



SEND Information Report

Date of last review:	September 2022	Author:	Tom Draper, Head of Inclusion
Date of next review:	September 2023	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Schools-wide <input type="checkbox"/> Set for School <input checked="" type="checkbox"/> Tailored by school <input type="checkbox"/> Central Only	Approval:	Management Team
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ARK LIBRARY COMPONENT

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Special Educational Needs and Disabilities (SEND)

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1. Contact information

To find out more information about SEND provision and achievement at Ark St Alban's Academy, please email info@arkstalbans.org or call the school on 0121 446 1300.

Personnel	Role
Jo Dawson	Chair of Governors
Sue Walton	SEND Link Governor
Guy Rimmer	Principal
Laurence Cole	SLT Link (Vice Principal)
Georgina Farrington	SENDCo
Louise Moffatt	Associate SENDCo
Natasha Tranter	Head of Pastoral Care
Erin Maguinness	Pastoral Care Co-ordinator

More information about the local offer for children in Birmingham with SEND can be found on the local authority's Local Offer website: <https://www.localofferbirmingham.co.uk/>

In SEND Information, Advice & Support Service (SENDIASS) offers impartial information, advice and support to children and young people with SEND, and their families: SENDIASS@birmingham.gov.uk

2. The kinds of SEN that are provided for

Our academy provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Moderate learning difficulties

3. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will add to information gathered from previous settings and key stages, where appropriate. Subject teachers, curriculum leaders and pastoral leaders will make regular assessments of progress for all pupils. This may include progress in areas other than attainment, for example, social skill development.

In doing so subject teachers, curriculum leaders & pastoral leaders will 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs (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. Consulting and involving pupils and parents

When considering either the addition of a pupil to the SEN register or removing a pupil from the SEN register, we will discuss the matter with the pupil and their parents in order to establish a shared understanding of the following:

- The pupil's areas of strength and difficulty
- Any concerns parents have around the progress of their child or the provision available
- Next steps and intended outcomes for the child

We will formally notify parents in writing when it is decided that a pupil will receive SEN support and whenever the status of a pupil on the SEN register changes.

5. Assessing and reviewing pupils' progress towards outcomes

At Ark St Alban's Academy, we have a three-tiered, graduated approach to supporting pupils' learning needs. The graduated approach at each tier (universal, targeted and specialist) involves:

- *Assessing* the pupil's needs by considering all of the relevant information available
- *Planning* the most effective and appropriate short-term intervention
- *Providing* this intervention and training staff to deliver it to a high standard
- *Reviewing* the impact on the pupil's progress

When assessing and reviewing the needs of a pupil and the impact of any planned provision, subject teachers, curriculum leaders & pastoral leaders will work with the SENCO to carry out a clear analysis of the pupil's needs which will draw upon:

- Their teachers' assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This cycle of assessment and review is built into the termly review cycle of pupil progress which takes place in the academy. However, all colleagues are familiar with the four broad areas of need and will consult with the academy SENDCO around urgent or obvious emerging needs that become apparent between assessment points.

Once provision is in place for a pupil, all relevant staff will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to or joining from. We will agree with parents and pupils which information will be shared as part of this.

Primary/Secondary Transition

Where pupils are transitioning to secondary from Year 6, the academy SENDCO will have a discussion with colleagues at the primary school to gather relevant information and in most cases, the academy SENDCO will seek to visit the primary school in-person. For pupils with an EHC plan, the academy SENDCO will also invite the pupil and the family for an extended visit and tour of the school, prior to the end of Year 6 and ahead of any cohort-wide induction days.

Where Y6 pupils have been identified to have communication & interaction needs which will likely make the transition school more challenging than their peers, they will be invited to take part in additional transition days in the summer term of Year 6.

Planning for Post-16

All pupils in Year 9 will have a one-to-one careers information & guidance (CIAG) discussion with the academy's careers leader ahead of discussions around selecting GCSE subjects. These discussions will be shared with the academy SENDCO and parents ahead of the annual review meeting in order to inform any required changes to provision.

