ACLAND BURGHLEY SCHOOL: SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy Title:	**Special Educational Needs and Disability Policy**
Date adopted:	July 2026
Date of next review:	July 2027
SENCo	Billy Pinches
SLT Lead:	Dylan Owen, Deputy Headteacher
Committee:	Quality of Education Committee
Statutory requirement:	Yes

1. Our Vision

1.1 Acland Burghley is a diverse, inclusive community where all students, including those with special education needs and disabilities, are appropriately supported and challenged to engage creatively, collaboratively and rigorously to fulfil high ambitions for themselves and for the school.

1.2 All Acland Burghley students will have the qualifications, skills, resilience and insight to meet the demands of working, family and community life, and the empathy and confidence to work to achieve a better future.

2. Purpose/Aims

2.1 Acland Burghley School is an inclusive 11-18 school which aims to:

- 2.1.1 Create an ethos in which all students feel safe, valued and respected;
- 2.1.2 Develop students who are confident, happy and secure; who are able to take opportunities to access learning and other experiences; who make significant progress to achieve their potential; who are actively part of the school community and who are prepared for future life;
- 2.1.3 Ensure all staff are confident, knowledgeable and skilled at using strategies that include all students and effectively use those strategies to promote personal development, learning and progress for all, and;
- 2.1.4 Encourage all parents'/carers' involvement in their child's learning and ensure they are well informed in order to work in partnership with the school to secure their child's development and learning thus securing future pathways for success.

2.2 This policy aims to secure these aims for students with special educational needs and disabilities (SEND).

3. Definitions

3.1 Special Educational Needs (SEND Code of Practice January 2015)

3.1.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

3.1.2 The school's SEND register will distinguish between SEND students, as defined in 3.1, as those with Educational Health Care Plan (referred to as E students), those with an Exceptional Needs Grant (ENG) and those without Educational Health Care Plan (referred to as K students).

3.1.3 A student becomes a K student at ABS when the student has a learning difficulty or disability that make it harder for them to learn (and/or engage with school life) than most children of the same age. Evidence of SEND must come from a formal diagnosis or the judgement of an internal or external SEND specialist.

3.1.4 Being a K student and on the AEN Register is fluid. The vast majority of student's needs can be met by our Universal Provision. This includes those with a diagnosis. This fluidity is determined by successful Assess, Plan, Do, Review (APDR) cycles, where intervention has a marked improvement on a student's progress, as outlined in the SEND Code of Practice (2015).

3.2 **The Code of Practice defines special educational needs under four categories** (further Detailed in Appendix A):

3.2.1 **Communication and Interaction (C&I)**, e.g. speech, language and communication needs (SLCN); Autism Spectrum Condition (ASC), including Asperger's Syndrome (AS): Acland Burghley School has a special resourced provision for students with ASC. More information about the Base is available on the website under faculties.

3.2.2 **Cognition and Learning (C&L)**, e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD).

3.2.3 **Social, Emotional and Mental Health (SEMH)**, e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury.

3.2.4 **Physical and Sensory (P&S) needs**, e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

3.2.5 Note that the provision and procedures for pupils with **Medical Conditions** are covered in a separate policy, the Medical Needs Policy. This can be found on our website with the other school policies.

3.2.6 A student may present more than one need. A student does not have a learning difficulty or disability simply because the language in which they are taught is different from the one they speak at home. Nor does a student have special educational needs simply because their attainment is lower than would be expected at their age: factors which may have contributed to poor progress (such as poor attendance or effort) need to be considered and the reasons for them must be understood.

3.3 Disability (Equality Act 2010)

3.3.1. A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.

3.4 AEN

3.4.1. Additional Educational Needs – the name of the faculty that provides support to students with SEND and addresses other barriers to learning.

4. Policy Development and Implementation

4.1 The SENCo is responsible for the development and implementation of this policy. The policy is reviewed annually in light of ongoing feedback from the staff, students, parents and carers and governors, and in light of national changes to legislation. The policy is shared with stakeholders on the school website.

5. Objectives of the policy

5.1 The culture, practice, management and deployment of the school's resources are designed to ensure that all students' needs are met.

5.2 The objectives of this policy are to ensure the following:

5.2.1. Objective 1: Roles and responsibilities for meeting students' SEND are clear and delivered by a suitable professional supported by appropriate training and professional development.

5.2.2. Objective 2: Students' needs are quickly identified and understood, so that provision can be made that removes or limits the impact of barriers to their learning and development.

5.2.3. Objective 3: Meeting Need: The progress of all students with SEND is systematically planned for, tracked and maintained so that progress is consistent with national expectations for all students.

5.2.4. Objective 4: All students with SEND have access to the full range of day-to-day provision in the school adapted to meet their individual needs, this includes curriculum, teaching, clubs and activities that would ensure opportunity for inclusion in the life of the school.

5.2.5. Objective 5: Communication between staff (including those from outside agencies), students with SEND and their parents/carers is helpful, timely and effective and secures the confidence and trust of parents/carers, leading to sustained partnerships.

6. Objective 1: Roles and responsibilities with respect to meeting students' SEND are clear and understood and are supported by appropriate training and professional development

6.1 All teachers and support staff are responsible for:

6.1.1 The inclusion and success of students in all activities in the school, and;
6.1.2 Maintaining their own professional development in this respect and seeking support if they need it.

