

SEN Information Report

London Academy of Excellence, Tottenham



Approved by: John Clark

Date: 23.01.20

Next review due by: January 2021

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1. Aims

Schools (including 16-19 academies) have a duty to publish a special educational needs (SEN) information report, which must be made available on their website. This is a requirement under the regulations as outlined in paragraph 6.79 of the [SEND Code of Practice](#) (DfE, 2015).

Our SEN policy information report aims to:

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

Our SEN policy sets out the vision, values and broader aims of the school's arrangements for students with SEN and disabilities. This is also available on the school's website.

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 students 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 student 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 and Assistant SENCO

The SENCO is John Clark, john.clark@laetottenham.ac.uk

They will:

- Work with the headteacher 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher 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 students with SEN up to date

At LAE Tottenham, the SENCO is also a member of the leadership team and has other additional responsibilities. As such, the Assistant SENCO plays an important role in overseeing the day-to-day delivery of SEN provision, and is managed by the SENCO.

The Assistant SENCO is Klaudia Kacica, Klaudia.kacica@laetottenham.ac.uk

They will:

- Keeps accurate records of all students with SEN
- Design and develop bespoke SEN support plans for SEN students where appropriate
- Work in collaboration with teachers to advise on the effectiveness and appropriateness of in-class strategies to support high quality teaching of SEN students
- Ensure that all SEN students are in receipt of appropriate access arrangements for all assessments
- Conduct regular reviews of the progress and development of all SEN students
- Liaise with all feeder schools to ensure that we are always fully informed of the educational and pastoral background of all SEN students

4.2 The SEN governor

The SEN governor is Jane Sanchez, js@millhill.org.uk

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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Jan Balon, jan.balon@laetottenham.ac.uk

The headteacher 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 student 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 student'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

5.2 Identifying students with SEN and assessing their needs

We use GCSE prior attainment upon entry, in addition to subject specific base-line test performance to construct target setting for each student, set at the ALIS 90th percentile in order to maintain high levels of ambition for all. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN, as we recognize that students learn at different rates, and indeed have variable approaches to study.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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. As outlined in our SEN policy, our first step is always to place emphasis on high quality classroom teaching before additional interventions are put in place; part of our graduated response.

Upon entry, we also conduct a universal basic screener as an early flag for possible underlying learning needs which may not have been picked up elsewhere/ Additional diagnostic testing may follow-up for targeted individuals whose performance is not at age appropriate levels.

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student'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 student's record and given to their parents.

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

5.4 Assessing and reviewing students' 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 to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed after key assessment points: in February of year 12, following mid-year assessments; in June of year 12 following end-of-year exams; in January of year 13 following final mock examinations.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

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

During this academic year we have also provided the following interventions:

- One-to-one support from a learning support assistant in class to support access to the curriculum and social development for students with a diagnosis of autistic spectrum disorder
- A bespoke package of support focusing on organization, study habits and revision skills from an academic coach for students whose achievement and/or progress falls short of their A level targets
- Therapeutic interventions for students identified as SEMH but who have not met the threshold for a CAMHS intervention; for whom the SEMH related issue may be an acute concern (such as for students coping with bereavement); or students who are on a lengthy waiting list to receive treatment via CAMHS

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating the implementation of our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, printed resources for students with visual or hearing impairments
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our curriculum intent by recognizing that for some students, a special educational need may be an impediment to succeeding on a 4 A-level curriculum during year 12

5.8 Additional support for learning

A learning support assistant will support students on a 1:1 basis when students are unable to access the curriculum due to a learning disability, social, emotional or physical needs. The learning assistant supports students through prompting the student when distracted, challenging their understanding and supporting the teacher with breaking down difficult explanations/tasks.

The learning support assistant will also support students through small group interventions. These groups will be made up of students on the SEN register and those identified as underachievers. Small group interventions are designed to provide tailored support for the students as well as allow the students to support and teach each other.

