Phoenix Arch School

Kind, Curious, Creative and Collaborative

SEND Information Report 2026–2027

Reviewed September 2026 | Next Review September 2027

Please contact us directly if you would like further information on: 0208 451 6961

1. Our specialist SEND offer

Phoenix Arch is a specialist primary school for pupils with a diagnosis of autism and associated needs. All pupils have an EHCP. Our pupils have a wide range of strengths and needs across communication and interaction, cognition and learning, social, emotional and mental health, and sensory and physical development. We therefore do not use a single model of teaching or progress. Provision is personalised around each pupil's EHCP outcomes, communication profile, learning pathway, sensory needs, wellbeing and developing independence.

Our aim is that every pupil is safe, known well and able to participate meaningfully in school life. We combine ambitious learning with communication, regulation, therapy, independence, relationships, creativity and access to the wider community. Pupil voice is sought in ways that are meaningful and accessible to the individual child.

- Small specialist classes, generally around 7–9 pupils, with high levels of adult support.
- Speech and Language Therapy (SALT) and Occupational Therapy (OT) integrated with classroom practice.
- A total communication approach including speech, AAC, Makaton, symbols/visuals and gesture.
- Personalised curriculum pathways: Orchard, Hedgerows and Woodlands, with movement between pathways according to need rather than label.
- Regular review of provision so support can be adapted when a pupil's needs, engagement or progress change.
- A strong emphasis on personal development, independence, enrichment and learning beyond the classroom.

2. Statutory framework and school responsibilities

Phoenix Arch's provision is informed by the Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice: 0–25 years. The SEND Information Report is reviewed annually and updated during the year where significant changes to provision occur.

- Headteacher / lead for SEND: Falu Mehta
- SENCO / Assistant Headteacher: Luana Oancea
- Deputy Headteacher: Leonard (Lennie) Sarkis
- SEND Governor: Saloni Krishnan
- Parents and carers may speak first with the class teacher, SENCO or a member of SLT. The school operates an open and responsive approach to communication.

3. How we know what each pupil needs

Every pupil arrives with an EHCP, but the plan is the starting point rather than the whole picture. On entry and throughout placement, the school builds an informed understanding of the child through assessment, observation, family knowledge, previous information, therapy advice and the pupil's own communication and responses.

- Baseline and ongoing assessment of learning, communication and functional skills.

- SALT and OT assessment/advice according to need and EHCP provision.
- EHCP outcomes translated into meaningful small-step targets and classroom provision.
- Progress reviewed through teacher assessment, work/evidence, learning walks, observations and intervention review.
- Termly Target Setting Days with parents/carers and the class team.
- Annual Reviews, with professionals invited or asked to contribute where appropriate.
- Provision may be adjusted at any point; families do not need to wait for an Annual Review if needs change.

4. Curriculum pathways and graduated provision

Phoenix Arch provides a broad and ambitious curriculum that is adapted to the developmental profile of each pupil. The school's three pathways allow pupils to access learning at an appropriate level while retaining high expectations for communication, cognition, independence and personal development. Phoenix Arch provides three flexible curriculum pathways to meet pupils' individual learning and developmental needs. Orchard follows the National Curriculum with appropriate adaptations; Hedgerows offers a more personalised and adapted curriculum; and Woodlands supports pupils working through the Engagement Model, with a focus on communication, interaction, sensory regulation and early learning. Pathway placement is based on each pupil's strengths, needs and EHCP outcomes. It is regularly reviewed, and pupils can move between pathways as their needs and progress change.

Area of need	Universal / whole-school provision	Targeted provision	Specialist / personalised provision
Communication & interaction	Total communication; Makaton/Widgit; visual timetables; structured routines; Attention Autism; communication-rich teaching.	SALT programmes; social communication groups; language circles; Colourful Semantics/Shape Coding; AAC support.	Individual SALT assessment/programmes; personalised AAC including high-tech systems where appropriate; individual visual systems and work areas.
Cognition & learning	Adapted teaching; small classes; multisensory learning; ongoing assessment; phonics, reading and number teaching; pathway-based curriculum.	Additional phonics/reading/numeracy intervention; Harbeton Reading Intervention; targeted small-group or individual teaching.	Woodlands engagement-focused provision; highly personalised tasks, prompting and communication; individual support to access learning and generalise skills.
Social, emotional & mental health	Zones of Regulation; PSHE/RSHE; positive relationships; class/whole-school recognition; predictable routines; pupil voice.	ELSA; social skills work; girls' group; structured break/lunchtime opportunities; Thrive-informed support during 2026–27.	Personalised regulation plans, environmental adaptations, multi-agency input and bespoke support where behaviour communicates unmet need.

