



CITY OF LONDON ACADEMY
ISLINGTON

WHERE STUDENTS SUCCEED

SEN Policy

Introduction

The City of London Academy Islington, is wholeheartedly committed to Inclusive Education, in its fullest sense and to affording equality of opportunity to all students regardless of their level of need, ability or disability. The Special Educational Needs (SEN) Policy is a fundamental part of the Inclusion philosophy of the whole Academy and underpins all teaching and learning within the Academy.

The SEN Team exists to remove barriers to learning and to support and promote the progress of all students with Special Educational Needs.

Special Educational Needs Policy:

Part IV of the 1996 Education Act contains reference to duties of the Secretary of State to include a Code of Practice. The current Code of Practice became effective from 1st January 2002 and replaces the 1994 code. The Special Educational Needs and Disability Act 2001 and revised regulations came into force on 1st January 2002. Our policy implements the legislation outlined above and considers the guidelines provided. In addition, we have included guidance to schools provided by the local authority and the „Removing Barriers to Achievement“ Government Strategy.

The Code of Practice defines a student as having Special Educational Needs:

“if they have a learning difficulty which calls for special educational provision to be made for them”.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at City of London Academy Islington is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at City of London Academy Islington supports the stated ethos of the school that:

“All members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.”

This Policy takes into account the fundamental principles of the Code of Practice, which are:

- a child with special educational needs should have their needs met
- the special educational needs of children will normally be met in mainstream settings
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child’s education

- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Policy objectives:

In order to meet the special educational needs of our children at City of London Academy Islington we must:

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEN.
- support the Every Child Matters agenda within the school.

Co-ordinating provision:

The SEN team at City of London Academy Islington

The Special Educational Needs Co-ordinator (SENCO):

Angela Davies is responsible for the arrangements for SEN provision throughout the Academy. She receives a Teaching & Learning Responsibility Allowance for this. The post is full time. As SENCO Angela;

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Principal, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.

- manages those Teaching Assistants attached to individual children with statements or funding at School Action Plus.
- liaises with the staff in the Academy who have responsibility for child protection, attendance and family support issues
- liaises with the Co-ordinator for welfare and medical needs.
- Works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

The Deputy Special Educational Needs Co-ordinator (SENCO):

Sophie Lowe is the Deputy Special Educational Needs Co-ordinator. She receives a Teaching & Learning Responsibility Allowance for this. The post is full time. As Deputy SENCO, Sophie is 2nd in charge of the department and her responsibilities include:

- Supporting the leadership of the SEN/Inclusion team
- Working with the SENCO and learning support team to ensure high quality teaching and learning across all key stages.
- Target-setting, planning and implementing of provision for students with a range of educational needs including SEN, EAL, FSM, LAC and those with social, emotional or medical needs.
- Managing the team of TAs.

The SEN Support Staff:

The Academy employs ten TAs to support the SENCO in delivering learning programmes to children with SEN throughout the school. They are deployed to:

- Work with children with high level needs and physical disabilities
- Work with the teachers as in class support for children with EHCPs and at SEN K
- Deliver small group interventions for literacy and numeracy
- Carry out assessments for literacy skills using specialist software
- Deliver Speech and Language Social Communications Groups
- Perform an outreach role through the referral system carrying out observations of pupils and feeding back to Inclusion Team
- Conduct assessment with Boxall profile
- Plan lessons with teachers and provide additional and differentiated resources for classroom lessons

These TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO and Deputy SENCO each day to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children

The Academy also has a Think Forward coach, a mentoring organisation who work with students from Years 9-11. He helps monitor attendance and works on a daily basis in school with individuals to support their emotional and behavioural needs. He works closely with our CAMHS clinicians who hold clinics in school several days a week. CAMHS also provides support to Pastoral Support mentors and teachers as well as children and families. The SENCO meets weekly with the Think Forward Coach and CAMHS to monitor pupil progress.

Admission arrangements:

In line with current LEA policy a place at City of London Academy Islington is available to a child with SEN provided that:

- a) the parents wish the child to attend the Academy.

- b) the child's special educational needs can be met by the Academy.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

The City of London Academy Islington has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

Access:

Access to the school environment

The City of London Academy Islington is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There are adapted toilets and bathroom facilities which includes a height-adjustable changing bed.

Access to the National Curriculum:

The SEN provision at City of London Academy Islington is based upon the Inclusion statement in the National Curriculum 2000 document of:

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All class teachers, the SEN team carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support inside and out of lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties.
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.

- use of Social Communication programmes and supporting access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEN

Access to information:

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form e.g. by reading aloud, overhead projections and use of diagrams and pictures.

Information about the Academy is available to all on the Academy's own website.