Our academic coach may support students on a 1:1 basis when students are having difficulties with organising their time and study. The academic coach will put the students on a detailed support plan and meet with students weekly, to ensure they are reaching their targets.

Reasonable adjustments to our behavior systems are made for students where their learning need affects their communication and interaction skills (for example, students whose social skills may

impact their interactions with other students or staff; or students with ADHD or ODD). These reasonable adjustments may include:

- Allowing these students a 'time-out' where required to help de-escalate stressful situations for these students
- Providing access to a quiet space where these students may go if they are having a challenging day
- Running detentions that are more private and happen separately from other students to enable faster mediation and re-integration into the lessons

However our reasonable adjustments do not include:

- Allowing students to remain in lessons when their conduct is affecting the learning of others
- Allowing students to engage in defiant or confrontational behavior
- Accepting instances in which students truant from any element of the school day

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

- Haringey Autism Team
- Haringey Sensory Support Team
- CAMHS
- Early Help agencies

5.9 Expertise and training of staff

Our SENCO, John Clark, has three years' experience in this role. He completed the National Award for Special Education needs Co-ordination (PG certificate) from the Institute of Education, UCL, in June 2018.

Our Assistant SENCO, Klaudia Kacica, has two years of experience in this role. She completed the Certificate of Competence in Education testing, and the Access Arrangements Course in 2019.

The allocation of hours per week for the SENCO to manage the delivery of SEND very according to the need at different times of the year, but is never less than one day per week.

In addition to our Assistant SENDCO, Klaudia Kacica, we have one Academic Coach, who is often deployed to support students with SEN. We currently also employ one Learning Support Assistant, on a temporary basis in support of two students with EHCPs.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans
- Staff are regularly observed in lessons and feedback is provided for SEN teaching

All students on the SEN register receive an annual review on January-February to review their progress and set targets for the remainder of the academic year, which are shared with their teachers.

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

We expect all of our students, regardless of whether they have a special education need or not to complete the three mandatory elements of our school's co-curriculum: community projects; clubs and societies; and sports. These are timetabled into their working week and are a compulsory component of their education.

All students are encouraged to go on our trip to Oxford university in September of year 12, and also to complete our partner school visit trip in October of year 12.

All students are encouraged to take part in subject-specific trips that take place throughout their two years attending LAET.

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

All statutory policies in support of this can be found [here](#).

5.13 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of break/lunch time clubs to promote teamwork/building friendships
- Students with SEN have access to the school counsellor
- Students with SEN have access to our careers lead who gives tailored advice on career pathways for the students
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school has established positive relationships with other bodies from the local authority and the voluntary sector. The school is in constant communication with the local authority support services who offer LAET support and advice on teaching, safeguarding and supporting our SEN students. LAET will also make referrals for students to these bodies when students appear to be struggling or are unsafe in their home environment.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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

SEND Haringey Additional Needs and Disabilities

Phone: 020 8489 1913.

Email: sen@haringey.gov.uk.

Early help Haringey

Phone: 020 8489 2403

CAMHS Haringey

Phone: 020 8702 3040

5.17 Contact details for raising concerns

Deputy Head/SENCO JohnClark

Email: john.clark@laetottenham.ac.uk

Phone: 0208 352 6020

5.18 The local authority local offer

Our contribution to the local offer is:

- Providing a rigorous academic education for 16-19 year olds that meet the school's entrance criteria
- We seek to work in close partnership with our Haringey feeder schools to support the academic development of young people for whom LAET is their first choice for sixth form by supporting their transition from year 11
- Providing specialism through our Mental Health Lead in supporting students experiencing social, emotional or mental health challenges

Given the size of our school and our limited resources, we do not employ specialist teachers with expertise in ASD, ADHD, or dyslexia. For families of students that are applying with these needs we encourage parents to organise a consultation meeting with the school SENCO in order for us to plan for the required reasonable adjustments, and help families to make an informed judgement on the suitability of our sixth form for the young person.

Our local authority's local offer is published here:

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

6. Monitoring arrangements

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