Sensory & physical	OT-informed classroom practice; adapted resources; sensory regulation opportunities; PE and physical development; outdoor learning.	Sensory circuits; fine/gross motor programmes; handwriting support; small-group OT; sensory room/calming spaces.	Individual OT recommendations; specialist equipment; personal care programmes; Bounce/trampolining where identified; liaison with hearing/visual impairment and other specialist services.

5. Personal development, enrichment and access to the wider world

Personal development is not an 'extra' at Phoenix Arch. For many pupils, carefully planned experiences are essential opportunities to generalise communication, manage sensory demands, build confidence, practise independence and discover interests and talents. We adapt visits and activities so pupils can participate safely and meaningfully.

During 2025–26 pupils accessed a rich programme which included:

- Sea Life Aquarium, the Wallace Collection, Tower of London and RAF Museum, Cinema Trip alongside local community visits.
- A two-night residential experience at Paccar Scout Camp, developing independence, confidence, relationships and resilience.
- Whole-school themed and enrichment experiences including World Book Day, Science activities, Carnival and Art Week.
- An artist-led Art Week with Darrell Wakelam, giving pupils access to a practising artist and shared creative outcomes.
- Irish music and dance, Cultural Diversity Day with Sitar, Tabla and Dhol, choir and instrumental opportunities, and an Art & Music Celebration.
- Music for Life and Brent Music Service opportunities, with choir participation available to all pupils and instrumental learning or individual music experiences where appropriate.
- Horse-Riding for some pupils.
- Transition sessions and visits to secondary school for year 6 pupils
- End-of-term performances and shows give pupils opportunities to take part in music, movement and performance in ways that reflect their individual communication and sensory needs. These events also strengthen parental engagement by welcoming families into school to celebrate pupils' achievements.
- Outdoor learning through the new outdoor classroom, pond and growing opportunities, supporting science, sensory regulation and practical learning.
- Physical development and enrichment include PE, trampolining/Bounce, horse-riding or other targeted opportunities where appropriate, and a whole-school Sports Day designed so that all pupils can participate through suitable adaptations and support.

6. Creative and cultural development in 2026–27

In 2026–27 we will build on this entitlement as part of our Artsmark journey. We will hold an art exhibition. Bring Farm experience to school. Music is a particular strength at Phoenix Arch and will remain an important part of pupils' cultural and personal development. Choir is open to all KS2 pupils, with participation adapted so that every child can contribute meaningfully. Planned development includes a further visiting artist experience, continued work towards Artsmark, dance classes, and end-of-term performances that bring together music, movement and creativity. In addition to the above we will have sessions delivered by Royal Philharmonic Orchestra. These opportunities support communication, body awareness, confidence, belonging and participation, while providing further opportunities for parents and carers to engage with and celebrate school life.

7. Communication, therapy and multidisciplinary working

Therapy is integrated into school life rather than treated as separate from learning. Teachers, teaching assistants and therapists work together so strategies are used consistently and can be generalised across lessons, social times and the wider school environment.

- SALT: assessment, consultation, direct and indirect intervention, AAC and communication programmes. Where identified for an individual pupil, we also use the Proloquo communication app as an AAC tool to support pupils to express choices, needs, ideas and feelings and to participate more independently across lessons and the wider school day.
- OT: sensory regulation, fine/gross motor development, functional independence, environmental adaptations and staff advice.
- ELSA and social/emotional support for identified pupils.
- Educational Psychology and other external professionals involved according to pupil need.
- Referrals and liaison with CAMHS, sensory services, social care and other agencies where appropriate.
- Parent/carer consultation and home strategies where this supports consistency and generalisation.

8. Working with parents and carers

Families know their children best. Their views also helped shape our school values, with Collaborative added following parental feedback. We aim for Annual Review and Target Setting processes to be part of an ongoing conversation rather than the only points at which provision is discussed. Communication is adapted to family needs and may include meetings, telephone calls, messages and home-school communication arrangements, arranging translators where needed. We also promote increased parental engagement through whole-school events, performances, end-of-term shows, Sports Day, residential trip meeting, Year 6 graduation and celebrations of pupils' creative and personal achievements. We work with the local Family Hub and other professionals to signpost families to wider advice and support. These activities helped us maintain open communication, celebrate pupils’ achievements and strengthen consistency between home and school.

