



SEN Policy

Name of policy	SEN Policy
Date reviewed	Spring 2019
Staff member Responsible	Lucinda Jacobs
Governor Responsible	Curriculum, Pastoral, School Improvement Committee
Date signed off by Governors	Spring 2019

Challenge Yourself, Celebrate Achievement, Focus on Success, Learn for Life

Introduction

CCfL provides a range of support from short term re-engagement programmes to long term provision. The Primary needs for many of our students are around their complex social, emotional and mental health difficulties. These complex needs are expressed through the presentation of their behaviour, which can be challenging. In addition, an increasing number of our special school students have a range of additional educational needs, which fall under Learning and Cognition and/or Social Communication and Interaction.

Whilst many factors contribute to the range of special educational needs experienced by some of our students, we believe that much can be done to overcome them by parents, teachers, other professionals and students working together.

All our students have experienced challenges in one or more mainstream schools and many have found school and learning difficult. Some, transfer from secondary schools with identified special educational needs (SEN), others may have their needs recognised on entry to CCFL through our induction procedure and school systems.

Fresh Start Conversation

We understand that each student has had different experiences in their previous schools and that every parent/carer has a story to tell and needs to be given the opportunity to express what has worked well and what has not in their child's education. In order to build supportive relationships with parents/carers right from the start as part of the induction process a 'fresh start conversation' is arranged with parents/carers. This is where parents/carers get to tell their story to a member of staff from the SEN team and the Multi Agency Team and will discuss and plan together the support needed to work towards the student's future academic goals.

Induction Process

Our induction procedure is a period of time where the student will work 1:1 with a number of staff before going into formal lessons. The induction procedure is the process by which students' learning and emotional needs are identified. This can take a few days to a week, or longer until the students, staff, parents/carers feel ready to engage with the provision offered and the timetable. This allows for a positive start at CCfL as the students have familiarized themselves with the school systems before they begin formal lessons.

The second stage of the induction process involves identifying the students' learning needs, strengths and areas for development. We assess the stages of where students are in their learning using a range of screening and assessment tools to identify the support needed for the students to engage in their learning and make progress.

Using checklists, students identify triggers that affect their learning, identify their preferred ways in which they learn and the barriers that might get in the way of them making the most of their learning.

To support students to reflect and plan their education we involve students in planning and agreeing their own targets through a 'person-centred approach' this is where we can get to know the student better as individuals and plan together so that students can enjoy learning and achieve. The students complete an "All About Me Booklet" where the student is

supported to identify their future aspirations and what we need to put in place as a school to support them in getting there.

At the end of the induction process a member of the SEN team compiles a summary of the outcomes and shares this information with all staff so that they are best prepared in supporting your child and their needs.

Identifying SEN

In collaboration with the SEN team and the senior leadership team we ensure that those students requiring different or additional support are identified at an early stage and that additional support is put in place. Additional support is planned in three to four possible ways called Waves (levels) of Provision.

The Universal Wave firstly ensures that systems across the school support the SEN needs of the students and that all staff are aware of up to date practices with SEN through staff training and continuous professional development.

The second method of support is the Targeted Wave. This is where members of the SEN team will advise teaching and support staff on how best to meet the SEN needs of identified students with targeted support strategies. SEN staff will offer guidance on the differentiation of materials and resources. If needed, they could be timetabled to provide extra support to targeted students in class with their regular subject teachers or in small groups.

The third method of support is the Specialist Wave, i.e. 1:1 interventions. Our targeted intervention co-ordinators and SEN specialist teachers will timetable, monitor and contribute to the delivery of an individually tailored programme. These can focus on gaps in their reading, writing, spelling, comprehension, numeracy and working memory so that students can make progress in every subject.

A small number of students require Specialist Plus provision. This means that the large majority of their subjects are delivered 1:1; with an extensive package of multi-agency support and in some cases, students are taught off-site at an approved venue.

Where needed the SEN team will also consult with specialist services such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists and Occupational Therapists for further support to ensure that our practice best meets the students' needs. In order to deliver successful interventions where the student makes progress we will assess the learning levels at the start of the intervention and at the end. The progress achieved is communicated with all staff, parents/carers and students so that we all continue to work together and consistently celebrate success. Provision is reviewed regularly by the senior leadership team and the SENCO to establish whether interventions are having the desired effect on the child's progress and to determine whether other SEN arrangements need to be made.

