



# Ark Byron Primary Academy

## **Who are the best people to talk to at Ark Byron Primary Academy about my child's difficulties with learning or special educational needs?**

- Please email or talk to your child's class teacher at the beginning or end of a normal school day and arrange a further time to discuss your concerns.
- It is likely that the class teacher will have discussed your concerns with Miss Biggam, the Inclusion Lead. She may then wish to arrange a meeting with you and your child's class teacher.

## **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 will 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.
- Miss Biggam, the Inclusion Lead 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.

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

- At Ark Byron Primary Academy 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 and this will form part of our assessment and review of support strategies.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals involved.
- If your child has an identified special educational need then the class teacher and Inclusion Lead will be in regular contact to discuss current progress, support strategies being used and expected outcomes. If your child has an Education, Health and Care Plan (EHCP) you and your child will also be able to share your views at the Annual Review.

**How does Ark Byron Primary Academy ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At Ark Byron Primary Academy 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.
- Depending on the needs of individual children, the school is able to access a range of specialist training and advice from the Ealing Primary Teaching School Alliance, Speech and Language Therapy Services, Educational Psychology Services, Occupational Therapy Services, Physiotherapy Services, Child and Adolescent Mental Health Services, Ealing Primary Behaviour Service, Ealing Child Development Team and independent charities (e.g. National Autism Society, ICAN, Symbol UK).
- Individual training can also be arranged when necessary.

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

- At Ark Byron Primary Academy 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. Miss Biggam, Inclusion Lead, coordinates the input of specialists to support teachers with strategies and individualised targets.
- Additional specialist advice is sought when appropriate. For example the Educational Psychologist, Occupational Therapy Team, Speech and Language Therapist and Sensory Impairment Services will provide an environmental audit and give advice to the school regarding any adaptations needed. When necessary, accessibility aids and technology may be used to support your child's learning.

## 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 2014;

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

At ARK Byron Primary Academy we have a three tiered approach to supporting a child's learning.

1. **Universal** – this is the quality first teaching your child will receive from her/his class teacher and includes differentiated planning and in-class adaptations to match learning needs.
2. **Targeted** - 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.  
Targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum and will either be delivered by our Intervention Co-Teacher or a member of staff trained in the programme or approach being used. You will be kept informed of your child's progress towards learning outcomes.
3. **Specialist** – 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 an Education, Health and Care Plan. Miss Biggam, our Inclusion Lead, coordinates referrals to these services and will liaise with you and your child's class teacher to share recommendations and advice.

## **How will you support my child to reach his/her learning outcomes?**

- There is regular communication between the class teacher and senior leadership team to review all children's progress towards individual targets. Teachers plan on a half-termly basis using the progress data for each child to set short-term targets. This also includes any adaptations as recommended by specialist professionals involved.
- Targeted interventions may be put in place to support specific areas of difficulty. These will be time-limited and be reviewed against short-term targets specific to the intervention.
- Where specialist input is received (e.g. speech and language therapy) then the professional involved will set additional targets and these will be monitored by the class teacher and Miss Biggam, Inclusion Lead. Parents will receive copies of additional targets and updates as they are reviewed by the professionals involved.

## **What is an Education, Health and Care (EHC) Plan and who can request one for one for my child?**

Education, Health and Care Plans have replaced Statements of SEN and have the same legal status. The purpose of a plan 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

Ealing's Children & Families' Directory has more information on how to apply for an Education, Health and Care Assessment [here](#). You can also make an appointment to speak to Miss Biggam, Inclusion Lead, who can support you with further information and coordination of an assessment.

## **How will you help me to support my child's learning?**

- Your child's teacher will meet with you each term to discuss your child's learning and ways to support at home. You can also access information on the curriculum taught in school via the Ark Byron website [here](#).
- We run parent/carer workshops in school to share strategies, for example in phonics and maths. In addition, we may be able to arrange individual training in specific support strategies relevant to your child through external organisations such as the speech and language therapy service, National Autism Society, Ealing's specialist health visitors and the occupational therapy and sensory impairment teams.
- You can also request an appointment with Miss Biggam, the Inclusion Lead, who can give you strategies, resources and ideas for supporting your child's learning at home.
- You will always have an opportunity to meet with other professionals involved in supporting your child in order to discuss their recommendations.
- You are able to book a meeting with Mrs Kaplan, whenever you have a concern you would like to speak about.

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

- At Ark Byron we ensure that all children receive high quality, differentiated teaching from their class teacher. The senior team and class teachers review the progress of all children each half term and use this information to plan additional support. If a child does not make progress over time or there are any concerns raised by parents or the class teacher, the Inclusion Lead and class teacher will discuss options for further support. This may be some 1:1 or small group work with the Interventions Co-Teacher or it could be that a referral is made to a specialist for further advice and support. This decision would be taken after consultation with parents and a review of the support strategies already put in place by the school.
- The Head teacher and the Inclusion Lead regularly 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.
- The Head teacher, in consultation with the school Governors, decides the budget for any additional or different provision on the basis of the needs of the children in the school.
- For children with an Education, Health and Care Plan, the school receives additional funding from the child's local authority to put in place the special educational provision outlined in the plan. This is reviewed annually with parents and all professionals involved.

## **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.

- If your child receives additional support in school (through short-term interventions or a programme of specialist support) then you will be informed and progress will be measured against targets set at the start of the intervention.
- 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 Inclusion Lead and you will also be invited to meet with external professionals when they are in school to review progress.
- You will have the opportunity to meet with your child's teacher each term and can request a meeting at any point in the year should you have concerns.

## **What support will there be for my child's happiness and wellbeing at Ark Byron Primary Academy?**

At Ark Byron Primary Academy 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.

- Our classrooms are calm and organised and our teachers understand how to plan to meet each child's needs. Similarly, break and lunchtimes are supervised by our teaching assistants, who know the children well and provide a range of play activities.
- We access training from Ealing's Health Improvement Team to deliver their Personal, Social, Health and Economics curriculum, which teaches children about ways in which they can look after their health and wellbeing. This also includes additional lessons from the Mindup Programme and Philosophy4Children, which all staff have been trained to deliver. As part of this, we take a survey at the start and end of the year to measure children's own perception of wellbeing in school.
- Pupil progress meetings happen half-termly and both academic progress and pupil wellbeing are monitored in discussions. When needed, targeted support is available through small group and individual work depending on the needs of the child. We also have access to a play therapist, Ealing's Educational Psychology Services and can refer to the Child and Adolescent Mental Health team for specialist advice and support.
- Your child's teacher and the Inclusion Lead are always available to discuss your child's wellbeing and happiness if you have any concerns.

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

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

- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- When planning school trips the class teacher and Inclusion Lead will assess for accessibility and make the necessary risk assessments with you.
- You should also feel free to contact your child's class teacher or the Inclusion Lead, Miss Biggam, if you have any concerns.

## **How will Ark Byron Primary Academy 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 Byron Primary Academy 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 Byron Primary Academy will also make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Before year 6, we will have provided help with identifying possible school choices and school visits. Your class teacher and Inclusion Lead are available to discuss this should you have any questions.
- 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.

## **If I have any other questions about my child at Ark Byron Primary Academy, who can I ask?**

- At Ark Byron Primary Academy 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 Inclusion Lead, Miss Biggam;
- The Head of School, Mrs Kaplan.