Opportunity	When	Purpose
Target Setting Day	Termly	Review progress and EHCP-linked priorities; agree next small-step targets and strategies with the class team.
Annual Review	At least annually	Review progress, needs, outcomes and provision; recommend any changes to the EHCP to the Local Authority. Transition to secondary school is carefully managed by the Senco
Ongoing communication	Throughout the year	Raise emerging concerns, share successes and adapt provision without waiting for a formal review. Communicate via emails, phone calls, teams meeting, Regular Newsletters, Informal meetings and at the school gates
Coffee Mornings	Twice a term	Speech and Language Therapy, Occupational Therapy sessions and Makaton training, helping them use consistent communication, sensory and regulation strategies at home. Parents were also encouraged to access Cygnet Plus, offering practical support and a greater understanding of autism. Meet the governors. School nurses conduct workshops on behaviour, dental hygiene and puberty. Often parents just want to share their experiences and concerns, and this is an informal setting to do so.

9. Pupil voice and participation

Pupil voice is sought in a way that reflects each child's communication profile. Participation may include spoken views, symbols, choices, photographs, observation, pupil passports, supported discussion, work samples or other evidence of preference and engagement. Pupils contribute to target setting and Annual Reviews at a level that is meaningful for them.

10. Transition and preparing for the next stage

Transitions are planned carefully because changes in people, environment and routine can be significant for autistic pupils. New starters receive a personalised induction. Within school, transition between classes or pathways is prepared in advance. For Year 6 pupils, Phoenix Arch works with families, receiving schools and relevant professionals to share effective strategies and support visits. Independence, communication, self-advocacy, community access and functional skills are developed throughout the primary years as foundations for later adulthood.

11. Staff expertise and professional development

A specialist offer depends on skilled staff. Phoenix Arch invests in whole-school and targeted professional development so that staff understand autism and can translate specialist advice into consistent daily practice.

- NEN framework and inclusive-practice professional development.
- Makaton and total communication; Widgit/symbol-supported communication.
- Attention Autism and communication approaches.
- Zones of Regulation, PACE and relational approaches.
- ELSA and emotional wellbeing support.

- Literacy, phonics and intervention development, including Pathway to Literacy.
- Thrive implementation and use of Thrive Online during 2026–27.
- Safeguarding, KCSIE and pupil-specific training where individual needs require it.

12. How we evaluate and improve provision

The effectiveness of SEND provision is reviewed at pupil, class and whole-school level. Leaders consider whether provision is enabling pupils to make progress from their starting points, access learning, communicate, regulate, participate and become more independent. Evidence includes progress information, EHCP outcomes, intervention review, learning walks, work/evidence scrutiny, therapy input, attendance and engagement, parent/carer feedback and pupil voice. Where support is not having the intended impact, it is adapted rather than simply continued.The Governing Body receives information about SEND provision and hold leaders to account for the quality, accessibility and impact of the school's specialist offer.

13. Attendance, access and inclusion

We recognise that attendance for pupils with complex SEND can be affected by health, sensory regulation, anxiety, transport, family circumstances and other barriers. Phoenix Arch seeks to understand the underlying barrier, put appropriate support and reasonable adjustments in place, review impact and adapt the plan. Attendance concerns are considered alongside safeguarding and EHCP provision rather than through percentage data alone.

14. Complaints, support and the Local Offer

If a parent or carer has a concern about their child's provision, we encourage them to speak with the class teacher, SENCO or Headteacher so that concerns can be understood and addressed promptly. Formal complaints can be made through the school's Complaints Policy. Parents may also seek impartial advice from Brent SENDIASS. Admissions and placement referrals to Phoenix Arch are managed through the Local Authority SEND process.

- Brent SEND Local Offer: information about education, health, care and family support available locally.
- School website: SEND Policy, SEND Information Report, Accessibility Plan and other relevant policies.

15. Key contacts

Headteacher / SEND lead	Falu Mehta
SENCO / Assistant Headteacher	Luana Oancea
Deputy Headteacher	Leonard (Lennie) Sarkis
SEND Governor	Saloni Krishnan
School telephone	0208 451 6961

Glossary

AAC	Augmentative and Alternative Communication
NEN	NEN
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
OT	Occupational Therapy / Occupational Therapist
SALT	Speech and Language Therapy / Speech and Language Therapist
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service