



Ark Little Ridge
Primary Academy

SPECIAL EDUCATIONAL NEEDS AND
DISABILITY INFORMATION REPORT
AND POLICY

INFORMATION ABOUT THIS DOCUMENT

Named personnel with designated responsibility for Inclusion and SEND

Academic year	Designated Senior Person (SENCo)	Nominated Governor	Chair of Governors
2018-19	Ashleigh Beischer	N. Tewkesbury	M. Sandell
2019-2020	Ashleigh Beischer	N. Tewkesbury	M. Sandell
2020-2021	Ashleigh Beischer	N. Tewkesbury	M. Sandell
2021-2022	Ashleigh Beischer	N. Tewkesbury	M. Sandell
2022-2023	Ashleigh Beischer	Fiona McKenzie Johnston	Natasha Tewkesbury

Review dates (frequency of review: annual)

Review Date	Changes made	By whom
November 2017	Policy rewritten and published	Regional Inclusion Lead
September 2018	Policy reviewed	M.Rankin
September 2019	Policy reviewed	M Rankin
September 2020	Policy reviewed	K Woolley
September 2021	Policy reviewed	K Woolley
September 2022	Policy reviewed	K.Woolley

THE ARK LITTLE RIDGE PRIMARY ACADEMY SEND LOCAL OFFER

Introduction

In line with the Special Educational Needs and Disabilities (SEND) Code of Practise published by the Government in September 2014, each school is required to publish information on their website about the school's policy for pupils with SEND. The information we publish will be reviewed and updated annually. However, where changes are made to the information contained within our policies we will update throughout the year as necessary. As well as publishing our SEND Policy, which outlines our day to day working practices and procedures around SEND, we have also published in this document our 'SEND School Offer,' in accordance with the requirements with the 2014 SEND Code of Practise and in line with Department for Education guidelines.

What Special Educational Needs and Disabilities are provisions made for at Ark Little Ridge Primary Academy?

We are able to consider making suitable provision for all types of Special Educational Needs and Disabilities at our Academy. We have experience working with children with a range of SEND, and our provision will match the needs of the four broad areas of need as defined in the SEND Code of Practice:

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

Our Special Needs Coordinator (SENCO) will work with all of our parents and carers to carefully look at the specific needs of each individual pupil and liaise with outside agencies as required to ensure that our provision matches the needs of each child.

Who is the Academy SENCO?

The SENCO at Ark Little Ridge Academy is Ashleigh Beischer. She can be contacted on 01424 752266, or alternatively by email:

info@arklittleridgeprimary.org

For parents of existing pupils who may have concerns around their learning or other difficulties, we recommend that you speak to your child's class teacher in the first instance. However, you may also contact the SENCO to arrange an appointment to discuss your concerns.

If you continue to have concerns about the provision your child is receiving, then you may also contact the Head of School to raise these issues.

How do we identify children with SEND at our Academy?

Universal Screening

We ensure that every child in reception is screened at the start of the school year and that every child joining an ARK Academy after this point will complete a range of assessments on entry. We use a baseline assessment (RBA) to understand each pupil's strengths and weaknesses early on in their entry to Reception Class. Children with low assessment scores or who are behind the expected levels in English and Mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required, and carefully monitored from there. It is only after a persistent problem that requires additional support has been identified or a professional diagnosis is made that a child may be designated as having SEND.

On-going identification

Our academy is a data rich environment and our assessment programme is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. We have termly pupil progress meetings with each year team where we will look at the progress of all pupils, and where teachers raise concerns. The SENCO will look at the information and will organise assessments as required. We will also work with outside specialist agencies to carry out assessments as recommended by them, and all staff are able to make referrals of any concerns they have at any time to the Inclusion Team via a Pupil Referral Form. Where progress and/or behaviour remain a significant cause for concern, despite targeted teaching and support, the class teacher in consultation with the parents and SENCO will determine whether to refer the child for specialist assessment. Where such an assessment confirms that the child has a learning difficulty which requires additional special educational provision, the SENCO places the student on the SEND register at SEN Support and ensures that parents are informed. There may be a need to place a child on the SEN register whilst they are awaiting specialist assessments. This will be at the discretion of the school's senior leadership team.

