



Hawthorn Community Primary School

Special Educational Needs Information Report: March 2017

What types of special educational needs does the school support?

At Hawthorn Primary we recognise that every parent has the right to choose the provision they believe gives their child the best opportunity and best meets their needs. Hawthorn has successfully included children with the following needs:

- Dyslexia
- Autistic Spectrum Disorders
- Hypermobility
- Hearing impairment including children with moderate deafness
- Global Delay
- ADD/ADHD
- Well being – Social, emotional and behavioural needs

How does Hawthorn identify children with special educational needs?

The four broad areas identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical needs**' and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

The purpose of identification is to work out what action the school needs to take. The school identifies the needs of children by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The ability to identify SEN and adapt teaching in response to the diverse needs of children is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the inclusion leader and information is shared appropriately and frequently.

The inclusion leader has overall responsibility for supporting the identification of children with SEN in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school. Clear steps are in place and must be followed by staff in terms of capturing evidence, planning provision and monitoring progress for SEND children. Additional assessment procedures are also in place when staff or parents suspect a special need is present.

Methods of Identification

Early identification is crucial. Identifying children at an early point allows for early intervention and support and can lead to increased attainment and progress. With this in mind, the inclusion leader attends regular pupil progress meetings with the class teacher alongside the headteacher and deputy headteacher in order to highlight children which are causing concern and to look at progress and attainment data. Strong links with EYFS staff and the onsite playschool also allows for children with specific needs to be identified and provision to be put in place at the earliest point.

Alongside this approach, a number of additional methods are employed to identify children who may require support:

- Observations
- Information from the child
- Close analysis of data including: EYFSP, termly, yearly and end of key stage assessments, along with reading ages
- Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services
- Any teacher or support staff concerns
- Following up parental/carers concerns
- Tracking individual pupil progress over time
- Liaison with previous schools on admission
- Information from other services and outside agencies
- Very close liaison at the outset with EYFS staff, the inclusion leader and parents.

School staff can report concerns that they have along with parental comments on the 'Inclusion Referral' form. This will inform the inclusion leader of the specific concerns and the action that has already been taken.

What provision is available to support children with special educational needs?

How are these children supported?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils. Teachers differentiate work as part of quality first teaching.

- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources,
- Homework/learning support club
- 1:1 support

Curriculum access and provision for vulnerable learners

Stages of Support

At Hawthorn, the support we offer all pupils is broken down into waves of support. When deciding on our approach to staging support, we took the following information into account:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code of Practice (2014: Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

Stage 1: Quality First Teaching

We firmly believe that providing children with quality first teaching on a daily basis will enable the majority of children to make expected progress and meet their expected end of year standard. This involves teachers planning and executing high quality lessons, effective differentiation, strategic deployment of support staff and children having realistic and challenging targets to meet.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to children learning at different rates. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for children with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet children's identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, an EAL assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies children receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and inclusion leader

- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a child's needs. It may include a bilingual assessment where English is not the first language
- Involving an external agency where it is suspected that a special educational need is significant

In some cases this will not provide the children with sufficient provision to meet progress and attainment expectations. In these cases, teachers are responsible for organising timely interventions in order to support children to 'keep up' – this means interventions are well timed, precise and quickly fill gaps or address barriers the children may have. These interventions follow the assess, plan, do, review cycle as set out in the SEN Code of Practice 2014. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Stage 2: SEN Support

Children will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all children in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

Under-achieving children and children with EAL who do not have SEND will **not** be placed on the list of learners being offered additional SEND support (but will be on the school's provision map). In keeping with all vulnerable learners, intervention for children on the SEND list will be identified and tracked using the whole-school provision map.

Any children who are falling significantly outside of the range of expected academic achievement or display needs that haven't been addressed by the intervention cycle must be referred to the Inclusion Leader by using the Inclusion Referral Form and parents must be spoken to at this stage. Once a child has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties. Class teachers will keep clear records of support in order to build evidence of what has been tried and its outcome.

At this stage, the Inclusion Leader will review the child's information held by the school as well as any data or work that is deemed relevant alongside information from teachers and parents/carers. A decision will be made as to the next course of action. This will be recorded on the 'Inclusion Referral Form' by the Inclusion Leader. Next steps could include:

- Personalised interventions carried out by the Inclusion Leader, Inclusion HLTA or the Family Support Worker
- Personalised pupil plans/behaviour plans or handling plans
- Behaviour questionnaires

- Specific tests for learning difficulties
- Referral to outside agencies
- Additional support assigned to the child in exceptional circumstances

If it is decided that a child has needs that meet the definition set out in the SEN Code of Practice 2014 they will be added to the schools SEND register and personalised provision will be made to support the child. These will be recorded on a Pupil Plan. Parents will be informed of the action the school is taking at every stage and support will be offered.

Pupil Plans

When a child requires stage 2 support, they will have a Pupil Plan that sets targets; these targets are individual to the children. The Pupil Plan details how the child will be supported in working towards their targets, the staff who support them, the resources required and strategies for parents to use at home to support their child. Parents are invited to review the Pupil Plan alongside school staff throughout the year and contribute to new targets. Where required, targets will follow recommendations from outside professionals such as Educational Psychologists or Speech and Language Therapists. Pupil Plans also allow for parental views and child views, where appropriate. Pupil Plans are a working document; teachers and support staff will endeavour to adapt targets, should it be required, to suit the evolving needs of the child. These will be recorded on the Pupil Plan and parents and the Inclusion Leader will be notified.

Conducting Pupil Plan Review Meetings

Pupil Plan Review Meetings are held on a termly basis and parents are invited to attend the meeting. At the review meeting the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to Pupil Plan targets?
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and maths?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The Inclusion Leader monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a child has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEN register.

