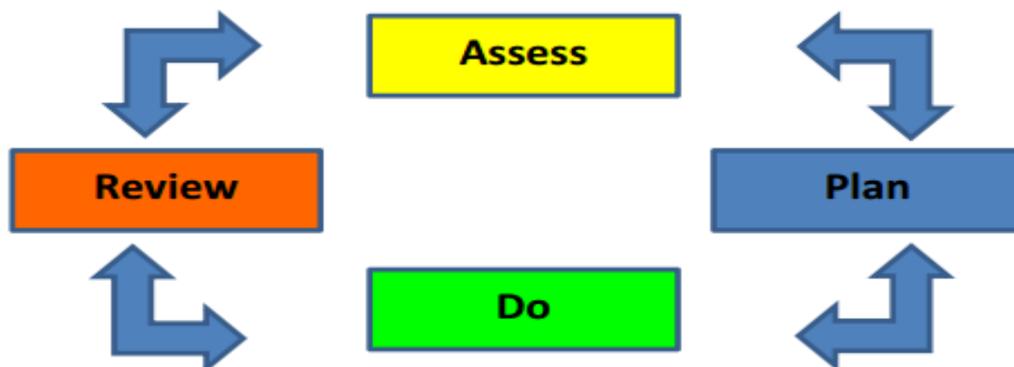


Ark Paddington Green Academy SEN information Report

As a non-selective comprehensive school, Ark Paddington Green Academy's funding agreement, admissions criteria and ethos is that of a totally inclusive school. It is a primary school educating pupils aged three to eleven, including a significant number who have special educational needs

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

- a. All pupils when joining the academy are assessed to identify their current skills and levels of attainment, building on information gained from previous settings where relevant and appropriate
- b. At Ark Paddington Green Academy, all pupils learn within either a half-termly formal assessment cycle where the progress of all children is monitored and reviewed across all areas of the curriculum
- c. In between these formal assessment points, teachers and education support staff regularly monitor and assess the learning pupils undertake and meet on a weekly basis with senior colleagues to discuss any emerging concerns they must have about the progress and development of a particular pupil and to plan appropriate actions
- d. The academy utilises the graduated approach model described within the *Special educational needs and disability code of practice* (January 2015) which draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people



More information regarding how the graduated response model is implemented at Ark Paddington Green Academy can be found within the SEN policy

- e. Parents who have a specific concern that their child might be in need of additional provision as a result of having a special educational need, they can discuss this with the class teacher or speak to the school office to arrange an appointment to meet with the relevant senior leader in charge of SEN provision

2. How does Ark Paddington Green Academy assess the progress of pupils with SEN?

- a. Annual review meetings occur each year for children who have a statement of Special Educational needs or an EHC Plan (Education and Health Care plan)
- b. Individual learning plan (ILP) review meetings occur on a termly basis for all pupils with special educational needs who are subject to an ILP
- c. Specific reviews of the progress and attainment of pupils with special educational needs occur as an integral part of the half-termly formal assessment cycle, including termly parent reports and parent meetings
- d. The progress of pupils with speech, language and communication needs (SLCN) is assessed and reviewed in collaboration with the onsite speech and language therapist
- e. Additional assessments are put in place (carried out by specialists if required) following these meetings should a need arise

3. What expertise and training do teachers and education support staff at Ark Paddington Green Academy have access to in order to meet the needs of special needs children?

- a. Onsite speech and language therapist
- b. Elkan Speech and Language training programme for education support staff
- c. Onsite therapeutic provision delivered by Place 2Be
- d. Westminster ASD outreach and support services
- e. Westminster Education Psychology outreach and support services
- f. Westminster Speech and Language outreach and support services
- g. School nursing service
- h. Weekly coaching support from senior staff regarding teaching & learning strategies

4. What facilities and equipment are available for pupils with special educational needs?

- a. The school has a lift to support with mobility
- b. A make-shift sensory area
- c. Sloped handwriting desk-top boards
- d. Modified seating for pupils with specific sensory needs

The needs for further, pupil specific resources are assessed on an individual basis. As such, some pupils have access to items and equipment such as tangles, pencil grips, sand-timers, ear-defenders and distraction tasks when required

5. How is the need for access arrangements identified and implemented for pupils with SEN?

Teachers and parents can suggest the need for a pupil to be assessed in relation to access arrangements by speaking with the senior leader in charge of SEN. The senior leader will oversee the assessment and application process before ensure the exams officer implements the arrangements.

