



SEN Policy and Information Report

Policy created	April 2014
Approved by Governors	June 2014
Date of most recent review	February 2020
Date of next review	February 2021

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The SEN Code of Practice states that “A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” Therefore, as an alternative provision provider, our default position is that **all of our students are considered to have special educational needs on entry to the college.**

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Joanna Thompson, joanna.thompson@wacartcollege.co.uk, 020 7692 5877.

They will:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The principal

The principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

As referenced in Section 1, Wac Arts College considers all of its students to have some kind of Special Educational Need due to the fact that they have not been able to successfully access mainstream education.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make half-termly assessments for all pupils using continuous assessment and behaviour for learning data, to evaluate whether students are making expected progress.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding what special educational provision is required, we will start with the desired outcomes (both academic and holistic) including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of '**assess, plan, do, review**'.

The class or subject teacher will work with the SENCO and SEN support staff to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Their social, emotional and mental wellbeing

- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be done through strategy sheets and daily meetings, termly reviews, parents' meetings and surveys where we will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. In some cases students are holistically supported with the transition which might include being accompanied by staff, travel training and keeping in touch days where they can return to us to update us on their progress.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class in conjunction with SEN support staff.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1-1 mentors to support both student and teacher in the learning process
- CPD to ensure that teaching is commensurate with both current legislation and our ethos
- Daily meetings enable teachers to respond to the evolving needs of our cohort

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- access to learning resources such as fidget tools, coloured overlays, exam pens, ear defenders, speech to text facilities, visual timetables
- flexible working spaces (to minimise noise or light)
- 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
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Dyslexia style guide for all teachers

5.8 Additional support for learning

We have 6 SEN mentors (four of whom are working at HLTA level), two general learning support assistants and two 1-1 support workers.

SEN mentors will support between 3 - 6 pupils on a daily basis both in class and pastorally, keeping in close contact with the student and their family.

General learning support staff will support pupils by responding to the needs of the class and the teacher.

1-1 support workers are responsible for their assigned student on a daily basis both in class and pastorally, keeping in close contact with the student and their family.

We work with the following agencies to provide support for pupils with SEN:

- Safer London
- Fwd
- The Brandon Centre
- Tavistock and Portman NHS Foundation Trust
- Mentivity
- Family Action

5.9 Expertise and training of staff

Our SENCO has six years' experience in this role.

They are allocated 35 a week to manage SEN provision.

We have a team of 10 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in safeguarding, attachment theory, invigilation training in relation to access arrangements, Elklan, specialist fire evacuation and first aid.

We use specialist staff for counselling and life coaching, speech and language therapy, occupational therapy, and sensory advice.

5.10 Securing equipment and facilities

The SENCO & SEN support staff regularly meet to evaluate equipment needs and this is then signed off and purchased by the Business Manager and/or Principal.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions after each 'assess, plan, do, review' cycle
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

You can find more information relating to this matter in our admissions policy, equalities policy and accessibility plan all of which are available on our website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils are encouraged to be part of the school council
- All pupils are also encouraged to take part in enrichment activities
- We have a zero tolerance approach to bullying

5.14 Working with other agencies

We work closely with all of the referrers and agencies involved in the care of our pupils and hold regular meetings to ensure that they are regularly updated.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the principal in the first instance. They will then be referred to the school's complaints policy which can be found on our website.

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

5.16 Contact details of support services for parents of pupils with SEN

Camden Local Offer - <http://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

Islington Local Offer - <https://www.islington.gov.uk/children-and-families/send-local-offer>

Haringey Local Offer - <https://www.haringey.gov.uk/children-and-families/local-offer>

Barnet Local Offer -

<https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/send-local-offer>

Hackney Local Offer -

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/results.page?localofferchannel=6>

IESO Digital Health - <https://www.iesohealth.com/en-gb/>

5.17 Contact details for raising concerns

Camille Curtis - Deputy Principal, Head of Post-16 and Designated Safeguarding Officer

camille.curtis@wacartscollge.co.uk | 020 7692 6876

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Business Manager **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions