



Ark Bentworth Primary Academy
SPECIAL EDUCATIONAL NEEDS
INFORMATION REPORT
2019 / 2020



Ark Bentworth Primary Academy
SEN Information Report 2019 / 2020

Ark **Bentworth** Primary Academy is an inclusive school.

This means that we celebrate what pupils can do whilst

++ also challenging them to achieve their potential.

Sometimes children need extra help to make progress. This

i Information Report explains what this extra help looks like

at Ark **Bentworth** Primary Academy.

This introduction was written using symbols to show how one way we help children who have difficulties understanding language.

Aiming High, Achieving Together

1. **I am worried about my child's learning or development. Who do I talk to?**
 - **First:** speak to your child's class teacher. He or she will probably be able to answer most of your questions.
 - **Second:** If you are still worried, you can speak to Ms Keeler, the Special Educational Needs Coordinator (SENCO). You can make an appointment to see her via the front office, call her on 0208 743 2527 or email her at e.keeler@arkbentworthprimary.org.
 - **Finally:** if your concerns have not been resolved, you can speak to Ms Faddy, the Head of School.

2. **If the school is worried about my child's learning or development, how will they let me know?**

- Your child's class teacher will speak to you informally to find out what your thoughts are and to share his / her observations. You will probably have useful information about your child that will be helpful to the school in understanding his or her needs so it is good to be open and honest about what your child can and can't do.
- We might also agree to meet at a convenient time for a conversation with the class teacher and the SENCO. This is a chance to discuss what is working well, what you and the school are worried about and what next steps we all need to take. We aim to share an initial concern with you within 10 days of it being raised by you or the school and parents are given a written record of the meeting to take home with them.
- There are parents' evenings during the Autumn and Spring terms when staff share information about your child's progress. An annual report is sent home to parents at the end of the Summer term.

3. **How will my views and my child's views be heard? How am I involved in reviewing my child's progress?**

- At Ark Bentworth, we want to work in partnership with families to get the best outcomes for our pupils. What you think matters because you know your child best. What your child thinks matters because of their direct experience of learning.
- If you or the school has a concern, we might meet for a Structured Conversation. These last for 30 minutes and are a good opportunity for parents and carers to communicate their views as well as to hear from staff about what they observe in school.
- Parents and carers of children on the SEN register are invited to meet with the SENCO and class teacher for a termly Individual Provision Plan (IPP) review. These last for 20 minutes and are in addition to parents' evenings and annual reports.
- Parents and carers of children with an Education, Health and Care Plan (EHCP) are also invited to attend an annual review. These last for one hour and bring together all the staff and external professionals involved with the child.
- Teachers talk to children before all reviews to find out what they think is working well and what needs to change.



"I felt that from day one, my thoughts and my son's thoughts and feelings were taken into consideration with all aspects of his needs. The school has been very thorough with putting his therapies and supports in place." Feedback from a parent of a child with an EHCP

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4. **How are staff trained to meet my child's needs?**

- The SENCO has obtained the National Award for Special Educational Needs Coordination (NASENCO). She regularly reviews staff training and SEN expertise to make sure that teachers and support staff have the skills they need to support all pupils.
- There is a staff meeting every term that focuses on a different area of SEN. During 2018/19 training included sessions on the SEN Code of Practice, Zones of Regulation, Lego Therapy, Language for Thinking and Colourful Semantics, for example.
- Staff are also trained by outside specialists who come in to school to work directly with children. They show staff how to deliver interventions and give staff the resources they need.
- Staff also attend high quality training led by the Ark Network and Hammersmith and Fulham specialists.
- At Ark Bentworth, our staff are trained to deliver the following interventions:
 - Talk Boost and Early Years Talk Boost speech and language group support
 - Language for Thinking
 - Lego Therapy
 - Read, Write Inc phonics
 - Numicon maths
 - Zones of Regulation (whole class and 1:1)

5. **How might my child be supported? Can you match the curriculum and the school environment to my child's needs?**

Every child is different. We work hard to make sure that the right facilities and equipment is available. Here are just some of the resources we use to meet children's needs:



A therapy ball is used to build core strength and postural control. Sometimes a child might sit on a therapy ball to complete desk work because the movement of the ball helps them to concentrate.



A wobble cushion is used to help children focus their attention on desktop activities. A wedge cushion also tilts the child's pelvis forward so that they have better posture when they are sitting.



Clicker 7 is a programme used to help children with literacy needs. It provides a wide range of tools including word banks, predictive spelling and it can also read back a child's work so that the child can spot his or her own mistakes.



