

# Ark Kings Academy



## SEND Provision

### SEN Information Report

Welcome to our SEND information report, part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND).



[Click here to access Birmingham City Council's Local Offer.](#)

At Ark Kings Academy we are committed to working together with all members of our school community to support the learning and progress of our students. This report has been written with the help and feedback of parents/carers, students, teachers and governors. We would welcome your feedback and will review this report annually to ensure the content is accurate and up-to-date. If you would like to get involved in the next review, or want more information about its content, or SEND provision in school, the best people to contact are:

Principal: Mr Roger Punton

Vice Principal (Personal Development, Behaviour and Welfare) Mr Sean McCay

SENCo: [Ms Amanda Busby](#)

You can contact the school on: 0121 459 4451

You can contact school via email using this link: [info@arkkingsacademy.org](mailto:info@arkkingsacademy.org)

[A copy of our Inclusion Policy can be found here.](#)

All schools are supported by their local authority's [Local Offer](#) in order that they can be as inclusive as possible and meet the needs of students with Special Educational Needs and Disabilities in a mainstream setting wherever possible.



## Frequently Asked Questions

Take a look through our frequently asked questions to guide you through SEND Provision here at Ark Kings Academy.

**Click each question to take you to our responses to these FAQs.**

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## Identifying Needs

### How does the school know if students need extra help with learning?

Throughout their school career we assess and carefully monitor all students. We analyse the data of all students upon entry to the Academy and at termly data reviews (at least 3 times a year). We use baseline assessments in core subjects, behaviour data and we test for reading comprehension using the New Group Reading Test (NGRT), all of which help us to identify any additional need.

We highlight any students who are underachieving / not meeting targets and plan support to help them catch-up. Students who do not respond to initial support are assessed further to identify potential special educational needs.

Students are identified as having special educational needs and disability (SEND) in a variety of ways, including the following:

- Transition procedures - Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the special educational need (SEN) register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again. At each point in this process, the Special Educational Needs Co-ordinator (SENCo) will communicate with parents and carers, to keep you informed of any changes to support.

### What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's form tutor. You can start by contacting the form tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Student Support Managers or the SENCo, then the form tutor will be able to help you arrange this.

### How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' individual needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCo consults with subject teachers and pastoral leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

## **SEND Responsibilities**

### **Who will explain provision to me?**

If you would like to find out more about the provision available in specific subject areas, please feel free to contact the subject teacher or your child's form tutor.

There is an opportunity for this at parents' evening, but teachers are happy to meet with parents/carers at any point in the school year to discuss students' progress. Contact details for all staff are available through the Academy [website](#).

In the case of individual or small group interventions, the [SENCo](#) will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. Regular review meetings will take place for students with EHC Plans / Statements.

### **How are the school governors involved? What are their responsibilities?**

The SENCo reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

One of the governors is responsible for SEN and meets regularly with the SENCo (appointment to be confirmed). This 'SEN link governor' also reports to the governing committees, to keep all the governors informed. Our Governors also receive reports from the Ark Monitoring team who include Governor Becky Curtis, Ark Direction of Education Support. Both branches of this governance are responsible for ensuring the SEND provision in school meets the [SEND Code of Practice 0-25](#).

Support and monitoring of SEND provision at Ark Kings is also available through regular visits from the Ark Central Lead for SEN

### **What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for all staff, throughout the school year.

- Heads of Year Learning have extensive experience and training in planning, delivering and assessing intervention programmes.
- Assistant SENCo (None-teaching) has extensive experience and training in strategies to support students on the Autistic Spectrum
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and is organised in accordance with the needs of the students.

The school works closely with other Ark schools, sharing training opportunities including INSET days and Ark Central experts.

Currently the newly appointed SENCo is undertaking the PGCert National Award for Special Educational Needs Co-ordination, and the team are up-dating their skills by undertaking specialist training and CPD.

## **Pastoral Support**

### **What support will there be for my child's overall well-being?**

At Ark Kings, students are placed in form groups. Form tutors are the main point of contact for parents/carers about their child's pastoral and social well-being.

Each year group has a Student Support Manager as well as the Head of Year for Learning.

Every form group engage in a cross-curriculum study called 'Virtue' which allows student to discuss issues with their peers, for example Year 7 have been looking at positives relationships, self-esteem and bullying.

The Place 2 Be provision supports the students' personal, social and emotional wellbeing, led by a team of trained counsellors who see all students who wish to use the service provided.

Staff training is very important to ensure that staff is aware of the medical needs and general well-being of our students. The following are examples of some of the training we receive annually:

- Staff are trained annually on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.
- Staff receive safeguarding training and have this year all undertaken radicalisation and extremism training.
- All staff have completed the online Prevent training

[Click here to link to our Safeguarding Policy which can also be viewed via our school website.](#)

### **What is the pastoral, medical and social support available in the school?**

If a student is unwell during the school day, then they will be assessed by a Student Support Manager. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

The Student Support Manager will decide if:

- The student is well enough to stay at school or not.
- In a medical emergency, the Student Support Manager will attend urgently, or may call for an ambulance if the student requires hospitalisation.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school recognises good behaviour. Every lesson, every student has the opportunity to gain merits for:

- *Acknowledgement of achievement*

- *Effort*
- *Contribution in lessons or the wider life of school*

Additionally, Ark Kings will also formally recognise through the end of term assembly in the following areas:

- *Academic excellence (high standards)*
- *Progress made (improvement)*
- *Performance related achievement (sport, music, drama, art)*
- *Exceptional contribution to the academy (going above and beyond)*
- *Consistency (following academy expectations every day)*
- *Leadership (taking responsibility and initiative)*
- *Full attendance*

There are consequences for poor behaviour, which are outlined in the [school behaviour policy](#). As well as losing rewards, students can receive sanctions such as detention, isolation or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided, and this may trigger further assessment to determine the ‘reason’ for the behaviour.

[Our rewards and sanctions policy can be found here.](#)

## Medical Need

### How does the school manage the administration of medicines?

Medicines for students are managed by the Student Support Managers and designated first aiders. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the Student Support Managers by a parent/carer
- The student’s name and date of birth are recorded alongside the date, time, name of medicine, and dosage. The completion of the School Medication Consent Form is required.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the Student Services Room
- To take their medicine, the student must go the Student Services room, where the dose will be administered by the Student Support Managers
- Each time the medicine is administered, the time, date and dosage is recorded.

## Individual Support

### How will school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning needs and are responsible for making the curriculum accessible to all students.

Subject teachers are supported by the school SENCo who will help teachers to:

- Understand a student's needs
- Develop teaching strategies to meet individual student needs
- Plan lessons and resources to meet a student's needs

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCo will co-ordinate intervention for an individual or small group of students, which might include one of these provisions:

- Additional adult support in the classroom
- Withdrawal sessions – when students come out of some lessons for pre-arranged sessions, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.

### Home Learning

The home learning set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

### How will the curriculum be matched to my child's needs?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas (English, maths and science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. In English, Literacy lessons pupils are grouped by similar reading ages to ensure the lesson is pitched at their level of understanding. In Maths and Science pupils are set by attainment. In other curriculum areas pupils are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning.

### What are the school's approaches to differentiation and how will that help my child?

Differentiation of learning means that teachers plan to support all learners in the classroom depending on their individual learning needs.

This can mean teachers plan:

- To direct additional adult support to work 1:1 or carry out small group work within the classroom
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

## Measuring Progress

### How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Ark Kings includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCo and Head of Literacy who use the information to plan and design the next half term's intervention programme.
- Teachers are observed by senior leaders and line managers in line with the Improving Teaching Strategy; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The [Vice Principal, Achievement Outcomes for Learners](#) is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the end of the autumn term and the summer term, students are screened for reading and spelling ages. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties. Pupils' literacy skills are formatively assessed throughout the year with fortnightly quizzes or half termly phonic and word knowledge assessments depending on their literacy sets.
- The school's behaviour management system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

### How do we know if it has had an impact?

We will know our interventions are having an impact when we see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels. Other indications are:

- The student is achieving or exceeding their expected levels of progress

- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school

Students may move off of the SEND register when they have ‘caught up’ or made sufficient progress.

## **Enrichment Activities**

### **How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised. This may include specialist advice from a specialist who works with the student. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## **Parental Involvement**

### **What opportunities will there be for me to discuss my child’s progress?**

We offer an open door policy where parents/carers are welcome to make an appointment to meet with either a subject teacher or form tutor or any other teacher, and discuss how their child is progressing.

Parents/carers can contact staff members directly by email or by writing a note in their child’s planner. Alternatively you can contact the school office: [info@arkkingsacademy.org](mailto:info@arkkingsacademy.org) or on +44 (0) 121 459 4451

Planned arrangements for communicating between school and home include:

- Every student has a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers can be shared and responded to as needed
- Each year group has at least one parents’ evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a termly report, which includes a progress check (current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas

If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCo and attended by parents/carers, teachers and outside agencies involved in the student’s education.

## **How will I know how my child is doing and how will you help me to support my child's learning?**

You will receive a written report each term, which will give current targets and working at levels or grades (WAG's and WAL's). You will have the opportunity to discuss your child's progress during parent's evenings and regular contact with your form tutor.

We would ask that you keep us informed of any changes at home, that you feel might have an impact on your child's learning and we will work together to support you and your child through these changes.