How do we assess and review the progress of our pupils with SEND?

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any targeted intervention. Our teachers continually assess and review the progress of all of our pupils in class using a variety of methods. They are supported to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.

Support for all children is coordinated through the academy's provision. If a child receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle:

Baseline assessments and information gathered from school/home/outside agencies (Assess)

Target setting (Plan)

Targeted support (Do)

Review and evaluation (Review)

These processes are carried out between the teachers, the School Leadership Team and the Inclusion Team; we have a variety of ways of measuring the progress of pupils with SEND according to their specific needs; these will involve entry and exit data for a planned intervention, such as academic progress data, BOXALL PROFILE (Social and Emotional Programme) assessments, attendance data, behaviour logs and assessments carried out by outside agencies such as the Speech and Language service, etc. When a pupil is placed on the SEND register, the SENCO will publish an APDR of that pupil that will outline information about the child's needs, the provision in place and the targets that are being worked towards where necessary. This will be shared with the relevant staff and is available to parents. Where a child's needs are more significant, then the SENCO along with the class teacher and parents, will write an 'Additional Needs Plan' (sometimes called an ANP) which provides a much more thorough outline of the child's needs, as well as setting specific outcomes for each pupil. This is usually reviewed on a six weekly basis.

How do we adapt our curriculum and learning environment for pupils with SEND?

'Quality First Teaching' is at the very heart of the way we deliver education for all of our pupils at Ark Little Ridge Primary Academy. We support our teachers to understand what they can do in class to ensure that every one of their pupil's needs are being met. We provide input to enable our teachers to create 'dyslexic friendly' classroom environment, for example. When a problem is highlighted we will identify, implement and review the most appropriate intervention for each individual child, as every child's needs are different. The table overleaf highlights our most typical adaptations and interventions within each category of need. These range from adapted teaching techniques in the mainstream classroom to specific interventions to support children with particular learning needs. We support school staff in a number of interventions that have been proven to have the most significant impact across our network and further afield in addressing commonly encountered Special Educational Needs. In addition we work closely with the East Sussex Inclusion and Special Educational Needs and Disabilities (ISEND) department, utilising their expertise and resources such as their SEND Matrix to support us in understanding a pupil's needs.

Where we do not believe that we can meet a pupils' needs through those planned interventions and resources available at school, then we may look to place a student in an appropriate specialist setting via an Education and Health Care Plan. However, this is subject to criteria as laid down by the Local Authority, and is decided by a Local Authority SEND Panel.

SEND Category	Universal: Mainstream classroom	Targeted: School-based additional intervention	Specialist: Outside agency intervention
Communication and Interaction Needs	<ul style="list-style-type: none"> • Read, Write Inc • Key Word lists • Circle Time • Class discussion • Communication In Print 	<ul style="list-style-type: none"> • Speech and Language Programmes • Nuffield Early Language Intervention 	<ul style="list-style-type: none"> • Speech and Language therapy • Educational Psychologist input • Child and Adolescent Mental Health (CAMHS) • Occupational Therapy input
Cognition and Learning	<ul style="list-style-type: none"> • Read, Write Inc • Reading Signature strategies • Mathematics Mastery • Fresh Start • Ready to Progress 	<ul style="list-style-type: none"> • Nuffield Early Language Intervention • Subject specific intervention groups • 1:1 Read, Write Inc. tutorials • Targeted Maths and English support 	<ul style="list-style-type: none"> • Specialist outreach services for ASD • Local Authority Education Support, Behaviour and Attendance Service (ESBAS) • Children's Services • School Nurse Input • Autism Support Service
Social, emotional and mental health needs	<ul style="list-style-type: none"> • Teacher Check Ins • Reward Charts • Engagement and Learning Mentor support • Learning Breaks 	<ul style="list-style-type: none"> • Nurture intervention • Social skills groups • Friendship Groups • Mindfulness groups • Lego Therapy 	
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Sit and Move Cushions • Learning Breaks • Fidget Toys 	<ul style="list-style-type: none"> • Sensory Circuits • School adaptations • Regular review of the school's Accessibility Plan 	

How do we assess and evaluate the effectiveness of our provision for pupils with SEND?

