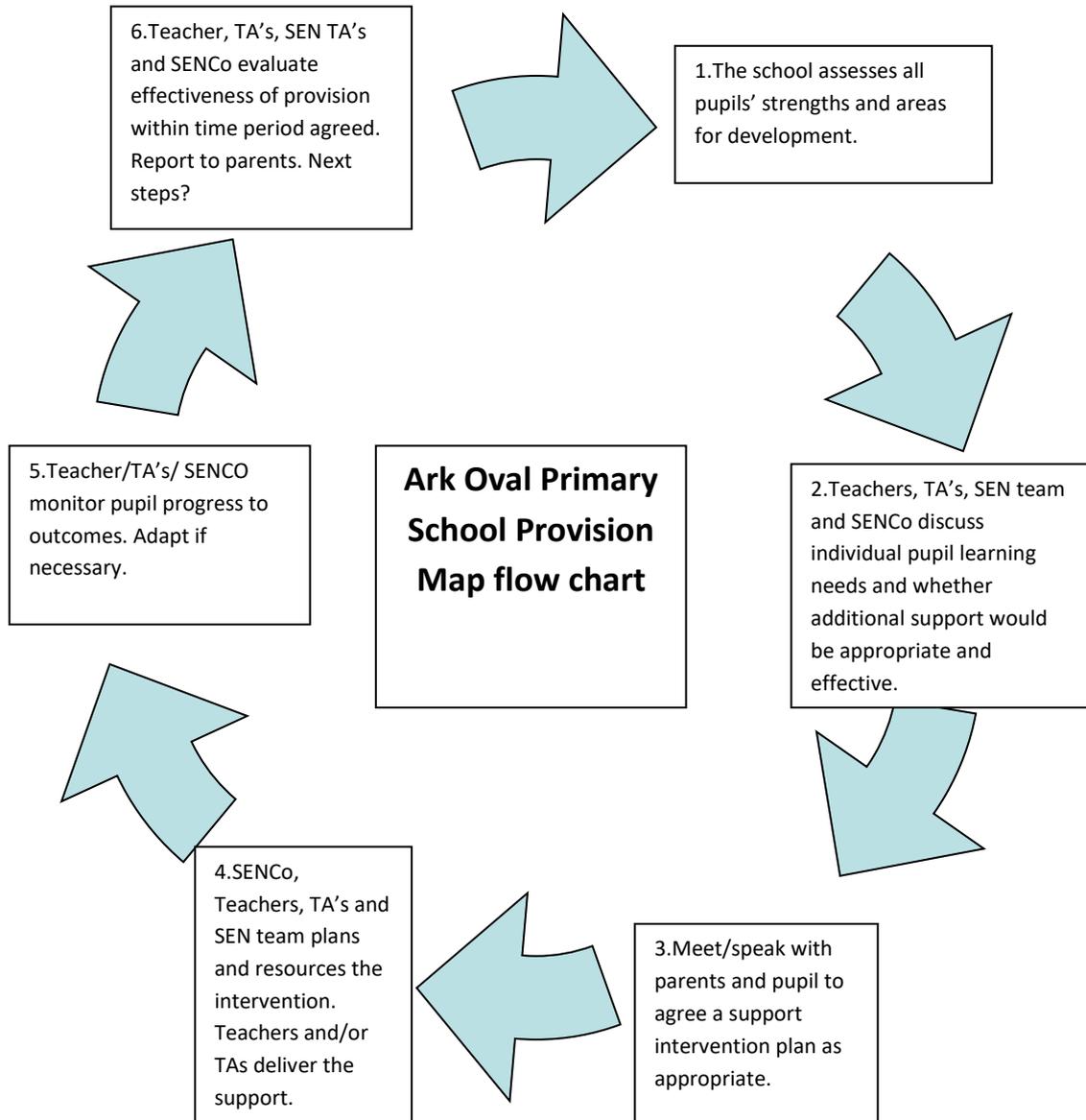
At Ark Oval School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- Year group leader
- Inclusion Lead/SENCo (Mrs Desai and Mr Haskins)
- The Senior Leadership team (Miss McDonald, Mrs Downey and Mrs Sharma)
- The Principal (Mr Martlew)

At Ark Oval we are always very happy to have a conversation and to arrange a meeting. For any query or concern, please approach a member of staff, or email, in a calm way, so that we are able to have a 2 way conversation and are able to help.

