



Ark Dickens Primary Academy



Our school offer and information report for children with special educational needs and disabilities

2022-2023

Date of last review: December 2022
Date of next review: September 2023

Responsibilities and School Ethos:

As an inclusive setting, Ark Dickens Primary Academy is committed to:

- Supporting the right of every child to have equal access to a broad and balanced education, regardless of their academic or physical ability, behaviour, gender, religious or ethnic background
- Supporting all children in their endeavours to reach their full potential by providing flexible and varied support appropriate to their individual needs, in a caring atmosphere where self-esteem, confidence and independence are fostered.
- Working in partnership with parents and external professionals to ensure that the needs of children with SEND are met.
- Believing that all teachers are teachers of children with SEND

We offer a graduated approach to meeting the needs of our children underpinned by our school vision and values of:



Areas of Need

The SEND Code of Practice 0-25 (2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Cognition and learning (C&L)

Children may have difficulties with the skills needed for effective learning such as use of:

- Language, memory, and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia

Communication and interaction (C&I)

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills:

- May have difficulties ignoring distractions
- Need reminders to keep attention
- May need regular prompts to stay on task
- May need individualised motivation to complete tasks
- Difficulty in accessing and participating in whole class learning
- May have peer relationship difficulties
- May not be able to initiate or maintain a conversation

Understanding/Receptive language:

- May need visual support to understand or process spoken language
- May need augmented communication systems
- May misunderstand spoken communication
- Repetition of language and some basic language needs to be used to aid their understanding

Speech/Expressive language:

- May need visual support to understand or process spoken language
- May need augmented communication systems
- Frequent misunderstandings of expressive language and social cues
- Repetition of language and some basic language needs to be used to aid their understanding
- May use simplified language and limited vocabulary
- Ideas/conversation may be difficult to follow, with the need to request frequent clarification
- Some immaturities in the speech sound system.
- Grammar and phonological awareness is poor and therefore reading and writing are affected

Social, emotional and mental health difficulties (SEMH)

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD, ADD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

Physical and/or sensory

These children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically access the building(s) or equipment
- Over-sensitivity to noise/smells/light/touch/taste
- Toileting/self-care

We understand and recognise that sometimes children require some additional support to help them with their learning. At Ark Dickens, this could include small group learning, one to one learning, tuition and a language enrichment programme.

We recognise the importance of emotional health and offer a wide range of support including Emotional Literacy Support Assistants (ELSAs) and our learning mentors.

Some children will have additional needs – special educational needs and/or disabilities. They may require more specialist and personalised support and we, alongside parents, may seek specialist advice from other professionals to help us meet their individualised needs. Including but not limited to:

- Multi-Agency Behavioural Support service (MABS)
- Educational Psychologist
- In house Speech and Language therapist / NHS Speech and Language therapist
- Mental Health Support Team (MHST)
- Children Mental Health Service (CAMHS)
- Ethnic Minority Achievement Service (EMAS)

Commonly Asked Questions by Parents and Carers of children with Special Educational Needs/Disabilities (SEND) ANSWERED

- 1. Who are the best people to talk to at Ark Dickens about my child's difficulties with learning, special educational needs, or disability (SEND)?**

At Ark Dickens we have an open-door policy where all staff are happy to listen and help

- Firstly, you can talk to your child's class teacher about your concerns
- You may wish to arrange a meeting with the appropriate Senior Leader or the Special Educational Needs Co-ordinator (SENDCo)
- If you continue to have concerns, you should arrange to discuss these with the most appropriate staff (see question 15 for further details)
- Regular meetings with the SENDCo

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

At Ark Dickens, we pride ourselves in developing open and honest relationships with parents and carers

- Initially your child's class teacher may 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 concerns at parents evening
- The SENDCo may contact you and arrange a meeting to discuss your child's needs with learning and any possible support strategies the school might be considering
- Senior Leaders may speak to you at your New Entry Meeting (if you are new to and joining Ark Dickens during the year) once they have liaised with your child's previous school or nursery

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

At Ark Dickens we believe our most valuable resource is our staff. We have a strong team dedicated to improving outcomes for all our children and we invest heavily in them

- All staff receive regular coaching visits and developmental feedback about their teaching from the Head of School and Senior Leaders.
- We have an on-going training and professional development programme which includes ensuring all staff have the appropriate skills and knowledge to support children with special educational needs and disabilities.
- The school accesses training from a wide source including partnership agencies eg. Educational Psychology, Speech and Language specialists, EMAS, MABS the local authority and curriculum organisations e.g. Read Write Inc, My Mastery
- Support is planned and implemented on a needs-led basis and training reflects the needs of children as they occur.
- Co-planning with Senior Leaders and the SENDCo.

4. How will Ark Dickens consider my views and those of my child regarding their difficulties with learning, special educational needs, or disabilities?

At Ark Dickens we believe it is very important for parents/carers to be involved in all areas of their child's learning. We actively encourage and promote working in close partnership in an open and honest manner. We also believe it is essential and ensure we understand your child's views on any difficulties they may experience in relation to their needs

- We will ask to speak to you if we have any concerns about your child, their needs, and their progress – we can discuss the strategies being used and expected outcomes and any further support or referrals we think will help your child
- You will be able to share your views, discuss your child's progress and review the plans in place, at our regular parents' evenings and termly meetings with the SENDCo
- If your child has an Education *Health and Care plan* (EHCP) you and your child will be able to share your views through the Annual Review process
- If you have any concerns about your child's needs at any time, you can make an appointment to meet your child's teacher and/or the SENDCo who will be more than happy to discuss these with you
- Your child will have many opportunities to discuss and share their views about their needs regularly with their teacher and support staff in class, in small groups, individually and through responding to feedback marking in their books.

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

At Ark Dickens, all teachers are teachers of children with SEND and, as such, they provide high quality first teaching taking account of the needs of all children in their class

- We carefully plan our curriculum to match the age, ability and needs of all children
- Regular co-planning with leaders focuses on meeting the needs of all children
- Class teachers 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
- Classroom environments include *zones of regulation* to support pupil voice and regulation strategies
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning
- We have a Disability Access Plan to ensure that all children have the fullest access to

6. What types of support may be suitable and available for my child at Ark Dickens?

At Ark Dickens we have a graduated response to provision following a 3-tiered approach:

Universal support:	Targeted support:	Specialist support:
<p>In addition to universal support:</p> <ul style="list-style-type: none"> -All our teachers provide high quality first teaching -A broad and balanced curriculum within an inclusive classroom -Attention paid to different learning styles -Carefully planned differentiation/adaptations, including practical, visual (such as Widgit symbol based language) and concrete resources -Modelling by adults within the classroom -Curriculum assessment of progress to support target setting for pupils -Assessment for learning and constructive feedback -Support within class through small groups and individual support (e.g. cut away groups) 	<p>In addition to universal and targeted support:</p> <ul style="list-style-type: none"> -Investigation of strengths and needs -Early intervention and personalised provision -Targeted support within class, through small group work and working individually with an adult -Additional group or individual programmes -Evidence based interventions delivered individually or in small groups between 8-20 weeks (e.g. ELSA, phonics and reading interventions etc). Reviewed 6 weekly. -Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording -Tools and resources to support access to the curriculum or assessment. 	<p>In addition to universal and targeted support:</p> <ul style="list-style-type: none"> -Multi-professional planning and coordinated support from e.g. E.P. Service, Outreach Services, Health colleagues, MABS and CAMHS. -Personalised support, working on an individualised curriculum -High levels of adult support and modelling to enable access to the curriculum either 1:1 or 1:2 -Personalised resources e.g. work station if appropriate -Individual Education Plan reviewed at least termly -Access to an adapted environment if appropriate -Individual modifications to the curriculum

Through our graduated response, Teaching Assistants (TAs) deliver a variety of interventions including but not limited to: Catch Up Reading, Spelling Support, Lexia, Read Write Inc 1-1 sessions, Speech and Language targets

and fine and gross motor skills. TAs may also be deployed to support children with SEND in class with their work as well as providing provision outside of the classroom.

In all of our support we will include parents/carers, child as part of a graduated Plan-Do-Review cycle.

7. How will you support my child to reach their learning outcomes?

The progress of all children is under constant review through feedback, monitoring and a variety of assessment. The outcomes of these are used to inform future provision:

- The class teacher and other staff working with your child ensure they receive appropriate teaching adaptations to achieve in class and through additional provisions as required
- Teachers in consultation with you, make referrals to the SENDCo where concerns are raised in order to take swift action to support your child
- If your child has an Individual Learning Plan, progress against the targets will be reviewed regularly and you will be fully involved in this
- External agencies and specialists may contribute to reviewing your child's progress.

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

The purpose of an EHC Plan is to create a statutory document of special education provision to meet the needs of a child or young person, to secure improved outcomes for them across education, health, and social care and, as they get older, prepare them for adulthood. An EHC Plan will contain:

- *The views and aspirations of you and your child*
- *A full description of their special educational needs and any health and social care needs*
- *Agreed 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 agreed outcomes*

You, and/or the school (the SENDCO), can request that the local authority assess your child's needs. This may lead to an EHC Plan.

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

At Ark Dickens we work in close partnership with parents and carers to help ensure all children feel supported at both school and home to achieve the best possible outcomes for them:

- Each year group at Ark Dickens sends home a half termly curriculum newsletter outlining what the children will be learning, homework projects and other suggestions of ideas and activities you can do at home with your child to help them
- All children receive regular, weekly home learning appropriate to their needs and we encourage parents and carers to support with the completion of this
- Home learning can be accessed through the school's digital strategies including Seesaw for KS2 this is adapted for children with SEND and staff can sign post parents to other programmes/workshops that might also be helpful.
- We run parent/carer workshops in school to help you understand the strategies we use in school. In addition, your child's class teacher and/or the SENDCo may be able to offer you individual training and support in specific strategies/resources relevant to your child
- All KS2 children are provided with a device for use at home.
- At the nursery we hold regular parent partnership meeting so that information can be shared and next steps/targets for the child are set together

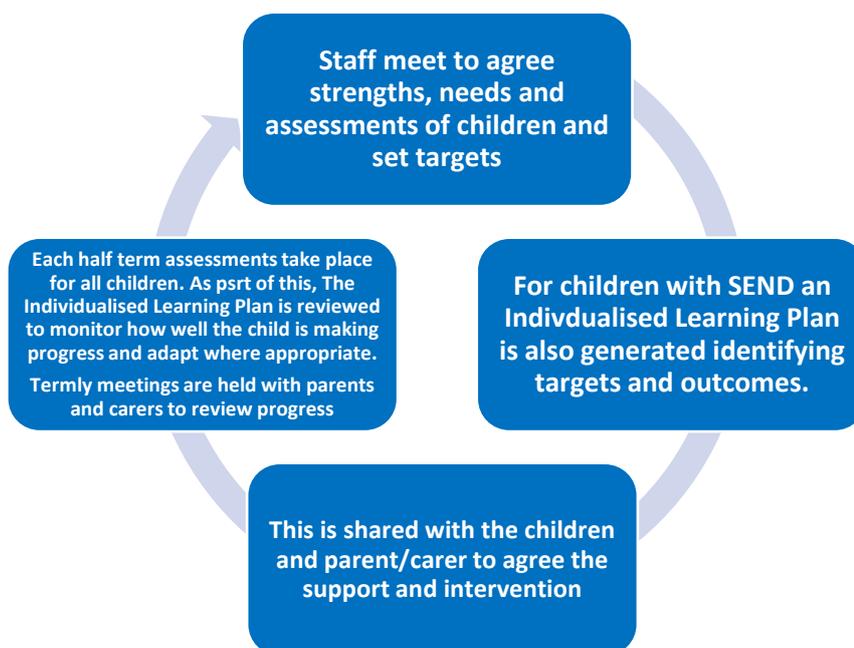
10. How is support allocated to children following the graduated response?

Ark Dickens receives funding from and via the local authority. These funds include money to support the learning of children with SEN and/or disabilities.

- Senior leaders ensure funding is allocated appropriately to the meet the needs of children with SEND
- Funding is reviewed termly and signed off by the Executive Head and Local Governing Board.

11. How will Ark Dickens 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?

At Ark Dickens we adopt the following formal assessment cycle



- Your child's progress will also be assessed continually both in terms of their daily learning within the class and regarding specific intervention programmes
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and are adapted where necessary. It may be decided that a further period of support and or a different intervention would be beneficial for your child
- You and your child will be kept informed and encouraged to be actively involved
- You can request a meeting with your child's teacher and/or the SENDCo at any time if you have any questions or concerns.

