



## SEN Information Report Centre Academy London

**2017 - 2018**

To be reviewed annually.

Next review date: 1 September 2018

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## **Introduction to Centre Academy and the kinds of SEN that are provided for:**

Centre Academy London is a co-educational, independent special school catering for a range of special educational needs (SEN). It is committed to providing excellence in education to students with a range of learning difficulties including ADHD, Dyslexia, Autistic Spectrum Disorders, and other mild to moderate learning difficulties. Centre Academy London is located in the London Borough of Wandsworth in Battersea and was established in 1974.

## **The school approach to the identification and assessment of pupils with special educational needs:**

Centre Academy aims to support the needs of students with special and additional educational needs and as such, aims to provide a carefully designed and differentiated curriculum to all its students. The needs of most students have already been identified before their acceptance at Centre Academy, especially those supported by a Statement of SEN or, since September 2014, an Educational, Health and Care Plan (EHCP). In spite of this, we recognise that some students will require provision over and above that which is normally accommodated, supplemental to earlier testing and diagnoses. For students requiring additional support, there are a number of steps that can be taken.

Concerns regarding students, from parents, teachers or therapists, should be addressed directly to Ms Ruth Alexander, the Special Educational Needs Co-ordinator (SENCo), in the first instance. Ms Alexander is responsible for alerting teachers and staff either individually or through group meetings to any specific needs the students have. Appropriate members of staff will meet in order to discuss and review concerns, led and co-ordinated by the SENCo. Such meetings may also include parents, teachers and the Head of School. In some cases, information may be passed to other parties such as the school counsellor, local authority or other external professionals, but always conforming to the school's policies on confidentiality and the sharing of information.

All students at the school have been identified as requiring specific SEN Support and are provided with a SEN Provision Map at the start of each academic year. All students are listed on the SEN Support Register, indicating the level of support being received.

Centre Academy uses a range of assessment tools outside of regular curriculum tracking methods. Examples of assessments carried out include:

- Wide Range Achievement Test 4 (WRAT 4)
- Clinical Evaluation of Language Fundamentals 4th Edition (CELF 4)
- Centre for Evaluation & Monitoring's Middle Years Information System (MidYIS) and Year 11 Information System (Yellis)
- British Picture Vocabulary Scale 3rd Edition (BPVS)
- Beery-Buktenica Developmental Test of Visual-Motor Integration 6th Edition (BEERY VMI)
- Detailed Assessment of Speed of Handwriting (DASH)
- Comprehensive Test of Phonological Processing (CTOPP)

## **The school's approach to provision for pupils with special educational needs:**

### Support for students with an EHCP/Statement of Special Educational Needs

Ms Alexander is responsible for alerting teachers of any changes to support provided by outside agencies for students with an EHCP/Statement and is responsible for ensuring the co-ordination and monitoring of individual SEN Provision Maps by the teaching staff and therapists. Ms Alexander is responsible for co-ordinating an annual review for each child with an EHCP/Statement. The SENCo maintains current SEN Provision Maps and SEN testing information for all students with a Statement of SEN or EHCP. All student files are stored in line with the school's policy on data protection and confidentiality.

### Annual Reviews of EHCPs

All EHCPs must be reviewed at least annually, ensuring that parents, students, the Local Authority and other agencies can assess and discuss the progress made by the student over the past 12 months. The Annual Review will also determine any amendments that are required to be made to the EHCP. Any Annual Reviews from Year 9 (age 13 to 14) and every review thereafter must include a focus on preparing for adulthood. Annual Reviews should also inform planning for the student for the subsequent year.

Before an Annual Review, all parties involved in the review will be invited to supply a written comment as well as being invited to attend the review meeting. Annual Reviews must occur at least every 12 months, and at a time and date mutually agreeable for all parties concerned. An interim or transition review can be arranged and implemented when appropriate.

### Transfer Reviews of Statements to new EHCPs

Statements of Special Educational Needs are currently being phased out, and all remaining students are currently in the process of being transferred to new Educational Health Care Plans (EHCPs). If a student still has a statement their next annual review is likely to be a 'Transfer Review'. This will be a review attended by and overseen by the Local Authority. New assessments and reports of a student's current needs may be made and drawn up as part of this process. This information will feed into the information and outcomes that form part of the student's new EHCP document.

### Students receiving SEN Support

A register of SEN Support students is kept in addition to the main SEN register. This allows monitoring of this group of students to take place throughout the year. Students without an EHCP or a Statement may request a review with the SENCo if it is felt it is necessary. All students receiving SEN Support also have an individual SEN Provision Map.

### SEN Support Register

The SEN Register, compiled and maintained by the SENCo, includes names of all students at the School. Students are indicated as requiring different levels of support through the following:

- EHCP
- Statement
- SEN Support

The SEN Support Register indicates the area of SEN or learning difficulty. The school also operates a Dyslexia Register and an SEN Support Register in collaboration with the SEN Support Register.

## The SEN Provision Maps

Every student at Centre Academy has a SEN Provision Map, issued at the start of an academic year and reviewed three times per year, at the end of each term. Reviewing of these documents also takes place as part of the annual review process.

The SEN Provision Map is used as a means of recording targets and action being taken above and beyond the normal practices in the classroom. It is constructed in consultation with teaching staff, mentors, the student and shared with/ reviewed with the parent. Parental feedback is welcomed and forms an important part in enabling a student to reach their targets and work towards their difficulties.

The SEN Provision Map includes:

- a child's specific or main difficulty, including any formal diagnosis;
- their year group and mentor;
- a short profile of the student for members of staff working with the individual;
- the local authority in which the student is based;
- indication of whether student's curriculum progress is on track;
- an overview of the provisions and interventions in place for the student, including those offered by the speech and language therapist, occupational therapist, counsellor, or literacy and numeracy specialists;
- targets for the student in the areas of mentoring, speech and language therapy, occupational therapy, literacy, and numeracy - a student may have a target for all or just a selected area. This is determined by the professional in that area working directly with the student, in consultation with the SENCo and the student's mentor;
- Upper School Students studying towards the High School Diploma are considered to have adequate literacy and numeracy levels. These students are set a Post-16 Progression target in place of literacy and numeracy targets.

The SEN Provision Maps are centrally stored on a password protected network to allow teachers to update and record progress in a timely and effective manner. The SEN Provision Maps are seen as organic working documents, responding to the progress of the student. SEN Provision Maps are distributed to parents at the end of each term with students' school reports, but can be requested at any time by the parent or student. They are also distributed and discussed as part of the annual review process.

## Student Centred Profiles

Each student at Centre Academy also has a Student Centred Profile. These are completed based on information provided by the individual student. They are an opportunity for students to record and indicate to their teacher their likes, dislikes and anxieties as well as key facts they would like staff to know about themselves. Students with an EHCP or Statement also have their outcomes/objectives indicated on this document.

Student Centred Profiles are initially written based on a questionnaire that each student completes using a method appropriate to them. The document can then be updated in consultation with the SENCo during the year and as part of Annual Review meetings.

## Reporting Academic Progress of Students with SEN

All students receive a termly academic report, outlining the progress the student has made since the last issued report. All reports are reviewed by the Head of School as well as the

student's individual mentor. Reports indicate an attainment level as well as effort grades. The report will also indicate any concerns regarding attendance and punctuality of a student. Reports are approached from a perspective of celebrating the successes of a student and outlining areas requiring support or monitoring.

The provision map also has a box which indicates whether a student's progress is on track.

## The Homework Planner

All students at Centre Academy are issued with a Homework Planner. The planner is used for students to record homework assignments, as well as an opportunity for parents, teachers, therapists and mentors to communicate and report to one another. It is recommended the Homework Planner is signed daily by a parent.

## **The school's approach to teaching pupils with special educational needs, including how the school adapts the curriculum and learning environment for pupils with special educational needs:**

Centre Academy is an inclusive school, which provides a supportive community and fosters high achievement for students. Senior leaders, teachers, therapists and all members of staff have high aspirations for the students under their guidance and within our community.

