



Achieving Success

Ark Atwood School Offer for SEND – Parents/Carer's Questions and answers

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Westminster local offer: www.westminster.gov.uk/local-offer

1. Who are the best people to talk to at Ark Atwood School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher* about your concerns. The phase leads for Early year (Miss Thomson), Key stage 1 (Mr Townsend) and Key stage 2 (Miss Capon) are also available to discuss any queries with.
- It is likely that the class teacher or phase lead will have discussed your concerns with Miss Rees, the Assistant head teacher who is also the school Inclusion manager and SENCo*.
You may wish to arrange a meeting with Miss Rees.
- If you continue to have concerns arrange to discuss these with Miss Lester or Miss Thomson, the Assistant Head teachers, or Mr Upfield the Head teacher*.
(*See Roles and Responsibilities below.)

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

- Your child's class teacher may initially 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 issues at a parent/teacher consultation meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Ark Atwood School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes.
- Ark Atwood has a SEN Parent group which meets each half term to discuss queries, concerns and successes, if you are interested in joining this group please let Miss Rees know. These groups are based on the parent's requests and needs.
- If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

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

- At Ark Atwood School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Triborough Training and Outreach team based at QE2 School.
- Individual training can also be arranged as necessary.

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

- At Ark Atwood School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will 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.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Ark Atwood School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

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

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

➤ At Ark Atwood Primary school we have a 3 tiered approach to supporting a child's learning.

Universal (Wave 1) – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted (Wave 2) - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

- Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist (Wave 3)– it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

➤ Please see The Graduated Response Chart (Page 9) to see the current support provided at Ark Atwood School.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.
- Interventions will be put in place to support specific areas of difficulty.

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

The purpose of an EHC Plan, which have replaced Statements of SEN, is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish 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 the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school (the SENCo), can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

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

- There can be suggested strategies or activities for you to do at home to support your child's learning.
- We regularly run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENCo can also support you with strategies, resources and ideas for supporting your child's learning at home. At Ark Atwood Miss Rees runs a half termly SEN Parent Group to support with current difficulties, resources, and celebrate successes, as requested by parents.
- You can have an opportunity to meet with other professionals involved in supporting your child as appropriate, such as Occupational Therapists and Speech and Language Therapists.
- You can arrange a meeting with Miss Rees or the class teacher, whenever you have a concern you would like to speak about.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Ark Atwood school receives funding from the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school 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?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support. The effectiveness of interventions can be discussed with the SENCo each half term.

12. What support will there be for my child's happiness and wellbeing at Ark Atwood school?

- At Ark Atwood School we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Learning Mentor and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns.
- At Ark Atwood support is provided for social skills, mindfulness, self-esteem and confidence, as well as for any learning needs.

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

- Ark Atwood School is an inclusive school and committed to providing equal opportunities for all children.
- 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 are included in all activities.
- You should also feel free to contact your child's class teacher or Miss Rees if you have any concerns.

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

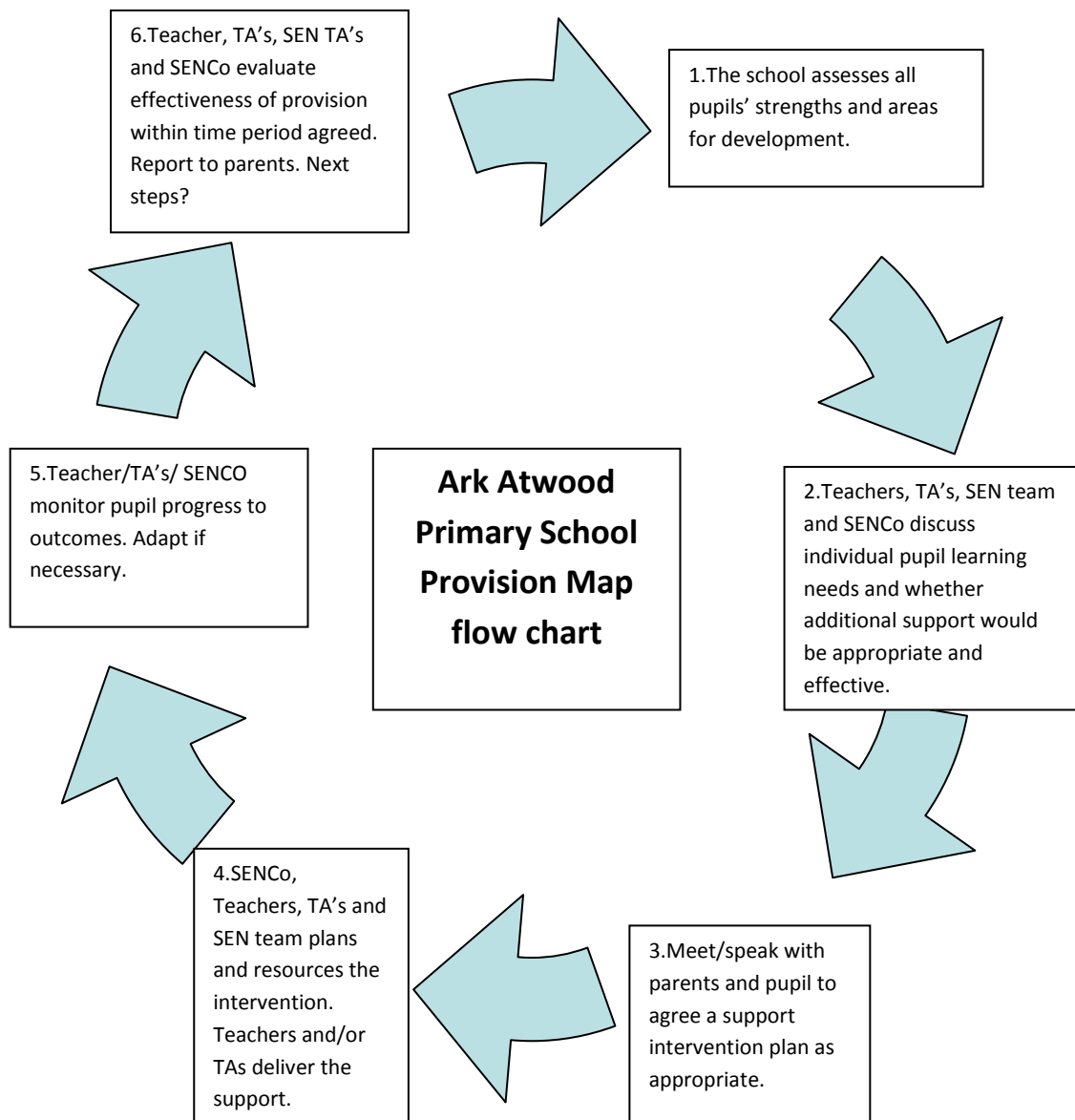
- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Ark Atwood School we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Ark Atwood School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. We can also support with identifying possible school choices and school visits. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

