



## Special Educational Needs Policy Centre Academy East Anglia

To be reviewed annually. UNDER REVIEW September 2017

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

## Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 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 Head of School in liaison with the Principal, the SENCo 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:

Mrs N Morariu, an educator with a significant amount of experience in Special Needs Education as teacher and SENCo. (Teachers Cert;DipSE;DipRSA)

Mrs Morariu can be contacted via:  
Centre Academy East Anglia  
Church Road  
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Email: [admin@centreacademy.net](mailto:admin@centreacademy.net)

In the absence of Mrs Morariu, enquires should be directed to either Mrs Kim Salthouse, Head of School or Dr Duncan Rollo, Principal of the Centre Academy Schools.

Telephone: 01449 736404; 0207 7382344  
Email: [admin@centreacademy.net](mailto:admin@centreacademy.net)

## Section Two

### Mission statement:

Centre Academy East Anglia (hereafter, CAEA) is an independent, co-educational, day and boarding school committed to providing excellence in education for students with various learning difficulties. We offer a supportive and nurturing programme for all our students, ages 5- 19, so that each may achieve his or her full potential.

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

Within the school's Christian *ethos*, we welcome students of any religious persuasion, any socio-economic background, any race.

We promote international understanding within our diverse population by emphasising community as well as individual responsibility.

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

CAEA is committed to providing excellence in education to students with a range of learning difficulties including AD/HD, Dyslexia, Autistic Spectrum Disorders, Language, communication and social pragmatic difficulties, anxiety and other mild to moderate learning difficulties. CAEA is located in the village of Brettenham, Suffolk. It was established originally in 1981 as The Old Rectory. It became CAEA when it amalgamated with Centre Academy London in 2010.

### Aim

The school is dedicated to providing a supportive and nurturing environment for all its students aged 4 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. We recognise that each child is different and because of that each individual child is always our starting point; to guide their academic achievement and social, emotional and personal development. This is supported by ensuring each pupil strengthens their independent learning and living skills which are key to building confidence and self-esteem.

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. In that light communication is key, with the school holding regular coffee mornings, parent's days and issuing a weekly bulletin to keep parents informed.

## **Objectives:**

CAEA is an inclusive school that provides a supportive community and fosters high achievement for everyone. We believe that inclusion is about engendering a sense of community and encouraging schools like CAEA and other counterparts to come together to support each other and our pupils. As an inclusive school we have:

- An inclusive *ethos*
- A broad and balanced curriculum for all pupils
- Early identification of barriers to learning and social participation
- High expectations and individualised targets for all pupils.

This means:

- We aim for all our students to reach their potential and, indeed, to achieve all they can.
- We have high aspirations for individual students and we aim to successfully prepare them for adulthood, including further education, independent living and employment.
- We aim to provide a curriculum which accesses the individual needs of our students.
- We 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 believe 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 improve the learning experience and to raise standards of attainment of students or groups of students who appear to be underachieving or 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/religious 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 as diverse as bullying and medical needs.

- We aim to demonstrate the systems we use to monitor and evaluate our behaviour and disciplinary policies. (See Behaviour and Disciplinary Policy)
- 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 we are committed to recognizing the importance of taking their views into consideration. We recognise the importance of young people being active decision-makers in their future and in their 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.
- Create a welcoming atmosphere for parents and/or carers.

This policy describes the way we meet the needs of children who previously experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional-social development.

## Section Three

### Identifying Special Educational Needs

CAEA 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 to CAEA, especially those supported by a Statement of SEN or from September 2014, an Educational, Health and Care Plan (EHCP). It is important to note that 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 to be taken. To explain: students will be reassessed to establish their further needs. The school will then address these needs as applicable. For students with a statement or an EHCP the extra needs will be discussed at the yearly review and then added to the plan.

