



CHRIST'S COLLEGE FINCHLEY

Specialist Mathematics & Science Academy

SEN (Amended May 2014)

Management of Pupils

Date of Policy	September 2016
Date reviewed (as per legislative amendment above)	June 2016 / update July 2017
Date approved by FGB	October 2016
Next Review	September 2019

SPECIAL EDUCATIONAL NEEDS POLICIES INCLUDING STATUTORY REQUIREMENTS

“Pursuing Excellence in Education since 1857”

Christ's College Finchley aspires to be an inclusive school which maximises the potential of all its students by breaking down barriers to learning and ensuring all individual needs are met. Every student is entitled to access a rich diverse curriculum which gives every person an opportunity to experience success and enrichment. We focus on developing skills and behaviours which all children require for a life time of learning

1 Ethos

‘The main aim of the school is to maximise the potential of every individual.’

All students and staff shall have the opportunity to learn, develop and fulfil their ability.

Christ's College Finchley will continually strive to raise the level of its success, setting high expectations within a secure environment.

Relevant Legislation:

- The mental Health Capacity Act Code of Practice: Protecting the Vulnerable (2005)
- Equality Act 2010
- Children and Families Act 2014

1.1 Pupils with SEN and/or disabilities admitted to Christ's College Finchley could have difficulties with one or more of:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional, Social and Mental Health
- Sensory and/or Physical

2. Compliance

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

- The Code of Practice for SEN 0-25 years (**2015**)
- The Equality Act (2010)
- Schools SEN Information Report Regulations (2014),
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Children's and Families Act 2014
- Teachers Standards 2012

This policy was created by the school's SENCo with the SEN Governor in liaison with the Senior Leadership Team.

This policy should be read in conjunction with the Equalities, Diversity and Accessibility Policies and Schemes, the Safeguarding Policy, the SEND Information Report and the SEND criteria on our website.

d) The Governors of Christ's College will:

- Use their best endeavours to secure the special educational provision which the student's learning difficulty calls for;
- Secure that, where the responsible person has been informed by the Local Authority that a registered student has special educational needs, those needs are made known to all who are likely to teach the student;

- Secure that the teachers in the school are aware of the importance of identifying, and providing for, those registered students who have special educational needs; and
- Consult the Local Authority and the Governing Bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEND.

3 Aims

The aims of this policy are:

- *To enable students identified with SEN or a disability to make good progress at school which is at least in line with the progress made by other students'.*
- To ensure that the Academy complies with the requirements of the *Education Act 2006, The Mental Health Capacity Act Code of Practice: Protecting the Vulnerable (2005)*, Equality Act 2010, Children and Families Act 2014 and other statutory guidance and to ensure that these are implemented effectively within the Academy.

The Academy will ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve

- To provide students with SEN a curriculum that ensures their needs are met.
- To provide the quality of support necessary to enable all pupils to receive an educational programme commensurate with their ability and to develop to their full potential.

4 Objectives of the governing body in making provision for pupils with SEN

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Determine the role of the SENCo in relation to the leadership and management of the Academy.
- Determine the key responsibilities of the SENCo and monitor the effectiveness of the SENCo in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEN.
- Make sure that parents are notified of a decision by the Academy that SEN provision is being made for their child.
- Make sure that pupils with SEN and/or disabilities join in the activities of the Academy together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

- Make sure that, where the SENCo, [the Assistant Headteacher (Inclusion & Learning) and the Link Governor responsible for SEN] have been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEN and Disability policy of the Academy and work appropriately with all SEN and disabled children.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- Report to parents on the implementation of the Academy's SEN and Disability policy.
- Consult the LA and governing bodies of other local schools/academies/special schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area.

5 MANAGING STUDENTS' NEEDS ON THE SEND PROFILE

A Graduated Approach to SEND Support

We monitor student attainment and progress through the curriculum and pastoral structures. This may include:

- Using data from primary school
- Using assessment data from tests/exams
- Using the results of whole school screening of spelling and reading in Year 7, Year 9 and Year 12.
- Using information from other partner agencies

We are committed to the early identification of students with SEND in order that immediate intervention can take place.

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Before a student is placed on the SEND Profile of Need teacher intervention takes place within a cycle of assess, plan, do and review. If teacher intervention does not work then there is further discussion with the SENCo, and further testing using standardised tests before a student is placed on the SEND Profile of Need. Information is also gathered from the student about their learning and from parents. Students are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The key purpose of our SEND approach is, wherever possible, to assist young people in accessing the curriculum without support and to develop independence. We aim to prepare young people for the next stages of adult life including further study, apprenticeships or work.

All students are valued equally and are entitled to full access to a broad, balanced and relevant curriculum, including the National Curriculum and the enrichment programme.

