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## SEND Policy and Information Report

**2020-2021**

<b>Reviewed by: S Williams Deputy Headteacher</b>	<b>Date: 09.10.19</b>
<b>Approved by:</b>	
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## **POLICY TO PROVIDE FOR THE ACHIEVEMENT AND INCLUSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, LEARNING DIFFICULTIES AND DISABILITIES**

### **The Charter School North Dulwich Learning Support Mission Statement:**

To provide the very best education for all pupils and the highest level of support for our staff to ensure every student leaves our school with the ability to reach their full potential. We aim to provide our students with the very best education, giving them the best opportunity to succeed in life. Our school is outstanding this achievement is based on our commitment to our pupils and staff.

The **local offer** is a directory of all services available to support disabled students and students with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child. Southwark Council's local offer is in one place that is accessible to all. It includes information on what is available to support children and young people with a special educational need and/or a disability from birth up to the age of 25.

Further information on Southwark's local offer can be found in Southwark's Local Offer, which can be found [here](#).

The pages that follow set out The Charter School North Dulwich's contribution to that offer- this is our **school offer**.

### **PRINCIPLES**

The Charter School North Dulwich is committed to offering an inclusive curriculum to ensure the best possible progress of all our pupils whatever their needs or abilities.

### **The specific objectives of our SEN policy are to ensure that:**

We promote effective partnership and successfully involve outside agencies, especially in the cases of pupils who have an Education, Health and Care Plan (EHCP) with health and social care providers.

- All of our pupils have an entitlement to receive quality first teaching so that all pupils make good progress and realise their full potential;
- Our school will offer a rich and varied curriculum that will be accessible to all abilities and needs;
- Academies will work in partnership with parents, carers and children and young people in developing those abilities and meeting the needs;
- To identify pupils with SEND as early as possible and ensure their needs are met/supported;
- To make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training;
- Reasonable adjustments will be made to support any pupil with a protected characteristic so as they are able to realise their full potential.

### **Legislation:**

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014 which was revised in April 2015. The new code reflects the changes introduced by the Children and Families Act 2014.

### **Definition:**

The Special Educational Needs (SEND) Definition from SEND Code of Practice p15 states that:

- 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 him or her;
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **What kinds of SEND are provided for at The Charter School North Dulwich?**

We provide for a wide range of SEND, divided into four broad areas. We recognise that students often have needs that cut across all these areas and their needs may change over time:

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

### **Students with medical needs**

The Charter School North Dulwich is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- play a full and active role in school life
- access and enjoy the same opportunities at school as any other child, including school trips and physical education
- remain healthy and safe
- achieve their academic potential

The Charter School North Dulwich supports students with medical needs so that they can participate in all aspects of school life, including school trips.

- If a student has a medical need, they will have a Care Plan, which is compiled in consultation with parents under the guidance of the school nurse. The plan is discussed with all staff who are involved with the student.
- Staff receive regular medical training delivered by the school / specialist nurse / **relevant outside professionals**
- Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

### **Roles and Responsibilities.**

#### **The SENCo:**

- Ensures a consistent whole school approach to special needs and disability
- Ensures parents, carers and young people are fully involved in the decision making process about their child's education;
- Ensures high quality teaching is differentiated and personalised to meet the needs of the majority of children and young people;
- Monitors the quality of teaching, impact of interventions and standards of pupils' achievements;
- Supports all staff in the identification, assessment, planning and evaluation process;
- Maintains the upkeep of an appropriate special educational needs register and review when necessary (updated and shared with staff and Governors at least termly);

- Reviews at least annually the academy's information report which outlines the support and provision available in the academy for pupils identified with special educational needs or disability;
- Presents an annual SEND report to Governors;
- Seeks advice and support from other agencies;
- Map out interventions to include their impact on standards and where necessary, the cost of each intervention;
- Ensuring SEND pupils participate in a full range of activities, including examinations in school and in addition to the curriculum;
- Attend and participate in Trust-wide events to ensure consistent approach and up-to-date knowledge.
- **Manages** Learning Support Assistants (LSAs) and HLTAs.

### **The SEND Link Governor**

Will be appointed by the Local Governing Body and will be responsible for:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school
- Have in place arrangements for dealing with complaints from parents with SEND pupils.

### **The Headteacher:**

The Headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Have overall responsibility for ensuring all appropriate Access Arrangements are in place, and ensure full compliance with the JCQ regulations.