Concerns regarding students, from parents, teachers or therapists should be addressed directly to Mrs Kim Salthouse, the Head of School, in the first instance. Mrs Salthouse is responsible for alerting teachers and staff either individually or through group meetings. In this, she will on occasion be assisted by the Principal and/or the SENCo. Appropriate members of staff will meet in order to discuss and review concerns, led and co-ordinated by the Head of School. Such meetings may also include parents, teachers and the Principal. In some cases, information may be passed to other parties such as the school therapists, local authority or other external professionals, but always conforming to CAEA'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 Plan at the start of each academic year. All statements issued by a local authority will be changed to an Educational, Health, and Care Plan by the year 2018. All students are listed on the SEN Support Register, indicating the level of support being received.

The SEND Code of Practice, 2014 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, 2014) of each of the categories are included at the end of this policy.*

The school, in accordance with the SEN Code of Practice, 2014 believes the following are not SEN, but may impact on progress and attainment:

- Disability - *the SEN Code of Practice, 2014 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 CAEA 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 student access to 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 is not used to compensate for the lack of good quality teaching; 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.

Where 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 Head of School and 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, speech therapy and counselor assessments. Prior to GCSE examinations the students are all assessed for examination concessions by the SENCo. All students are assessed annually to compare their results on a like-for-like basis with others of their peer groups. The school takes concerns raised by a parent seriously; these will be recorded and compared to the school's own assessment and information concerning how the student is developing.

CAEA reviews its assessment regularly to ensure support and interventions are matched to need and that barriers to learning are identified and overcome.

## **Plan**

Where 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 the Head of School in liaison with the SENCo; the Provision Plan will be updated to reflect this. The Provision Plan 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.

## **Action**

The class or subject teacher will remain responsible for working with a student on a daily basis. Where 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. Where 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 Plans 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 CAEA are recorded on the school's SEN Support Register, held by the SENCo and the Head of School, which identifies individual students, their SEN and levels of provision. The Register is the responsibility of the SENCo, who will update and share information from the Register with those professionals working within the school.

Every student at CAEA is provided with a Provision Plan, outlining the support, interventions and targets in place for the individual. The Provision Plan is a working document, contributed to and by those working directly with the student. The Provision Plan for each student is reviewed and published three times a year (approximately September, February and June) and sent to the parent. For students with a Statement of SEN or EHCP, the Provision Plan will link directly to the student's SEN objectives and will also be reviewed at the Annual Review meeting. Parents and students can request their Provision Plan at any point in the academic year. The Provision Plan 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, this should be directed at the teacher in the first instance.

Set tutors initiate 'pen portraits' on their individual students. These include their diagnosis, learning styles, strategies and the points that a pupil would want their tutor to know, unless confidential. They can also include the pupil/students main targets.

The school recognises the importance of working closely with therapists and specialists. CAEA approaches therapy as an integral part of provision at the school and it is integrated into the curriculum wherever possible. The school currently has therapists for the following areas: speech and language, occupational therapy, physio-therapy, music and drama therapy and yoga. 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.

## **Behavioural Management Plans**

At CAEA we recognise that 'behaviour' is not a special educational need, although inappropriate behaviour can result from the difficulties that the pupil has experienced. In this light, it is occasionally deemed necessary to develop individual Behavioural Plans. These plans will outline targets for the students and also emphasise the strategies that can be utilised to assist in meeting the targets. For example a defined area for 'time out'. These plans are then adopted by all adults working with the pupil/student to ensure that a consistent and coordinated approach is used by all staff.

## **Section Five**

### **Supporting Students and Families**

CAEA 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 schools website: [www.centreacademy.net](http://www.centreacademy.net).

CAEA caters for students and families representing a range of authorities, including Suffolk, Cambridge, Essex, Camden, Wandsworth, Newham, Brighton and Hove and others in the Greater London area. 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, encompassing CAEA and its sister school, Centre Academy London, contains many of the key policies; individual policies not available on the website can be requested through the CAEA office.

