



# Phoenix Arch SEND Information Report 2019 - 2020

**All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs.**

**This is what we offer at Phoenix Arch School.**

**Please contact us directly if you would like further information on**

**0208 451 6961**

**Reviewed July 2019**

**Next Review July 2020**

## **Phoenix Arch School ensures that;**

- Our provision is made in accordance with SEN and disability code of practice.
- We have a lead person for SEND [Jude Towell]
- We invest in whole school and targeted training for staff.
- We ensure inclusive teaching and support where needed and good practice is embedded throughout the school.
- We provide information on school arrangements for SEN to parents and governors.
- We publish on the school website our SEN policy with a description of the arrangements and specialist provisions made for children - including the accessibility plan.

# Phoenix Arch School is a special school for pupils with a diagnosis of Autism and associated needs

We provide a specialist creative environment with small classes [ 6 – 8 ]. We have our own speech & language therapy and occupational therapy. All staff are trained in a range of strategies to support pupil's communication development. We work hard to ensure that all our pupils needs are met taking an holistic approach to learning including personal, social, emotional and academic learning.

Pupils at Phoenix Arch School follow the national curriculum which is adapted to meet the needs of all pupils some pupils' take SATS at the end of a key stage. Children make good to outstanding progress when starting points [KS1 – KS2] are taken into consideration.

All referrals to the school are made via Brent SEN department. If you need to contact them, you can email them on:

sen.brent.gov.uk

You can find Brent's local offer on : [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer)

# Phoenix Arch Vision & Ethos

At Phoenix Arch we value and respect children as individuals, we adopt a nurturing, caring and united approach to support all children to succeed and achieve in their learning. We encourage children to form positive relationships, know what their rights are and take responsibility for their role within the school and the wider community. Our vision is one of an encompassing environment which is creative, exciting, encouraging an inspirational learning community.

# Who are the best people at school to talk to about my child's SEN at Phoenix Arch ?

We aim to offer a family environment where all adults understand the needs of all pupils. This is done through whole school debriefing sessions twice weekly and a daily briefing session.

- **Class teacher-** responsible for:  
Planning , differentiation and assessing your child's progress including personal social development and health education.(PSHE)
- **Teacher in charge of SEND - Jude** HT  
co-ordinating all the support and intervention in the school and keeping parents informed and holding the reviews. Liaising with all agencies involved with your child.
- **Head teacher- Jude** is responsible for:  
The day to day aspects of the school and all the arrangements for children with SEN.  
The Head teacher has to report to the Governing Body on all aspects of SEN in the school.
- **Parent support - Marion** (Mental Health Lead)
- **SEN Governor** - is responsible for making sure the necessary support is made for every child who attends the school with SEN . Our SEN governor is **Anna**.

# How will I know how well my child is doing at school?

- Open door policy - parents welcome to make an appointment at any time with the head teacher or deputy head.
- We survey parents through 'parent view' and through face to face meetings.
- Partnership between parents and teachers - we will communicate regularly through meetings, phone calls and text messages.
- Home school link book - to ensure that comments can be responded to.
- We offer parents support on strengthening relationships and behaviour management strategies through our TAMHS, Family Solutions and the school's Educational Psychologist. This may be in the form of a one to one session for parents or group sessions which includes both pupils and parents.
- Speech & Language therapy consultations.
- Termly target setting days where parents and carers can meet with the whole class team.
- Annual review reports and meetings to review EHC plans and progress in meeting outcomes identified in pupil's plans.

## What are the different types of support available for children at this school ?

	Whole school ethos and practice	Support for additional needs
<b>Social, mental and emotional health needs</b>	<ul style="list-style-type: none"> <li>• Identification and assessment in school</li> <li>• Additional advice and support from other agencies</li> <li>• Adaptations to curriculum supported to build relationships and engage in circle time/PSHE curriculum</li> <li>• Positive behaviour policy</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are implemented, reviewed and revised.</li> <li>• Work with parents to refer to CAMHS.</li> <li>• Targeted intervention to promote social skills and emotional well being and resilience.</li> <li>• Adaptations to physical environment: e.g. reflection time. Planned lunchtime activities to support communication and social skills.</li> <li>• Guidance and advice from Occupational Therapist.</li> <li>• Pupil passport to learning.</li> <li>• Bounce therapy / trampolining identified by OT.</li> <li>• Zippy's Friends or Apple's friends with measurable outcomes.</li> <li>• Cygnet parenting programme for parents/carers including the wider community</li> </ul>
<b>Sensory and Physical needs- hearing/ visual impairment, multi sensory- physical and medical needs</b>	<ul style="list-style-type: none"> <li>• Referrals to: Brent hearing impaired service or Visual impaired service</li> <li>• provision of specialised equipment.</li> <li>• Curriculum is adapted</li> <li>• Disabled toilet facilities</li> <li>• Compliance with acoustic regulations</li> <li>• Adaptations to physical environment, minimal noise.</li> <li>• Teaching assistants with relevant expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention and specialist individual therapy programmes eg, OT , Bounce Therapy.</li> <li>• Staff consistently use adapted resources and TAs work closely with teachers to support access of the curriculum.</li> <li>• Implementing sensory diets as appropriate.</li> <li>• Planned daily OT within the school day.</li> <li>• Use of sensory room as identified by OT .</li> <li>• Sessions with multi disciplinary team of OT, SALT &amp; Bounce therapist.</li> <li>• 1-1, small group Bounce Therapy and Yoga sessions.</li> <li>• Parent training sessions to develop parents and carers knowledge of specific programmes.</li> </ul>

