



# **Special Educational Needs Policy**

## **Centre Academy London**

Implementation date: 1<sup>st</sup> November 2021

Next review date: 1<sup>st</sup> November 2022

Signed:

Ms Kas Lee-Douglas



Date: 01.11.2021

Head of School

Signed:

Ms Liesl Menezes- Lobo  
SENDCo



Date: 01.11.2021

## Contents

### 1. Mission Statement ad Aims

.....	2
1.1 Mission Statement.....	3
3.2 Aims.....	3
2. Legislation and Guidance .....	5
3. Definition of Special Educational Needs and Disabilities SEND .....	5
Definition of Special Educational Needs and Disabilities SEND .....	5
4. Roles and Responsibilities .....	6
4.1 Mrs. Kas Lee-Douglas, Head of School.....	6
4. 2 Ms Liesl Menezes- Lobo, SENDCO .....	6
4. 3 All Teaching Staff.....	6
4. 4 The Learning Support team .....	7
5. SEN Information Report .....	7
5.1 Identifying Special Educational Needs.....	7
5.2 A Graduated Approach to SEN Support .....	8
5.3 Consulting and involving pupils and parents.....	9
Plan .....	10
Do .....	10
Review .....	10
8. Supporting Students and Families.....	10
9. Supporting Students at School with Medical Conditions.....	11
10. Monitoring and Evaluation of SEND.....	11
10.1 Enabling pupils with SEN to engage in extra -curricular activities .....	12
At the CA students are encouraged to participate in all activities and extra-curricular activities. These include:.....	12



• Extra-curricular activities like school clubs, swimming, PE, movement and school visits are available to all our pupils. ....	12
10.2 Support for improving emotional and social development .....	12
10.3 Concerns and Complaints.....	12
10.4 Contact details of support services for parents of pupils with SEN .....	12
11. Access Arrangements.....	13
12. GDPR – Data Protection .....	13
13. Monitoring and Evaluating Policy .....	13
Appendix 1.1 – Communication and interaction.....	14
Appendix 1.2 – Cognition and learning .....	14
Appendix 1.3 – Social, emotional and mental health difficulties.....	14
Appendix 1.4 – Sensory and/or physical needs .....	15

## 1. Mission Statement and Aims

### 1.1 Mission Statement

CA London is an independent, co-educational school committed to providing excellence in education for students facing a broad range of learning challenges. We are non-denominational and welcome students of any religious persuasion, any sexuality and gender identity any socio-economic background, race and ethnicity. We promote international understanding within our culturally diverse student population by emphasising community as well as individual responsibility. We offer a supportive and nurturing programme for all our students, ages 9 to 19, so that each may achieve his or her full academic potential.

We aim to instil within our students an appreciation of those values we believe essential for an effective education: honesty, integrity, trust, fairness, respect, compassion and civility.

Finally, we are committed to the belief that excellence in education can best be achieved when a partnership exists between school, student and family.

### 3.2 Aims

CA London is an inclusive school that provides a supportive community. The objectives of our Special Educational Needs Policy are as follows:

- To identify pupils with Special Educational Needs. As all our pupils have learning difficulties, for CA this refers to any additional needs not identified upon entry and takes place via referral from teachers and therapists to the SENDCO. This may lead to an interim review or more usually be brought up at the Annual Review with further action taken if necessary. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.
- To provide a broad, balanced and differentiated curriculum which suits the individual needs of our students.



- To prepare our pupils to become tomorrow's responsible, independent individuals. Preparing them for adulthood, including independent living, further education and employment.
- To ensure school is a happy, safe and caring environment where the students enjoy learning, work hard and meet their potential.
- To demonstrate clear student support systems are in place to deal with issues such as bullying, discrimination and medical needs.
- To encourage student's self-reflection and acknowledge the importance of taking their view into consideration. We recognise the importance of young people being active decision makers in their future and special educational provision.
- To effectively collaborate between all agencies working with a student. We favour a multi-disciplinary approach to meeting a student's special educational needs. We will actively support the maintenance of close links with all agencies working with the student.
- To support pupils having Special Educational Needs by using a variety of appropriate strategies. This is a holistic approach in which all staff are regularly trained and updated. If there are any new pupils and / a diagnoses, adapting teaching methods as appropriate. On a whole school level, we employ a variety of strategies but the main ones are:
  1. Small groups of 5 -7 in most classes.
  2. Low arousal classrooms, noise kept to a minimum.
  3. Adapted teaching materials, scaffolded worksheets.
  4. Kinaesthetic and visual learning is emphasised.
  5. Movement breaks/ mindfulness breaks.
  6. Chunking information/ taught in small steps.
  7. Overlearning
  8. Use of Assistive technology.
  9. Specialist dyslexia teacher interventions, for those who need it.
  10. Constant checking for understanding.
  11. An emphasis on building self esteem.
  12. Celebrate teaching and modelling of appropriate social skills.
  13. To seek the views of the pupils, parents/ guardians, teachers, appropriate agencies and the Local Authorities in determining and evaluating the provision for Special Educational Needs.
  14. To liaise with Further and Higher Educational establishments as appropriate in connection with the educational progress of all pupils.
  15. To allocate all the available resources in the most appropriate and effective manner.