Therefore, all students with SEND are taught together with their peers for as much time as possible. Students may, however, be withdrawn from the mainstream curriculum to be given special and separate instruction if this approach best equips them to be able to take a full and unsupported part in the curriculum.

All students are entitled to have their particular needs recognised and met, so that all can achieve success. All teachers are teachers of special needs and work in partnership with teaching assistants and other adults within the curriculum framework. Appropriate training is given to everyone working with students who have SEND to develop high levels of expertise to ensure that:

- the curriculum is suitable and relevant with challenge for all
- high expectations lead to progress
- barriers to learning are identified and overcome

Should students have higher levels of need, a referral may be made to an outside agency such as the Educational Psychologist or CAMHS. At each stage of this process we will discuss the steps proposed with the student and parent/carer.

Statement of Special Educational Needs or Education Health and Care Plan

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have their needs meet in accordance with the objectives outlined in their Statement/Plan.
- They will have an Annual Review of their statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

6 Implementation

The Academy has regard to all the requirements of *the SEN Code of Practice (2014)*. The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN achieve success

The focus of the graduated response is on improving teaching and learning at all times. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn.

All subject teachers have responsibility for ensuring pupils with SEN make good progress.

7 Co-ordination of the Academy's Special Educational provision

The SENCo is the person who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the Academy

A list of all teaching and support staff with responsibility for areas within SEN can be found as an attachment.- need to attach as an appendix

8 The arrangements for co-ordinating the provision of education for pupils with special educational needs at the Academy

Identification and Assessment

- Wherever possible, SENCo/SEN staff attend Year 6 Annual Reviews of pupils with statements of SEN naming the School.
- SEN staff liaise with Primary feeder schools in the summer term to identify and plan to support children with known SEN/disability issues.
- Teaching and support staff identify pupils causing concern who may require additional support through their day-to-day dealings with them.
- Information from Primary Schools e.g.: Key Stage 2 SATs results are used to identify Year 7 pupils working below Level 3.
- A number of baseline assessments are carried out early in Year 7 for all pupils.
- Parents are encouraged to contact the SENCo/SEN team/department if they have concerns about the progress of their child.

SEN Provision

At Christ's College Finchley all staff within the Curriculum Support Department receive in-service training and or training from the LA in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

Provision for sensory / physical needs Communication and / or Interaction Difficulties

- Outside agency support / specialist is acquired when necessary. Decisions of this provision will be decided by the Assistant Headteacher (Inclusion & Learning) and SENCo, as and when required.
- The requirement of provision of appropriate ICT systems/large print for writing will be assessed by the SENCo.
- Medicines management and administration as set out in a separate First Aid Policy (Available on the Academy's website).

Support for Behavioural, Emotional, Social and Mental Health

- Support at KS3 and 4 with Learning Managers for each Key Stage.
- Outside agency support co-ordinated by SENCo.
- SEAL (Social and Emotional Aspects of Learning) within the curriculum.

- Anger management workshops.
- Learning Mentors.
- Counselling.
- Learning Support Unit.

Access arrangements for examinations are organised jointly by the Curriculum Support Department and other staff. This can include 25% extra time, and/or provision of reader and /or scribe.

9 Procedures used by the Academy for working with SEN pupils

The department is made up of Teaching Assistants, HLTAs, Learning Mentors, Specialist Teacher and SENCo.

The following provision is offered to students

- In class support where they work alongside the subject teachers.
- Small group work led by HLTA's and TA's focusing on developing numeracy and literacy skills
- Liaison with subject teachers in order to improve the student's understanding of the subject
- supporting students with their homework
- Mentor students to assist with organisation and study skills

Once a pupil is identified as having a difficulty, the school will undertake further assessment; additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

Strategies and interventions used are recorded on the provision map as a teaching and planning tool.

10 Working with Families of SEND Pupils

Partnership with parents plays a key role in enabling young people with SEND to achieve their potential. The views of students, parents and carers are considered when seeking to meet the needs of students with SEND. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education.

11 Staffing Arrangements:

Different aspects of special educational needs provision are supported by Teaching Assistant support, Learning Mentors, Specialist Teachers and health professionals.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the Academy's SEN policy;
 - Liaising with and advising fellow teachers;
 - Managing the SEN team and learning support assistants;
 - Coordinating provision for pupils with special educational needs;
 - Overseeing the records on all pupils with SEN;
 - Liaising with parents of pupils with SEN;
 - Contributing to the in-service training of staff; and
 - Liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies
- (a) In relation to each of the registered pupils whom the SENCo considers may have SEN, informing a parent of the pupil that this may be the case as soon as is reasonably practicable.
 - (b) In relation to each of the registered pupils who have SEN we will identify their needs; monitor, evaluate and review the effectiveness of the provision and its coordination.
 - (c) Selecting, supervising and training Teaching Assistants who work with pupils who have SEN
 - (d) Advising teachers at the Academy about differentiated teaching methods appropriate for individual pupils with SEN
 - (e) Contributing to in-service training for teachers at the Academy

All staff in the Academy have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to the development of student in their care.