12. What support will there be for my child's happiness and well-being at Ark Dickens?

At Ark Dickens our ethos of BE YOUR BEST and our values underpin all that we do. The happiness and well-being of all our children is paramount. We pride ourselves in the relational and family approach we have developed within The Ark Dickens Family. We are proud of how well we know and get to know every child and their family

- You can be confident that your child's class teacher, Lead practitioner, Teaching Assistants, Learning Support Assistants, ELSA's, Pastoral Team and the SENDCo are available to provide support to match your child's needs
- Our children's views are sought regularly through Pupil Voice, and they play an active role in developing our school
- All children receive weekly *My happy mind* sessions to develop supportive strategies to strengthen their mental wellbeing
- All children have access to *zones of regulation* across the school, including their classrooms to encourage self-regulation techniques and emotional control
- The Pastoral Team are available at any time to talk to children, parents and carers and offer support if there is a problem. Support is provided for social skills, self-esteem, and confidence, as well as for any learning needs
- Our ELSA's provide specialist support where personalised needs are identified and also offer group sessions such as Lego Therapy

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

Ark Dickens is an inclusive school and committed to providing equal opportunities for all children.

- No child is disadvantaged
- 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, in conjunction with parents and external agencies are included in all activities and able to access them.

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

We recognise and understand how important good transitions are for children to make the most progress and achieve the best outcomes throughout their education

- We ensure that at key transition points (between classes each year and at the end of Key Stages) all staff are aware of individual child's needs, learning, progress, and best support strategies.
- We have strong links with our local schools and work with them to ensure there is a smooth transition when your child transfers to their secondary school of choice or moves during the school year. We can also support with identifying possible school choices and school visits. Please contact us for further details.
- If your child joins us during the school year, we will liaise closely with their previous school to understand their needs, hold a New Entry Meeting with you and your child and make any other reasonable arrangements that may be necessary or specific for your child if they have a special educational need and/or disability e.g. extra visits, purchasing specific equipment. Similarly, if your child moves to another school during the school year, we will contact the new school to share all relevant information, request a meeting with new staff if local and necessary and help to prepare and support your child and you with the transition where appropriate
- If your child has an EHC Plan, we will plan reviews in sufficient time prior to them moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews and appropriate staff from the new school will also be invited to attend
- In Year 5 and 6 all EHC Plan reviews will have an additional focus on preparing for secondary school.

15. Who can I contact if I have a complaint about the special educational needs provision made for my child?

The normal arrangements for the treatment of complaints at Ark Dickens Primary Academy are used for complaints about provision made for students with special educational needs.

- We encourage parents to discuss any concerns they might have regarding provision for their child with special educational needs and/or disability with the class teacher or SENDCo.
- If your concerns are not dealt with satisfactorily, you can then contact the Head of School, who may direct you to the academy's Complaints Policy and Procedure <http://arkdickensprimary.org/complaints>

16. Who can I contact outside of the academy for impartial advice about special educational needs?

Portsmouth Parent Voice is run by parents for parents with a child with an additional or special need and or a disability.

- Their aim is to have the active involvement of parent carers in the service planning and decision making processes within the local authority, to make them more focused on the needs of the families with disabled children.
- They also aim to support parent carers to have a voice on how services for disabled children are shaped and delivered locally.
<http://www.portsmouthlocaloffer.org/local-offer-search/item/10>

17. Where can I find information about the local offer of the local authority?

The Portsmouth SEND Local Offer details the information, support and services that Portsmouth City Council expects to be available in our local area for children and young people aged 0-25 with special educational needs and or a disability (SEND).

- The Local Authority's local offer is published on <http://www.portsmouthlocaloffer.org/>
- Parents without Internet access should make an appointment with the SENDCo for support to gain the information they require.

18. If I have any other questions about my child at Ark Dickens Primary Academy and Ark Dickens Nursery, who can I ask?

At Ark Dickens we have an 'open door' policy and are always very happy to speak to you about any aspect of your child's education at any point during the school year. It is best to speak to one of the following in this order:

- The class teacher and/or TA or LSA
- The Pastoral Team (if appropriate) – Mrs George and Mrs Brooks
- SENDCo – Mrs Hanson
- Assistant Head Teacher / KS1 and EYFS Lead – Mrs Grosvenor
- Assistant Head Teacher / KS2 Lead – Mrs Strode
- Assistant Head Teacher / KS2 Lead – Ms Wood
- Head of School - Mrs Berry
- Executive Head teacher - Mrs Chapman

***We look forward to working in close partnership with you and your child to help them to be their best in all they do at
Ark Dickens Primary Academy***