## 2. Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1, Key Stage 2 and Key Stage framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2021
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Guiding principles: Access to the National Curriculum
  1. The High School Diploma for the High Secondary Diploma students.
  2. GCSE
  3. Key Stage 3 curriculum

## 3. Definition of Special Educational Needs and Disabilities SEND

Definition of Special Educational Needs and Disabilities SEND

The SEND Code of Practice, 2015 describes the four broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

The school, in accordance with the SEN Code of Practice 2015, believes the following are **not SEN**, but may impact on progress and attainment:

- Disability - the SEN Code of Practice, 2015 outlines 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN.
- Poor attendance and punctuality
- Health and welfare concerns
- English as an Additional Language
- Being a Looked After Child



- Being a child of a serviceman/woman
- Behaviour - concerns relating to a child or young person's behaviour should consider an underlying response to a need which requires identification and support.

These may have an impact on the learning of the pupil concerned to a certain degree.

#### **4. Roles and Responsibilities**

##### **4.1 Mrs. Kas Lee-Douglas, Head of School**

It is the Head of School's responsibility to:

- Assess and evaluate standards of learning support and SEN support throughout the school. This includes official observations of all teaching and specialist personnel.
- Ensure staff are appropriately trained.

Ensure adequate financial and other resources are available

##### **4. 2 Ms Liesl Menezes- Lobo, SENDCO**

It is the SENDCO's responsibility to:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

##### **4. 3 All Teaching Staff**

All staff at CA London have a responsibility towards the students in their classes meeting these needs through their lesson planning, differentiation, and choice of teaching methods.



Staff have a responsibility to support each other when managing the learning needs of pupils. This includes:

- Monitoring and tracking all students in their class
- Attending regular team meetings about students to share views and use the team positively for support
- Contributing to Provision Maps
- Maintaining appropriate dialogue and communication with parents regarding progress
- Ensuring that the Head of School, SENDCO and Mentors are kept informed of any developments or concerns regarding students.
- All teachers have a duty to develop their CPD (Continued Professional development) through in house courses on Inset days or external courses. They are directly supported by specialist teachers and staff within the school community to ensure they offer all pupils the highest possible level of teaching.

#### **4. 4 The Learning Support team**

The Learning Support Team works closely with class teachers, support personnel and other professionals across all curriculum and other targeted areas, to provide the following:

- Training for new and existing staff on an annual basis
- Direct in-class support by specialist teachers and other professionals
- Indirect support through differentiated materials
- Advice on literacy and numeracy programmes
- Reduced curriculum for selected pupils to consolidate curriculum concepts, reinforce language and literacy needs and support GCSE or other coursework
- Apply for, and implement special arrangements for all formal and school examinations
- Fully involve parents in their child's education and review of progress as and where appropriate
- Monitor pupils' progress and coordinate all statutory requirements relating to the Code of Practice e.g. Provision Maps and Annual Reviews.

The Learning Support Team includes: **(SMT) Senior Management Team**

### **5. SEN Information Report**

#### **5.1 Identifying Special Educational Needs**

The needs of most students have already been identified before their acceptance at CA, especially those supporting an Educational, Health and Care Plan (EHCP). They are provided with a SEN Provision Map at the start of each academic year, which is reviewed periodically. Despite this, the school recognises that some students will require provision that go over and above, that are normally accommodated / supplemental to earlier testing and



diagnoses. For students requiring additional support, there are a number of steps that are taken. A review of the Statement of SEN / EHCP occurs at least once a year.