Timers are used to help children visualise how much time they have left to complete an activity. This helps them to prepare for successful transitions.



Visual timetables are used in each classroom to help children understand what is happening now and what will happen next. Sometimes a child might need a personalised visual timetable that breaks lessons down into smaller chunks.



Theraputty is used to build finger and hand strength, particularly for children with hypermobile joints who struggle to hold a pencil correctly. Like a fidget toy, it can also be used to help children calm themselves.



Ear defenders are used to calm children who are overwhelmed by too much noise. They might enable a child to take part in music lessons who would otherwise want to leave the room.



Cross guard pencil grips are great for helping children to correct the way that they hold the pencil to write. They are soft and prevent children from wrapping a thumb over the top of the pencil.

6. How does the school assess what kind of support my child needs?

ASSESS: We monitor all children's progress every half term. Senior leaders also carry out classroom observations throughout the year.

PLAN: If a child is not making the progress we expect of him or her, we put a plan together that might include talking to the parents, screening for a particular difficulty or providing a booster class or intervention.

DO: The class teacher and support staff put the agreed plan into practice with the guidance of the SENCO where appropriate.

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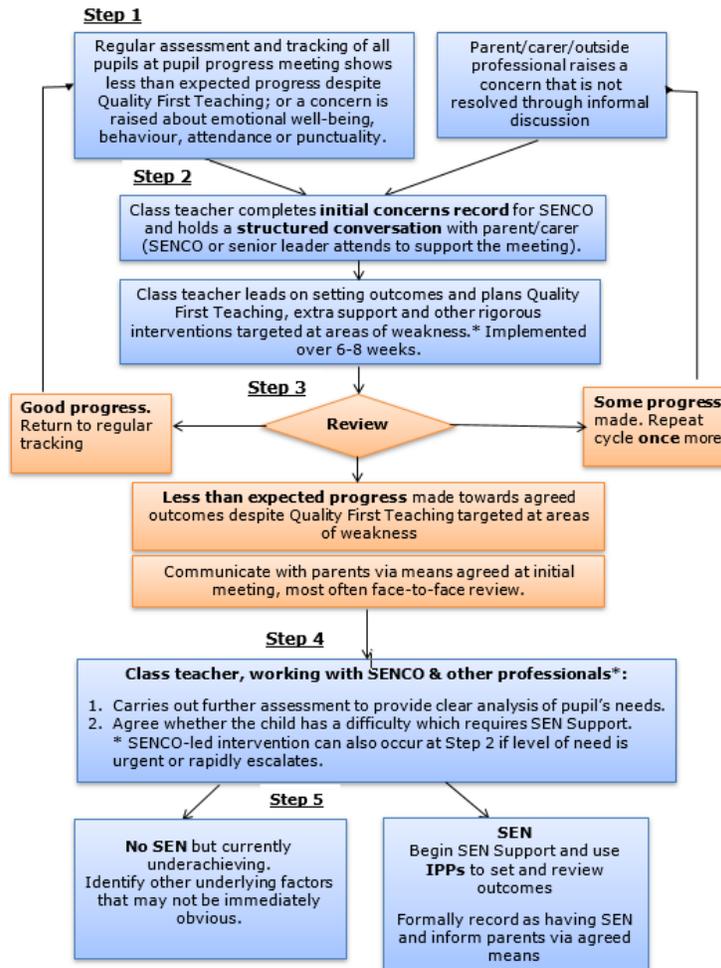
REVIEW: Class teacher and senior leaders look at progress again after 6-8 weeks. If it is clear before the review that the support still isn't right, we act quickly to change the plan.



This process is called the graduated approach and is set out clearly for all schools in the 2015 Special Educational Needs and Disabilities Code of Practice.

See below for the Flowchart used in school to show the process and timescale we aim to follow when identifying Special Educational Needs.

Special Educational Needs Support Identification Process



Education Inclusion Service, Wandsworth L.A. July 2014 EK edit 09/18

Our provision matches the four areas of need set out in the Code of Practice. There are three levels of support: universal for all children, targeted for some children who need extra support and specialist for those children with a high level of need.

Here are just a few examples of what this support might look like at Ark Bentworth:

	Universal	Targeted	Specialist
	Quality first teaching by class teacher with minor adaptations to match learning needs.	Short-term provision to remove or reduce barriers to progress including targeted interventions.	External professionals provide long-term support that may be funded through an EHC Plan.
Communication & Interaction	High quality questioning during lessons. Children trained in 'partner talk' to develop their ideas.	Talkboost small group intervention led by a trained TA 3x per week.	NHS speech & language therapist works 1:1 with a child and his support adult 5x per term and provides ongoing advice & resources.
Cognition & Learning	Manipulatives and concrete resources in use consistently during maths lessons.	Booster clubs are run by class teachers after school or at lunchtime on specific areas, e.g. comprehension, spelling and maths.	Specialist literacy teacher works 1:1 with a child 2x 30 mins per week and provides support to teachers to differentiate lessons.
Social, emotional and mental health	Zones of Regulation in each classroom to give time for identifying and naming emotions and using an appropriate tool to be calm and focussed.	Chess games during lunchtime with our premises officer and special monitor roles to give children individual time and attention.	Weekly play therapy with a counsellor through the Place2Be service.
Sensory & physical	Pencil grips used to develop pencil control. Writing slope used to improve wrist angle when writing.	Weekly small group intervention led by a TA to develop coordination and muscular control.	NHS Occupational Therapist works 1:1 with a child and support adult to develop a food programme to try new tastes/ textures.

7. What is an EHC Plan? Who can request one?

- “An Education, Health and Care Plan is a legal document that describes a child or young person’s special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.” www.contact.org.uk
- Any practitioner working with a child or the child’s parents / carers can request the Local Authority to carry out an assessment to see if an EHC Plan is needed. For more information on this process, you can speak to the SENCO, Ms Keeler.
- More advice is available from <https://www.parentsactive.org.uk>: a parent-led organisation for families of disabled children in Hammersmith and Fulham. You can also visit <https://www.ipsea.org.uk>: a national organisation that promotes the rights of children and young people with Special Educational Needs or Disabilities.

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8. How can I support my child's learning?

- Speak to your child’s class teacher at the end of the day for a quick discussion or make an appointment via the front office if you need longer to talk.
- Make an appointment with the SENCO via the front office if your child has special educational needs and you are worried about how to support them.
- Attend all parents’ evenings and any review meetings so that you can plan next steps with the class teacher.

9. What support is there for my child’s happiness and wellbeing at Ark Bentworth?

- Ms Keeler is a trained Mental Health First Aider for young people and leads on mental health and wellbeing at Ark Bentworth.

Universal – all children get this	Targeted – some children get this	Specialist – children with the highest need get this
<ul style="list-style-type: none">• Reflection time & PSHE lessons in class• Weekly celebration assemblies that focus on positive achievements in all areas of school life• Professional staff who are trained to identify poor wellbeing or mental health difficulties at an early stage	<ul style="list-style-type: none">• West London Zone programme that includes personalised programmes of support. These include gardening, circus skills & 1:1 reading.• Weekly buddy group intervention that might focus on building friendships or transition to a new year group.	<ul style="list-style-type: none">• Weekly play therapy with a Place2Be counsellor• Daily check-ins with senior staff• Referral to CAMHS (Child and Adolescent Mental Health Service) for assessment

10. How is my child included in activities with his or her peers?

- As an inclusive school, we work hard to make sure that all children, even those with 1:1 support, learn directly from their class teacher and benefit from paired and group learning with their peers. Occasionally, a child who cannot access the curriculum for his or her age might need to go out of the classroom for specialised teaching or intervention but this is limited to specific sessions with close supervision by the SENCO.
- We are ready to make adaptations so that each child benefits from a broad and balanced curriculum and a typical school day alongside peers. This might mean giving your child ear defenders so that he can take part in a Samba music lesson. Or it might mean giving your child an older playground buddy so that she has support to play games with her friends at lunchtime.

11. How will my child be supported to move on to a new year group or school?

Depending on your child's age and stage of development we might:

- provide a social story that describes the move in clear, child-friendly language and a calendar that counts down the days / weeks until the move
- take your child on a visit to the new classroom to see the layout, where the pegs and toilets are and the kind of work that is on the walls or accompany your child for a transition visit to the new school
- support your child during whole class handover visits with the new teacher at the end of term
- help your child to create a one-page profile that summarises what people like and admire about him, what he needs for a successful day and how he likes to be supported
- create a transition book of memories that helps your child to have a good ending at Ark Bentworth before starting at a new school

12. Who can I contact if I have a complaint?

1. Class teacher
2. SENCO: Ms Keeler
3. Head of School: Ms Faddy
4. Principal: Mr Upfield

All of the above members of staff will be able to direct you towards the complaints procedure if an issue cannot be resolved.

More information about our provision for SEN is available in the SEN Policy, which can be found on our website here: <http://arkbentworth.org/>

For more information about support services available in Hammersmith and Fulham for families of children with special educational needs and disabilities, search for the SEND Local Offer website:

<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

Review Date: September 2020