Parents and students should seek the assistance from the tutor in the first instance when contacting the school, or alternatively the Head of Care for pastoral difficulties. Other members of staff available to support students and their families include:

Dr Duncan Rollo	Principal and Executive Director, The Centre Academy Schools
Mrs Kim Salthouse	Head of School

## Teachers

Mr Vaughan Steward	Curriculum Coordinator, Examination Officer
Mrs Sandie Whall	Teaching and Learning Coordinator
Mrs Anne Shaul	Designated Safeguarding Lead, Unit Award Scheme Coordinator
Mrs Nicoleta Morariu	SENCo Teacher
Mr Jonathan Prosser	Teacher
Mr Julian Prosser	Teacher
Mr Paul Burke	Teacher
Mr William Jarmin	Teacher
Mr Stephen Lightly	Teacher
Mr Stephen Lloyd	Teacher
Mr Daniel Stott	Teacher
Mr Allan Thompson	Head of Care and Boarding
Mrs Nicola Dent	Housemistress
Mr Daniel Stott	Care Assistant

## Therapists

Mrs Jo King	Yoga Teacher
Miss Margo Scott	Speech & Language Therapist
Mrs Jane West	Physiotherapist
Mrs Sarah Wishlade	Occupational Therapist

## Administration

Ms Trish Raw	Head of Finance and Administration
Mrs Lara West	Secretary to Head of School

## **Section Six**

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

CAEA recognises 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 where 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**

CAEA strives to ensure it maintains 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 in a variety of ways, including:

- Annual Reviews
- Parent Conferences
- Parent questionnaires
- Invitations to school and social events and meetings, for example our regular morning coffees, curriculum discussions focused on the American Diploma, GCSEs and other qualifications, and evening musical programs.

The views of students are sought through various initiatives, including:

- Annual Reviews
- Regular mentoring
- Academic mentoring
- Evaluation curriculum targets
- Student questionnaires

## **Section Eight**

### **Training and Resources**

CAEA 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 CAEA 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 and on occasion with the Principal.

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 Head of School 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**

#### Mrs Kim Salthouse, Head of School

It is the Head of School's responsibility to:

- Keep an overview of general 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

Mrs Salthouse has experience in Dyslexia and Specific Learning Difficulties.

## Mrs Nicoleta Morariu, 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.
- 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 to attend
- Ensure that all staff are familiar with and show understanding of the specific needs of all students at the school
- Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
- Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEN children once identified.
- Introduction of baseline assessments for all students. (September 2016)
- To work with Local Authorities Education Services to transfer Statements to Education, Health, Care Plans
- To liaise with other members of the SEN team as and where appropriate to ensure that all pupils are appropriately supported
- Ensure that the Head of School is kept informed of any developments, changes or concerns regarding the students or SEN provision at the School.
- Disseminate good practice in SEN across the school.

Mrs Morariu has many years' experience as SENCo in the independent sector and in this special needs school works closely with other SEN qualified members of the staff.

## All Teaching Staff

All staff at CAEA 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
- Planning and preparation for GCSE choices or UAS programme
- Transition for changing levels and classes
- Ensuring that the Head of School, the Principal and the SENCo are kept informed of any developments or concerns regarding students

## The Learning Support Team

The Learning Support Team work 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 pupil's progress and coordinate all statutory requirements relating to the Code of Practice e.g. Provision Plans and Annual Reviews.

The Learning Support Team includes:

Mrs Kim Salthouse  
Mrs Nicoleta Morariu  
Mrs Sandie Whall  
Mrs Anne Shaul

## **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 online 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, SENCo and the Principal.

## **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 tutors who will liaise with other staff including the Head of School when required. However, the Head of School and the Principal are available for meetings as requested. The school Complaints Policy is available upon request from the school office, but can also be downloaded from the schools website

## **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 deaf/blind children and young people is available through the Social Care for Deaf/blind 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.

**Signed:**



**Date: 01/09/16**

**Principal and CEO**

**Dr Rollo**

**Signed:**



**Date: 01/09/16**

**Head of School**

**Mrs Salthouse**