



Ark Ayrton
Primary Academy



Ark Ayrton
Nursery



**Our school offer
for children
with special educational
needs and disabilities**

2023-2024

Introduction:

At Ark Ayrton Primary Academy and Ark Ayrton Nursery we offer a graduated approach to meeting the needs of our children.

In class, for all children you can expect to see Ark's 6 key principles driving our work: high expectations, great teaching, more time for learning, depth before breadth, exemplary behaviour, and the staff knowing every child. We believe in the power of restorative practice. This is underpinned by our fundamental principles of:

**AIM
HIGH**

**WORK
HARD**

**PLAY
FAIR**

**SHINE
BRIGHT**

Areas of Need

The 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Cognition and learning (C&L)

Children may have difficulties with the skills needed for effective learning such as use of

- Language, memory, and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing
- Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia

Communication and interaction (C & I)

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills:

- May have difficulties ignoring distractions
- Need reminders to keep attention
- May need regular prompts to stay on task
- May need individualised motivation to complete tasks
- Difficulty in attending whole class
- Interaction will not always be appropriate
- May have peer relationship difficulties
- May not be able to initiate or maintain a conversation

Understanding/Receptive Language:

- May need visual support to understand or process spoken language
- May need augmented communication systems
- Frequent misunderstandings
- Repetition of language and some basis language needs to be used to aid their understanding

Speech/Expressive Language:

- May need visual support to understand or process spoken language
- May need augmented communication systems
- Frequent misunderstandings
- Repetition of language and some basis language needs to be used to aid their understanding
- May use simplified language and limited vocabulary
- Ideas/conversation may be difficult to follow, with the need to request frequent clarification
- Some immaturities in the speech sound system
- Grammar and phonological awareness are poor and therefore literacy is affected

Social, emotional and mental health difficulties (SEMH)

Children may have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD, ADD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

Physical and/or sensory

These children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaptation
- Physically access the building(s) or equipment
- Over-sensitivity to noise/smells/light/touch/taste
- Toileting/self-care

We understand and recognise that sometimes, some children require some additional support to help them catch up or keep with their learning. At Ark Ayrton this could be, for example, small group learning, one to one learning, tuition and booster sessions or a language enrichment programme.

We recognise the importance of emotional health and offer a wide range of support including emotional literacy support (ELSA), a well-being teacher and an SEMH lead, co-ordinating provision for children and staff development. We also have access to specialists on a needs-led basis.

Some children will have additional needs – special educational needs and/or disabilities. They may require more specialist and personalised support and we, alongside parents, may seek specialist advice from other professionals to help us meet their individualised needs.

Commonly Asked Questions by Parents and Carers of children with Special Educational Needs/Disabilities (SEND) ANSWERED

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

At Ark Ayrton we have an open-door policy where all staff are happy to listen and help

- Firstly, you can talk to your child's class teacher/lead practitioner about your concerns
- You may wish to arrange a meeting with the Nursery manager or Nursery SENCO or the Special Educational Needs Co-ordinator (SENCo)
- If you continue to have concerns, you should arrange to discuss these with the most appropriate staff (see question 15 for further details)
- Regular Meetings with the SENCO

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

At Ark Ayrton we pride ourselves in developing open and honest relationships with parents and carers

- Initially your child's class teacher or lead practitioner may 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 or room leader may also talk to you about any concerns at parents evening
- The SENCo may contact you and arrange a meeting to discuss your child's needs with learning and any possible support strategies the school might be considering
- Phase Leaders may speak to you at your New Entry Meeting (if you are new to and joining Ark Ayrton during the year) once they have liaised with your child's previous school or nursery.

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

At Ark Ayrton we believe our most valuable resource is our staff. We have a strong team dedicated to improving outcomes for all our children and we invest heavily in them

- All staff receive regular coaching visits and developmental feedback about their teaching from the Head of School, Assistant Head Teachers or Phase Leaders and other senior staff
- We have an on-going training and professional development programme which includes ensuring all staff have the appropriate skills and knowledge to support children with special educational needs
- The school accesses training from a wide source including partnership agencies eg. Educational Psychology, Speech and Language specialists, EMAS, MABS the local authority and curriculum organisations e.g. Read Write Inc, My Mastery
- Support is planned and implemented on a needs-led basis and training reflects the needs of children as they occur.
- Co-planning with Senior Leaders and the SENCo.

4. How will Ark Ayrton consider my views and those of my child regarding their difficulties with learning, special educational needs, or disabilities?

At Ark Ayrton we believe it is very important for parents/carers to be involved in all areas of their child's learning. We actively encourage and promote working in close partnership in an open and honest manner. We also believe it is essential to understand your child's views on any difficulties they may experience with their needs

- We will ask to speak to you if we have any concerns about your child, their needs, and their progress – we can discuss the strategies being used and expected outcomes and any further support or referrals we think will help your child
- You will be able to share your views, discuss your child's progress and review the plans in place, at our regular parents' evenings and meetings with the SENCo
- If your child has an Education *Health and Care plan* (EHCP) you and your child will be able to share your views through and at the Annual Review process
- However, if you have any concerns about your child's needs at any time, you can make an appointment to meet your child's teacher and/or the SENCo who will be more than happy to discuss these with you
- Your child will have many opportunities to discuss and share their views about their needs regularly with their teacher and support staff in class, in small groups, individually and through responding to feedback marking in their books.