Students are taught in small classes of approximately four to nine students. All teachers at the school are trained/experienced in working with students with special educational needs. All students have scheduled lessons with the school's speech and language therapist. Lower and Middle School classes also have weekly lessons with the occupational therapist. Students follow a curriculum differentiated to their individual needs which includes classes to meet their personal and social developmental needs. These may include weekly classes of Social Skills, OT Skills and Touch-Typing classes. Teachers use multi-sensory teaching methods to enable students to access learning. From Year 10, students are issued with a personal computer to use during the school day. Teaching and learning is supported through the daily Prep sessions, where students are able to meet with teachers individually to receive additional curriculum support and complete homework effectively.

Teachers utilise SEN Provision Maps from five key areas (Mentoring/Global, SpLT, OT, Numeracy and Literacy) to inform planning, delivery and ongoing assessment. Teachers are also able to use each student's individual one-page student centred profiles to inform their planning. All teachers have access to key documents and reports, such as Educational Psychology Assessments and EHCPs, and use these to inform their teaching and understanding of individual student needs. Weekly student focused staff meetings take place. The SENCo together with the school's specialist therapists provide regular INSET and advice on particular students and appropriate strategies.

## **Additional support for learning that is available to pupils with special education needs:**

Additional support is provided on the basis of need and implemented in consultation with the teaching staff and therapists working with the student as well as parents/carers. Additional support can take many forms and can include one-to-one or small group work.

The most common provisions include:

- literacy or numeracy interventions;
- social skills and communication support;
- speech and language therapy;
- occupational therapy;
- counselling therapy;

- behavioural interventions.

All additional support is delivered by a trained or experienced professional. All speech and language and occupational therapy provision is delivered directly by appropriately qualified therapists. The onsite counsellor is an experienced and qualified child and adolescent psychotherapist.

### Access arrangements

The assessment for access arrangements is the responsibility of the SENCo, with implementation and co-ordination being the responsibility of the examinations officer. The SENCo will begin to assess and determine what access arrangements a student may require in Year 9. The SENCo will work closely in supporting the class teacher to establish a suitable way of working. Applications for access arrangements begin in Year 9 (for examinations in Year 11) up to the published deadline of the Joint Council for Qualifications. Any access arrangements applied for must be the normal way of working for a student. Formal assessments, Statements of SEN, EHCPs, student views and teacher observations are used to establish an area of need and evidence any application. Access arrangements will be shared with students and parents, as well as being published in the annual review.

Many students at Centre Academy take part in regular touch-typing classes. Where a student prefers, a laptop will be used in assessments. It is recommended by the occupational therapist that typing be used when a speed is above 20wpm with fair accuracy. When a student's handwriting is illegible then a scribe may also be considered. Assessment on the Foundation Learning Programme is designed to cater to the student's strengths and considers all methods of possible assessment, including observation, illustrations, presentations, written work, voice and video recordings.

### **Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum:**

Centre Academy is based south of the River Thames and our proximity to Central London gives our students all the benefits of the capital's cultural, artistic and historic possibilities. Teachers are actively encouraged to utilise the vibrant local communities. Recent trips include visits to the National Gallery, Natural History Museum, The Science Museum and London's China Town.

The school operates a number of extra-curricular programmes. The school runs a lunch time Leavers Group, to help prepare students who will be leaving Centre Academy for their transition from school to their new setting/destination. Each week, teachers and staff facilitate and organise 'Clubs', including Drama, the school's magazine, Arts & Crafts, and Sports.

All Middle School students take part in weekly swimming lessons with an experienced SEN swimming teacher.

A number of off curriculum days and events are also organised throughout the year. Recent off curriculum days have focused on Holocaust Memorial Day, the issue of homelessness and the EU Referendum. Extra-curricular activities have included charitable events as well as drama productions.

### **The support that is available for improving the emotional and social development of pupils with special educational needs:**



Every student has a dedicated mentor who is responsible for the day-to-day management of the student and for the wider class arrangements. The mentors facilitate all communications regarding the students within school and between teachers and parents. The mentors have time throughout the day to meet with their students, check and assist with homework, and ensure students have all the books and equipment necessary for classes. The mentors have responsibility for the emotional wellbeing of students under their care, with the support of the senior leadership team and the SENCo.

Students have access to the School's qualified counsellor, Mrs Kathy Manners. The counsellor is based within the school two and a half days per week. Teachers, therapists, parents or mentors can refer students. Students are also able to complete a self-referral through direct contact with the counsellor or their mentor. Counselling at Centre Academy is a confidential space for parents and students.