### **The Teachers:**

- Take responsibility for the needs of all the pupils. **In line with the revised Code of Practice, there is a clear expectation that most pupils with SEND will be taught in mainstream classrooms and that every teacher is a therefore a teacher of SEND**
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs
- Plan for the needs of all pupils
- Are responsible for the progress and development of every pupil in their class
- **Will work** closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- **Will work** with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEND policy

### **Parents and carers will:**

- be fully involved in the identification, planning and evaluation process
- Communicate regularly with the child's teacher
- Fulfil their obligations under home-academy agreement which sets out expectations of all parties
- Take heed of an academy's information report, which outline the support available in the academy

**Pupil participation:**

The young person's views are paramount if support is to be successful. The Charter School North Dulwich actively encourages Pupil Voice through participation in all aspects of school life. Ways in which this occurs include:

- Taking their views on their progress and support, for their Annual Reviews
- Involving them in the Transition Plan for Y9 and Y11 which include careers advice and guidance as part of Annual Review
- Attending and contributing to Annual Reviews
- Attending and contributing to Achievement Evenings and other meetings
- Giving information and discussing the availability of access arrangements for KS3 testing and public examinations
- Taking feedback in internal Reviews: KCA and Year Group

**Learning Support Department:**

In 2020-2021, the Learning Support (LS) Department comprises a team of 14 Learning Support Assistants, 7 HLTAs, 3 teachers and an Administrator. The LS Department will use, where appropriate, specialist outside staff – see below.

LSAs / HLTAs will support pupils on **a 1:1 basis in class** and in small groups in support of the main curriculum, **trying** to ensure access to all curriculum content. Within the last year, the Learning Support Department has arranged training on:

- ASD
- ADHD
- Epilepsy
- **Deaf Awareness**
- Exam Invigilators, Readers and Scribes
- Oracy

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the prescribed number weeks
- Monitoring by the SENCO
- Using Provision Map to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

**Adaptations to the curriculum and learning environment**

We will make appropriate adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Any recommendations **from specialist external professionals or agencies** will be carefully considered and used if possible.
- Full information can be found in our accessibility policy [here](#).

## **Additional support for learning**

At times, it may be necessary to consult with outside agencies to receive specialised expertise. This outside provision includes:

- **Educational Psychologist (EP):**

The School ~~has a designated Educational Psychologist who visits regularly.~~ may secure the services of an Educational Psychologist to provide a range of consultation services, assessment and intervention support as well as training.

Educational Psychologists consult with parents and staff to explore issues that may interfere with a student's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.

- **CAMHS (Child and Adolescent Mental Health Service)**

Where necessary, we are able to refer students to CAMHS directly. Parents can also refer to CAMHS via their GP.

CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties.

Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists

- **Educational Welfare Officers**

Our Education Welfare Officer visits the School on a weekly basis. Students whose attendance has dipped below 95% are referred to the service. By law, children aged between five and 16 must receive a full-time education. Parents are responsible for making sure this happens.

- **Social Services**

If the School has a concern about a child or young person who may be suffering harm we immediately contact the Southwark referral and assessment team for advice and support. We also liaise closely when one of our students is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.

- **Speech & Language Therapy (SaLT)**

The School has designated speech and language therapists who visit regularly. Our SaLT team provides specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. She also offers training and support to our specialist HLTA working in the area of Social Communication and other aspects of language and communication.

- **School Nurse**

The School has a designated school nurse who visits regularly. The school nurse offers a wide-ranging service assisting us to properly care for those students with medical needs.

- **Southwark Inclusive Learning Service (SILS)**

Where a student's behaviour presents an unsurmountable barrier to learning, the School is able to refer to SILS.

SILS provides flexible learning for permanently excluded students and/or those at risk of exclusion.

The focus of the work at Key Stage 3 is the re-engagement of students with learning and positive behaviour; and the reintegration of learners back into a mainstream setting. At Key Stage 4 the focus

is on engaging young people with meaningful and realistic personalised learning plans that offer clear pathways into post-16 provision. There is a strong emphasis on work related learning.

### **Admission Arrangements**

We welcome pupils with SEND without an EHCP in our mainstream school. We fully support the inclusivity principles underpinning the Code of Practice. Applications from parents of pupils with SEND but no EHCP will be considered on the basis of the school's published admissions criteria. We have a carefully constructed programme of SEN support in place for these pupils, each of whom have an Individual Education Plan (IEP).

Full information on our admissions arrangements can be found in our admissions policy, which can be found [here](#).

### **Identification and Assessment of Pupils with SEND**

When considering whether a pupil has SEND any of the following may be evident:

- Little or no progress made even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Sensory or physical problems and little or no progress made despite the provision of specialist equipment;
- Communication and /or interaction difficulties and little or no made progress despite the provision of an appropriate differentiated curriculum;
- Social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised support programme;
- Has SEND requiring additional specialist equipment or regular advice or visits by a specialist.

