



## Special Educational Needs Policy

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Position	Maria Palmartsuk
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### Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

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# 1. Mission Statement, Aims and Objectives

## 1.1 Mission Statement

At Centre Academy London (CAL), we believe every student can learn, succeed, and thrive.

Our mission is to:

- Welcome diversity by supporting students with a wide range of learning styles and strengths.
- Provide high-quality teaching and support so that every student can reach their potential.
- Create a safe, calm, and respectful environment where students feel accepted and valued.
- Work in partnership with families and professionals to ensure the best outcomes for each student.
- Prepare students for life beyond school, helping them to develop independence, confidence, and the skills they need for the future.

At CAL, education is not one-size-fits-all. We celebrate individuality and support every learner to achieve their goals. We create the environment, where no one is different. No one is anonymous.

## 1.2 Aims

CAL is an inclusive school that provides a supportive “enabling” environment. The objectives of our Special Educational Needs Policy are as follows:

- Provide appropriate educational provision, therapeutic input and pastoral support so pupils make outstanding progress
- Provide a broad, balanced, and flexible curriculum tailored to each student's strengths, interests, and needs.
- Support all students to succeed by offering multiple pathways for progression
- Ensure Early and Accurate Identification of additional needs
- Create a safe, calm, and supportive community where every student feels valued and included.
- Work closely with parents, carers, and external specialists to make sure support is consistent and effective.
- Build independence, confidence, and life skills, supporting pathways into further education, training, employment, and independent living

## 1.2 Objectives

- Identify additional needs as early as possible using information from parents, previous settings, and relevant services; report any unmet needs to the SENCo.
- Monitor all pupils' progress to ensure every pupil will reach their full potential.
- Remove barriers to learning and ensure that every pupil has full access to the National Curriculum, with provision regularly reviewed against individual targets.
- Involve parents in educational decisions, explain SEN procedures, and provide regular updates on progress.
- Collaborate with onsite specialists and external agencies when pupils' needs exceed the school's provision.
- Encourage pupils to contribute to their own learning and express their views

## 2. Support and provision for students with SEN \*

We support pupils with 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 / or diagnosis, adapting teaching methods as appropriate. On a whole school level, we employ a variety of strategies but the main ones are:

- Small groups with the teacher to students ratio 1:7 in most classes
- Low arousal classrooms, noise kept to a minimum, diffused or alternate lighting being used where necessary
- Adapted teaching materials, scaffolded worksheets and PowerPoints
- Use of Assistive technology
- Specialist interventions, for those who need it

All our teaching and specialist staff ensures that :

- Kinaesthetic and visual learning is emphasized during their lessons
- Movement breaks/ mindfulness breaks are included into the lessons
- Chunking information/ teaching in small steps
- Overlearning and pre-teaching
- Constant checking for understanding
- Teaching and modelling of appropriate social skills.

- Emphasise on building self esteem and confidence. Recognising students strengths and developing strategies to support self-regulation

\*For detailed info please see SEN Info report 25/26

### 3. Legislation and Guidance

This policy reflects:

- SEND Code of Practice: 0–25 years (2015, with updates noted in 2024)
- Children and Families Act 2014 (Part 3: duties for schools regarding SEND)
- Equality Act 2010 (reasonable adjustments, protection from discrimination)
- Schools SEN Information Report Regulations (2014)
- Teachers' Standards (2021)
- Keeping Children Safe in Education (KCSIE) 2024 update
- Preventing and Tackling Bullying (DfE 2017, reviewed 2024)
- CAL policies: Safeguarding, Accessibility Plan, Behaviour & Anti-Bullying policy and SEN Information report

### 3. 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 needs
- 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.
- Non-attendance and issues with punctuality
- Mental Health and Wellbeing, and welfare concerns
- English as an Additional Language (EAL)
- Being a Looked After Child (LAC)

- 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 Michael Jeffrey, 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, through external specialists or in-house CPD
- Ensure adequate finance and other resources are available

### 4.2 Miss Maria Palamartsuk, 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
- 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 CAL 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, setting and reviewing targets termly
- 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/staff meetings 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 Specialist Support team**

Pupils requiring additional interventions therapies in Speech and Language, Occupational Therapy or support from the School Counsellor, are served on-site by the school's learning support team. The Specialist Support Team works closely with subject teachers, form tutors, mentors 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 or out of class support
- Indirect support through differentiated materials
- Advice on OT, SALT, literacy and numeracy programmes
- Advise staff on how best to support students with SEMH needs
- 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 access 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, Individual Education Plan (IEP) targets and Annual Reviews

The Specialist Support Team includes: SENDCo, School Counsellor, Occupational Therapist and Speech & Language Therapist and Support teachers.

#### **4.5 Monitoring and Evaluation of SEND**

CAL 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 induction, 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
- Student Report feedback forms
- Parent Workshops
- Art & Science Fairs

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
- Assemblies, School Council feedback and discussions with staff

#### **5. Monitoring and Evaluating SEN Policy**

This policy will be reviewed annually . 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.

#### **6. 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 where required. The School's Complaints Policy is available on the school website.



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

## Appendix 1: Four Broad Areas of Support Need

(from the SEND Code of Practice 0–25, most recent version)

### 1. **Communication & Interaction**

- Differences with speech, understanding language, or social interaction.

### 2. **Cognition & Learning**

- Challenges with thinking, memory, or academic skills such as reading, writing, and maths.
- Includes learning differences like dyslexia, dyspraxia, and dyscalculia.

### 3. **Social, Emotional & Mental Health**

- Difficulties with emotions, behaviour, anxiety, relationships, or wellbeing that affect learning.

### 4. **Sensory & Physical**

- Hearing, vision, movement, coordination or sensory processing differences that make access harder without adjustments.