Referral to Outside Agencies

In some circumstances, it is necessary to refer a child to an outside agency for further support or assessment. Outside agencies include:

- CAMHS (Child and adolescence mental health services)
- Autism Spectrum Disorder (ASD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Speech and language therapist (SALT)
- Educational Psychology
- Community Paediatrics
- Bereavement Services
- Dietetics
- Occupational Therapy
- Physiotherapy

When making a referral, the Inclusion Leader will inform parents and complete the referral with them. This can only be done with the consent of the parents/carers.

Higher Needs Funding (HNF)

In some cases it may be necessary to apply to Northamptonshire County Council for additional funds to support a child. Our school will fund additional SEN support up to £6,000 per annum for each individual, however, should more be required, the school will make an application for block funding (HNF). The majority of times this funding is used for additional staff to work alongside children with specific need. It can be used for anything that the school and council deem appropriate to meet the individual needs of the child. This process is completed by the Inclusion Leader and submitted to the council for assessment. They are able to accept or decline the request.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

Educational and Health Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

In addition to this, if a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Leader
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEN Local Offer:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Block Funding
- An Education Health and Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Children with an EHCP

Following Statutory Assessment, an EHC Plan will be provided by Special Educational Needs Assessment and Review if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child.

Annual Reviews and Reports

The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place. At Hawthorn, we use this opportunity to bring together the views of professionals involved, to consider the progress the child has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting. During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with SEN

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

- Classroom observation by the Inclusion Leader and senior leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning
- Teacher discussions with the Inclusion Leader
- Informal feedback from all staff through the use of termly tracking
- Child interviews when setting new Pupil Plan targets or reviewing existing targets
- Progress tracking using assessment data (whole-school processes)
- Monitoring Pupil Plan targets, evaluating the impact of the plans on pupils' progress.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about a child's progress between the inclusion leader, class teachers and the head teacher
- SEN report to parents and governors
- Tracking data of all children on the SEN and target register and discussing findings with staff

How do we assess children with special educational needs?

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- Teacher discussions with the inclusion leader
- Informal feedback from all staff through the use of termly tracking
- Pupil interviews when setting new Pupil Plan targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring Pupil Plan targets, evaluating the impact of the plans on pupils' progress.

- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about pupils' progress between the inclusion leader, class teachers and the head teacher
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Tracking data of all children on the SEN and target register and discussing findings with staff

How do we work with parents to keep them informed of their child's needs and progress?

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers of children with SEND. We value the strong links we form with our parents and recognise the positive impact this can have on the children in our care.

We work with our parents/carers by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- Supporting parents to help their child at home by providing practical and manageable strategies and tasks

How will my child be able to communicate and contribute their views?

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all children by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**

- Self-review their progress and set new targets (for some pupils with special educational needs) monitor their success at achieving the targets on their Pupil Plan

How will the curriculum be matched to my child's needs?

How will my child be included in activities outside of the classroom, including school trips?

As an inclusive school, we do everything we can to ensure that children of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing children and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all children in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all children in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject co-ordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Children are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

What support is there for my child's overall wellbeing?

All children follow the Jigsaw PSHE scheme. This programme brings together personal, social, health and economic education, emotional literacy, social skills and spiritual development and is taught weekly to every child.

For more specific needs, the inclusion leader, working alongside the family support worker, is responsible for identifying and overseeing the wellbeing needs of our children. Wellbeing support is recorded on our whole school provision map and the effectiveness of our interventions and/or programmes are evaluated on a termly basis.

Our family support worker and SEN HLTA and TAs works with individual and groups of children who need a variety of interventions to develop all areas of their social and emotional development.

A range of strategies and interventions are in place to support these children's needs:

- Individual programmes aimed at raising self esteem
- Lunch time club with small groups to teach social skills (sharing, turn taking)
- My Life, My Way
- Stop, Think, Do
- Relax Kids

Children also have access to the Quiet Room in order to come to a safe space either with an adult or for thinking time. They also have access to the inclusion leader and family support worker; they are there when they need to talk and can help to think through any difficulties they may be having.

How does Hawthorn prepare and support children when they join or move on to a new school?

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a child's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Children with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the child in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Children will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Children and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the inclusion leader will liaise
- The inclusion leader will attend any review meetings at nursery for children with SEN.

Admission Arrangements

In admitting children with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision.

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 school, as agreed with the Local Authority*)

What training and development have the staff supporting children with SEND had or are currently having?

- The inclusion leader will undergo National Accreditation for SENCOs in September 2017
- The inclusion leader and designated teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- SEN teaching assistants regularly have meetings to share best practice in order to support one another, disseminate to colleagues and raise the profile of SEN within the school
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

What specialist agencies and expertise are available to the school?

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- EHA team
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services

- Targeted Prevention Team
- Education Entitlement Service
- Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving children with special educational needs in our school. For children with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the inclusion leader or designated teacher for LAC.

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service: Contact Number: 01604 636111

Information Advice Support Service (IASS) www.iassnorthants.co.uk.

Virtual School for Looked After Children: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers: Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

What is the Local Offer? How do I access it?

The Local Offer:

- improves choice and transparency for families
- helps professionals to understand the range of services and provision available locally
- improves joint commissioning arrangements for services by setting out in a single place what is available locally

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Who is in charge of special education needs at Hawthorn?

How can I raise a concern if I need to and who with?

Inclusion Leader: Frances York

Contact details:

Email: Senco@hawthorn.northants-ecl.gov.uk

Telephone: 01536 512204

Address: Hawthorn Community Primary School, Hawthorn Road, Kettering, NN15 7HT

Designated teacher for LAC children: Julie Clubley

Family Support Worker: Amy Brown

English as an additional language leader: Frances York

Governor with SEND responsibilities: Hillary Guy