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

At Ark Ayrton teachers are teachers of children with SEND and, as such, they provide high quality first teaching taking account of the needs of all children in their class including those with SEND

- We carefully plan our curriculum to match the age, ability and needs of all children
- Regular co-planning with leaders focuses on meeting the needs of all children
- Class teachers 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
- We have a Disability Access Plan to ensure that all children have the fullest

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

At Ark Ayrton we have a large team of staff who specialise in a variety of support that may be offered to your child. We also run a few catch up and SEND programmes and work closely with a wide range of professionals who support and advise us in meeting the needs of children with SEND.

We have a 3-tiered approach to supporting children:

Universal support:	Targeted support:	Specialist support:
This is the provision in the classroom – the work the teacher plans, who the teacher works with, the use of additional support staff and a variety of resources and adaptations to planning.	This is the planning and provision of a short-term intervention to help children catch up or keep up eg a 10 week maths tuition programme, a 10 week vocabulary and language enrichment programme, a 6 week social skills programme. It may be delivered 1-1 or in small groups.	This is the planning of a specialist and personalised provision for children with particular and more complex needs and difficulties. Support staff in school may work 1-1 or 1-2 with your child at this level delivering programmes and personalised interventions as part of an Individualised Provision Plan.

Teaching Assistants (TAs) deliver a variety of interventions at this level including Catch Up Reading, Spelling Support, Wave 3 Maths, Read Write Inc 1-1 sessions, Speech and Language targets and fine and gross motor skills. TAs may also be deployed to support children with SEND at this level more frequently in class with their work as well as providing provision outside of the classroom.

7. How will you support my child to reach their learning outcomes?

The progress of all children is under constant review through feedback, monitoring and specialist assessment. The outcomes of these are used to plan future provision:

- The class teacher and other staff working with your child ensure they receive appropriate teaching adaptations to achieve those goals in class and through additional interventions as required
- Teachers make referrals to the SENCo where concerns are raised in order to take swift action to support your child
- If your child has an Individual Learning Plan, progress against the targets will be reviewed regularly
- External agencies and specialists may contribute to reviewing your child's progress

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

The purpose of an EHC Plan is to make special education provision to meet the needs of a child or young person, to secure improved outcomes for them across education, health, and social care and, as they get older, prepare them for adulthood. An EHC Plan will contain:

- The views and aspirations of you and your child
- A full description of their special educational needs and any health and social care needs
- Agreed 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 agreed outcomes

You, and/or the school (the SENCO), can request that the local authority assess your child's needs. This may lead to an EHC Plan.

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

At Ark Ayrton we work in close partnership with parents and carers to help ensure all children feel supported at both school and home to achieve the best possible outcomes for them:

- Each year group at Ark Ayrton sends home a half termly curriculum newsletter outlining what the children will be learning, homework projects and other suggestions of ideas and activities you can do at home with your child to help them
- All children receive regular, weekly home learning appropriate to their needs and we encourage parents and carers to support with the completion of this
- Home learning can be accessed through the school's digital strategies including Seesaw for KS2
- We run parent/carer workshops in school to help you understand the strategies we use in school. In addition, your child's class teacher and/or the SENCo may be able to offer you individual training and support in specific support strategies/resources relevant to your child.
- At the nursery we hold regular parent partnership meeting so that information can be shared and next steps/targets for the child are set together.
- An SEMH lead who co-ordinates personalised provision for children with complex SEMH needs.

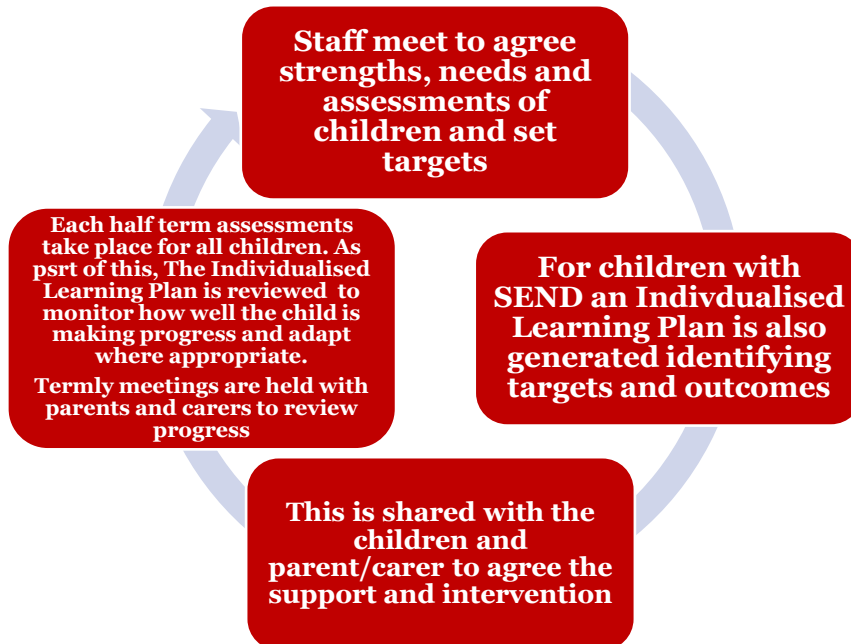
10. How is support allocated to children and how do they move between the different levels of support in school?