Students take an active role in shaping the school through the Student Council, as well as organising events for peers. The Student Council is an opportunity for pupils' voices to be heard within a structured environment with the Head of School. The Student Council meet several times a term.

Upper School students also have the opportunity to carry out Prefect duties.

## **The name and contact details of the SEN Co-ordinator:**

The SEN Co-ordinator is Ms Ruth Alexander.

Ms Alexander is a qualified Humanities teacher who has taught History, Humanities and English. She has experience of delivering both Literacy programmes and Entry Level English qualifications. Prior to joining Centre Academy Ms Alexander worked as an SEN Teacher and as Deputy SENCo in much larger mainstream schools where she gained experience and knowledge of a wide range of learning needs and disabilities working with a variety of outside agencies and specialists. She has also previously held the position of ASDAN teacher and co-ordinator. She is currently completing the National Award for Special Educational Needs Co-ordination (NASENCO).

Ms Alexander can be contacted via the main school office:

Tel: 020 7738 2344

Or via email: [ralexander@centreacademy.co.uk](mailto:ralexander@centreacademy.co.uk)

## **Expertise and training of staff in relation to children and young people with special educational needs:**

All teaching staff at Centre Academy London hold a teaching qualification and are experienced teachers of SEN. The school's therapists are appropriately trained for the roles they undertake, including the areas of occupational therapy, speech & language and counselling therapy. It is the school's aim that all English teachers hold or work towards a specific qualification in dyslexia or special educational needs. The School's SENCo is currently completing the NASENCO. One of the school's senior teachers is a Level 7 qualified Dyslexia Specialist.

To ensure teachers, therapists and staff are best equipped to meet the needs of students under their guidance, the school is committed to, and embraces, continual professional development and training for all. An annual audit of continual professional development is conducted by the Head of School in conjunction with the Senior Leadership Team to determine the levels of training required among the professionals within the school. Teachers, therapists and staff are encouraged to identify areas of development through the school's appraisal system. Whole school INSET training occurs throughout the academic year. Training is provided by in-school professionals as well as external agencies. The school makes use of online training events, as well as peer-to-peer observations.

## **A list of staff members and their qualifications:**

### **Senior Leadership Team:**

Dr Duncan Rollo, PhD P-Doc MA BA FRSA  
Principal of the Centre Academy Schools

Ms Rachel Maddison, BSc, MSc, PGCE  
Head of the School, Teacher of Mathematics, Assessment Co-ordinator

### **Dyslexia and SEN Specialist Teacher:**

Mrs Leonie Fisher, BA, MA (Ed), Cert SpLD  
Dyslexia Specialist, English & History Teacher, Upper School Curriculum Coordinator

### **SENCo**

Ms Ruth Alexander, BSc (Hons), PGCE, Dip, PGDip  
SENCo, Teacher of Humanities, History and English

### **Admissions & Finances:**

Miss Trish Raw  
Head of Finance and Administration

### **Therapists:**

Miss Madeleine Polegaj, BA; MA Speech Language Pathology  
Speech and Language Therapist, Social Skills Teacher

Mrs Michelle Rivera, BSc (Hons), PG Cert in Sensory Integration  
Occupational Therapist and Touch-typing Coordinator

Ms Kathy Manners, BA, MA in Integrative Child & Adolescent Psychotherapy &  
Counselling, UKCP  
Counsellor

### **Teaching Staff:**

Mr Jamyang Dorjee, BSc, MSc, MA  
Teacher of Science

Mrs Patricia Lenci, BA, QTS  
Teacher of Spanish



Ms Jane Louis-Wood, BA (Hons), MA, PGCE  
Teacher of English and Humanities  
Examinations Officer

Dr Andrea Sinanan, BSc., PHD  
Teacher of Maths and Science

Mr Robert Tait, BEd (Hons) Dip Teaching  
Teacher of PE, Mathematics and English,  
Lower and Middle School Curriculum Co-ordinator

