

## Abbreviations used in this booklet

COP	Code of Practice ( <i>updated 2014</i> )
CL	Curriculum Leaders
EHC	0-25 Education, Health and Care Plan
EP	Educational Psychologist
LSA	Learning Support Assistant
SA1	Statutory Assessment Form 1
SA2	Statutory Assessment Form 2
SALT	Speech and Language Therapy
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities

The Academy will strive to make this a safe and inclusive environment for all of our students, staff and individuals working in collaboration with the Academy. No member of our Academy community will be treated less favourably due to protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. As Lambeth Academy is a fully inclusive school we welcome all children from the local community. The Governors are committed to ensuring that the admissions to the Academy reflect the full range of abilities.

## Introduction

One of the aims of Lambeth Academy is to maximise the academic attainment and personal achievement of all students, and to create a culture of achievement in which all students can thrive. The Academy aims to provide a broad and balanced curriculum which is seen as an entitlement and should be accessible to all students regardless of their abilities.

It is a responsibility on all teachers to respond to students' diverse learning needs and to make provision within their planning and delivery to meet these needs. The Special Educational Needs team have a responsibility to assist this planning and delivery so that every student's needs are met.

Students may have special educational needs either throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

## Statutory Framework

The Academy SEND policy is written in line with the following areas of legislation and guidance:

- Special educational needs and disability code of practice: 0-25 years September 2014
- Supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)

## Aims:

- To create an environment that meets the special educational needs of each pupil by offering full access to, or a sufficiently differentiated curriculum to allow inclusion at each stage of education.
- To identify the roles and responsibilities of staff in providing for children with special educational needs.
- To ensure parents/carers play a vital role in their child's education, recognising their knowledge of their child and encouraging involvement in the decision making and support offered.
- Students' views will be sought and taken into account. All students will be encouraged to participate in their target setting and monitoring of their progress.

## Objectives:

- To meet each pupil's SEND by thorough assessment, provision of appropriate resources, close monitoring and evaluation of pupil progress, along the continuum of needs and provision.
- To encourage parents/carers to support their child by keeping them fully informed of their child's progress and to encourage their involvement through the review and target setting process.
- As far as possible, to give the opportunity for all students to have their particular learning needs met within the classroom setting, in teaching groups with their peers.
- To recognise that all staff have a responsibility for students with SEND, and will respond to the challenge of meeting these needs, through differentiation of resources. Staff will employ a variety of teaching styles in order to give all students the opportunity to succeed.
- To raise self-esteem by the use of positive reinforcement.
- To define procedures so that all staff are informed about the Code of Practice (2014) and its requirements.
- To ensure that systems are in place to monitor and assess students with SEND.
- To disseminate essential information to teachers to inform their planning.
- To ensure access to other school initiatives that will enhance pupil achievement at school.
- To use the expertise of external agencies to support and inform the learning of SEND students.
- To monitor the effect of the implementation of this policy.

## Our Special Educational Needs Co-ordinator

For the 2018-2019 academic year, our SENCO is Aurore Paturaud. She will have responsibility for the policy development and implementation, assessment and provision for individual pupils. Ms Paturaud will work with other professionals (when required) who may be able to help. e.g. an Educational Psychologist or SALT. You may contact the SENCO through the contact information found below:

Email: [senco@lambeth-academy.org](mailto:senco@lambeth-academy.org)

Tel. No: 020 7819 4700

## Special Educational Needs and Disability

The Special Educational Needs Code of Practice definition of Special Educational Needs states:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority;
- are under compulsory school age and fall within the definition of a or b above, or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty if this is solely because the language or form of language of their home is different from the language in which they will be taught.

At Lambeth Academy, we recognise that all students have individual needs most of which can be met through high quality teaching and effective support in the classroom. However, there will be some students whose needs are such that they require extra provision/support.

## Four Areas of Need

The SEND Code of Practice outlines four main areas of need:

Area of Need	Definition	Examples
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)

Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with will require specialist support and/or equipment to access their learning.	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
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## Management of Special Educational Needs

### Roles and Responsibilities

#### The Principal of the Academy will:

- Have overall responsibility for the provision for students with Special Educational Needs and Disabilities.
- Keep the Governing Body fully informed.
- Work closely with the SENCo and the Inclusion Team.