As outlined previously, we have a number of assessments and impact measurement tests in place to enable us to see how the pupils with SEND have progressed. From here we are able to evaluate the effectiveness of our provisions. We will discuss the SEND provision during our Pupil Progress Meetings, and we will change the interventions at that stage if we believe that the provision hasn't had the desired impact. We will also consult with the child and parent to provide us with feedback where possible to give us an evaluation of how the provision is or isn't working. In addition, where we have outside agencies supporting us with the delivery of provision to your children, we will make sure that they provide us with a full evaluation of the impact of the work they have done. The school's Senior Leadership Team have accountability measures in place to ensure that the Inclusion Team are providing impact. In addition we have a designated SEND Governor who will meet with the SENCO termly to review progress and report back to the Local Governing Body.

How do we involve and consult with you and your child over their education?

At Ark Little Ridge Primary Academy we believe it is vital that parents and carers and their children are involved in all areas of their learning and we actively encourage their involvement. In order to encourage this, there are regular Parent Consultation meetings at Ark Little Ridge Primary Academy. In these parents will have the opportunity to discuss their child's progress and raise any concerns they may have with the class teacher. If the child has a statement or an Education and Health Care Plan (EHC) then there will be an annual review held where pupil and parent views are central to the review process. If a parent feels that they need to discuss their child's needs or raise any concerns with the school SENCO, they should contact the school and book an appointment.

How do we support children with Social, Emotional or Mental Health Needs (SEMH)?

Each child's happiness and emotional well-being are of paramount importance to all staff at Ark Little Ridge Primary Academy. We have a number of initiatives designed to support children with SEMH difficulties. We are currently using Nurture provision, which focuses very specifically on assisting children with their emotional development. We have trained practitioners who are able to carry out comprehensive assessments of our pupils' emotional levels, and recommend and implement strategies to effectively develop these. In addition we have staff within the Inclusion Team trained to provide pupil support, run friendship groups, deliver social skills development, and bereavement support. We also work alongside Health professionals who can support us, including the Child and Adolescent Mental Health Service (CAMHS) and the Child Development Clinic (CDC) at the Conquest Hospital in Hastings. We also have pathways to a number of independent organisations where we can direct families to for additional support outside of the Academy.

How do we ensure that all children are included in all activities?

Ark Little Ridge Primary Academy is a school with a fully inclusive ethos. This means we are committed to providing equal opportunities for learning and engagement to all children at all times, including our extra-curricular activities.

School clubs, educational visits and residential trips are made available to all children and where necessary are planned around those children with SEND. We will make all reasonable adjustments to ensure that children are included in all activities. We work in partnership with outside providers who come into the school to offer extra-curricular activities to ensure that all children are able to participate.

How do I get information about the East Sussex Local Offer?

The Local Authority are also required to publish details of the SEND Provision that they have in place. Further information can be found on the following website:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

East Sussex have also commissioned 'Amaze' to provide independent advocacy and advice for families of children with SEND. They can be contacted via <http://amazebrighton.org.uk/services-and-support/advice-sussex/independent-support/>.

How do I make a complaint about SEND Provision?

At Ark Little Ridge Primary Academy, we are committed to working with our parents and carers to build a transparent, two way relationship that starts with your child's class teacher. However, if you believe that you have any reason to complain about any aspect of the SEND provision for your child then you should contact the SENCO Ashleigh Beischer in the first instance. If you believe that your complaint needs to be dealt with any further, then please address your concerns to the Academy Head of School, Mrs Woolley. Beyond this you can contact the Amaze Independent Support Service on 0300 123 7782.