Mrs Samina Yar, BSc. Computing, PGCE  
Teacher of Computing, ICT and Maths

Ms Edith Kiss, MA Visual Arts Education  
Teacher of Art

Mr Martin Muortat, BSc Maths, PGCE  
Teacher of Maths

General enquires:

Mrs Monika Meretighan  
School Secretary and PA to Head of School

**Equipment and facilities to support children and young people with special educational needs:**

Centre Academy is intentionally small in size, with classrooms designed to cater for the needs of approximately 4 to 9 students per teaching period. Such small classes foster a good auditory and visual environment, allowing all students to access the teaching and learning. Teachers and therapists make use of a range of teaching resources, including projections, laptops, desktops and tablet computing, as well as dictation software when appropriate. Centre Academy promotes multi-sensory teaching methods in all curriculum areas, providing a stimulating and engaging experience for the student.

The school actively investigates possible access arrangements for students within the classroom and examinations to ensure they receive equal and nondiscriminatory access to learning and fair assessment. The school provides all GCSE Year 10 students with their own personal laptop for use within lessons. In Middle School, all students are taught touch typing, under the guidance of the occupational therapist. Students have access to the touch-typing program at home, via the *Touch, Type, Read and Spell (TTRS)* website. Parents are able to monitor a student's homework via the website *Show My Homework*. All parents are provided with login details and are encouraged to access the site at home.

The school is currently unable to offer private parking. However, off street pay and display parking is available on St John's Hill and the surrounding residential streets. Centre Academy is located in close proximity and within walking distance of Clapham Junction Overground Station, which offers extensive disabled access.

Centre Academy London does not currently provide access to wheelchair users due to its categorisation as a Grade II listed building with limited facilities. This is, however, an area which is currently being examined in the School Development Plan which includes plans for a new, purpose-built annexe to the school.

## **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

At Centre Academy, we acknowledge that parents and carers often have unique insights into the needs of their children. The school therefore actively seeks, listens to and values their views and contributions. This is done in a number of ways:

- Centre Academy operates an 'open door' policy which means that parents can approach the student's mentor whenever they have a concern. A convenient time will be made for them to meet, or assess the best method of communication to take place (telephone conference, email);
- For those with a Statement of SEN or EHCP, the student and parents will receive an annual review in line with the statutory guidance from the Special Educational Needs And Disability Code Of Practice 0 to 25 Years;
- The school operates SEN Provision Maps for all students, which outline the interventions and therapy implemented for a child. Provision Maps are updated three times per year and record and monitor targets set by teachers and therapists. Students are central to the planning process and parents are encouraged to be part of the setting and reviewing of targets;
- Termly curriculum reports are sent to all parents of a child at the school, including a summative comment from the mentor and Head of School;
- All students carry a homework/communication diary, monitored and signed daily by the mentor;
- Homework is published via the on-line portal *Show My Homework*, parents and students have access to the site wherever internet access is available;
- The school publishes email addresses for teaching staff;
- The school promotes and encourages home therapy plans (OT and SpLT). Therapists make regular and ongoing contact with home in regard to block therapy sessions. Parents can request home therapy plans from the school;
- The school counsellor is available for school/home liaison, though student therapy is kept confidential and in line with the Safeguarding Policy;
- The school seeks parent and student views through annual surveys and questionnaires. This method of data collection is often used to reinforce or establish new policies, systems and procedures;

## **The arrangements for consulting young people with special educational needs about, and involving them in their education:**

Young people with a Statement of SEN or EHCP are actively encouraged to engage with their annual review and express their aspirations for the future. Students may meet prior to an annual review with the school's SENCo, where their views on school life are documented. Furthermore, the student (where possible) will attend the review to express their views on the provision available to him or her, their progress, and their wishes for the next academic year and future.

Students on a GCSE pathway have the opportunity to meet with their teachers during the Academic Mentoring meetings. These meetings are an opportunity for students and teachers to discuss the progress that has been made, any additional help required, as well as setting curriculum targets. The Academic Mentoring meetings take place at least once per year and are coordinated by the student's mentor.

SEN Provision Maps, student centred one-page profiles and individual target setting are completed with the student, ensuring they are fully engaged with what is being set and why. The SEN Provision Map is based on discussions with the student as well as the professional working with him or her. Students are actively involved in the review process of SEN Provision Maps, their targets, and the writing of their one-page profile.