Ark Ayrton receives funding from and via the local authority. These funds include money to support the learning of children with SEN and/or disabilities.

- Senior leaders ensure funding is allocated appropriately to the meet the news of children with SEND
- Funding is reviewed termly and signed off by the Executive Head and Local Governing Board.

11. How will Ark Ayrton 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?

At Ark Ayrton we adopt the following formal assessment cycle



- Your child's progress will also be assessed continually both in terms of their daily learning within the class and regarding specific intervention programmes
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and are adapted where necessary. It may be decided that a further period of support and or a different intervention would be beneficial for your child
- You and your child will be kept informed and encouraged to be actively involved
- You can request a meeting with your child's teacher and/or the SENCo at any time if you have any questions or concerns.

12. What support will there be for my child's happiness and well-being at Ark Ayrton?

At Ark Ayrton our ethos of AIM HIGH, WORK HARD, PLAY FAIR and SHINE BRIGHT and our values underpin all that we do. The happiness and well-being of all our children is paramount. We pride ourselves in the relational and family approach we have developed within The Ark Ayrton Family and how well we know and get to know every child and their family

- You can be confident that your child's class teacher, Lead practitioner, Teaching Assistants, Learning Support Assistants, Pastoral Team and the SENCo are available to provide support to match your child's needs
- Our children's views are sought regularly through School Council, and they play an active role in developing our school
- The Pastoral Team are available at any time to talk to children, parents and carers and offer support if there is a problem. Support is provided for social skills, self-esteem, and confidence, as well as for any learning needs.
- A well-being teacher provides specialist support where personalised needs are identified.
- A SEMH-lead co-ordinates provision and supports staff development to help children.

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

Ark Ayrton Primary is an inclusive school and committed to providing equal opportunities for all children.

- No child is disadvantaged
- 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, in conjunction with parents and external agencies are included in all activities and able to access them.

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

We recognise and understand how important good transitions are for children to make the most progress and achieve the best outcomes throughout their education

- We ensure that at key transition points (between classes each year and at the end of Key Stages) all staff are aware of individual child's needs, learning, progress, and best support strategies.
- We have strong links with our local schools and work with them to ensure there is a smooth transition when your child transfers to their secondary school of choice or moves during the school year. We can also support with identifying possible school choices and school visits. Please contact us for further details.
- If your child joins us during the school year, we will liaise closely with their previous school to understand their needs, hold a New Entry Meeting with you and your child and make any other reasonable arrangements that may be necessary or specific for your child if they have a special educational need and/or disability e.g. extra visits, purchasing specific equipment. Similarly, if your child moves to another school during the school year, we will contact the new school to share all relevant information, request a meeting with new staff if local and necessary and help to prepare and support your child and you with the transition where appropriate
- If your child has an EHC Plan, we will plan reviews in sufficient time prior to them moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews and appropriate staff from the new school will also be invited to attend
- In Year 5 and 6 all EHC Plan reviews will have an additional focus on preparing for secondary school.
- In Year 2, all ECH Plan reviews will have an additional focus on preparing for KS2.

15. If I have any other questions about my child at Ark Ayrton Primary Academy and Ark Ayrton Nursery, who can I ask?

At Ark Ayrton we have an ‘open door’ policy and are always very happy to speak to you about any aspect of your child’s education at any point during the school year. It is best to speak to one of the following in this order:

- The class teacher and/or TA or LSA
- Nursery - Lead practitioner/ Kimberley, Amanda, and Gemma
- The Pastoral Team (if appropriate) – Mandy Rutledge, Jenny Davis, Nick Jacobs
- Well-being teacher – Mrs Tabraham
- Regional Home/School Family support worker – Sam
- Regional SEMH lead – Mrs Ellis
- SENCo –Ark Ayrton Primary – Mrs Fenton
- SENCo – Ark Ayrton Nursery – Amanda
- Nursery Manager – Mrs Ayrton
- Early Years Phase Leader – Mrs Scarsbrook
- Lower School Phase Leader – Mrs Serjent
- Upper School Phase Leader – Miss Robinson
- Assistant Head teacher (Teaching & Learning) – Mrs Truscott
- Assistant Head Teachers - Mrs Tuck and Miss Woodward
- Head of School - Mrs Bennett-Acres
- Executive Head teacher - Mrs Chapman

***We look forward to working in close partnership with you and your child to help them to shine bright in all they do at
Ark Ayrton Primary Academy***