6. How does Ark Paddington Green Academy ensure it has a curriculum which is matched to the needs of all of its pupils, especially those with special educational needs?

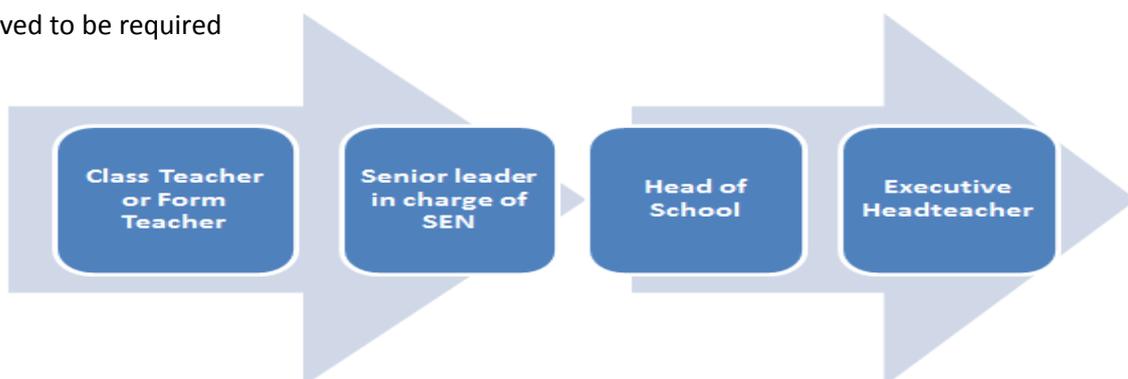
- a. Our first priority at Ark Paddington Green Academy is that we build a foundation in literacy and numeracy, as this provides a gateway to all other learning. In order to achieve this, our pupils learn literacy and numeracy for the majority of each day with this amount decreasing as they get older and begin to learn additional subjects such as sciences, humanities, music and modern foreign languages. As a result, all pupils learn to read, write & work with numbers confidently from an early age
- b. For pupils with special educational needs, the academy supports them in accessing an academic curriculum and subject offer through effective in-class differentiation, the provision of education support staff where funding allows and the provision of a smaller class size during key stage four where possible
- c. Ark Paddington Green Academy recognises that quality first teaching is the critical first wave of securing compatibility with its curriculum and the special educational needs of pupils and all teachers are responsible for the progress of pupils with SEN in their class
- d. In addition to quality first teaching, a range of out-of-class interventions (often referred to as Wave 2) and specialist interventions (wave three) are arranged for SEN pupils

7. What role can the parents of children with special educational needs play?

- a. Share any questions or concerns regarding pupil progress or SEN provision with teachers or with the senior in charge of SEN provision as soon as possible
- b. Attend review meetings on a termly basis, including the annual review meeting for pupils with EHC plans or a statement, ready to contribute observations and aspirations relating to pupil progress and SEN provision
- c. Attend meetings with professionals when requested (such as therapists, psychologists, health care professionals and key workers) and implement any agreed actions relating to the support needed by the child in question

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

Such concerns are always best initially raised with the adults who know the child and their family best and then escalated in the following manner if further clarification, information or action is believed to be required



9. Who is the Special Educational Needs Co-ordinator (SENCO) and how can I contact them?

Ms Eyre (Assistant Headteacher) is currently the senior leader in charge of SEN and has overall responsibility for SEN provision across the academy and appointments to meet with her can be made via the front office.

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

- a. The Westminster Information Advice Support Service regarding SEN provision can be contacted via email: iass@westminster.gov.uk
- b. The local offer which details the support services outside of the school which are available in Westminster can be found online: <https://www.westminster.gov.uk/local-offer>
- c. Tri-borough SEN services can be contacted directly and the special educational needs team is based at **The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX** and can be contacted by telephone on 0207 361 3311