




Special Educational Needs Policy

Signed	
Position	Head of School
Date Agreed	September 2024
Next Review	September 2025

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 and Aims

1.1 Mission Statement



Centre Academy London (CAL) 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 with 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 11 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.

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:

- To identify pupils with Special Educational Needs. As all our pupils have learning difficulties, for CAL 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 “enabling 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 4 -7 in most classes
 2. Low arousal classrooms, noise kept to a minimum, diffused or alternate lighting being used where necessary
 3. Adapted teaching materials, scaffolded worksheets and PowerPoints
 4. Kinaesthetic and visual learning is emphasised
 5. Movement breaks/ mindfulness breaks
 6. Chunking information/ taught in small steps
 7. Overlearning and pre-teaching
 8. Use of Assistive technology
 9. Specialist interventions, for those who need it
 10. Constant checking for understanding
 11. An emphasis on building self esteem and confidence. Recognising their strengths and developing strategies to keep regulated
 12. 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 (2015)
- Schools SEN Information Report Regulations (2014)
- Child Protection and 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
- Keeping Children Safe (KCSIE) 2022 and annual updates



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 Ms 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, 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
- 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 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 therapies in Speech and Language, Occupational Therapy and Mental Health and Wellbeing School Counsellor, additional interventions are served on-site by the school's learning support team. The Specialist Support Team works closely with subject teachers, 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 SMEH 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, Mental Health & Wellbeing School Counsellor, Occupational Therapist and Speech & Language Therapist.

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

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

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.

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

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.

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

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.

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.



Appendix 1.4 – Sensory and/or physical needs

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.

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.