



Special Educational Needs Policy

Centre Academy London

Created 1st September 2017

To be reviewed annually.

Review date: September 2018

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Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 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 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENCo, in liaison with the Senior Leadership Team and staff. The policy has taken into account the feedback the school has received from parents and students.

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Section One

Person responsible for the coordination of Special Educational Needs:

Ms Ruth Alexander is the Special Educational Needs Coordinator (SENCo). She has previous experience of special needs posts within larger mainstream schools and is currently working towards the National Award for SEN (NASENCo).

Ms Ruth Alexander can be contacted via:

Centre Academy London
92 St John's Hill
London
SW11 1SH

Telephone: 020 7738 2344

Email: ralexander@centreacademy.co.uk

In the absence of the SENCo enquires should be directed to Ms Rachel Maddison, the Head of School.

Telephone: 020 7738 2344

Email: info@centreacademy.net

Section Two

Mission statement of the school and our aims:

Centre Academy London is a co-educational, independent special day 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 is dedicated to providing a supportive and nurturing environment for all its students ages 9 to 19, so that each may achieve his or her full potential within either the National Curriculum, the Foundation Learning Programme and / or the High School Diploma. The school instils within its students an appreciation of those values it believes essential for an effective education - honesty, integrity, trust, fairness, compassion - and we also promote international understanding within our culturally diverse school population by emphasising community as well as individual responsibility. Finally, the school is committed to the belief that excellence in education can be best achieved when a partnership exists between family, student and school.

Objectives:

Centre Academy London is an inclusive school that provides a supportive community and fosters high achievement for everyone. This means:

- We aim for all our students to achieve all they can.
- We will have high aspirations for individual students and we aim to successfully prepare them for adulthood, including independent living, further education and employment.
- We aim to provide a curriculum which accesses the individual needs of our students.
- We will ensure that the needs of students are identified and assessed and we aim to provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies.
- We aim to identify any students who we feel they are 'missing out', finding it difficult to engage or feeling in some way apart from what the school aims to provide. We take practical steps in the classroom and beyond to meet the needs of our pupils effectively.
- We are clear about the action (including partnerships with other schools and organisations, local authorities or local initiatives) that we are taking or planning to take to improve the learning experience and to raise standards of attainment of students or groups of students who appear to be underachieving or are at particular risk of not achieving their potential.
- We aim to be able to justify our choice of intervention in terms of appropriateness and effectiveness.
- We aim to demonstrate the action we are taking to promote tolerance, understanding and racial harmony to prepare students for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination.
- We aim to demonstrate that clear student support systems are in place to deal with issues such as bullying and medical needs
- We aim to demonstrate the systems we use to monitor and evaluate our behaviour and discipline policies.
- We recognise the vital role of the parent in the identification, assessment and response to their child or young person's learning needs. We will work in partnership with them to support every aspect of their child's education.
- We encourage student self-reflection and the importance of taking their views into consideration. We recognise the importance of young people being active decision makers in their future and special educational provision.
- We are committed to effective collaboration 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.

Section Three

Identifying 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, the school recognises that some students will require provision over and above that 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. 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 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, indicating the level of support being received.

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

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.

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 be considered to be an underlying response to a need which requires identification and support.*

Section Four

A Graduated Approach to SEN Support

The needs of students at Centre Academy 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.

Teachers are responsible and accountable for the progress and development of students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students delivered by experienced SEN teachers, is the first step in responding to students who have or may have SEN. Additional intervention and support are not used to compensate for the lack of good quality teaching, and teachers are supported through continual professional development and direct support from specialist teachers and staff within the school community to ensure they offer all pupils the highest possible level of teaching.

When a student has been identified as having additional SEN not described in the reports outlined above, we will take action to remove barriers to learning and put effective special educational provision in place. 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':

Assess

In identifying a student as needing SEN support the class or subject teacher, working with the SENCo will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from those professionals already working with the student. It should also draw on other subject 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 and, if relevant, advice from external support services. The school will work closely with the information already known about the student, including Statements of SEN and EHCPs, educational psychologist reports, occupational and speech therapy assessments. The school takes concerns raised by a parent seriously and will be recorded and compared to the school's own assessment and information on how the student is developing.

Centre Academy 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 or Statement of SEN, the local authority, working with the school will review the plan at least every twelve months.

