



## **The Italia Conti Academy Theatre Arts School**

### **Special Educational Needs and Disability Policy**

At Italia Conti, we value the abilities and achievements of all pupils and are committed to providing the best possible learning environment for each pupil.

#### **Inclusion statement**

We recognise the entitlement of all pupils to a balanced, broadly based curriculum. We endeavour to make every effort to ensure maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy reinforces the need for teaching that is fully inclusive. The Senior Management Team will ensure that appropriate provision will be made for all pupils with SEN and all other Vulnerable Groups.

#### **Aims and objectives**

The following principles meet the five outcomes of "Every Child Matters":

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic wellbeing

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career at Italia Conti
- To meet individual needs through specific intervention strategies
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all relevant parties
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and settings where appropriate
- To achieve an appropriate level of staff expertise to meet pupil need

## **Context**

This policy complies with the guidance given in Statutory Instrument 1999 No. 2506 and reinforces the current practice of the school. The is available in school for consultation and this policy also give due regard to “Special Educational Needs Code of Practice” (November 2001) fulfilling statutory duties towards children with special educational needs. It takes into account the rights and duties of the SEN Disability Act 2001 and the Disability Rights Code of Practice for schools (September 2002). Reference has also been made to “Every Child Matters-Outcomes Framework (DFES 2204) and “Implementing the Disability Discrimination Act in Schools and Early Years settings” (DFES 2006)

The fundamental principles stated in the SEN Code of Practice are:

- A child with special educational needs should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child’s education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

## **Admission Arrangement**

In line with the SEN and Disability Act we will not discriminate against children with a disability, taking all reasonable steps to provide effective educational provision (see [Italia Conti Admission Policy](#)) and look at the “best fit” for each individual prospective pupil.

## **Management of SEN within School**

The Head Teacher is responsibility for the delivery of the policy through the expertise of the SEN specialist. The SEN specialist is Renae Humphreys. The SEN specialist has a Masters Degree in Education and a range of specialist qualifications in such as dyslexia, dyspraxia, access arrangements, screening.

All teachers have a responsibility for pupils with SEN.

All teachers are teachers of learners with SEN and are aware of their responsibilities towards these pupils (whether or not they have a statement of SEN) and a positive and sensitive attitude is shown towards them.

In line with the recommendations in the SEN Code of Practice 2001, the Head Teacher is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with SEN
- Liaising and advising teachers

- Managing learning support assistants
- Overseeing the records of all children in school with SEN
- Liaising with parents of children with SEN, in conjunction with teaching staff
- Supporting the in-service training of staff
- Liaising with external agencies including the Local Authority's SEN, support and education psychology services, health and social services and voluntary bodies

The SEN specialist is responsible for reporting about the management of the SEN policy to the Head Teacher and the Senior Management Team.

The “named or “responsible” person who has responsibility for the implementation and effectiveness of this policy is Karen Dwyer-Burchill, Head Teacher of the Junior School. Anne Sheward, as Principal, has overall responsibility for the implementation of the policy.

### **Definitions**

The Code of Practice defines SEN in relative terms. Children have SEN 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
- have a disability which prevents or hinders the child from making use of schools within area of the local authority (LA)
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of similar age in schools maintained by the LA, other than special schools, in the area.

### **Identification and assessment**

Italia Conti accepts the principle that pupils' needs should be identified and met as early as possible. The SEN specialist works closely with the Head Teacher using whole school tracking data as an early identification indicator.

The following indicators of SEN are also used:

- the analysis of data including NC levels and SATs
- the use of LA SEN criteria
- the completion of teacher concern forms
- expression of parental concerns
- tracking individual pupil progress over time

- information from previous settings
- information from other services
- further individual assessment as necessary

The Head Teacher maintains a list of pupils identified through the procedures listed. This list is reviewed each term with the SEN specialist and teaching staff and a detailed analysis takes place annually.

### **Curriculum access and provision**

In order to meet the learning needs of all pupils, teachers differentiate classroom tasks. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways. The provision records a graduated response to individual needs. The range of provision includes:

- in class support for small groups with a subject specialist teacher
- small group withdrawal with the SEN teacher
- individual withdrawal from class with SEN teacher
- further differentiation of resources
- provision of alternative learning materials/special equipment
- staff development to undertake more effective strategies
- access to specialist teaching, or support and health services for advice on strategies, equipment or staff training.

### **Monitoring pupil progress**

Progress is the crucial factor in determining the need of additional support. Adequate progress is that which:

- Narrows the attainment gap between the SEN pupil and peers
- Prevents the attainment gap widening
- IS equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

### **Record Keeping**

The school will record the steps taken to meet individual needs. The Head Teacher, together with the SEN Teacher will maintain the records and ensure access to them, they will include:

- Information from parents

- Information on progress and behaviour
- Pupil's own perception of difficulties
- Information from health/social services
- Any relevant assessments
- Advice from other professionals
- Information about any individual targets or actions planned

### **Code of Practice graduated response**

The school adopts the levels of intervention described in the SEN Code of Practice and the graduated response recommended. When children are identified as having SEN, the school will intervene through the following actions.

The first action is characterised by interventions that are different from or in addition to the normal differentiated curriculum. They are triggered by concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Head Teacher and SEN teacher, in collaboration with teachers will support further screening of the pupil with a view to identifying and planning future support. The teaching staff will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil at a higher level of action will be made by the Head Teacher after full consultation with parents at a review undertaken within the first stage of action. External support services may advise on targets for an Individual Education Plan and provide specialist inputs to the support progress. This level of action will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede his/her learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists

- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. Individual Education Plans will incorporate specialist strategies to be implemented by the class teacher and may involve other adults in school.