#### The SENCo will:

- Manage the identification and co-ordination of students with additional needs within the four main areas detailed in the Code of Practice and will identify students to be placed on the Inclusion Register.
- Be responsible for referrals to outside agencies.
- Attend and contribute, when necessary to Annual Reviews, for students with statements/EHC plans.
- Use information provided by parents/carers, primary schools, SATs results, CAT scores, Fisher Family Trust, PASS Survey and other data available to ensure students requiring extra support are provided for appropriately.
- Co-ordinate provision for students with SEND.
- Maintain the Academy's Inclusion Register and oversee the records of all students with SEND and disseminate relevant information to all parties.
- Liaise with parents/carers and external agencies.
- Liaise with and advise colleagues.
- Contribute to the in-service training of all staff.
- Oversee additional provision, such as the Nurture Group, Transition Group and Success Unit.
- Oversee the effectiveness of the LSAs using research and evidence to develop practice.

#### Curriculum Leaders will:

- Be responsible for ensuring that the schemes of work, teaching methods and teaching materials offer the greatest opportunities for providing a broad and balanced curriculum to all pupils, including those with SEND.
- Ensure that they and their curriculum areas use the baseline testing information to inform appropriate differentiation.
- Ensure that assessment data is used rigorously to deliver appropriate material for identified students.

- Ensure lesson plans reflect the needs of identified pupils.
- Ensure that 'shared expectations' are discussed and acted on by teachers and LSAs at termly intervals throughout the year.

## **Learning Support Assistants will:**

- Support pupils with SEND in whole class lessons, in small group work, and in one to one sessions depending on need.
- Act as a 'Buddy' to targeted students.
- Have support agreements with teachers clearly outlining roles and expectations.
- Provide individual/group programmes of work to meet the needs of pupils with SEND.
- Monitor student progress, keeping up to date records of progress against targets set.
- Contribute to writing and reviewing of targets for students with statements/EHC plans.
- Liaise with parents/carers in monitoring and developing appropriate support for their children.
- Contribute to reports for annual reviews for students with statements/EHC plans and attend annual review meetings when appropriate.
- Liaise with other agencies when appropriate.
- Report to the SENCo regularly on pupil progress and curriculum issues.
- Work collaboratively with the learning mentors to ensure consistency of support for pupils requiring additional support for emotional/behavioural difficulties.
- Develop their practice by utilising research such as, 'Making Best Use of Teaching Assistants' - Education Endowment Foundation, Spring 2015.

## **All Staff will:**

- Make every effort to ensure full access to the curriculum for students with SEND.
- Ensure that the classroom environment is supportive.
- Make use of information provided by the Inclusion Department and refer to support agreements when planning.
- Provide information as required.
- Use the support agreements when planning resources/lessons.

## **Admissions Arrangements**

- All students will be admitted to the School according to the School's Admission Criteria.
- All staff will ensure that students with SEND admitted to the school will join in the activities of the school, together with other students, as far as possible.

## **Students' successful transfer to the school will be supported by:**

- A parent/pupil interview to determine any previous or continuing SEND.
- Induction Days / Summer School.
- Information will be sought from feeder primary schools regarding students previously identified as having SEND, together with any other relevant information, including attendance, medical conditions etc
- Liaison with external agencies (Larkhall, SALT, EP, Social Care)
- Where possible, visits will be made by a member of the Inclusion Leadership Team to local primary schools in the summer term.
- Where possible the ACL for Inclusion, ASENCO or Nurture Group Teacher will attend Year Six Annual Reviews.

Information collected from above will be disseminated to staff and used to ensure that pupils are sensitively grouped to enable pupils the fullest access to a broad and balanced curriculum, including the National Curriculum and our Education with Character initiative.

Students may be directed to Lambeth Academy if it is the named school in Section IV of a pupil's EHC plan of Special Educational Needs. All EHC Plans of students who are requesting placement at Lambeth Academy will be considered by a panel in January of the year prior to admission and the Authority notified of the outcome within fourteen days.

The Academy is also committed to ensuring that pupils with SEND needs (current and prospective) are not treated less favourably and reasonable steps are taken to avoid putting pupils with SEND at a disadvantage in matters of admissions.

