



PHOENIX ACADEMY SEN INFORMATION REPORT

Phoenix Academy SEN Information Report

Every child brings a unique pattern of strengths and areas of need to our community and the school aims to fulfil the potential of all students. The report describes our school's 'offer' for children with SEN. SEN stands for Special Educational Needs.

Admissions Arrangements

No child will be refused admission to the Academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the academy). The Academy accommodates provision for pupils who experience difficulties in:

Learning and Literacy

My child has difficulties with learning and literacy.

This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration

Students may have conditions such as Specific Learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Down Syndrome. Students may present with difficulties that do not have a specific title.

What Can Phoenix Academy Offer?

All students at Phoenix Academy can access:

- Quality First teaching with appropriate differentiation (including best SEN practice).
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs.
- Accelerated Reader Programme KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for Targeted Groups of Students May Include

Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the SEN Department.

Where needed, help from an external agency (e.g. Educational Psychologist).

Teaching Assistant support in some lessons.

Targeted lunch time clubs for vulnerable students.

Targeted Individual Support Many Include

- On-going tailor made 1:1 tuition in the SEN Department, led by a specialist teacher or higher level teaching assistant.
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Termly testing for students with literacy difficulties to review and plan.
- Subject-specialist teaching assistants in key subjects to provide on-going support.
- External agency advice where needed.
- Exam Access Arrangements.
- Post 16 Transition support

Sensory and/or Physical Needs

My child has sensory and/or physical needs. This section covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia

What Does Phoenix Academy Offer?

All students at Phoenix Academy can access:

- Quality First teaching with appropriate differentiation (including best SEN practice)
- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- School adheres to guidelines on physical access.
- Access to homework support clubs.
- Accelerated Reader Programme KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for Targeted Groups of Students May Include

- Medical Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Group discussions and information giving from our qualified school nurse.
- Access to teaching assistant support.

Targeted Individual Support Many Include

Personalised support plans.

1:1 Outside Agency support from Advisory Teachers.

Individual handwriting /fine motor/keyboard skills training.

Specialist equipment and materials, such as low vision aids and enlarged adapted resources.

Targeted TA support for complex medical needs, including practical support.

Exam Access Arrangements



Speech, Language & Social Communication

My child has difficulties with Communication and Interaction.

This can include:

- Understanding language.
- Using language.
- Understanding how to communicate socially with other people.
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.
- Stammering – advice given to families about how to access support from outside agencies.

What Can Phoenix Academy Offer?

All students at Phoenix Academy can access

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs.
- Accelerated Reader Programme KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs

Support for targeted groups of students may include

- Assessment and identification of language need and feedback to parents and staff.
- In-class Teaching Assistant support in some lessons.
- Year 7 Transition Group.

Targeted Individual Support May Include

As for all Phoenix Academy students plus:

- 1:1 session with a speech and language therapist.
- 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP (e.g. lunch clubs).
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

Social & Emotional Health

My Child has difficulties with social, emotional health or mental health. This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education. It also includes young people who have a range of longer-term recognised mental health conditions. For both groups, issues can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school



What can Phoenix Academy offer?

All students at Phoenix Academy can access:

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Access to homework support clubs.
- Accelerated Reader Programme.
- Access to assessment for identification of significant needs.
- Whole school policy for behaviour management.
- Anti-bullying policy.

Targeted Support for Small Groups May Include

As for all Phoenix Academy students plus:

- Breakfast club.
- Summer school- year 6 into 7 activity week.
- Year 7 transition support groups.
- Intervention groups (all years)- behaviour/social skills/self esteem/stress management.
- In-class support in some lessons.
- Peer mentoring.
- Year 11 support with college applications and career paths.

Support for individual students may include

As for all Phoenix Academy students plus:

- 1:1 mentoring.
- Counselling.
- Outside agency input (eg. Educational Psychologist, Targeted Youth Support, Early Help Hammersmith, CAMHS, Hammersmith & Fulham Early Intervention Service.
- Flexible timetables.
- In-class support for students at risk of exclusion.
- Personal Support Plan- support for students at risk of permanent exclusion.
- Support from Health and Social Care team/ school nurse.
- Child Looked After support.



Parents' F.A.Q.

Some children do well at primary school but find the transition to secondary education more difficult. Our Foundations Programme for Year 7 offers a learning environment which ensures a smooth transition from primary to secondary school.

Our Foundation Program is the key to success for your child.

We offer:

- A clear academic focus to maximize full potential
- Classes set according to ability for all subjects in all years
- A pioneering curriculum with vocational qualifications as well as GCSE's.
- Excellent facilities including a swimming pool, a farm and an exciting main teaching building
- Inspirational speakers from the worlds of work, higher education, sport and culture to enthuse and motivate our foundations pupils
- Close links with imperial college and other universities to help our students progress degree-level education
- High expectations of behavior, uniform and attendance
- A warm and caring environment designed to help your child achieve academic success
- Part of the futures academies trust.

