



Phoenix Arch SEND Information Report 2024 - 2025

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: September 2024, Next Review : September 2025

Phoenix Arch School ensures that;

- Our provision has been developed in accordance with SEN and disability (SEND) Code of Practice (2015)
[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Our lead person for SEND is Luana Oancea.
- 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

Autism, also known as Autism Spectrum Disorder (ASD) has been described as a neurodevelopment difference characterised by difficulties in social interaction, communication and repetitive behaviours or interests.

We provide a specialist creative environment with small classes [7 – 10]. We provide speech & language therapy and occupational therapy. All staff are trained in a range of strategies to support pupils' communication development. We work hard to ensure that all our pupils needs are met taking a holistic approach to learning including personal, social, emotional and academic learning.

All children attending Phoenix Arch will have an Educational and Health Care Plan, (EHCP). All children have a diagnosis of Autism.

Pupils at Phoenix Arch School follow the National Curriculum, which is adapted to meet the needs of all pupils, some pupils reach age related expectations 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

Phoenix Arch Vision & Values

Our vision is to provide a safe and nurturing environment that celebrates equality and diversity, so that all children at the school can enjoy learning and achieve their full potential. We provide a personalised curriculum that enables children to develop the key skills they need to thrive as independent young adults, enabling them to lead happy and fulfilled lives, and to be the best that they can be.

Values

**Friendship, Courage, Determination, Respect, Inspiration,
Excellence and Equality**

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, adapting learning and assessing your child's progress, including personal social development and health education (PSHE) including RSHE • **Teacher in charge of SEND – Luana Oancea** responsible for: co-ordinating the support and interventions in school, keeping parents informed, holding the Annual Reviews and liaising with all external agencies as required.

- **Head teacher- Jude Towell** 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 – Luana Oancea**
- **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 Grey**.

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 SENCO.
- We survey parents 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 as appropriate for identified pupils - to ensure that comments can be responded to.
- We offer parents support on strengthening relationships and behaviour management strategies through the Cygnet programme, 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 and OT therapy consultations.
- Termly target setting days where parents and carers can meet with the whole class team. This may be done virtually.
- Annual review reports and meetings to review EHC plans and progress linked to outcomes.

Different types of support for different needs

Graduated Provision Map by area of need

Pupils access support appropriate for their needs to enable progress.
Parents are carers are informed and progress is being reviewed through the Annual Review process, target setting and close communication with the school.

<u>Area of need</u>	Universal - Quality First Teaching (all pupils)	Targeted- Catch up (some pupils)	Specialist (few pupils)
<u>Cognition & learning</u>	<p>Quality first teaching Positive behaviour management strategies Staff understand different needs and learning style and pathways Communication with parents Debating assemblies and frequent opportunities for pupil voice. Teachers/team planning meetings Ongoing assessment showing small steps of progress Target setting with parents termly with class team, parents/ carers and child targeting outcomes from the EHCP Adapted curriculum planning, activities, delivery and outcome Pupils groups according to leaning style and communication needs. Visual timetable, aids & use of symbols (www.widgetonline.co.uk) Pupil passport and EHCP targets circulated to all teachers/LSA All pupils from Year 1 have an allocated chrome book.</p>	<p>Catch up programmes – phonics & number sense Additional phonics sessions Targeted intervention programmes- Harbeton Reading Intervention Identified children for additional support in class Multi-sensory spelling practice groups Alternative communication systems – Makaton and visual exchange system. Visual timetable Planned playtimes with structured activities. Specific goals- short steps for learning Social skills group and language circles within the teaching time table. Interaction and social skills development Referrals to other agencies for support. Parents access Cygnet programme</p>	<p>Modified curriculum–for pathway Practical / learning across the curriculum with focus on communication, play and interaction, social skills and preparing for adulthood in pathway at KS2 Adapted teaching tasks with additional learning resources Small group and individual support from adult Pre assessment for Dyslexia and a targeted, personalised approach to reading.</p>

<p><u>Communication & Interaction</u></p>	<p>All staff trained in relevant strategies to support communication AET framework for Autism Consultation and collaboration with between SALT and school staff Direct intervention form SALT in small groups, and/ or whole class. Simplified language, key words (www.widgetonline.co.uk) Speaking and listening skills developed through story time, role play, play Visual timetable, aids & use of symbols Structured school & class routines, class charter developed with class teams to establish desired behaviours for learning such as friendship, sharing, turn taking, respect Role play/ drama activities Jigsaw scheme of work approaches</p>	<p>Total communication approach incorporates speech, AAC, Makaton, picture/visuals and gestures SALT programmes delivered by trained staff as identified. Class based support. Social skills group and language circles within the teaching time table. Whole school approach to intervention Attention Autism, social skills groups, colourful semantics and shape coding. Parents groups for SALT & OT support. Home programmes for students to further develop OT and speech & language skills A range of communication systems to develop speech & communication including high tech options, iPad with Proloquo2go options. Communicate to Print. Communication/ Social Skills led by therapists. Individual workstation Break and lunchtime provision In class support with focus on supporting speech and language</p>	<p>1:1 speech and language therapist assessment and recommendations delivered as appropriate. Speech and language small group work Individual work area. Alternative communication systems – Makaton and visual exchange system Symbol supported text (www.widgetonline.co.uk), In communicate print Individual visual timetable and Now/Next boards. Circle of friends/Buddy group ELSA support Social Stories/Comic strip conversations TEACHH structure Communication board</p>
<p><u>Social, emotional and mental health</u></p>	<p>AET framework for Autism used to set personalised targets. Adaptations to curriculum supported to build relationships and engage in circle time/PSHE curriculum Whole school behaviour policy Zones of Regulation used across the school. Whole school/ class merit systems. Jigsaw scheme of work Whole school/class charter Positive behaviour policy</p>	<p>Small group targeted interventions ICT used to reduce barriers Alternative communication systems – Makaton and visual exchange system. Visual timetable- work stations- noise is minimised Additional advice and support from external agencies Social Skills Group supported by therapist. ELSA sessions with identified pupils Circle of friends/Buddy group Piano lessons</p>	<p>Work with parents to refer to outside agencies. Targeted intervention to promote social skills and emotional wellbeing and resilience Adaptations to physical environment: e.g. personalised equipment. Cygnet parenting programme for parents/carers including the wider community Girls Group Modified Curriculum- Play and Engagement, Independence Personalised reward system</p>

	<p>Weekly dance lessons by specialist teacher.</p> <p>Planned lunchtime activities to support communication and social skills</p> <p>Weekly music sessions by specialist teacher.</p> <p>Calming zone environment</p>	<p>Transition arrangements to secondary supported by Educational Psychologist.</p>	<p>Trips and outings for hands on learning and travel training. 1:1 Music sessions</p> <p>Horse Riding</p> <p>ELSA support for identified pupils</p>
<p><u>Sensory & physical</u></p>	<p>Referrals to Brent hearing impaired service or Visual impaired service</p> <p>Provision of specialised equipment</p> <p>AET framework for Autism</p> <p>Adapted curriculum</p> <p>Compliance with acoustic regulations</p> <p>Adaptations to physical environment, e.g. Fobbed doors to create zones.</p> <p>Teaching assistants with relevant expertise</p> <p>Sensory room and Calming zones</p> <p>OT advice to class teams</p> <p>OT strategies incorporated into the daily teaching and learning</p> <p>Playground equipment supporting physical development and social interaction</p> <p>Trampolining sessions</p> <p>Handwriting Without Tears approach to writing.</p>	<p>Staff consistently use adapted resources and TAs work closely with teachers to support access of the curriculum</p> <p>Additional fine motor skills/handwriting practice</p> <p>Keyboard skills writing</p> <p>Sensory circuits available as appropriate.</p> <p>Small groups OT support</p> <p>Sensory Room</p> <p>Growing project –garden centre</p> <p>1:1 trampolining sessions</p>	<p>Planned OT sessions within the school day</p> <p>Use of sensory room as identified by OT/SENCO</p> <p>Sessions with multi-disciplinary team of OT, SALT & Bounce therapist</p> <p>1-1, small group and Yoga sessions</p> <p>Parent training sessions to develop parents and carers knowledge of specific programmes</p> <p>Bounce therapy identified by OT/ SENCO</p> <p>Adapted Curriculum- Play and Engagement, Independence</p> <p>Individual support in class to access curriculum activities</p> <p>Growing project –garden centre</p> <p>Oral motor strategies</p> <p>Personal care programmes and support</p> <p>Horse Riding</p>

<h2>All children will</h2>	<h2>The following provision</h2>
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<p>Assessment on entry</p>	<p>All pupils are assessed for Speech & Language on entry as part of their learning need. All pupils assessed for learning on entry.</p> <p>All children are assessed using our personalized AET framework for Autism, adapted for our school.</p>
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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 and pathways offered.
Progress tracked and reviewed	All learning assessed and tracked taking into account small steps. Progress reviewed and tracked half termly and shared with pupils, 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, Attention Autism, Communicate to Print, developing social stories, Zones of regulation. 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 annually using a range of data and makes comparisons with similar schools.
Access to extra-curricular activities	Regular trips and outings linked to learning All pupils will attend a two night /three day residential trip.
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 teams, parents/carers and pupils to review progress and set new goals Pupils contribute to their passport to learning and their Annual Review with a senior leader.

If you need to complain

We aim to provide an outstanding provision for all individuals, if you are not happy or want to talk to someone, 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 from our office
- Contact Anna Grey, 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

- SEND - Special Educational Needs & Disability
- 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
- Annual Review – Education Health Care Plans reviewed with the family and child in school and reported to the borough SENAS team.