### **Allocation of resources to and amongst pupils with SEND**

- We recognise the legal duty on governors to inform parents when special educational provision is being made at school for a pupil
- We inform parents / carers when special educational provision is being made through face to-face meetings with the SENCo / DHT Achievement and Inclusion. If such meetings are not possible, then alternative arrangements are made, including electronic conferencing if necessary.
- We encourage parents / carers to contribute their knowledge and understanding of their child, and to raise any concerns they may have about their child's needs and the provision, which is being made for them as part of our continuing dialogue.
- We ensure the significance of EHCPs are clearly explained to parents and pupils.
- We allot additional resources from the Pupil Premium funding to all eligible SEND students.
- We provide for pupils with SEND by adopting a graduated response in order to help pupils with SEND, recognising there is a continuum of SEND needs.
- Where pupil progress is not adequate, we confer with the pupil, parent and staff to request an EHCP assessment from the LA. **Where assessment indicates that a pupil should receive additional support via an EHCP, the school will work with the LA and parents to ensure the pupil's needs are accurately identified and provision is made.** We work with the other plan commissioners to ensure that this is followed, monitored and reviewed.

## **Arrangements for Providing Access for Pupils with SEND, Vulnerable or Disabled Pupils to a Balanced and Broadly Based Curriculum (see Accessibility Plan)**

We take full account of the Equality Act 2010 and the Department for Education's (DfE) Special Educational Needs and Disability (SEND) Code of Practice in July 2014 (revised April 2015).

### **Methods for evaluating success of education provided for pupils with SEND**

Our policy provides clear and comprehensive evaluation criteria, which include:

- successful integration of pupils at points of transition
- parental comments and feedback
- taking feedback from pupils
- successful collaboration with external agencies for pupils with or without an EHCP
- the maintenance of accurate, up to date records by the SENCO / DHT Achievement and Inclusion and other staff
- analysis of pupil tracking data and test results (for individuals and groups of pupils)
- value-added data for pupils on the SEN record of action (for example, to show a link between financial input and pupil outcomes, especially if the pupil receives the Pupil Premium)
- monitoring of procedures and practice by the designated SEN governor
- school self-evaluation
- school improvement plan
- Pupils progress records

### **Referral for an Education, Health and Care Plan (EHCP)**

The majority of children and young people with SEND will have their needs met within a mainstream setting. A local authority must conduct an assessment of education, health and social care and prepare a plan when it considers it necessary, this is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available.

However, the assessment should not be the first step in the process, it should follow on from planning already undertaken with parents and young people during the graduated response in conjunction with an early year's provider, school, post 16 institution or other provider. EHCPs must:

- Be focused on the outcomes the child or young person seek to achieve across education, health and care;
- Set out how services will work together to meet the child's or young person's needs;

### **In-service Training / Continuous Professional Development (CPD)**

The Charter School North Dulwich makes an annual audit of the needs of all staff taking into account school priorities as well as individual professional needs. The school uses funding each year to meet identified training needs. Particular support is given to NQTs and other new members of staff. The Deputy Head teacher has responsibility for prioritising the training needs of staff for SEND provision. The Assistant Head teacher CPD oversees the training provision for all staff. Our school makes an annual audit of the needs of staff taking into account school priorities as well as individual professional needs. We use funding from the standards fund to meet identified training needs. Particular support is given to NQTs and other new members of staff.

### **Arrangements for Partnership with Parents of Pupils with SEND**

We recognise it is important to actively seek to work with parents and value the contribution they make in terms of their unique strengths, knowledge and experience.

The Charter School North Dulwich works with the **Southwark Information Advice and Support team (SIAS)** within the Local Authority. Information about this service is always available from the SENCO.

Parents must inform the school wherever possible of any needs their children may have as well as a changes in their conditions, which can have an impact on the education. Parents should work closely with and

support the school, and keep staff at school fully informed of any needs that are not being met, or any changes of need.

This is particularly important where parents involve other agencies or **when they may wish to arrange** for private testing of their children, ~~e.g. for dyslexia or any other conditions.~~

Parents of any pupil identified with SEND, whether they have an EHCP or not, may contact **SIAS** for independent support and advice.

### **Pupil Welfare**

We work to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child. We ensure that all pupils have a mechanism for expressing their views through the Pupil Voice and School Council opportunities.

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo, class teacher or head of year in the first instance. They will then be referred to the school's complaints policy.

- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- This policy and information report will be reviewed by The Deputy Head for Inclusion and Behaviour **every year**. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

Next Review date September 2020