The complaints policy can also be found on the Ark Oval website.

Parents' guide to Ark Oval School Interventions



Ark Oval Primary School Graduated Response chart

Each Year group identifies the individual needs and support for these needs in a chart as modelled below. This is reviewed each half term to assess effectiveness, impact and to plan next steps. The outcomes show the criteria needed to complete an intervention.

Wave	Children Identified in Assessments as a focus	Plan / Do	Review (Exit Criteria)	Staff involved
Reading Writing Maths High achieving groups SAL Support Social skills	I (Universal High Quality teaching)	RWI phonic booster support Grey books, Set 2-3 sounds, letter formation	To consistently recognise set 1-3 sounds when reading To consistently use set 1-3 sounds in writing	
		Spelling support Tuesday	To consistently spell topic words correctly 5 HFW's/ star words per week	
		Laptop use 1x literacy session per week	To express my ideas clearly	
		Literacy targeted support	To punctuate each sentence correctly To consistently produce complete and correctly structured sentences	
		Fine motor support	To form my letters clearly To move around each letter in the correct direction	
	II (Targeted)	Special zippy reading pack-10 mins daily 1-1 1-1 support	To promote a love of reading To support the acquirement of an extended vocabulary in literacy	
		Exercise and hand putty group	To focus during carpet/ table time	
		Word Wizard	To pronounce new words correctly To understand what they mean To use new words in an appropriate context	
		Maths 30 minutes	1-1 support to recap and consolidate each mornings learning	
		Extension Literacy group x1 per week	To achieve my Level 3 learning target as discussed with my teacher	
		Art Therapy	To describe how I feel To explain why I feel this way To share ideas on strategies to respond appropriately to my feelings To interact and communicate with my peers successfully	
		Wise behaviour programme 3 groups (Year 2-4) pm	To make good choices consistently To manage my emotions To support my: personal power, emotions, positive vs negative thought, cycles and /or habits of behaviour	
		IPG 15mins daily 1-1 Social skills session 15 mins	To talk to peers and adult appropriately To resolve conflicts with peers successfully To communicate and interact with peers successfully To make 5 points progress on my social star	
		Discussion time	To set expectations for the day Discuss any challenges from previous day/ any apologies to do at the start of the day/ celebrate successes	
Trampoline and heavy work activities		To support me to behave appropriately in class To stay on task to complete my learning activities at my table To make 5 points progress on my social star		
IPG pm	To interact successfully with my peers To manage my emotions appropriately To make 5 points progress on my social star			
III (Specialist)	SAL therapist group 1x per week	To pronounce my target sounds correctly To use 1-2 word sentences with my peers		
	OT	To carry out my exercise programme with increasing independence To request a specific movement break to meet my current need that session		

Roles and Responsibilities at Ark Oval School

- **Class Teacher:** develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils, and by their organisation of learning resources and the classroom learning environment.
- **Teaching Assistant/Learning Support Assistant:** works alongside and supports the classroom teacher. Our TA's or LSA may work one-to-one with individual pupils or with small groups. The SEN team carry out the Wave 2 support, additional out of class 1-1 or small group work with children.
- **Year group leaders:** Support the class teaching teams in their year groups with the curriculum, wellbeing, time tables and lead the year group towards academy targets.
- **Subject leads:** To lead their subjects throughout the academy and support teachers in providing an inclusive curriculum in all subjects areas through quality first teaching strategies and differentiation
- **Inclusion Manager and SENCo:** co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them. The SENCO has responsibility for requesting the involvement of an *Educational Psychologist* and other external services. This also includes general SEN assessments, administration and parental support.
- **Assistant Vice Principals :** to lead teaching and learning as well as Culture and Ethos throughout the Academy and support teachers in providing an inclusive curriculum through quality first teaching strategies and differentiation
- **Vice Principal:** share in the leadership and the corporate responsibility of the school, ensuring high quality education for all pupils, continuous school improvement and ongoing staff development. In the absence of the Principal, the professional duties of the Principal are undertaken by the Vice Principal.
- **Principal:** provides professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement.
- **Speech and Language therapist:** assess and treat speech, language and communication problems in pupils to help them better communicate.
- **Educational Psychologist:** concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties.

- **Occupational Health therapist (OTs):** help pupils to improve their ability to perform tasks. They work with individuals who have conditions that are mentally, physically, developmentally, socially or emotionally disabling.