



Phoenix Arch School

Special Educational Needs

Next review July 2025

Introduction

Phoenix Arch School is a Primary Specialist Support School for pupils aged four -11 years. There are currently 55 on roll with seven classes with between 7 to 10 pupils in each, depending on the needs of the children. The school caters for pupils' on the Autistic Spectrum and related communication difficulties. Some pupils may have additional learning needs but will be able to access the national curriculum when adapted to meet their needs.

The whole school curriculum takes into account the specific learning difficulties of the pupils and their individual learning styles and encompasses communication and a language rich environment; the core and foundation subjects of the National Curriculum; Religious Education; Personal, Social and Health Education and Citizenship and for KS2 French.

Signing, symbols, pictures/photographs, speech and gesture are all used to develop each individual pupil's communication skills.

Occupational Therapy is provided with integrated programmes delivered by our staff on a daily basis or when required. The therapist also assesses and works directly with pupils as appropriate. Our Speech & Language therapist provides therapy as appropriate and oversees therapy programmes delivered by the class team. Sessions may include one to one sessions, small group or whole class sessions in addition to daily language circles. The class teams have been trained to deliver Attention Autism sessions as appropriate.

Our family support groups support the family to create joint targets for use between home and school to improve and manage behaviour. Information is fed back to staff to assist in meeting the pupils overall needs. Our SENCO & ELSA mentor leads this. We also offer the Cygnet and Cygnet + Programme to families in the wider community. You can read more about therapy provision on our website <http://www.phoenixarchschool.co.uk/>

Pupils are admitted to Phoenix Arch at the request of Brent Council; consultations from other boroughs also come through Brent Council. Pupils all have an EHC plan with ASD as their primary need.

Prior to admission to the school, parents and children will visit to see the facilities and meet staff and other pupils of a similar age. Links have been developed with other educational establishments, the local community and a variety of agencies. Pupils regularly take part in educational and community visits to local shops, museums, places of worship, theatres, parks and leisure facilities.

Aims

The school aims to: [INTENT]

- Provide a happy, supportive and stimulating working environment to enable the pupils to develop maximum independence by acquiring skills and progressing according to their own needs and developmental level.
- That practice reflects our school Vision and Values.
- Pupils receive the provision set out in their Educational Health Care Plan to identify the changing needs of pupils.
- We respond to these changing needs so that pupils can further develop their potential as individuals.
- We offer pupils the opportunity to develop their own personality by allowing choice, to enable them to pursue personal areas of interest.
- We develop each pupil as a member of society by providing a range of personal and social opportunities and responsibilities.

Objectives [Implement]

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively throughout Phoenix Arch School.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress and attainment of all pupils and identify needs as they arise and provide support.
- To provide full access to the curriculum through differentiation.

- To provide specific input, matched to each pupils' individual's needs.
- To ensure all members of staff perceive all pupils positively and that all provision is positively valued by parents, carers and staff.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in the Borough and in other Boroughs.
- To enable children to move on from us well equipped in skills of literacy and numeracy appropriate to their cognitive ability and social independence to meet the demands of school life and life- long learning.
- To involve parents/carers at every stage in their plans to meet their child's additional needs.
- To seek the views of the child and take them into account especially during planning and in any decision making that affects them.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning to match their learning styles.
- Acquire, assimilate and communicate information at different rates.
- Require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Aiding individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Role and Responsibilities

Governing Body

The school governors have a specific responsibility to:

- To do its best to ensure that the necessary provision is made for all pupils.
- To ensure that, pupil's needs are made known to all who are likely to teach them.
- To ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. *Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.*

The Head Teacher

The Head Teacher has responsibility for the day-to day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the school's SEN Co-ordinator (SENCO) Luana. The Head Teacher seeks out and shares best practice with the Local Authority and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staffs are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN. All staff attends regular

training and development to ensure they can meet the needs of their pupils. All staff receives training in de-escalation and safe handling to ensure they interact with their pupils effectively and safely.