12 Facilities for SEN provision

- Vulnerable pupils and those with SEN are given the opportunity to work with staff from the Curriculum Support Department during lesson times, break times, before and after school. Whilst every effort is made to include all pupils with a physical disability, in some cases this is not possible.
- The Academy works closely with outside agencies and specialists from the Local Education Authority's Inclusive Education Advisory Team to assess monitor and evaluate pupils with emotional, social and physical disability needs.
- Staff are given training by the Curriculum Support Department and specialists in order to ensure pupils' needs can be met and that they are able to access the curriculum and achieve their potential, for example, ADHD training, use of radio aid in the classroom, speech, language and communication training.

- The Curriculum Support Department and Student Support Centre cater for all pupils including those who are vulnerable, with SEN and have a disability, during break times and lunch times.
- There is a programme of student mentoring of KS3 pupils by students in year 12 supported by the Curriculum Support Department.

13 Admission Arrangements

See general admission arrangements and Academy prospectus

Christ's College Finchley will **not** discriminate against disabled pupils or prospective pupils on the grounds of disability and **will** admit pupils.

Christ's College Finchley **will not** discriminate against a disabled child:

- In the arrangements they make for determining pupil admission to the Academy;
- In the terms on which they offer to admit a disabled child to the Academy;
- By refusing or deliberately omitting to accept an application for admission.

The prospectus **will** include:

- Arrangements for the admission of pupils with disabilities;
- Details of steps being taken to prevent disabled pupils being treated less favourably than other pupils; and
- Details of existing facilities to assist access to the Academy by pupils with disabilities.

If the Academy believes that to admit a child would be incompatible with the provision of efficient education for other children, then the Academy will make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However the LA may disagree with the Academy's arguments.

Where there is disagreement between an Academy and the LA, the matter may be referred to the Academies SEN Dispute Resolution Service set up by the DfE specifically for this purpose. Ultimately, the Academy may ask the Secretary of State to make a final determination as to whether or not it should be named. Once named in this way the School **must** admit the child in accordance with the terms of its Funding Agreement with the Secretary of State.

14 Monitoring, Evaluation and Review

How the governing body evaluates the success of the education which is provided for SEN children

- Academy Improvement plan presented at Governors' Meetings.

- Provision mapping audit of need and planning for support completed through the self-evaluation programme.
- SEN policy reviewed on an annual basis

In addition the governing body will monitor the work of the SENCo through:

- Considering reports from the SENCo;
- Having regular discussions between the SEN governor (or SEN committee) and the SENCo; and
- Inviting the SENCo to attend meetings at regular intervals to report in person.

Facilities for students with SEND and who are disabled

- DDA compliant lifts in the main and sixth form buildings
- SEN base
- SEN office / workroom
- Small group rooms and ICT provision for students with SEND

Supporting Students with Medical Conditions

The school recognises that students with medical conditions at school should be supported so that they have full access to the curriculum. Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Some students with medical conditions may be disabled. Where this is the case, we will comply with the duties outlined in the Equality Act 2010.

If a student with medical conditions has a Statement or an Education, Health and Care Plan the SEND Code of Practice 0-25 years (2015) is followed.

For further information please see the SEND Information Report.

In accordance with the principles behind Every Child Matters (DfES 2004), Christ's College Finchley will apply the principles and practice above to any barrier which is likely to prevent a student from:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

15 Arrangements made by the governing body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the Academy

If a parent has concerns regarding the provision their son or daughter receives at Christ's College Finchley the following procedure is adhered to:-

They should:

- Contact the relevant Head of Department where it is a curriculum concern;
- Contact the Learning Manager where it is a teaching and learning concern;
- Contact the Learning Manager or Deputy Headteacher (Inclusion & Learning) where there is a behavioural concern;
- Contact the Headteacher where serious issues are identified.

However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the governing body

REFERENCES

SEN Code of Practice, DfES, 2014

[http\www.education.gov.uk](http://www.education.gov.uk)

This policy should to be read in conjunction with the Disability policy

Appendix 1

All teaching and support staff with responsibility for areas within SEN

<u>Mr Mark Hodges</u>	<u>Assistant Headteacher (Behaviour and Learning) / Interim SENCo</u>
<u>Mrs Naomi Angell</u>	<u>SEND Governor</u>
<u>Jessie Anand</u>	<u>Deputy Senco</u>
<u>Neil Gough</u>	<u>Deputy Senco</u>