## Special Facilities

Lambeth Academy is committed to ensuring that students with physical disabilities can enter and leave the premises in safety and comfort. There are facilities for pupils with physical disabilities at Lambeth Academy. The school building permits easy access for physically disabled students with limited mobility e.g. lift, wide doors, wide corridors, disabled toilets and shower, braille signs. In addition the school input from a specialist V.I. teacher from Lambeth V.I. Service.

Students with specific learning difficulties will have access to a number of intervention programmes and support from an SEND teacher and/or a Learning Support Assistant depending on area of need.

## Medical Needs

The SENCO is the designated member of staff for students with medical needs. Staff will meet with the parents/carers and child to learn more about the medical needs and the recommended strategies to be implemented. A risk assessment and a care guidance document will be devised to ensure that pupils are safe and happy in school. All information is disseminated to teaching staff and the First Aid Team. Lambeth Academy staff may liaise with external staff, such as hospital teams, to ensure the best possible continuing care.

## Identification, Assessment and Review Procedures:

As outlined in the new Code of Practice (DFES 2014), a graduated approach is used to identify, assess and provide for students with SEND.

The early identification of SEND is desirable to minimise difficulties later on. The process is on-going but concerns may be identified at any time in a student's school career from any of the following sources:

- Information gained at primary/secondary transfer
- Baseline testing
- Concerns raised by external agencies
- Concerns raised by pupils themselves
- Concerns raised by parents/carers
- Referral from class teachers, form tutor, SEND teacher, learning support assistants
- Regular on-going teacher assessment

Once a pupil has been identified as having SEND, he/she is assigned SEND support ( K code) and the intervention recorded on the Inclusion register.

## Lambeth Academy 'Wave One' intervention

If a pupil is a cause for concern, subject teachers, form tutors, curriculum leaders (including HOY) identify the pupil's needs, collect information and take initial action; for example tutor report, parent meeting and regular home contact.

The Academy's SENCO takes responsibility for gathering information and for offering advice and strategies to inform teachers on differentiated planning for pupils with SEND in the classroom.

For those students who are identified as not making expected progress, they will be placed on the Lambeth Academy 'Wave One' intervention list and the class teacher will differentiate the work to ensure the child's special educational needs are met. It is recognised that all teachers should have the skills to identify individual learning needs and to plan appropriate lessons for all pupils to be able to experience success. All Lambeth Academy teachers are SEND teachers and high quality teaching is at the core of our provision. All teachers assess, plan, do and review to ensure that all pupils are making rapid progress.

If a pupil is not making expected progress, then he/she will follow a graduated programme of intervention. It does not necessarily follow that once a student is identified, he/she will automatically work through the phases. A pupil may need some extra intervention for a short period of time, progress may improve and therefore intervention is no longer deemed necessary.

If a pupil's progress continues to be of concern to teachers and parents/carers and the learning gap is widening further between pupil and peers, it may be necessary to involve other agencies for advice and support for implementing a more 'tailor made' approach to support.

## Lambeth Academy 'Wave Two+' Intervention

If a pupil is not making adequate progress (defined below) and requires a more individualised approach to support then they are placed on the Lambeth Academy 'Wave 2+' Intervention list. Support here will be differentiated further and progress continued to be monitored carefully.

Not making adequate progress is defined as:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's area of weakness
- Shows signs of difficulty developing literacy or mathematical skills, which result in poor attainment in some curricular areas
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management techniques usually used in school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and /or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

If the child makes sufficient progress over a given time, he/she will no longer be deemed as needing SEND support. If the pupil continues to make little or no progress, despite receiving an individualised programme and/or targeted support (including a SEND Support Plan or IEP ) and after considerable review of the strategies the Academy, with the parents/carers' consent, may request a full assessment of a pupil's needs by all professionals involved with the pupil and request the initiation of an EHC plan.

## **Education, Health and Care Plans:**

Where pupils' continue not to make expected progress and/or progress does not match their previous level, despite high quality teaching and focused interventions, it may be that the child has SEND. Detailed information will be collated: including consultation with parents/carers; seeking the child's views; meeting with teachers and the completion of internal and external assessments.

Guidance and support will be requested from other professionals, with consent. This might include: Speech and Language Therapy services; Mentoring teams; Educational Psychological Service; medical professionals.

