



CITY OF LONDON ACADEMY  
**ISLINGTON**  
WHERE STUDENTS SUCCEED

**City of London Academy  
Islington  
Special Educational Needs  
(SEN) Policy**

SENCo – Angela Davies

Member of SLT with responsibility for SEN – Sonia Jacob

Date of current policy – September 2015

Next review date – September 2016

## **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 pupils regardless of their level of need, ability or disability. The Special Educational Needs (SEN) Policy is a fundamental part of the inclusive philosophy of the whole academy and underpins all teaching and learning within the academy.

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations 2014
- Statutory guidance on supporting pupils at school with medical conditions 2014
- The National Curriculum in England Key Stages 3 and 4 framework document Dec 2014
- the school safeguarding policy
- accessibility plan
- Teacher Standards 2012

This policy was created by the academy's SENCo in liaison with SLT, the school's SEN governor, staff and parents of pupils with SEND.

## **Aims and objectives**

This policy accepts the definition of SEN as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Principal or SENCo has been informed that a child has SEN, those needs will be made known to all who are likely to teach them.

The Principal, staff and governors will report annually to parents on the policy and the effectiveness of the academy's work with pupils with SEN.

All staff will ensure that pupils with SEND can join in the activities of the academy together with pupils who do not have SEND, so far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other pupils in the school and the efficient use of resources.

### **Responsible persons**

The Principal is responsible for ensuring that students with SEN are provided for. Sonia Jacob is the member of SLT with responsibility for overseeing SEN provision.

Angela Davies is the Special Educational Needs Co-ordinator (SENCo). Angela 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 pupils with SEN and ensures that the records regarding pupils with SEN are up to date
- is responsible for budget management/allocation

The school employs a Deputy SENCo and eight TAs to support the SENCo in planning and delivering learning programmes to pupils with SEN throughout the school.

### **Inclusion**

All teachers in the academy are teachers of Special Educational Needs. As such, City of London Academy Islington adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice whereby 'quality first teaching' is an effective first wave of provision and is expected to meet the needs of the majority of pupils. The staff of the academy are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

### **Admission**

All children with SEND are afforded the same rights as other children in terms of their admission to the academy. In line with current LEA policy, a place at City of London Academy Islington is available to a child with SEND provided that:

- the parents wish the child to attend the academy
- the child's special educational needs can be met by the academy
- other pupils will not be disadvantaged

### **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 include a height-adjustable changing bed.

#### *Access to information*

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

#### *Access to the curriculum*

The National Curriculum is delivered to all pupils at the academy, including those with predictable SEND. Where pupils have SEND, a graduated response is adopted. The academy will, in other than exceptional cases, make full use of classroom and academy resources before drawing on external support, as outlined in the Local Offer.

The academy makes provision for pupils with SEND to match the nature of their individual needs, and the class teacher and SENCo keep regular records of the pupils' SEND, the actions taken and the outcomes.

Flexible grouping of pupils is used so that learning needs may be met in individual, small group and whole class contexts.

The curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groupings will reflect this approach.

Schemes of work for pupils, within classes and year groups, reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

#### **Providing a graduated response: SEN support**

The academy offers a differentiated curriculum. The academy follows an 'assess, plan, do, review' approach when pupils fail to make progress and show signs of difficulty in some of the following areas:

- acquiring literacy and/or numeracy
- presenting persistent behavioural, emotional and/or social difficulties
- having sensory or physical problems
- exhibiting communication or interaction difficulties

Assessments will allow the pupil to show what they know, understand and can do, as well as identifying any learning difficulties. Following assessment, we put a plan in place detailing appropriate interventions. These may include:

- adjusting classroom organisation and management
- in-class support by teacher
- use of TAs to provide additional in-class support
- withdrawal into small group support run by SEN staff
- accessibility to adapted resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT and/or use of specialist equipment
- peer group support through mixed ability grouping, paired reading and 'buddy' systems
- use of positive behaviour modification strategies within the classroom and as part of the whole school behaviour policy
- use of social communication programmes
- access to a learning mentor

The plan will be outcome focused.

The resources deployed to help the pupil achieve the agreed outcomes are captured in a provision map. Parents and pupils are involved in developing the plan.

The plan will also set out review arrangements.

Identification, assessment, planning, intervention and review of pupils with SEN is undertaken by all staff, with advice and support from the SENCo where needed. Appropriate records are maintained, including continuous assessment and standardised tests. Where appropriate, pupils are referred to the SENCo for diagnostic testing to construct a profile of strengths and areas for improvement.

Additionally, the progress of any child receiving exceptional needs funding or with a Statement/EHCP will be reviewed annually.

### **Multi-agency working**

The academy may request the involvement of outside agencies to meet the needs of pupils with SEND, where further support is necessary in addition to 'quality first teaching'. These may include:

- a specialist teacher in the identified area of need
- a medical service such as Speech Therapy, Physiotherapy or Occupational Therapy
- the Educational Psychology Service

- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- Targeted Youth Support
- Art Therapy
- Child and Adolescent Mental Health Services
- Social Services
- the Traveller Service
- The Bridge outreach service for Autism
- Samuel Rhodes outreach service
- PRU outreach service
- Richard Cloudesley outreach service
- the School Safety Officer

### **Partnership with parents**

The academy actively seeks the involvement of parents in the education of their children. We recognise that this is particularly important for pupils with SEN, where the support and encouragement of parents is often a crucial factor in achieving success.

Parents of pupils with SEN are kept fully informed of the provision that is being made for their children. Where a pupil has a Statement/EHCP, parents receive a copy of their child's IEP each term and are invited to review progress towards targets at parents' evenings and termly review meetings. Class teachers and the SENCo have regular meetings with parents and encourage parents' active involvement with the school to help their child to overcome difficulties. The school always seeks permission from parents before approaching other professionals and outside agencies for information about their child and before providing information to other parties, in compliance with the Data Protection Act.

### **Considering complaints**

If parents believe that their child has a learning difficulty or behavioural issue which has not yet been identified by the academy, or if they are unhappy with the provision the academy is making for their child with SEN, they should talk first to the relevant subject 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/EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.

### **Workforce development and training**

Within the academy there is an ongoing programme of INSET training for all members of staff. In-service training needs related to special educational needs will be identified by the Principal in consultation with the staff, and will be incorporated into the academy's staff development plan. The SENCo regularly leads INSET sessions for school staff on specific SEN issues.

The SENCo and Deputy SENCo regularly attend courses on SEN practice run by the LA. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect pupils with SEN. They attend 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.

### **Evaluating success**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- staff awareness of individual need
- academic progress of pupils with SEN
- increases in age-appropriate scores on standardised testing
- the improved behaviour of pupils, where appropriate
- pupil attendance
- consultation with parents
- consultation with outside agencies
- pupils' awareness of their targets and achievements

### **Glossary of abbreviations**

CAHMS Child and Adolescent Mental Health Service

EHCP Education Health and Care Plan

INSET In-Service Training

KS Key Stage

LA Local Authority

LEA Local Education Authority

SEN Special Educational Needs

SEND Special Educational Needs and Disabilities  
SENCo Special Educational Needs Co-ordinator  
TA Teaching Assistant