We expect parents to support our behaviour strategies and support children with homework, by keeping a track of their deadline dates which can be found in the Student Planner or on 'Show My Homework'.

## **Student Voice**

### **How will my child be able to contribute their views?**

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active student leadership team, where students are elected each year to represent their peers. The student leadership team consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Student panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.

If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings and they will be included in the documentation for any review meetings.

## **External Agencies**

### **What specialist services and expertise are available at or accessed by the school?**

The SENCo (Amanda Busby) as well as the Student Support Managers, liaise with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, such as:

- Health services
  - \* GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services
  - \* locality teams, social workers, child protection teams, family intervention

programmes

- Educational Psychology Service
- Access to Education team
  - \* Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team
- LACES – Looked after Children team
- SENAR

## Transition Support

### How will the school prepare and support my child when joining the school and transferring to a new school?

Our goal is to make sure our new students feel like they belong at Ark Kings before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

#### Key Stage 2-3 (year 6 to year 7)

Through the school's designated Primary Transition Co-ordinator, careful transition is planned and arranged for students choosing Ark Kings Academy as their secondary school. The Primary Transition Co-ordinator works closely with primary schools to organise activities, visits and experience of secondary life for all students and those who are especially vulnerable at transition.

- All students in year 6 who have accepted a place at Ark Kings for year 7 are invited to two taster afternoons in June and July. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Any pupils with additional needs will be invited in for additional taster sessions.
- A further induction day is set by Birmingham City Local Education Authority. Parents/carers are invited at the end of this day to learn about the activities their children have undertaken, to meet key members of staff and to receive information about the organisation of the school.
- The Primary Transition Co-ordinator and the SENCo visit feeder primary schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- Ark Kings Academy teachers are provided with information about all new students' needs, strengths and background at the start of year 7.
- Every student's school file is passed on to the Primary Transition Co-ordinator (or, in the case of students with SEND, the SENCo) at the start of year 7.
- During the first week of the new school year the form tutor will call home to introduce themselves, share information and establish contact with the school. Furthermore a settling in evening is arranged within the first half term.
- During the summer holidays a one week summer school is arranged for all the new year 7s to attend- at no cost to parents/carers. This week focuses on students becoming orientated to the academy, develop friendships, have booster sessions in numeracy and literacy as well as have the opportunity to take part in enrichment activities which include off site trips such as visiting Drayton Manor.

### **Key Stage 3-4 (year 9 to year 10)**

For KS4, students choose from a range of GCSE options which help to prepare them for the next steps in their education, be that college, apprenticeships or a career of their choice. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions. Choices are guided to support SEN students in making appropriate and achievable pathways.

### **Joining mid-year**

All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning and progress to date.

A student 'buddy' is chosen to support the new student for the first few days of being at Ark Kings. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school.

Contact is always made with the previous school to ensure the transfer of information and the child's school file.

### **Moving to another school**

Contact is always made with the new school to ensure the transfer of information and the child's school file.

### **Post 16 Transition**

All students have access to a careers advisor who will carry out a 1:1 interview to discuss the student's desired progression to college / university / training or a career.

- All students have to opportunity to visit colleges and universities, to experience the life of a student.
- Open days and open evenings are publicised in year 11 form time and time is given to developing CVs and applications.
- UCAS tracker is available to all students.

Students with an EHC Plan or Statement will be given additional support to contact colleges and arrange induction days / taster session and the SENCo will ensure that student files and additional needs are shared with the College SENCo.

## **Accessibility**

### **How accessible is the school environment?**

- The ground floor of the site is accessible to all, as there are no stairs or steps.
- There are no lifts to access above ground floor.
- Toilets are located on the ground floor.
- There is currently one car park at the front o the site which does have an allocated pace for disabled use.

We are in the process of having a new building constructed which is due to be opened in the Winter term 2017 and this will be fully accessible to all, benefiting from lifts and ramps.

## Allocation of Resources

### How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis with students who have the most complex needs accessing the most support. All students benefit from our quality first teaching approach to inclusion in the classroom, and we find that these targeted strategies support all students including SEN.

Our school receives an SEN notional budget for each child.

This is used to provide quality first teaching strategies that are evident in all classrooms, and to fund strategies such as:

- Additional literacy lessons for all students
- Social skills group work
- Staff training as mentioned in the **SEND training** section
- Medical training for all staff
- Enrichment activities to develop social skills and team working, resilience and challenge
- SEND Department training on specific needs e.g. Lead Autism Practitioner

Some students do have additional funding, for example Looked After Children and this is spent in agreement with the student to support their individual needs, for example on a laptop to support their home learning, or on specialist equipment to aid mobility.

[For more information about how we allocate funding, take a look at our spending policy.](#)