How Does Your School Know If My Child Needs Extra Help?

- If your child is transferring to Phoenix Academy and already has special educational need, your primary school will inform the Special Educational Needs Co-ordinator at Phoenix Academy. These children form the majority of SEND students at the school.
- There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school.
- On entry to the school, all students are screened on key cognitive skills, language skills and certain core academic skills. This system can pick up potential difficulties at the earliest stage.
- The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns.

What Should I Do If I Think My Child May Have A Special Educational Need Or Disability?

Who Can I Contact For Further Information?

If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.

You can contact the school by phone, letter, e-mail or fax. It will be OK to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English.

If your child is still at primary school, talk to your child's teacher there who can help you look at any issues and make links with Phoenix Academy to help prepare for the next year.

The contact details of support services for the parents of pupils with special educational needs, can be found on Hammersmith & Fulham's Local Offer on: <http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page>



What Is An Educational Health and Care (EHC) Plan?

An EHC Plan is a legal document that identifies a child's SEN needs and focusses on the support required to meet agreed outcomes. EHC Plans also outline the child's health and social care needs and their outcomes and support.

How Will I Know If Your School Is Supporting My Child?

How Will I Know How My Child Is Doing?

How Is Student Progress Monitored?

All students: The school will always send you a letter to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.

Target setting days and parent consultation evenings are both opportunities to discuss your child's progress and needs and to find out about support options.

Parents are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.

Students with EHC Plans:

Your child will have identified needs and an education plan in place from the time they start at Phoenix Academy. Their support lessons will show on their timetables and parents receive termly news on outcomes of this extra intervention in short written reports.

In addition to the target setting days, students will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between parents and staff. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school

How Will the Curriculum Be Matched to My Child's Needs?

How Are the Academy's Resources Allocated to These Needs?

All staff are trained, (through a yearly programme of Continuing Professional Development seminars), in adapting lesson plans to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress. Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students. Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support You will have opportunities to discuss exam choices in Year 9 with the aim of selecting subjects based on your child's strengths and interests.

Will My Child Be Able To Access The School Environment?

Please see 'Sensory and/or Physical Needs' and the school's Medical Needs and Disability policy.



What Specialist Services And Expertise Are Available At The Academy?

- Each of the SEND teams employ staff who have received additional formal training in their area of specialism learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health
- The SLCN team also has access to on-site Speech and Language Therapists (SLTs)
- All Teaching Assistants receive regular Continuing Professional Development training and coaching for specific issues / students, from the relevant specialists.
- The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:
 - Educational psychology
 - Occupational therapy

How Will You Help Me in Supporting My Child's Learning At Home?

- The school provides parents with advice on how to support your child's homework Parents are always welcome to contact their child's Form Tutor for more specific advice at any time.
- Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.
- Your child's recent reports will include a section on support strategies, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the author of the report for further information.
- Annual reports written at Phoenix Academy School often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.
- Parents are always welcome to contact their child's support team for ongoing advice.

What Support Will There Be for My Child's Well-Being?

- It is vital that all students in our school feel valued, cared for, confident and supported.
- Ensuring that the student knows who they can talk to if they have any worries
- Lessons about making and keeping friends, having successful
- Conversations, independence in school
- Screening for well-being
- Students who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope read more on the social, emotional and mental health section.

How Will The Academy Help Prepare My Child For Transfer To Post-16 Education Or To Another School?

All students will have at least one meeting with our careers advisor. During this meeting students will have the chance to talk about different Post 16 options. All students will complete work experience during KS4. This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16. Students may take part in programmes of work which help prepare them for life post-16 e.g. Life Skills. Students will receive support with completing college applications. Academy staff will liaise with work experience placements to ensure that their staff are aware of student needs.



The Academy's Arrangements for Assessing and Reviewing the Progress of Pupils with SEN

Assessment and Monitoring of Progress

We have various mechanisms and assessments which we use to analyse progress of pupils academically and personally. The main forms of monitoring and assessments are through:

- Literacy Intervention
- NFER Reading tests
- LEXIA Reading Programme
- Accelerated Reader Programme
- Numeracy Intervention
- Annual Reviews and transition plans
- Individual Education Plans (IEPs)

How we evaluate the effectiveness of provision for pupils with SEND

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways;

- Classroom observations
- On-going assessment of progress made by small groups and intervention groups
- Work sampling
- Informal feedback from staff
- Pupil interviews when setting IEP targets and for annual reviews
- Pupil progress and tracking using assessment data
- Monitoring of IEP targets, evaluating the impact of IEPs on pupils progress
- Attendance records
- Regular meetings about pupils progress between SEN(D)Co, Heads of Year, and School Nurse etc.