Throughout Year 10 and Year 11, all pupils with an EHC plan will have at least three one-to-one careers information & guidance discussions with the academy's careers leader (Y10 Sum2, Y11 Aut2 and Y11 Spr1). These discussions are intended to make sure the pupil understands the post-16 landscape (Y10 Sum2), has ambitious and appropriate preferred destinations (Y11 Aut2) and is therefore able to name appropriate preferred destinations in their Y11 annual review meeting (Y11 Spr1).

On GCSE results day (and on A-Level results day), the academy will designate a leader with the specific responsibility for making sure pupils with SEND (and their parents) receive and understand appropriate information and guidance around immediate next steps.

Planning for Post-18

Similar CIAG provision will also be available for all pupils in the sixth form who are on the SEN register. One-to-one discussions in Y12 Sum2, Y13 Aut2 and Y13 Spr1 will be held to make sure ambitious and appropriate plans for higher education are in place.

7. Our approach to teaching pupils with SEN

At Ark St Alban's Academy, all teachers are responsible and accountable for the progress and development of all the pupils in their classes. High quality teaching is our first step in responding to pupils who have SEN.

We will also provide the following interventions:

- Pupil Passports
- Social Communications Groups
- Lexia
- Reading Fluency
- Fresh Start Phonics
- Place 2Be (school-based counselling)

We have a team of teaching assistants who work alongside the academy SENDCO and who are trained to deliver interventions listed above and in the implementation of Pupil Passports

We also work closely with local authority service providers:

[accesstoeducation.birmingham.gov.uk](https://www.accesstoeducation.birmingham.gov.uk)

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each term (or once complete)
- SENDCO and external agency observation
- Holding annual reviews for pupils with statements of SEN or EHC plans

9. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs:

- All pupils are encouraged to go on trips, including residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND
- The participation of pupils with SEND in extra-curricular activities is a core part of our termly evaluation of the enrichment offer at the academy.

The academy also takes significant steps to ensure the fair and effective admission and education of pupils with disabilities:

- For parents considering naming Ark St Alban's Academy as the preferred school for their child, the academy will host timely visits in order to support parents in making an informed choice and to support the academy itself in making an informed plan for meeting the needs of the pupil if and when their placement at the academy is confirmed
- With the consent of the pupil and/or parents of the child, the academy would take steps through staff training, briefings, assemblies and workshops to make sure that staff and pupils were appropriately aware of the needs of the incoming pupil.

- In addition, an awareness of the needs of any pupil with a disability would be factored into the planning and risk assessing of all academy activities, (including lessons, social times, clubs, trips and events) to ensure the opportunity for full participation.
- The fair and equal treatment of disabled people (including those with hidden disabilities) is also taught to pupils through the pastoral curriculum.
- The provision of access arrangements around formal assessments, including the use of scribes, word processors and modified papers is also designed to ensure disabled children are treated less fairly.
- There is step-free access to the main entrances and exits to the academy building and there is lift access to all floors in all parts of the building.

10. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on roles and responsibility of class or peer group leadership
- The responses of pupils with SEND are analysed and responded to discretely in any evaluation of pupil voice activities
- Any instances of bullying, harassment or intimidation of pupils with SEND are addressed robustly by senior leaders, with parents fully informed and supported throughout
- Lunchtime supervisors are made aware through briefings which include photographs or the SEND pupils who would most benefit from additional supervision and engagement
- All pupils are taught to celebrate difference, including SEN/D through the pastoral curriculum, including an age-appropriate education around needs such as autism
- Pupils with SEND are preferenced when managing access to universal provisions such as Place 2Talk and Breakfast Clubs

12. Complaints about SEN provision

Concerns about SEN provision at the academy should first be addressed the academy SENCO and then to the relevant vice-principal. If the cannot them be addressed, they will be referred to the academy's complaints policy.