



# Charlton Park Academy and Mulberry Tree House

## SEN Policy 2020-2023

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### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2013)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created through liaison with the SLT, all staff and parents of students with SEND.

### 1. Introduction

Charlton Park Academy is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable students to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
  - meets statutory requirements;
  - reflects the cultural diversity of society;
  - meets the needs of all students;
  - develops skills for independence and a pathway for an active role in society
- maintaining close contact with the home by making parents/carers welcome in the academy and by enabling them to play a full part in the education of their children and young people.

### 2. Aims of the SEN Policy

- to ensure that **practice reflects the Academy's Mission Statement;**
- to ensure that students receive the provision set out in their Education, Health and Care (EHC) Plan
- to identify the changing needs of students;
- to respond to changing needs so that students can further develop their potential as individuals.

### 3. Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of students;

- providing staff with regular opportunities to discuss students' needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on students can be collected, provided and processed systematically;
- acting promptly on decisions made.

#### **4. Education Provision**

All students attending Charlton Park Academy have an Education Health and Care Plan (EHCP). In exceptional circumstances a student may be placed on an assessment basis, pending completion of statutory assessment. The majority of families have made a direct choice to have the academy named as the education provision.

In the instance of parental dispute re assessment or placement, the academy can be involved in the nationally prescribed mediation and tribunal arrangements, including outlining how the organisation can or cannot meet identified needs or provisions.

The academy provides special education for students ages 11 to 19 i.e. Key Stages 3 and 4 and Post-16. All students are placed and funded by their Local Authorities, predominantly the Royal Borough of Greenwich, but also drawn from across the surrounding authorities, for example Lewisham, Southwark and Bexley. The Academy will accept placement for any student whose assessed needs can be appropriately met within the provision providing there is an available place.

The provision is designated for students whose needs are usually low-incidence but can be categorised across:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs

Placement in Rainbow House for respite and school-week residential purposes is controlled by Greenwich Social Care, with the majority of students having complex physical, learning and medical needs.

#### **5. Organisation of Learning**

Learning is organised through the key stages and the Charlton Park Academy pathways.

On entry to the school students are placed in pathways matched to their level of cognition and learning, communication and interaction and physical and sensory needs. As a student moves through the school, we utilise a range of academic and holistic assessment criterion to determine their appropriate pathway. The pathway offered is dependent on the degree and complexity of the students' identified need/diagnosis.

In addition to the specialist curriculum and accreditation offer provided as a special school, across the academy there is a broad spectrum of specialist teams, therapies, social opportunities, curricular enhancements and other opportunities. Information

about these is publicised on the academy web-site as the 'local offer'. Further to this there is information about key academy policies, student premium, and senior members of staff and complaints and redress procedures.

## **6. Pathways**

### **Pathway 3**

This pathway is designed for students to develop as learners and individuals by exploring the world around them in a sensory and holistic way.

Students on this pathway have a highly individualised curriculum and spend most of their time with their class teacher and staff team. Their days are carefully planned and segmented into short periods of time where they learn through sensory experiences about different aspects of the world around them. Important emphasis is focussed on developing communication, daily routines, self-regulation and promoting individual independence.

This highly individualised curriculum focusses on the areas of communication and interaction, cognition and learning, social and emotional health and physical/sensory needs. This promotes meaningful experiences and therapeutic input that enable students to develop independence and succeed in school and the world around them.

### **Pathway 2**

Pathway 2 retains a large sensory element. Students are more independent, apply more time developing their knowledge of different subjects, for example English, Maths, Vocational Studies, Science and Technology and Creative and Cultural Learning.

Some of their classes may be taught by specialist teachers. In Key Stage 4 & 5 students are afforded the opportunity to choose subject options for example Art and Science and Technology

This creative cross curricular curriculum enables students to gain and practice functional skills in preparation for the next phase of education and adult life, enabling students to communicate, make choices, transfer skills and maximise independence skills.

### **Pathway 1**

Pathway 1 students are predominantly taught by specialist teachers. All students will have a class tutor who carefully oversees their academic learning and holistic well-being. Independent work is promoted, and greater opportunity is provided for self-study skills.

Students in key stage 4 & 5 are encouraged to take on roles of responsibility within the school, such as supporting at lunchtime clubs and helping to run the library.

Students have access to a range of accreditation opportunities in a variety of different subjects. However, there is a significant emphasis placed on continuing to develop independent living skills and employability skills.

Pathway 1 students access a creative and functional curriculum that prepares them for adulthood, developing their ability to apply knowledge, solve problems and develop skills for life, study and work beyond Charlton Park Academy. This is achieved through appropriate challenge and qualification routes.