Identification and assessment:

At City of London Academy Islington we identify children with SEN as early as possible. Prior to the students starting at COLAI, we conduct transition meetings and visits with our feeder settings and parents. The SENCO conducts one to one meetings with the students at EHCP and SEN K at admissions interviews, and visits by pupils with EHCPs and at SEN K and their parents to meet the SEN team. Once the students have started, the SEN team provides assessment, observation and support from the beginning of the first half term.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In Year 7 the assessments used are:

- Half termly teacher assessments of progress
- Access Reading Test
- Single word spelling Test
- Dash handwriting
- Lucid Exact

The tests used in school for diagnostic purposes are

- Access Reading Test
- Single word spelling test
- WRAT tests for reading and spelling
- Hodder sentence completion
- Lucid Exact Access assessment
- Dyslexia screening tool

The "triggers" for further intervention:

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.

- the class teacher’s assessment showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes
- self-help skills, social and personal skills inappropriate to the child’s chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, or children subject to a Child in Need or Child Protection plan, in liaison with Children’s Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other adults concerns e.g. from medical services, Educational Psychologist, Children Services

The Graduated Response:

1. Identified Concerns

If a teacher is concerned about some aspect of a child’s progress, behaviour or well-being (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child’s physical or mental well-being, (s) he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO attends regular inclusion meetings and the referral to the SEN, Child protection, attendance, and pastoral teams would be brought to this meeting.

There are weekly meetings of between agencies and Academy teams at Inclusion meetings.

Cause for concern – school-based intervention

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher works with the SEN team to look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

At the review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

SEN K:

If a child continues not to make adequate progress at that stage the SEN team will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse, and specialist teachers from the local and various Outreach Teams. With their help, strategies which are **additional to or different from** will form the basis of future support plans.

At SEN K a child with persistent behavioural problems may spend a period of time as a pupil at an early intervention provision or attend a behaviour modification programme.

Request for Statutory Assessment:

If the child continues not to make progress, the school, through the Principal and SEN team, requests the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs an Education Health and Care Plan (EHCP) to meet their needs.

Education Health and Care Plan (EHCP):

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet his/her SEND. The LA provides the school with additional funds to cover the costs of this provision. This is used for support and/or specialist teaching and equipment. Individual Education Plans are used to set targets each term. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists from all of the medical services.

Arrangements for integration

Involvement of outside agencies:

For those children with EHCPs funding the involvement of outside agencies is specified on the statement. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist
- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- Targeted Youth Support
- the Medical services, including CAMHS
- the Social Services, especially for Looked After children
- the Traveller Service
- Bridge Outreach
- Samel Rhodes Special School Outreach
- New River College Outreach
- Richard Cloudesley School Outreach
- School Safety Officer

Liaison within the school:

The SENCO shares information about pupils with SEN with

- class teachers and TAs
- Pastoral Support Mentors
- the Senior Management Team
- the curriculum team co-ordinators
- assessment co-ordinators
- the co-ordinator for medical needs
- the member of staff responsible for Safeguarding
- the school's Pastoral Teams (Heads of Year and Form Tutors)

INSET arrangements:

Within the Academy there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The SENCO regularly attends courses on SEN issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEN. She attends the local SENCO "Cluster" meetings which are run by the SEN advisory team to discuss local and LA issues which affect SEN provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Links with other schools:

The SENCO and the Pastoral Teams arrange visits to the Primary School setting when they are informed of a child with SEN who will be starting at the Academy. When a child already has an EHCP they are usually invited to attend the child's Annual Review held during the summer term in the Primary School setting.

At Y6 transition the SENCO provides information on request to the Academy about children with SEND who have chosen to go there. For EHCP pupils the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at COLAI the parents and the child during the summer term prior to transition.

Staff from partner outreach Special Schools visit school regularly to provide advice for our staff and to work with individual children. The SEN staff and TAs are able to visit and attend courses at these schools.

Partnership with parents:

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's support plan each term and are invited to review progress towards the targets at Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Considering complaints:

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the Academy, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Principal. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.

Monitoring the success of the SEN Policy:

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at EHCP level

Evaluating the success of the SEN Policy:

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN.
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs at EHCP level
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

Glossary of abbreviation:

ASC	Autistic Spectrum Condition
COLAI	City of London Academy Islington
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
SEMH	Social, Emotional and Mental Health
SEN K	Special Educational Needs Known
HI	Hearing Impairment
SP	Individual Education Plan

INSET	In –Service Training
KS	Key Stage
LA	Local Education Authority
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
SATs	Standardised Attainment Tests
SEND	Special Educational Needs & Disabilities
SENCO	Special Educational Needs Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment