

City of London Academy (Southwark)

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The City of London Academy (Southwark)
Special Educational Need & Disability (SEND)
POLICY
2018-2019 Academic Year

Member of Staff Responsible: SENCo, Candida Dearing

SEN Governor: Steve Burgess

Updated: January 2019

Date of Next Review: January 2020



THE CITY OF LONDON ACADEMY SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY 2018-2019

The City of London Academy is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all pupils matter – including those identified as having SEN. Teachers, parents and all stakeholders are working together working towards common goals in ensuring equal opportunities for all students including student's with SEN. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

We nurture the holistic development of every student and those with students with additional needs are not viewed as a separate entity but are part of the whole school approach, needs are recognised and met through varied and flexible provision throughout the curriculum

The Governing Body believes that all pupils, regardless of ability are valued equally at The City of London Academy.

Identification and Assessment of pupils with SEN

- Pupil's entering in Year 7 is assessed through initial screening via NFER Literacy Attainment Tests.
- In the first half of the autumn term, the SENCo and LSF staff observes new pupil's in a variety of settings to ensure that pupils who experience barriers to learning are identified, and that identified pupils are able to access the curriculum.
- In addition, pupil's may be identified by individual teaching staff, may self-refer and/or be referred by their parents/carers.
- All students are entered for the CATS test
- Pupil's needs will be identified and met as early as possible through:
 - The analysis of data including entry profiles, reading ages, other whole-school pupil progress data classroom-based assessment and monitoring arrangements.
 - tracking individual pupil's progress over time.
 - liaison with and information from feeder primary schools on transfer
 - information from other services.
 - Maintaining a provision map for vulnerable learners but which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of High Needs funding.
 - Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
 - Involving an external agency where it is suspected that a special educational need is significant.

The main changes from the SEND Code of Practice (2001), to reflect the new legislation, are:

- The Code of Practice (2014) covers the 0-25 age range
- There is a clearer focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)



Defining SEND

This policy accepts the definition of special educational needs as set out in the Revised Code of Practice. "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they":

- a) have a significantly greater difficulty in learning than the majority of others
- b) of the same age; **or**
- c) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Special educational provision means, for pupils of two or over, education provision which is additional to or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.

The Academy's Graduated Approach to teaching pupils with special educational needs

- a) Set suitable learning challenges and if necessary choose knowledge, skills and understanding from earlier key stages so individual pupils can make progress and show they can achieve. For pupil's with significant difficulties, guidance from the QCA documents regarding planning, teaching and assessing the curriculum for pupil's with learning difficulties might be used
- b) Respond to pupils' diverse learning needs ensuring that there is an effective learning environment, suitable strategies to ensure motivation and concentration, provide equality of opportunity through teaching approaches, use appropriate assessment approaches and set targets for learning
- c) Overcome potential barriers to learning and assessment for individuals and groups by using a range of access strategies to ensure high participation of all pupils'. The Literacy and Numeracy strategy guidance is used to support access in these areas
- d) All pupils are entitled to the same opportunities and experiences regardless of whether they have a special need and are included in all that is possible. Staff across the Academy are aware of pupil's' needs and make plans to ensure that pupils are included in all appropriate activities



How the Academy adapts the curriculum and learning environment for pupils with Special Educational needs

- a) In all classrooms, there are well-planned activities with learning purposes made clear to all pupil's, differentiated to enable all pupil's to make progress through accessing the curriculum
- b) A range of organisational settings is used that allow for class, group, collaborative and individual work
- c) A range of teaching styles is offered that include auditory, visual and kinaesthetic approaches to enable all pupils to engage with their learning
- d) All pupils are expected to achieve the best of their ability
- e) The Academy focuses on the successes of all pupil's and celebrates this through the school reward system

The Academy's arrangements for assessing and reviewing the progress of pupils with SEN

Assessment and Monitoring of Progress

- Monitoring the progress of pupils with SEND takes a variety of forms.
- We have various mechanisms and assessments which we use to analyse progress of pupils academically and personally.

The main forms of monitoring and assessments are through:

- Literacy Intervention
- NFER Reading tests
- Numeracy Intervention
- Annual Reviews and transition plans
- Individual Education Plans (IEPs)

How we consult parents of children with SEN about, and involving parents in, the education of their child

We work in Partnership with Parents/Carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process.



Supporting Pupils with Medical Needs

We value all members of our community including those with medical needs. We aim to support all students properly so that they have access to full education, including school trips and physical education. The Academy complies with the Equality Act 2010.

The needs of students with medical needs are monitored in line with the Academy's Medical Policy.

How we monitor and evaluation the effectiveness of provision for pupils with SEND

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways;

- Classroom observations by SENCo and senior leaders
- On-going assessment of progress made by small groups and intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Informal feedback from staff
- Pupil interviews when setting IEP targets and for annual reviews
- Pupil progress and tracking using assessment data (whole school progress)
- Monitoring of IEP targets, evaluating the impact of IEPs on pupils progress
- Attendance records
- Regular meetings about pupils progress between SENCo, keyworkers, Heads of Year, Head of Inclusion and Senior Leadership team.
- Annual reports to Principal and Governors

Training and Resources

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Accessibility

Facilities for pupil's with SEND at the Academy, including facilities which increase or assist access to the school by pupil's who are disabled are in line with the DDA, and the SEN and Disability Act 2001.

The design of Academy creates access and mobility for all. There is wheelchair access to all teaching rooms and sporting facilities. There are toilet facilities for disabled pupils, lift access to all floors and wide corridors.



How the Academy deals with complaints from parents of pupils with SEN concerning the provision made at the school

- If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the principal.
- The governor with specific responsibility for SEND/inclusion may be involved if necessary.
- In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Bullying

The Academy has a zero tolerance towards bullying. We strive to provide a safe and secure learning environment for all students including those with additional needs. All incidents are recorded and dealt with in line with the schools Bullying policy.