The Special Educational Needs Co-ordinator is currently the Head Teacher / Deputy Head

Responsibilities include:

- Meeting with every pupil and parent/carer at the initial interview to discuss needs and concerns whenever possible.
- Coordinating and preparing for Annual Reviews and to attend wherever possible.
- Liaising with and advising fellow teachers.
- Liaising with parents/carers of pupils with special educational needs.
- Monitoring the setting of targets and support teachers in setting them.
- Liaising with the Educational Psychologists, School Nurse, Speech and Language therapists and other health services.
- Sharing developments in order to inform reviews and forward planning.
- Delivering regular Insets to ensure all staff are kept up to date with current practices.
- To work with other SLT to monitor Incident Logs.
- To deliver Insets to ensure all staff are aware of pupil's statements and provision to inform Annual Review Report writing.

Identification, Assessment and Provision for pupils with Special Educational Needs

A comprehensive profile of each child is drawn up when they join Phoenix Arch School. This is achieved by reference to:

- Background information held on pupil files.
- Baseline assessments in Reading and Writing [Classroom Monitor]
- Baseline assessment in Mathematics. [Classroom Monitor]
- Behaviour assessment AETs baseline [Classroom Monitor]
- Progress measured against the objectives derived from the National Curriculum.
- An existing EHCP of SEN.
- Any known medical needs.
- Assessments by specialist services, such as Educational Psychologists, identifying additional needs.

Speech and Language Therapy

All pupils who have been identified through the EHCP as in need of speech and language therapy will be placed on the speech and language therapist's caseload. Speech and language therapy is delivered on an individual basis, in small groups or through class support. Therapy is delivered by the schools therapist or by a trained staff following a programme that is planned, modelled and evaluated by a qualified therapist.

Assessment

Phoenix Arch School assessment procedures and systems for assessing and recording progress of pupils is used to monitor all children's progress and will identify pupils who are not progressing. This enables us to check for progress, scrutinise data and set appropriate targets for pupils.

Pupil Passport to learning & target setting

Pupils entering the school will contribute towards their passport to learning; this encourages pupils to reflect how they learn best and identifies to adults how they can best be supported as individuals. Behaviour targets are set during target setting meetings with families and pupils termly. These will be reviewed termly or more frequently if appropriate. Children know what their targets are and what they have to do in order to achieve them. Pupils contribute to evaluating these targets daily. Literacy and Numeracy targets are monitored separately and these are identified from assessments using Classroom Monitor. Pupils work through their targets and information is recorded half termly using Classroom Monitor.

Arrangements for Partnership with Parents/Carers

We recognise that parent/carers play a key role in enabling pupils to achieve their potential.

- Staff, work closely with parents/carers to support pupils.
- At review meetings with parents/carers we try to ensure that pupil's strengths as well as weaknesses are discussed. Where we make suggestions as how parents and carers can help at home, these are specific and achievable.
- Termly targets are set with pupils, parents and carers. Targets for Literacy, Maths, personal and social are set.
- Regular communication between home and school ensures that any concerns are dealt with quickly.
- Parents and carers permission will be sought prior to submitting a referral to outside agencies unless there is a safeguarding concern.

Evaluating Success

We will use a number of indicators to gather evidence as to the effectiveness of the education provided for all pupils.

- Pupil progress made over a given time from initial/baseline assessments.
- Achievement of targets set out in behaviour targets.
- Achievement of individual subject targets.
- End of Key Stage assessments if appropriate e.g. SATS

We evaluate the effectiveness of the SEN Policy by using the following performance indicators:

- pupil achievement
- pupil self-esteem
- parental views
- resources
- staff confidence in meeting particular additional needs
- lesson plans showing evidence of differentiation
- parental participation
- schemes of work reflecting special needs
- curriculum breadth for pupils with SEN

The Transition Process

Pupils' do not leave us to attend a particular school. We work closely with the families chosen school. Pupil's visit the school and are supported as required by one of our staff, who knows them well. We work closely with the other school to ensure there is a smooth transition and the pupil's new school has all the information that will enable them to support pupils.