The Local Authority will collect and review all the information from every professional working with the pupil and from the parents/carers. If appropriate, an Education, Health and Care Plan is devised. In the EHC, the needs, targets and the provision to support the pupil are clearly outlined. Lambeth Academy work in partnership and collaboration with external services to ensure that the child's needs are being met and they have every opportunity to succeed.

EHC Plans are reviewed annually and involve all agencies supporting the child. EHC Plans are not static. If a pupil has made adequate progress and is able to work within the classroom without the additional support that the EHC Plan defines then an EHC Plan can be withdrawn. However, if that is not the case then the EHC plan is in place to support the child to adulthood (age twenty-five).

## **Students with English as an Additional Language**

The co-ordination within the Inclusion Department of support for students for whom English is an additional language ensures that bilingual students who also have SEND are identified and their needs addressed.

Students who have English as an additional language solely, should not come within the Inclusion Department's SEND remit. Support will be offered by the EAL Department. Please see the EAL Policy for further information.

## **Links with other Agencies:**

The Academy works in partnership with the external agencies in supporting pupils with Special Educational Needs and Disabilities to ensure that provision is highly effective for the child. These agencies offer advice and guidance on working with specific pupils, in accordance with provision outlined in the pupil's EHC plan/statement.

The school has a named, allocated Educational Psychologist who provides a set number of visits each year on a formula, which takes into account a range of factors. At the beginning of each academic year the SENCo and EP have a planning meeting at which priorities for the year's programme of work are identified. Case load is flexible and on-going. Parental consent is always sought before the EP works with a student.

Speech and Language Therapists are specialists in the areas of language and communication impairment and the Academy has a named S.A.L.T who works with pupils and staff each week.

Teachers from ASD Outreach may work with students who have an EHC plan/statement and a diagnosis of Autism.

Other Agencies consulted may include:

- Social Services
- School Nurse
- CAMHS
- Mary Sheridan Assessment Clinic
- Dyslexia Institute
- TAC Family Support
- Multiple agencies working with the Behaviour Support Team
- Hearing Outreach

These services can be used not only to provide information and advice about a range of SEND but may also be used to provide direct support to students at **'Wave Two+'**.

## **Partnership with Parents/Carers**

All staff at Lambeth Academy seek to work in partnership with parents/carers in supporting all pupils, especially those with SEND. The involvement of parents/carers is vital throughout the identification and assessment process. The wishes, feelings and knowledge of parents/carers is taken into account and parents/carers are encouraged to make an active contribution to their child's education.

Regular meetings are held to share the progress of SEND students with their parents/carers. Parents/carers are informed of any outside agency intervention required and will be informed about their child's SEND and progress at all stages of the Code of Practice (2014).

When a statutory assessment is requested the LEA will seek parental/carer views, prior to considering the need to issue an EHC Plan.

Parents/Carers of students who are in receipt of an EHC Plan will be invited to contribute their views at Annual Review meetings; during three structured meetings each academic year and at Parent/Carer events organised by the Inclusion Team.

## **Pupil Participation:**

Pupils will be fully involved in the target setting and reviewing of progress with their teachers and support staff. Their views will be sought and respected. All students with EHC Plans/Statements will take an active role in the annual review process and meetings.

## **Links with other schools:**

The Principal is responsible for ensuring that records on any child transferring between mainstream schools are received within two weeks of the child's transfer. Should any child with SEND transfer to or from another school, records are requested and passed on in the usual manner.

Arrangements relating to secondary transfer of students with SEND are as follows:

- The Inclusion Department will endeavour to ensure that the appropriate SEND information is transferred from primary schools

## **Evaluation and Review of the SEND Policy:**

The policy should be reviewed and evaluated against the success criteria, on an annual basis.

## **Complaints Procedure:**

Any complaint regarding SEND provision should be directed to the pupil's teacher / form teacher initially. If the concern cannot be resolved at this level, the matter should be referred to the SENCo. If this proves unsatisfactory, a meeting should be sought with the Principal of the Academy.

## **Further information**

Please see the SEND Information Report: <http://www.lambeth-academy.org/Curriculum/A-Guide-To-SEND-Provisions>

Or for the Lambeth Offer: <http://www.younglambeth.org/local-offer/landing-pages/local-offer.html>