Managing Student's Needs on the SEN Support Register

All students at Centre Academy are recorded on the school's SEN Support Register. The SEN Support Register identifies individual students, their SEN and levels of provision. The SEN Support Register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with those professionals working within the school. A separate register of students categorised as SEN Support is also kept and used to monitor this group of students.

Every student at Centre Academy is provided with a Provision Map, outlining the support, interventions and targets in place for the individual. The Provision Map is a working document, contributed to by those working directly with the student. The Provision Map for each student is reviewed and published three times a year to the parent: approximately September, March and July of each year. For students with a Statement of SEN or EHCP, the Provision Map will link directly to the students' SEN objectives and will also be reviewed at the Annual Review meeting. Parents and students can request their Provision Map at any point in the academic year. The Provision Map will include targets which are assessed, planned and reviewed by the individual professional working with the student.

Subject teachers working with students on the SEN Support Register will set individual curriculum targets as part of their subject reports to parents each term. Where a Parent Conference meeting replaces a report, teachers will communicate their targets to the parent at that meeting. Any concerns regarding the progress a student is making within an individual subject should be directed to the teacher in the first instance.

The school recognises the importance of working closely with therapists and specialists. Centre Academy approaches therapy as an integral part of provision at the school and is

integrated into the curriculum wherever possible. The school currently has a full-time speech and language therapist, and full-time occupational therapist, as well as a part-time counselling therapist. The therapists work closely with teachers and the SENCo in assessing and providing high quality provision and support. The therapists are available for parents or students to contact directly regarding their services or specialism.

Section Five

Supporting Students and Families

Centre Academy 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.

Centre Academy caters for students and families throughout the different local authorities of London. Centre Academy 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 Centre Academy website contains many of the key policies; individual policies not available on the website can be requested through the school's office.

Parents and students should seek assistance from the mentor in the first instance when contacting the school. Other members of staff available to support students and their families include:

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

Section Six

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's office.

Section Seven

Monitoring and Evaluation of SEND

Centre Academy 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

Section Eight

Training and Resources

Centre Academy is committed to providing and facilitating attendance at in-service training in the area of learning support and SEN. An annual needs analysis is undertaken by the Head of School to identify the training needs of Centre Academy and of individual staff in conjunction with the annual review of the SEN Policy and individual staff performance management. Staff are encouraged to discuss requests for further training in SEN with the Head of School.

The school provides opportunities for shared good-practice initiatives through lesson observations by colleagues and by contributions to INSET sessions during staff meetings or other designated times. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students and classes.

Section Nine

Roles and Responsibilities

Ms Rachel Maddison, 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.

Ms Ruth Alexander, SENCo

It is the SENCO's responsibility to:

- Oversee the SEN provision throughout the School, ensuring that appropriate provision is delivered through the teaching and specialist programmes. This includes official observations of all teaching and specialist personnel.
- Maintain records for, and oversee the implementation of, provision for those students at the school supported by a Statement of SEN or EHC Plan. This includes organising and chairing Annual Review meetings to which parents and appropriate external bodies are invited.
- Ensure that Provision Maps are written, monitored and shared with staff through collaboration.

- Ensure that all staff are familiar with and show understanding of the specific needs of all students at the school.
- Delegate and designate responsibilities to other members of the SEN team as and where appropriate.
- Ensure that the Head of School is kept informed of any developments, changes or concerns regarding the students or SEN provision at the School.

All Teaching Staff

All staff at Centre Academy have a responsibility to make themselves aware of the needs of all students in their classes and to meet 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 and Deputy Head of School / SENCo are kept informed of any developments or concerns regarding students.

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:

Ms Ruth Alexander

- SENCo
- History, Humanities and English Teacher

Mrs Leonie Fisher

- Dyslexia Specialist and SEN Teacher
- English and History Teacher

Miss Madeleine Polegaj

- Speech and Language Therapist
- Social Skills Coordinator

Mrs Michelle Rivera

- Occupational Therapist
- Touch-typing Coordinator

Section Ten

Storing and Managing Information

Information relating to students and their SEN is securely stored either within the SENCo's office or in the main office. 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.

Section Eleven

Reviewing the 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 SENCo.

Section Twelve

Accessibility

The school details its plan for increasing accessibility as part of its Accessibility Plan and School Development Plan. These documents are available upon request.

Section Thirteen

Arrangements for the treatment of concerns and complaints

As part of Centre Academy'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.

Appendices

Special educational needs and disability code of practice: 0 to 25 years

Broad areas of need:

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.

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.

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.

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.