If a pupil remains a significant cause for concern, with complex needs, despite an individualised programme of sustained intervention within the first and further action process, then the school will request through the pupil's parents that the pupil is assessed by an Educational Psychologist.

### **Statement of Special Educational Need**

A statement of SEN may be provided where, after a Statutory Assessment, the Local Authority considers that the pupil requires provision beyond that which the school can offer within the support programme.

A Statement of SEN will include details of learning objective for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the statement
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Individual Education Plan
- Delivered by the teaching staff with appropriate additional support where specified

### **Reviews of Statement of SEN**

Statements must be reviewed annually. The LA involved will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews. The Head Teacher will organise these reviews and invite:

- The pupil's parent(s)
- The pupil, if appropriate
- Relevant school staff
- The Educational Psychologist, if recommended
- Other professionals as appropriate
- A representative of the SEN Inclusion and Assessment Team

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives of the Statement
- Review the provision made to meet the pupil's needs as identified in the Statement

- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Transition Reviews receiving schools should be invited to attend in order to plan appropriately for the new school year and liaise with parents.

Within the time limits set out in the Code of Practise, the Head Teacher through the guidance of the SEN teacher will complete the annual review forms and send it, with any supporting documentation to the relevant Local Authority. The school recognises the responsibility of the LA to decide whether to maintain, amend or cease a Statement of SEN.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Agreeing targets for the child
- Making parents and carers feel welcome and encouraging them to discuss their child's strengths, difficulties and additional needs
- Ensuring that all parents and carers are able to access information and opportunities to discuss ways in which they and the school can help their child
- Making parents and carers aware of family support services where appropriate

### **Involvement of pupils**

We recognise that all pupils have a right to be involved in making decision and exercising choice (SEN Code of Practice). Whenever possible, pupils are involved in reviewing and monitoring their own progress. Pupils are encouraged to:

- State their views about their education and learning
- Identify their own needs for learning
- Share in individual target setting across the curriculum
- Self review their own progress and, where appropriate, set new targets
- Where appropriate, participate in IEP reviews and target setting and annual reviews

### **Accessibility**

The school has a lift and there are accessible toilets.

### **Links with Education Support Services/Other Services**

The school has effective working links with:

- Islington Local Authority
- Community Health Service
- Barbican Physiotherapy Department
- DRUM Counselling Service

### **Resources**

The provision of SEN is funded by the Italia Conti Trust. Funds are deployed to implement the SEN policy. There is also an allocation for resources and staff training.

### **Complaints**

If there are any complains relating to the provision for pupils with SEN, these will be dealt with, in the first instance, by the Head Teacher. If complaints are unresolved, the Principal may be involved.

### **Monitoring and evaluation of SEN Policy**

See appendix 1

### **Review of SEN Policy**

This policy, and practice, will be reviewed annually by the Head Teacher in consultation with the teacher responsible for SEN provision and the Senior Management Team. The outcomes of this review will be used to inform the School Development Plan.

### **Related Policies**

There are separate policies for:

Assessment

Behaviour

Anti-Bullying

Safeguarding Children

**K Dwyer-Burchill**

**Head Teacher**

**22<sup>nd</sup> October 2014**

## Appendix 1

Monitoring	Evaluation
<p><b>Curriculum Provision</b> Curriculum planning</p> <p>Classroom Observation</p> <p>Work Sampling</p> <p>Informal feedback from staff Pupil feedback</p>	<p>Planning shows differentiation and specified and roles for support.</p> <p>There is differentiation and further differentiation of learning opportunities in the classroom.</p> <p>Work sampling shows curriculum continuity and progression in learning.</p> <p>Pupils with SEN are given suitable learning tasks to meet their needs.</p> <p>Pupils can identify what and how they are learning.</p>
<p><b>Individual Pupil Progress</b> Scrutiny of whole school data for progress of pupils with SEN Sampling individual pupil work Analysis of assessment data relating to individual pupils Scrutiny of IEP targets/reviews</p>	<p>Pupils with SEN make good progress in comparison with other pupil groups.</p> <p>Samples of pupil work show progression over time.</p> <p>Data recording individual pupil progress is analysed and shows progression.</p> <p>IEP targets are SMART, relevant and reviewed regularly.</p> <p>Targets are shared by pupils and show progress. Pupils are actively involved in IEP and annual reviews.</p>
<p><b>Monitoring the Implementation of SEN Procedures</b> Analysis of assessment data and pupil tracking (including the use of MIDYAS and YELLIS) Register analysis Communication with parents Analysis of systems for ensuring effective communication with parents and staff Sampling of SEN files</p> <p>Classroom observation re effectiveness of support staff and use of resources</p>	<p>Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be “out of step” with peers.</p> <p>Assessment data is analysed and used to inform provision.</p> <p>The SEN register is reviewed termly and any appropriate action taken.</p> <p>There is movement on the register, both up and down the levels of intervention.</p> <p>All parents are informed of their child’s SEN, of IEP targets and of the provision made to meet needs.</p> <p>All parents attend annual review meetings. Staff and parents feel they have sufficient information and advice.</p> <p>SEN files are up to date and accessible</p> <p>The SEN teacher liaises with the Head Teacher, Principal and Vice Principal</p> <p>Support teachers have clear roles, are effective, are appraised and receive regular training.</p> <p>Analysis of provision showing a range of support to meet individual needs.</p> <p>Analysis of provision shows appropriate actions to meet individual needs.</p>