## **7. Ongoing Assessment of Students' Needs**

- Weekly class team meetings, fortnightly pastoral team meetings review students' pastoral progress
- Half termly Student Progress meetings review students' progress and interventions
- Positive Behaviour support plans are reviewed termly or as required and referrals to specialists are made as the need arises
- Weekly staff meetings review 'student issues' and behaviour plans for relevant students. Students who are identified as needing specialist provision will be referred to the relevant agency by the Senior Vice Principal

## **8. Additional Therapeutic Provision**

Charlton Park Academy is committed to supporting the holistic development of its students. Speech and Language Therapists, a Drama Therapist, a Music Therapist, an Art Therapist and Counsellor all work within the Academy. Teaching assistants are also trained to deliver programmes in these areas.

The referral process for this emotional support is through the Senior Leadership Team following extensive discussions with staff, parents, and specialists. Specialists provide feedback to teaching staff or the Welfare and Safeguarding lead, and may submit reports for Annual Reviews.

In addition, the Academy has a two sensory rooms, sensory circuit and sensory modulation room that is overseen by the Occupational Therapist. The referral process is through staff meetings and through SLT and delivered by members of staff trained for both therapies.

## **9. Partnership with Outside Agencies**

The co-ordination of work with agencies takes place through the Senior Leadership Team. We work collaboratively with a range of other organisations in meeting the needs of students, including CAMHS, NHS teams (SALT, OT, Physio) and Social Care Teachers meet with professionals to discuss strategies and targets, evaluating the impact of interventions. Colleagues also work with other agencies, in particular the local authority, within the annual review and transition processes.

## **10. The Annual Review Process**

All students have an annual education review as it is a statutory requirement. At Charlton Park Academy, the coordination of these is the responsibility of the SENCO Team, working in conjunction with the Senior Leadership Team and the relevant Local Authorities.

Reviews are currently scheduled across the academic year organised by year groups, so starting with Year 14 as the school leavers and the year groups/individuals identified for Statement to Education health and Care Plan (EHCP) Transfer. Invitations are circulated as far in advance as possible, and at least two weeks in advance together with the education report.

The Annual Review of EHCP meeting allows those working with the student to come together with the parents/carers and the student, with the purpose being to discuss progress and plans, with opportunity to raise concerns and/or share new information. A member of the SENCO Team usually chairs meetings, but any member of the teaching staff may be named to do this. After the meeting the chair completes the written documentation, and the SENCO Team circulates within two weeks of the meeting. A copy of the review will be securely electronically stored on the SIMS system.

At the education review agreed priorities are identified which are then used to inform individual planning. Progress towards outcomes is reviewed half termly as part of our student progress meetings and reports.

#### **11. SENCO Team Responsibilities**

- The SENCO Team undertake a range of duties and responsibilities in relation to students with special needs and disabilities, in conjunction with, and under the auspices of, the Senior Leadership Team. These include:
- Responding to parental, staff, local authority and governance queries.
- Scheduling and chairing review meetings.
- Updating and training colleagues re, EHCPs, Annual Reviews and other relevant information.
- Working with the Local Authority(s) to draw-up EHCPs, including writing the Profile section, hosting and chairing the Transfer Reviews, and input into the written document.
- Supporting senior leadership with responses to consultation papers re prospective new students.
- Supporting senior leadership with 'moderation' requests for 'top-up-funding' regarding students with specific and/or significant needs necessitating enhanced staffing.
- Keeping personal skills and knowledge as up to date as possible and sharing relevant information with colleagues.

## **12. SEN Pedagogy and Support Strategies**

Charlton Park Academy is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff regularly receive professional development opportunities through individual, department, and whole staff training.

We use a wide range of strategies and tools to support learning, taking into account the needs and diagnosis identified for each individual student. In addition to differentiation and pedagogy we offer the following, including and not limited to; intensive interaction, positive behaviour support, zones of regulation, Lego therapy, attention autism, TAC PAC and sensory integration. A wide range of Alternative Assistive Communication (AAC) devices and strategies are used to promote and support communication throughout the school. Specialist resources and equipment are utilised to support teaching strategies and interventions.

## **13. The Transition Process**

There are four main transition stages:

- into the academy at Year 7 (or for a minority at other times)
- KS3 into KS4
- into the Sixth Form at Year 12, or leaving at the end of Year 11
- moving-on from school at the end of Year 14

There are strategies and support measures in place at all stages. For example, Year 6 students have opportunities to visit, including attending Sports Day, and then have a New Intake Review in the first academic term. The Post 16 lead arranges various transition events for Year 11 to Year 14, including a college information day. Transition is discussed and minuted at Annual Reviews from Year 9 onwards.

Approved by Governors

Responsible person ??

Signed by:

Chair of Governors \_\_\_\_\_

Principal \_\_\_\_\_

Date for Review September 2021