15. If I have any other questions about my child at Ark Atwood School, who can I ask?

At Ark Atwood School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- The class teacher
- The Phase Lead (Miss Thomson/ Miss Capon/ Mr Townsend)
- The Assistant Head teachers (Miss Rees, Miss Lester, Miss Thomson)
- The Head teacher, Mr Upfield

Parents' guide to Ark Atwood school Interventions



Ark Atwood Primary school Graduated Response chart

Each Year group identifies the individual needs and support for these needs in a chart as modelled below. This is reviewed each half term to assess effectiveness, impact and to plan next steps. The outcomes show the criteria needed to complete an intervention.

Wave	Children Identified in Assessments as a focus	Plan / Do	Review (Exit Criteria)	Staff involved
I (Universal High Quality teaching)		RWI phonic booster support Grey books, Set 2-3 sounds, letter formation	To consistently recognise set 1-3 sounds when reading To consistently use set 1-3 sounds in writing	
		Spelling support Tuesday	To consistently spell topic words correctly 5 HFW's/ star words per week	
		Laptop use 1x literacy session per week	To express my ideas clearly	
		Literacy targeted support	To punctuate each sentence correctly To consistently produce complete and correctly structured sentences	
		Fine motor support	To form my letters clearly To move around each letter in the correct direction	
II (Targeted)		Special zippy reading pack-10 mins daily 1-1 1-1 support	To promote a love of reading To support the acquirement of an extended vocabulary in literacy	
		Exercise and hand putty group	To focus during carpet/ table time	
		Word Wizard	To pronounce new words correctly To understand what they mean To use new words in an appropriate context	
		Maths 30 minutes	1-1 support to recap and consolidate each mornings learning	
		Extension Literacy group x1 per week	To achieve my Level 3 learning target as discussed with my teacher	
		Art Therapy	To describe how I feel To explain why I feel this way To share ideas on strategies to respond appropriately to my feelings To interact and communicate with my peers successfully	
		Wise behaviour programme 3 groups (Year 2-4) pm	To make good choices consistently To manage my emotions To support my: personal power, emotions, positive vs negative thought, cycles and /or habits of behaviour	
		IPG 15mins daily 1-1 Social skills session 15 mins	To talk to peers and adult appropriately To resolve conflicts with peers successfully To communicate and interact with peers successfully To make 5 points progress on my social star	
		Discussion time	To set expectations for the day Discuss any challenges from previous day/ any apologies to do at the start of the day/ celebrate successes	
		Trampoline and heavy work activities	To support me to behave appropriately in class To stay on task to complete my learning activities at my table To make 5 points progress on my social star	
III (Specialist)		IPG pm	To interact successfully with my peers To manage my emotions appropriately To make 5 points progress on my social star	
		SAL therapist group 1x per week	To pronounce my target sounds correctly To use 1-2 word sentences with my peers	
		OT	To carry out my exercise programme with increasing independence To request a specific movement break to meet my current need that session	

Roles and Responsibilities at Ark Atwood School

- **Class Teacher:** develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils, and by their organisation of learning resources and the classroom learning environment.
- **Teaching Assistant/Learning Support Assistant:** works alongside and supports the classroom teacher. Our TA's or LSA may work one-to-one with individual pupils or with small groups. The SEN team carry out the Wave 2 support, additional out of class 1-1 or small group work with children.
- **Phase Lead:** Support the class teaching teams in their phase with the curriculum, wellbeing, time tables and lead the key stage towards academy targets.
- **Inclusion manager and SENCo:** co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them. The SENCO has responsibility for requesting the involvement of an *Educational Psychologist* and other external services. This also includes general SEN assessments, administration and parental support.
- **Deputy Head Teacher:** share in the leadership and the corporate responsibility of the school, ensuring high quality education for all pupils, continuous school improvement and ongoing staff development. In the absence of the head teacher, the professional duties of the head teacher are undertaken by the deputy head teacher/ Assistant head teachers.
- **Head teacher:** provides professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement.
- **Speech and Language therapist:** assess and treat speech, language and communication problems in pupils to help them better communicate.
- **Educational Psychologist:** concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties.
- **Occupational Health therapist (OTs):** help pupils to improve their ability to perform tasks. They work with individuals who have conditions that are mentally, physically, developmentally, socially or emotionally disabling.

Ark Atwood School Policies

- ARK SEND policy
- ARK policy for supporting pupils with medical needs
- EAL policy
- High Achievers policy
- Attendance
- Anti-Racism policy
- Sex and Relationships Education policy
- Home School Agreement
- Uniform
- Pupil premium
- Safeguarding
- Complaints
- Behaviour policy