Concerns regarding students, from parents, teachers or therapists, should be addressed directly to Ms Liesl Menezes- Lobo, the Special Educational Needs Co-ordinator (SENDCo) in the first instance. Ms Lobo is responsible for alerting teachers and staff either individually or through group meetings. Appropriate members of staff will meet in order to discuss and review concerns, led and co-ordinated by the SENDCo. 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's counsellor, local authority or other external professionals, but always conforming to the School's GDPR policies on confidentiality and the sharing of information.

All students at the School have been identified as requiring SEN Support and are provided with a SEN Provision Map at the start of each academic year. The targets on the Provision Maps are reviewed and updated as the academic year progresses.

All students are listed on the SEN Support Register, have the support clearly indicated and the level of support they received are as outlined according to the four broad categories of need, in the SEND Code of Practice, 2015 as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Full descriptions (as outlined by the SEN Code of Practice, January 2015) of each of the categories are included at the end of this policy (Appendix 1).

## **5.2 A Graduated Approach to SEN Support**

The needs of students at CA London have already been identified before their acceptance at the School, especially those supported by a Statement of SEN or Educational, Health and Care Plan (EHCP). Those without a Statement of SEN or EHCP are supported with a recent Educational Psychologist Assessment and Report, completed prior to admission to the School. The School's level of response in the first instance to a student's needs is guided by the Statement of SEN, EHCP or the outcomes of any professional or formal assessment conducted. The School recognises that some students will require provision over and above that normally accommodated, supplemental to earlier testing and diagnoses. A review of the Statement of SEN / EHCP occurs at least once a year.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap





This may include progress in areas other than attainment, for example, social needs. When deciding new outcomes we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. This guides us to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as 'the graduated approach'.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents to identify whether they need any other special educational provisions put in place besides those mentioned in the EHCP plans. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and parents will be formally notified of the SEN support the pupil is given.

## **6. Assessing and reviewing pupils' progress towards outcomes**

### **Assess**

CA follows the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. CA London reviews its assessment regularly to ensure support and interventions are matched to need and barriers to learning identified and overcome.



## **Plan**

When it is decided to provide a pupil with SEN support, the parents will be informed. A plan will be constructed by the class teacher and SENCo and the Provision Map will be updated to reflect this. The Provision Map will be shared with the parent and student when amended. Interventions and support provided will be selected to meet the outcomes identified for the student based on reliable evidence of effectiveness and will be provided by staff with skills and knowledge in that area. The School will draw upon parental involvement to reinforce or contribute to progress at home.

## **Do**

The class or subject teacher will remain responsible for working with a student on a daily basis. When the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the student. When specialist staff are involved in working with the student, their work will be linked to classroom teaching and learning. Throughout the intervention or support, progress will be monitored closely to assess the impact of any provision.

## **Review**

The effectiveness of the support and interventions and their impact on student progress will be reviewed. Short term interventions will be reviewed throughout, and reassessment will take place. Provision Maps are reviewed and published three times a year to effectively measure progress and embrace the four part cycle of the graduated approach. Where a student has an EHCP, the local authority, working with the School will review the plan at least every twelve months.

## **7. Supporting pupils moving between phases and preparing for adulthood**

At the CA we share information with the school, college, or other setting the pupil is moving to, adhering to the GDPR policy. Discussing with parents and pupils which information will be shared as part of this.

The Head of school, the SMT ( Senior Management Team), Teachers and Therapist all work collaboratively to guide and prepare the students for the transition, be it future education, college, university, apprenticeship or employment.

The Parents and pupils' are involved in these discussions and their opinions are noted through parent feedback and student feedback. These are reflected on the EHCP forms and discussed at Annual Reviews.

## **8. Supporting Students and Families**

CA London is committed to providing high quality support to students and their families. For further information on how the School supports individual students and their families, please refer to the SEN Information Report provided on the School's website: [www.centreacademy.net](http://www.centreacademy.net).



CA London caters for students and families throughout the different local authorities of London. CA London is based in the South London Borough of Wandsworth. Wandsworth's local offer is available at the following website: [Wandsworth Local Offer](#). Each local authority has its own local offer, outlining the provision and support available to students with SEN and their families.

The CA London website contains many of the key policies; individual policies not available on the website can be requested through the School Office.

Parents and students should seek assistance from the mentor in the first instance when contacting the School. Other members of staff are also available to support students and their families if required.

### **9. Supporting Students at School with Medical Conditions**

We recognise that pupils at School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and when this is the case the School will comply with its duties under the Equality Act 2010.

Relevant and up-to-date policies on medical conditions and first aid can be found on the School's website or requested through the School Office.

### **10. Monitoring and Evaluation of SEND**

CA London is striving to ensure it maintains the quality of its input to students with SEN. Therefore, as part of the ongoing monitoring and evaluation of all areas of provision we conduct an annual review of the SEN Policy and SEN Information Report to evaluate the effectiveness of:

- systems for identifying and assessing students with SEN, including those who are more able
- the provision made to meet students' SEN, including new resources, staff development and training
- the allocation of resources to meet the SEN of students

The views of parents are sought through, for example,

- Annual Reviews
- Parent Conferences
- Parental questionnaires
- Invitations to school and social events and meetings, for example curriculum evenings.

The views of students are sought through a variety of media, including:



- Annual Reviews
- Regular mentoring
- Academic mentoring
- Evaluation of Provision Maps and curriculum targets
- Student questionnaires

### **10.1 Enabling pupils with SEN to engage in extra-curricular activities**

At the CA students are encouraged to participate in all activities and extra-curricular activities. These include:

- Extra-curricular activities like school clubs, swimming, PE, movement and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability

### **10.2 Support for improving emotional and social development**

At The CA the Class Mentors are the first point of pastoral support. The Head of school, SENDCo, teaching staff and office staff all work collaboratively to ensure that the pupils are supported by listening to the views of the pupils. There are supportive measures put in place to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- The Head of School teaches PHSE to support the students emotional and mental well-being.
- Pupils have 1:1 sessions and group sessions with the Occupational therapist and the Speech and Language therapist.
- Pupils with SEN are encouraged to be part of the school assemblies/musical choir.
- Pupils with SEN are also encouraged to be part of various clubs like the cooking club, art club, movie club, board-game club,. etc to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

### **10.3 Concerns and Complaints**

As part of CA London's 'open door' policy, parents or students are requested to initially direct their concerns to class mentors who will liaise with other staff including the Head of School when required. The School's Complaints Policy is available upon request from the School Office.

### **10.4 Contact details of support services for parents of pupils with SEN**

Explain your school's approach here. Insert the details of the services available to parents in your area.



## 11. Access Arrangements

Access Arrangements can be used for pupils whose Special Educational Needs can be proved to undermine their performance in assessment situations. Some examples of the type of Special arrangement that could be granted include an additional time allowance; the use of a reader; use of amanuensis; support with practical assessments or the submission of a transcript where the pupils writing may be illegible. The policy for pursuing Special Arrangements is summarised below:

- Access Arrangements should be made for all pupils whose individual difficulties will undermine their performance in assessments.
- Any application for Access Arrangements will require supporting information. A learning difficulty in itself does not justify a Special Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the pupil's performance while being assessed. Where evidence suggests that a Special Arrangement would be unjustified, the school reserves the right not to submit a request.
- Pupils who are eligible for Access Arrangements will have the opportunity to pilot them prior to public examinations.
- Parents and pupils will be informed that Access Arrangement is being sought and of the outcome.

The person responsible for co-ordinating day-to-day Special Educational Needs provision :  
Ms. Liesl Menezes-Lobo (SENDCO)  
Mrs Leonie Fisher – Examinations Officer

## 12. GDPR – Data Protection

All electronic information relating to students is securely stored using password protection. Files and documents are securely backed up using password protected devices. All information is stored in line with the School's Confidentiality Policy.

## 13. Monitoring and Evaluating Policy

This policy will be reviewed annually each September. Please refer to the front of this policy for the next review date. The policy is reviewed by the Head of School and the SENDCo. The school proposes to demonstrate the effectiveness of its Special Educational Needs policies by following methods:

- Recording results of initial screening tests for all pupils, setting targets for individual pupils on their IEP, then reviewing subsequent outcomes.
- Recording Access Arrangements
- Recording the dates for initiating and subsequent completion of Annual Reviews to ensure compliance with deadlines and noting where problems occurred, and the length of delay (if any) this caused.

- Reporting on INSET arrangements for Special Educational Needs.

## **Appendix 1 SEND Code of Practice: Broad Areas of Need**

This section has specific information about the broad areas of need as outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years

### **Appendix 1.1 – Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Appendix 1.2 – Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Appendix 1.3 – Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or



depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

#### **Appendix 1.4 – Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.