Individual Programmes

CCfL also offers an Individual Learning Programme tailored to the distinct needs of students. This is where the student will be taught by one tutor with opportunities to learn in small groups introduced in a phased manner.

Vocational Routes and College Placements

Some of our students engage in a vocational route, whereby they can spend part of their school week in college placements and focus on learning vocational courses.

Meet the Team

CCfL has a strong SEN team that can address a wide range of needs. Our emphasis is to provide an inclusive education system so that all barriers to learning are responded to effectively. As a team we are here if you have any questions, concerns, or would like any updates regarding your child's progress.

The Special Educational Needs Co-ordinator (SENCO) at CCfL is Lucinda Jacobs.

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Lead teachers of SEN:

Denise Bushell - based at KS3

Marsha Davis - based at KS4

Targeted Interventions Co-ordinators:

Jon Beck - based at KS3

Debbie Brown - based at KS4

Lara Puppetti - SEN intervention tutor (part-time)

The SEN team members are specialists in delivering a range of interventions around reading, spelling, numeracy, comprehension and working memory.

Our SEN Specialist Teachers and Targeted Interventions Co-ordinators have completed additional accredited training such as 'Elklan Language and Communication Strategies for 11-16 year olds', 'Catch Up literacy' and 'Catch Up numeracy' courses, Dyslexia and Dyscalculia training, the Nurture Approach, amongst others and are extremely experienced and recognised as trained to deliver these interventions.

Whole School Approach

Teaching students with SEN is a whole-school responsibility and SEN support arises through the graduated approach. The core of the teachers' work involves a continuous cycle of assessing, planning, teaching, and reviewing, taking into account the differences in students' abilities, talents, and interests.

All staff members attend weekly school training to ensure that their practice is continuously being developed so that they are up to date with the best ways of supporting students with SEN.

Parents/carers and staff working together

The school recognises that parents/carers have a unique overview of the child's needs and how best to support them. We make a strong commitment to work in partnership with parents, spending time listening to parents' concerns, needs and post 16 aspirations. We will invite you to discuss your child's progress with their tutor every 6 weeks during our Academic

Review days. We will also ask you to fill out questionnaires about the progress your child has made and to recognise positive changes. Parents/carers receive daily telephone calls home with positive feedback and important information that needs to be shared.

Students with an Education and Health Care Plan

We invite professionals and parents/carers to their child's Annual Review meetings. In the review we all work together to discuss what outcomes have been achieved, how well their needs have been met and set goals to further support the students and their families. All students have had their Statements converted to Education and Health Care Plans (EHCPs).

Support from other professionals

CCfL recognises the important contribution that other specialists make in assisting to support your child's learning and well-being. Working together for the benefit of your child we may ask colleagues from the following support services to provide more specialist interventions. The specialist may be asked to provide further assessments and advice, and possibly work directly with the students.

CCfL Multi-Agency Team: brief role descriptions

Family Worker

- Family support, advocacy and encouraging community links
- One-to-one mentoring
- Individual support packages for children and families
- Structured parenting programmes
- Intensive family interventions and support to families in their own homes to improve family and community lives
- Practical support with housing, benefits and financial matters

Home School Support Worker

- Support families at home around issues including attendance, transitions, practical advice and support
- Act as link between home and school
- Independent support for parents/carers at meetings
- Arrange adult learning, parenting courses, coffee mornings

Social Worker

- Support families to promote the safety and well-being of their children and young people
- Respond to children and families in need of support and help
- Affect positive change and promote good outcomes for children and young people

Clinical Psychologists

- Work with young people and their families to develop an understanding of their experiences, feelings, behaviours and relationships, with the aim of helping them to make changes that are more positive and less distressing
- Advocate for young people and their families to help them communicate their needs

- Work with staff who support young people to help them to develop and build upon their understanding of young people and families, to help them to meet their needs

Educational Psychologists

- Help clarify and identify young people's needs
- Work with others to create conditions for change
- Work with schools to help staff understand young people better
- Offer advice and training to school staff to further support student needs

Youth Workers

- Engage with young people and families through positive activities, in and outside school, during and after school, including school holidays
- Deliver exciting, fun, multi-media & creative arts projects
- Consultation and participation skills development programmes

Connexions Workers

- Support young people and families to prepare for leaving school
- Provide long-term support and follow-up after the age of 16

Speech & Language Therapists

- Support young people to make the most out of their communication skills, at school and at home
- Assess and diagnose speech, language and communication difficulties
- Make sure that classroom learning and other interventions are understood by young people with language or communication needs
- Support staff to differentiate lesson delivery and resources for students with speech, language and communication barriers to their learning
- Support staff to develop the communication skills of young people for future interview/work skills, family relationships and friendships.

Creative Therapists

- Support children and young people to express, make sense of and manage their feelings and emotions through art, music and drama
- Stimulate and facilitate creativity, imagination and curiosity to support educational engagement and well being
- Help children and young people to understand links between thinking, feeling and behaviour
- Include parents/carers in the process to increase their understanding of their child and support parenting.

Educational Welfare Officer

- Ensure fairness around exclusions and to advocate for parents/careers
- Support young people to access education regularly and on time
- Assist the school in helping them find ways to achieve good attendance levels

Safer Schools Officers

- To be the visible and familiar contact within the school as well as the main point of contact between school, parents/carers and police
- Provide initial response and facilitate crime enquiries and initial investigation of appropriate crime reports relating to school and/or students
- Provide advice and information regarding crime to students, staff and governors

Occupational Therapist

- Support and help young people to become as independent as possible in everyday activities and to reach their maximum functional potential across a range of performance areas, particularly self-care (e.g. dressing and personal hygiene), learning (e.g. school-based tasks), play and leisure (e.g. taking part in community activities).
- Advise on strategies (move n sit cushion/movement breaks), adaptations (adapted writing tools/seating) and interventions regarding improving participation and in regard to functional difficulties.
- Provide activity analysis for functional tasks in order to assess and adapt the demands of a task in order to promote success. This includes looking at the sensory and motor components of a task.
- Provide advice on functional life skills associated with the transition from adolescence to adulthood i.e. work related skills, independent living skills, and community participation.

School Nurse

- To help support children and young people with their health needs so that they can access education and achieve their best outcomes.
- Care planning for children with chronic and complex health needs
- Training of school staff for children's medical conditions and emergency treatment in the school setting (for example, care of diabetes, epilepsy and anaphylaxis).
- Provide health advice and information to young people, families and school (for example, advice on contraception, sexual health, stopping smoking, immunizations, health checks and other health services, healthy eating, emotional wellbeing and supporting the curriculum.

Life Skills

Beyond the academic curriculum we also offer opportunities to work towards future goals and ambitions and engage in further education, employment or training.

In addition to the academic curriculum, students are encouraged to take part in activities such as Tutor Reward activities, cooking, team games etc. so that they can develop their social skills, have positive experiences, learn outside the classroom and develop self-esteem.

Moving on from KS3 to KS4 within CCfL

For students with an Education Health Care Plan the year 9 reviews are particularly important to make sure that the students successfully begin their transition to KS4. This review will begin to focus on their future aspirations in the world of work.

Re-integrating from CCfL to mainstream

Students are supported to re-integrate to mainstream when they are ready and if they so wish. The process is gradual to ensure optimum chance of success. Cases are put forward to a panel of Headteachers and Camden Local Authority representatives. The Home School Liaison Officer arranges visits to Camden Secondary Schools and once students have been accepted; CCfL support staff accompany students in their new mainstream school in order to ensure a successful transition.

Year 11 and GCSE Exams

We understand the stresses and anxiety that our students can experience when undergoing their formal examinations in the summer. To further support students with their academic achievements and in line with their normal way of working, the SENCO ensures that students are assessed early to see whether they meet the criteria for any of the following arrangements for their exams: extra time, a scribe, rest breaks, a prompt, reader and access to specialist equipment. In this way, CCfL makes 'reasonable adjustments' so that all students can achieve their potential and so that their SEN does not become a barrier to their achievements.

Post 16

We prepare students for life after school by offering students an accreditation in preparation for working life; we have a planned career advice service and continuous programme of support from the Connexions Service.

Complaints procedures

The school's complaints procedure is on the website.

Please note SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) offers a free and confidential service to families and children and young people who may have SEN and are experiencing difficulties in school.

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www.sendiasscamden.co.uk

Camden Local Offer

CCFL's SEN Information Report, i.e. what we offer as a school, is published on our school website <http://ccfl.camden.sch.uk>

CCFL works closely with Camden Local Authority to review the provision that is available locally and also in the development of the Local Offer. We collaborate with other local education providers to explore how different needs can be met most effectively.

CCFL considers the SEN Policy document to be of great importance and in conjunction with the governing body undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform CCFL's Improvement Plan.

Our SEN Policy promotes CCFL's vision of excellence and inclusion.

Please contact us if you require any further information.