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	Whole school ethos and practice	Support for additional needs
<b>Autistic spectrum disorders</b>	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• A structured day</li> <li>• Positive behaviour management strategies.</li> <li>• Learning style understood. Differentiation.</li> <li>• Rewards and sanctions.</li> <li>• Communication with parents.</li> <li>• Debating assemblies and frequent opportunities for pupil voice.</li> <li>• An investigative curriculum where pupil's have the opportunity to lead on learning style and investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group targeted interventions.</li> <li>• ICT used to reduce barriers</li> <li>• Alternative communication systems – Makaton and visual exchange system.</li> <li>• Visual timetable- work stations- noise is minimised</li> <li>• Parents involved in learning plans and setting targets.</li> <li>• Planned playtimes with structured activities.</li> <li>• Specific goals- short steps.</li> <li>• Social skills group and language circles within the teaching time table.</li> <li>• Interaction and social skills development</li> <li>• Access and support from CAMHS including Zippy's and Apple's friends.</li> </ul>
<b>Speech language and communication</b>	<ul style="list-style-type: none"> <li>• Communication, speaking and listening policy.</li> <li>• All staff trained in relevant strategies to support communication.</li> <li>• Range of prompts to support learning, verbal, visual, kinaesthetic.</li> <li>• Total communication approach incorporates speech, AAC, Makaton, picture/visuals and gestures.</li> <li>• Consultation and collaboration with between SALT and school staff.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT programmes delivered by TA on a daily basis.</li> <li>• Direct intervention form SALT in 1-1, small groups, and or whole class sessions targeting a student or students therapy goal.</li> <li>• Class based support.</li> <li>• Alternative communication systems- Makaton.</li> <li>• Social skills group and language circles within the teaching time table.</li> <li>• Formal &amp; informal assessment to best determine approach and support.</li> <li>• Whole school approach to intervention Attention Autism, Listening groups, social skills groups, colourful semantics and shape coding.</li> <li>• Parents groups for SALT &amp; OT support. Home programmes for students to further develop speech &amp; language skills.</li> <li>• A range of communication systems to develop speech &amp; communication including high tech options Ipad with Proloquo2go options. Communicate to Print.</li> </ul>



# In addition

All children will	The following provision
Assessment on entry	All pupils are assessed for Speech & Language on entry as part of their learning need. All pupils assessed for learning on entry.
Emotional and social needs addressed	Anti bullying, peer support role models. Named adults for support. A curriculum that meets pupil's needs. A range of learning styles offered.
Progress tracked and reviewed	All learning assessed and tracked taking into account small steps. Progress reviewed and tracked half termly and shared with pupil's, parents and governors termly. Standards and progress is analysed yearly by an independent advisor. End of key stage data is shared with the local authority.
Induction / Transition arrangements	Personalised induction supported by the senior leadership team and therapists as required. Access to transition programmes and visits supported by an Educational Psychologist and Deputy Head.
Staff who are trained	All staff have ongoing training in Makaton, ASD awareness, physical intervention, Attention Autism, Communicate to Print and developing social stories. Allocated time for meeting with professionals to facilitate a multi disciplinary approach to learning.
Provision that is assessed and evaluated	Teaching and learning is assessed through class observations, planning, book scrutiny and the learning environment. Provision maps ensure there is good tracking of interventions. Whole school policies are evaluated and monitored. The school self evaluates its provision yearly using a range of data and makes comparisons with similar schools.
Access to extra curricular activities	Regular trips and outings linked to learning.
Progress that is shared with parent/carers/pupil's	Parents are informed and actively encouraged to support shared goals at home. Termly target setting meetings with class team and pupil's to review progress and set new goals. Pupil's contribute to their passport to learning and their Annual Review with a senior leader.

## If you need to complain

We aim to provide outstanding provision for all individuals, if you are not happy with anything please contact the head teacher in the first instance.

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure, please see school complaint policy or request a copy form our office.
- Contact Anna, our SEN governor via the school office.
- LA complaints procedure.
- An appeal to The SEN and Disability Tribunal (LA decision).
- A claim against the responsible body (Chair of Governors or LA) for disability.
- To the SEN and Disability Tribunal for discrimination.
- A complaint to the LA Ombudsman (Schools and LAs).

# Glossary of terms

- SEN - Special Educational Needs
- D - Disability
- EHC Plan - Education & Health Care plan
- Makaton - Multi-modal language programme to support communication.
- ICT - Information communication technology
- SALT - Speech & language therapy
- OT - Occupational therapy
- TA - Teaching assistant
- CAMHS - Clinic for Mental health services