## **Arrangements for handling complaints from parents of children with SEN about the provision made at the school:**

As part of Centre Academy's 'open door' policy, parents or students are asked initially to direct their concerns to class mentors or subject teacher, who will liaise with other staff including the Senior Leadership Team and Head of School when required. The school complaints policy is available upon request should the need for a formal complaint arise.

## **How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of the pupils with special educational needs and in supporting their families:**

The school provides many of the immediate specialists that students with SEN and parents may require, including a qualified and experienced speech & language therapist, an occupational therapist and a counselling therapist. However, the school recognises the importance of multi-agency working and will call upon the appropriate professionals and organisations when required to assist a student or parent at the school. Such organisations may include Wandsworth Safeguarding (or other appropriate local authority), Child and Adolescent Mental Health Services (CAMHS) or Careers Advisors. During the annual review process, all appropriate organisations and individuals are invited to attend with a view towards working collaboratively to create the best possible outcomes for the child or young person. The school may involve an educational psychologist from a student's home local authority when conducting the annual review or transfer review of a student with a Statement of SEN or an EHCP.

## **Support services for the parents of pupils with special educational needs:**

The mentor should always be the first point of contact regarding details of support available. The mentor will liaise with the SENCo or Head of School in providing up to date and accurate information as to what further support is available within the school, and where to find it with the home local authority. The SENCo's details are listed in Part 4 of this report.

Other members of the school team, other than the mentor and SENCo available to offer support include:

Dr Duncan Rollo, Principal of Centre Academy Schools  
Ms Rachel Maddison, Head of School

Ms Trish Raw, Admissions and Bursar  
Ms Madeleine Polegaj, Speech & Language Therapy, Social Skills & Communication  
Mrs Michelle Rivera, Occupational Therapy  
Mrs Kathy Manners, School Counsellor  
Ms Jane Louis-Wood, Examinations Officer

## **The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:**

Transition for students with a SEN can be a difficult and stressful period of time. Centre Academy is committed to supporting the transition of students to and from other schools or further education establishments.

The term 'transition' may refer to:

- students entering the school, most notably at Year 7, 9 or 12, though we offer admission during any national curriculum year;
- students leaving the school for further educational placements, training or employment;
- students transferring from or to Centre Academy East Anglia.

The transition of students is managed on an individual basis and may include:

- visits to the student's prior or new educational environment;
- close liaison with the parents before the transition takes place;
- facilitating transition days for the student to adapt to the new environment;
- individualised sessions with the social skills teacher or counsellor;
- communication between the previous or new school and its professionals;
- mentoring and assistance with navigating the university application process;
- working with organisations involved in supporting the child.

All annual reviews for students with a Statement of SEN or EHCP from Year 9 onwards, will have a focus on the planning for their transition to adult life. This will include discussion of the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community, and steps towards achieving greater independence.

The school's curriculum includes a focus on functionality and preparation for adulthood and independent living, including a specific focus on citizenship, social skills and PSHE. Students who follow the Upper School Foundation Learning Programme have an opportunity to study Functional Skills qualifications in English, Mathematics and ICT, supported by units delivered as part of ASDAN Personal & Social Development and COPE programmes. Through the GCSE pathway, Functional Skills are mapped within the subjects.

Centre Academy is currently renewing links with Carshalton College with whom it has worked in the past through a schools-link programme. This programme will provide Upper School students with opportunities to attend college one day per week. Visits or attendance at college are designed to provide learners with an opportunity to sample a range of vocational programmes, such as mechanics, health and beauty, media and ICT, while also gaining experience of college life.

Centre Academy promotes the use of the National Careers Service, as well as providing independent careers advice from a Careers Services such as Connexions.

## **Information on where the local authority's local offer is published:**

### The Local Offer

The London Borough of Wandsworth publishes its local offer online. Information regarding all aspects of their local offer as well as information related specifically to EHCPs can be found on this website.

For details of their local offer please visit:

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>

This document is available online at: [www.centreacademy.net](http://www.centreacademy.net) or directly from the school.

This document was originally compiled by Ms Ruth Alexander, Centre Academy London, September 2017.