

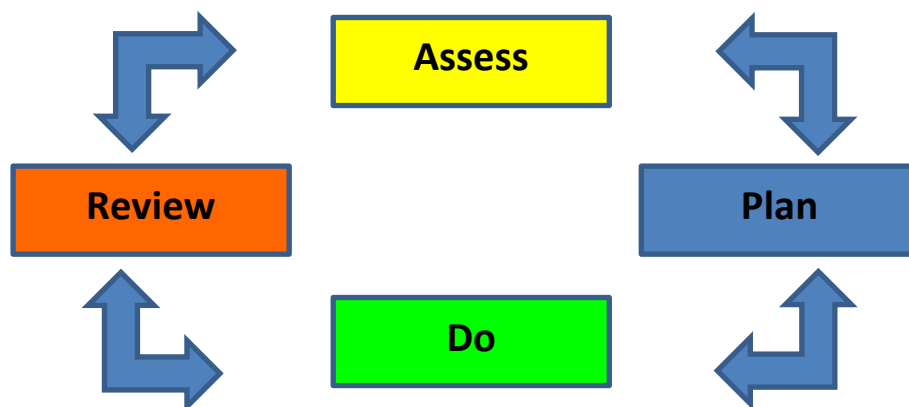


Ark Atwood SEN Policy

(last reviewed: July 2019)

1. How are children at Ark Atwood monitored, assessed and identified as being in need of additional provision or having Special Educational needs?

- At Ark Atwood we have a half termly assessment cycle where the progress of all children is monitored, on all areas of the national curriculum.
- Screening tools and assessments are used to assess if language is within the normal range for each age group. Our Speech and Language therapist will assess any children we have concerns about to inform support if needed, in addition to the SENCO at Atwood.
- The leadership team (Head teacher, Deputy Head teacher and SENCo) and extended leadership team carry out classroom observations throughout the school year.
- Teacher's or parents who have a specific concern about a child will discuss this with the SENCo, the SENCo will then carry out appropriate observations and assessments, and if needed a referral will be made for more specialised assessments advice.
- Each class has a Teacher and a Teaching Assistant to help support the children within the class. As appropriate there is also a Special Educational Needs Teaching Assistant in each class.



2. How does Ark Atwood assess the progress of pupils with Special Educational Needs?

To monitor children's progress the following takes place:

- Termly assessments of all children in the core subjects (Reading, writing, maths, science, speech and language).
- Half termly year group meets with the class teams and Assistant head teacher to discuss progress, attainment, intervention and support in place and the impact of these. This is fed into the support

outlined on the Graduated Response chart for each year group which is updated regularly, in response to the needs of each class.

- The Graduated Response Chart identifies how the needs in each class are met at a Wave 1 level (high quality in class provision), Wave 2 level (specific interventions that take place outside of class by the school team) or Wave 3 support (specialist involvement, such as an Educational Psychologist, Speech and Language therapist or Occupational therapist). For example:

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	
	IPG pm	To interact successfully with my peers To manage my emotions appropriately To make 5 points progress on my social star		
III (Specialist)		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	
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- Pupil progress meetings take place each term with all teachers and the Leadership team. Progress and attainment is discussed, and the impact of additional support assessed. The graduated Response chart is updated as appropriate and the targeted support for the following term identified and planned for.
- ILP (Individual Learning Plans) review meetings each half term. Progress towards identified targets is assessed and targets adjusted as needed, with a plan for how to support the child to meet these targets.
- Annual review meetings each year for children who have a statement of Special Educational needs or an EHC PLAN (Education and Health Care plan). These take place twice a year if below the age of 5 Years.

3. Who is the SEN Co-ordinator and how can I contact him?

Joseph Townsend (Assistant Head teacher)

Email: j.townsend@arkatwoodprimary.org

Tel: 020 7266 7070

If you would rather come into school to make an appointment about any concerns you have you can ask Mr Townsend at the start or end of the school day, where she can be found in the playground, or call one of the above numbers to arrange.

