



SEND Offer (Secondary)

PURPOSE

This document is designed to help parents of children in Year 6 understand our SEND offer.

Ark Academy (Secondary) is a six-form entry school.

The schools funding from the Department for Education (DfE) is based on 6 classes of 30 children in each year:



Ark Academy (Secondary)'s SEND offer provides seven classes in each year group.

We maintain the seventh class with the SEND notional budget, the Pupil Premium funding and EHCP funding.



Class sizes are for illustration purposes

We do not provide in-class support via a teaching assistant, unless a child with an EHCP has a physical disability, which states they require in-class support.

These plans must contain 32+ hours of support.

We assign the teaching of our seventh class to experienced practitioners, who provide Quality- First Teaching.

It is our experience that Quality- First Teaching of small classes better meets the needs of our learners.

Our LSAs (Learning Support Assistants) complete learning interventions twice per week, focusing on the specific needs of our SEND children. These are normally directly linked to English and maths attainment, and/or EHCP targets.

PROCESSES

Normally, parents of children in Year 6 contact the school directly to enquire about the suitability of the school for their child.

Parents would also attend our Year 6 Open Evening.

Parents and their child are invited to meet with the SENCO and receive our SEND offer, and a short tour which includes a visit to the seventh class.

When school and parents agree that the placement would be appropriate, the parents inform Brent LA that Ark is their preferred placement. The SENCO then attends the Year 6 Annual Review, and leads on the Year 6-Year 7 transition work.

Where parents have not followed this process and named Ark Academy as their preferred placement without consultation with the SENCO, the SENCO would normally arrange a meeting in school to highlight the SEND offer, or respond in writing to Brent LA if the placement is not suitable based on the EHC plan. **This is dependant on primary and Brent LA providing an in-date, accurate EHCP.**

Celebrating Successes

GCSE

- 100% English for children with EHCP
- 74% English for children with SEND (inc. EHCP) (15 children)
- 46% maths for children with SEND (inc. EHCP) (15 children)
- 83% English for children with access arrangements (23 children)
- 48% maths for children with access arrangements (23 children)

A Level

- [Student 1, female] (Physical Disability, SEMH)
 - A*, A, B – Cambridge (PPE)
- [Student 2, female] (Physical Disability, SEMH)
 - A*, B, B – Warwick (Japanese)

Ofsted

“Pupils with special educational needs and/or disabilities access the full curriculum.

This is because, in all phases of the school, these pupils receive excellent support.

Staff know pupils and their individual needs well. They tailor lessons to meet pupils’ specific needs, with additional well-targeted support from teaching assistants when needed.”

Dealing with Complaints

Our named person for all matters relating to SEND is Sam Edmondson. He should be contacted if parents / carers have a concern. If a parent wishes to make a formal complaint, guidance as to how this can be done is available on the academy website.

www.arkacademy.org

Reviewing the SEND Offer

Governors, the Headteacher and SENCo, paying regard to views expressed by children, parents and all agency staff who have been consulted or have contributed to SEND provision during the year, will review the offer each year.

Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Appendix A: Universal, Targeted and Specialist provision at Ark Academy

	• Cognition and Learning •	• Speech, Language and Communication Needs •	• Social, Emotional and Mental Health issues •	• Sensory and/or Physical Disability •
Wave 1 – Universal	<ul style="list-style-type: none"> ••• High aspirations and expectations for all children, regardless of need. ••• Quality- first class teaching led by teachers equipped with strategies to differentiate learning by attainment level. ••• Great pastoral support led by Form Tutors who know and understand the needs of their tutees. ••• 4x Group Education Plans provide generic strategies for each area of need. ••• Clear referral programme for SEND investigation (and feedback provided to teacher, tutor, parent and child). ••• Exam Access Arrangements implemented for all formative and summative assessments. ••• Opportunities applied equally for those with and without SEND (e.g. University trips, sports clubs and activities, Heads of House know who/how to include children with SEND in House competitions). 			
Wave 2 – Targeted	<ul style="list-style-type: none"> • In-class support in lowest-attaining groups in EN, MA, SC (and for children with PD when stated in EHC Plan). • Literacy intervention programme in KS3. • Additional English programme in KS4. ••• Individual Education Plans (IEPs), reviewed termly. ••• SEND- specific intervention programme (e.g. ASD social stories, Social Thinking group). ••• Homework club (expanded offer inc. Lexia, Seneca and Hegarty Maths). ••• Cascaded impact of SLCN strategies for all learners. • Tutor Time Talk programme for Form Tutors. 			
Wave 3 – Specialist	<ul style="list-style-type: none"> • Speech and Language Therapy (on site). • Physiotherapy (on site). • Visual Impairment adaptation of resources. • Counselling (on site). ••• Educational Psychologist assessment. ••• External agency on site (inc. Brent Outreach Autism Team BOAT, Occupational Therapy, Brent VI and HI, etc). 			

How do we check?

- Seating Plans – saved centrally and provided during formal observation.
- Book Looks – to ascertain the impact of differentiation and ensure high expectations are maintained.
- Twilight “Teachers of...” CPD – guided discussion on strategies for success, shared with your colleagues.
- Pupil Outcome Reflections – a formal process of reflection with your Head of Department.
- Pupil Voice – we meet with the children at least 3x per year (and they are very secure in their feedback).
- Learning Walks with Heads of Department and SLT.
- Homework submission data.
- Safeguarding/vulnerable/mental health fortnightly meeting.