



Arts & Media School
ISLINGTON

Special Educational Needs & Disabilities Policy

Date: 2021-2022



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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Reviewed September 2021

Arts and Media School Islington - SEN Policy

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Review frequency: Annual

Approval: Head Teacher, Susan Service, Governing Body

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Also see The Special Educational Needs Code of Practice 2014

Policy Rationale

The purpose of a whole school policy is to ensure that every member of the school community understands and agrees with the philosophy underlying the policy and the procedures by which the policy is put into practice. Arts and Media School is a fully comprehensive neighbourhood school with an emphasis on the Arts and Media throughout the curriculum. Inclusion is wider than just special educational needs and it is characterised by a school ethos that welcomes and celebrates difference and diversity. The school will aim to develop styles of teaching and learning to facilitate this.

The School in Context

Arts and Media School Islington is a coeducational nondenominational comprehensive school serving a culturally and socio-economically mixed area of Islington and the neighbouring boroughs of Enfield, Haringey and Hackney. We take our pupils from over 50 primary schools. Approximately 23% of students have SEND status, while 45% of the pupils are speakers of other languages including Somali, Turkish, Kurdish, Spanish and Portuguese.

Aims and Objectives

This policy accepts the definition of SEND as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where the Head Teacher or the SENCO has been informed that a child has SEND, those needs will be made known to all who are likely to teach them.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

Arts and Media School Islington maintains strong links with The Bridge School for pupils with Autism and Severe Learning Difficulties, and also The Samuel Rhodes School for students with Moderate Learning Difficulties. Both schools deliver staff training and outreach work to support Arts and Media School pupils with SEND, academically and socially.

Responsible Persons

The 'responsible person' for SEN is Susan Service, Head Teacher, while the person co-ordinating the day to day provision of education for pupils with SEND is Angella Harris (SENCO).

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such, Arts and Media School Islington adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice, e.g. based on a Quality First Teaching model. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Specialist Provision

Arts and Media School Islington is fully accessible throughout the site with ramps and lifts for use of staff and students with physical disabilities. All toilets, showers, changing facilities and work spaces are also appropriately adapted or adaptable.

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with identified SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties or disabilities.

Specialist Leaders in Learning (SLLs), e.g.: Autism, Speech & Language Needs, English, Maths etc., provide in class support and deliver 1:1 or small group lessons for students with Education and Health Care Plans, as well as pupils with SEND in need of more focused interventions.

A lunchtime club is made available to all students who need respite during this busy period of the day.

A homework club is held every afternoon for students with SEND and English as an Additional Language. This is attended by all SLLs to ensure a broad range of homework support is given to those who find it difficult to work independently.

Access Arrangements and Reasonable Adjustments Policy

The Arts and Media School Islington Policy for Access Arrangements and Reasonable adjustments is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments' – with effect from 1st September 2016.

Arts and Media School Islington adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies.

In line with JCQ regulations, Arts and Media School Islington will make all decisions with regard to access arrangements based upon:

- Whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Arts and Media School Islington – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available at Arts and Media School Islington for inspection. The School will:

- Provide relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long term effect (history of need/history of provision/intervention strategies)
- Provide evidence that the difficulties are persistent and significant (history of need assessment results/provision/intervention strategies)
- Show evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (intervention strategies – assessment results – history of need/ provision – staff observations)

- Confirm that the candidate would be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment (history of need/provision/staff observations)
- Confirm that the access arrangement is the candidate's normal way of working within the school as a direct consequence of their disability (history of need/ provision/intervention strategies/staff and exam officer observations).
- Ensure that the arrangement (s) put in place reflect the support given to the candidate in school.

If a candidate never makes use of the arrangement granted to them – then it is not his or her normal way of working and the arrangement should not be awarded for examinations or indeed it should be removed.

Supporting evidence: As per JCQ regulations certain applications may need to be supported with for example:

- A notification from CAMHS or a clinical psychologist or psychiatrist; or
- A notification from a hospital consultant; or
- A notification from the Local Authority Educational Psychology Service; or
- A notification from the Local Authority Sensory Impairment Service; or
- A notification from a Speech and Language Therapist (SALT).

Assessment:

- For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 9 and / or 10. Assessments may also be carried out at other points. When granted access arrangements are valid for 26 months.
- Any student with scores which indicate a substantial impairment will be considered for access arrangements.
- Specialist assessments for access arrangement will be carried out at Arts and Media School, Islington by an appropriately qualified assessor who attends regular update training.
- The Examination Officer, Specialist Assessor, SENCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place, eg: Provision Mapping, a Pupil Passport for students with Education and Health Care Plans (EHCP) or a SEN Support Plan for students with SEN Support status, detailing appropriate interventions, such as (list, e.g.):

- Classroom organisation and management
- In-class support by SLL / TA
- Small group work
- Home/school reading schemes

- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Mentoring

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Pupil Passport/ SEN Support Plan. Parents and children will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies, will initiate a CAF to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

Resources

The principles which guide the Governing Body in allocating resources are: SENCO, Educational Welfare Officer and Pastoral Heads recommendation, Teacher Assessments and recommendations by external professionals.

The school is allocated a notional SEN budget annually, based on a number of identifying factors, the largest being the number of students on roll who are or who have been in the past 6 years eligible for free school meals (Ever6 funding). Prior attainment data and funding based on known identified student needs (Part B funding) make up the bulk of the rest of the budget. In addition there is a small amount allocated for high needs students. The majority of this funding is spent on staffing costs, with the balance being spent on bought in services and learning resources.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies: (e.g....

- Alternative Education Provision (i.e. Pupil Referral Units)
- Outreach Support Services
- Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Education Welfare Service
- Health Service (school nurse, dietician, therapists)
- Families First
- Targeted Youth Support (TYS)

Arts and Media School Islington also has internal structures and programmes, used within the school, devoted to special educational needs e.g.: Learning Mentors within the pastoral teams, the Educational Welfare Officer-Janina Morgan and weekly attendance of a CAMHS clinician and Speech and Language Therapist.

Arrangements for the Treatment of Complaints:

a) Roles Responsibilities and Duties

The Governing Body's curriculum committee, which includes governors with a special interest in SEND and Inclusion are aware of their responsibilities, especially of the need to have at least one member on the finance committee to oversee allocation of resources for SEND pupils. They are also required to adopt and monitor the school's Disability Equality Scheme and Disability Access Plan.

b) Monitoring and evaluation

In the Governing Body's annual report to parents the implementation of the SEND policy to date will be detailed. Information on the following aspects might usefully be given:

- the establishment of a SEND list with numbers of pupils who have been identified with special educational needs ECHPs.
- the compilation of a provision map showing all types of support provided.
- the purchase of additional resources to support SEND provision
- the establishment of an effective identification and assessment procedure.

c) complaints procedure

The existing curriculum complaints procedure should include a response to parental complaints on SEND provision. Please see the school's complaints procedure policy.

Workforce Development

In-service training needs related to special educational needs will be identified by the Head Teacher in consultation with the SENCO and staff, and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of CAF)
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements
- Liaison between the Pastoral and Pupil Support Departments

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.