4. What expertise and training do staff at Ark Atwood have to meet the needs of children with special educational needs?

Members of the Ark Atwood team have experienced training in one or more of the below areas:

- Nuffield
- Talk Boost
- Language Training (ie Colourful Semantics, Black sheep Story telling, Cued Articulation)
- TEACH
- ASD support
- Positive behaviour management
- On-going advice from outside specialists (Speech and Language Therapist, Occupational Therapist, Educational Psychologist)
- Happy Secrets Wise behaviour social skill support
- Paws.b mindfulness specialist teacher

5. What facilities and equipment are in place for children with special educational needs?

- The school has a lift to support mobility difficulties and ramps are available where possible by doors.
- The school uses ICT support to aid with learning; the programs used are Clicker 6, Wordshark, Communicate and Print.
- Tablets

- To support with sensory needs the school has movement cushions, chewy tubes, fiddly equipment , sensory snack breaks and Hug Vests. In the 'Inside out room', where additional support sessions take place, there is a dark den and sensory equipment to support specific needs.
- Gross and Fine motor skills support equipment (i.e. Exercise balls, trampolines, Wedge seating cushions, pencil grip supports, Writing boards).

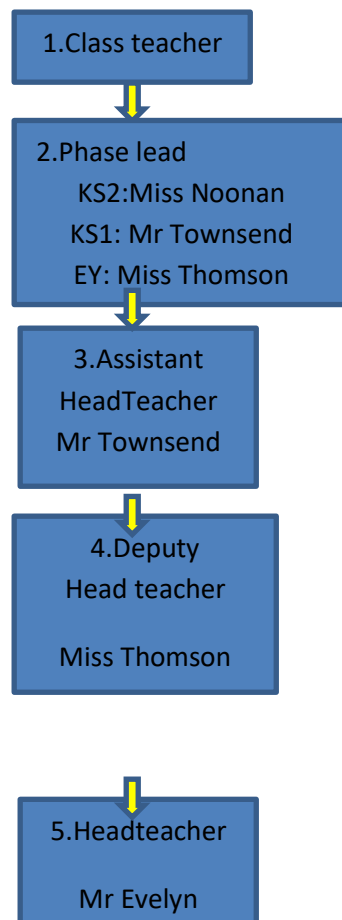
6. What role can the parents of pupil's with special educational needs play?

To discuss learning support, Intervention programmes and behavioural support at home parents can access:

- An open door policy to see the SENCO at any point.
- Each morning and at the end of the day the class teacher is available if you would like to schedule a meet to discuss any concerns with the class teacher.
- Termly parent evenings to meet with the teacher (and SENCO if appropriate).
- Termly meets with the teacher, teaching assistant and SENCO to discuss IPP targets.
- Annual Review meet to discuss statements or EHC plans, review progress and plan next steps.
- Half termly SEN parent meets.

7. If I have a concern about provision for my child, I am unhappy or would like to make a complaint, How do I do this?

- As soon as you have any concerns, queries or complaints, please come to speak to the following members of the Ark Atwood team:



- All of the above members of staff will be able to support you with how to follow the complaint procedure if an issue cannot be resolved.

7. What support services outside of school are available for parents of children with special educational needs and how can I contact them?

- Occupational therapist (Individual contact basis)
- Speech and Language Therapist
- Educational Psychologist: Ask SENCO for details
- School Nurse: Ask SENCO for details
- For Parent support information please visit the Westminster Council page: <https://www.westminster.gov.uk/parenting-services-information>

9. Where can I find the local offer?

<http://localoffer.westminster.gov.uk/kb5/westminster/localoffer/home.page>

Contact Westminster:

If you have any queries or need further clarification, please do not hesitate to contact a member of the Special Educational Needs team, who are based at the address below:

- The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX
- telephone: 020 7361 3311