6.2 The Governing Body will:

6.2.1 Ensure statutory obligations are met;
6.2.2 Ensure that any students with SEND are identified;
6.2.3 Determine and monitor the school's SEND Policy and its approach to provision for students with SEND;
6.2.4 Establish the appropriate staffing and funding arrangements;
6.2.5 Maintain a general oversight of the school's work;
6.2.6 Designate a Governor to take responsibility for overseeing the provision for SEND students who will meet termly with the SENCo to scrutinise SEND provision at the school and offer constructive challenge and support.

6.3 The Headteacher will:

6.3.1 Ensure that practice is in line with statutory obligations and the requirements of this policy;
6.3.2 Ensure that students with SEND are fully integrated into and supported by the school's provision;
6.3.3 Ensure SEND is an integral part of the school's development plan and that the quality of this provision is monitored and evaluated, and;
6.3.4 Ensure the strategic development of the SEND Policy and provision in the school to raise the achievement of students with SEND.

6.4 The SENCo will:

6.4.1 Ensure the school has a rigorous early identification system that is understood by all staff and informs the school's SEND register;
6.4.2 Ensure the SEND register is up-to-date including student with Educational Health Care Plans, Exceptional Needs Grants and SEND needs without an Educational Health Care Plan (K student);
6.4.3 Ensure that all students on the SEND register (E, ENG and K) have a support package in-place, captured by an Individual Education Plan;
6.4.4 Ensure each student's package of support is reviewed, at least termly, for impact as part of the assess-plan-do-review cycle and adjusted as needed;
6.4.5 Keep staff fully informed of the special educational needs/disability of any students in their charge;
6.4.6 Ensure SEND students' views are listed to and taken into account in all aspects of school life;
6.4.7 Ensure the school is compliant with the Equality Act in its implementation of Section F for all students with EHC plans;
6.4.8 Ensure the school offers a suitable package of interventions that support students across the four areas of SEND need and that the interventions are regularly reviewed to measure impact;
6.4.9 Ensure the school makes EHCP or Cluster Funding applications when a K student isn't making progress despite the assess-plan-do-review model being implemented and a range of interventions explored;
6.4.10 Lead and manage the AEN Faculty;
6.4.11 Liaise with and advise other teachers;
6.4.12 Ensure families of students with SEND received regular communication;
6.4.13 Liaise with external agencies, including Education Psychologists, Speech and Language Therapist, Occupational Therapists and CAMHS and measure the impact of their work;
6.4.14 Plan, lead and contribute to the in-service training of staff.

6.5 The Additional Educational Needs Faculty (AEN) is responsible for:

6.5.1 Communicating students' special needs to staff across the school;
6.5.2 Working with students and their parents/carers to plan, implement and access appropriate support and intervention;
6.5.3 Monitoring the impact of the support, tracking progress, attendance and participation using the Achievement for All (AfA) model, and;
6.5.4 Implement the assess-plan-do-review (APDR) process by regularly Reviewing the impact of targeted interventions – as captured in each student's Individual Education Plan (IEP) - on students' outcomes (including academic progress, attendance, behaviour and for student's with EHC plan against targets set out in Section E) with students, teachers and parents/carers at least every term.
6.5.5 When progress is below expectation re-write the Individual Education Plan – version 2 – using the information to inform new targeted intervention; and repeat this process to ensure students are receiving the most suitable interventions;
6.5.6 Refer students for additional support/funding when progress isn't being made.

6.6 Heads of Faculty and Subject Leads will:

6.6.1 As part of their on-going MER processes routinely review whether recommendations from students' IEPs and Pupil Profiles are being routinely implemented in all lessons and make suggestions to the SEND team if the provision is not improving outcomes;

6.6.2 Quality assure faculty planning to ensure teachers have considered how best to adapt resources to meet the needs of SEND students;

6.6.3 Include the faculty/subject linked teaching and learning assistants (TLAS) in all relevant faculty related communications and meetings such as briefings and planning meetings;

6.6.4 Lead in ensuring there is a consistent high-quality implementation of the school's 10 Quality First Teaching signature pedagogies in lessons and where appropriate request support from the wider SEND team.

6.7 Teachers will:

6.7.1 For the students they teach read and implement the teacher strategies from each IEP and/or Pupil Profile and when needed seek support from the key worker on how best to implement strategies;

6.7.2 Adapt their lesson planning and delivery to include the school's 10 Quality First Teaching signature pedagogies as appropriate in each lesson;

6.7.3 Proactively work with TLAs in the classroom to ensure students' needs are being met and resources are adapted.

6.7.4 Alert the key worker if the SEND strategies are not improving outcomes.

6.8 Role of the parent/carer

6.8.1 Where a pupil is receiving SEN support the school will talk to parents regularly to clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibility of the parent, the pupil and the school.

6.8.2 Parents will be fully aware of the planned support and interventions and, where appropriate, plans will include parental involvement to reinforce the provision and/or contribute to progress at home.

6.9 The Base is a specialist resource base for Camden students with ASC (Autistic Spectrum Condition), led by a Curriculum Lead for the Autism Provision which:

6.9.1 Provides access to mainstream teaching alongside specialist teaching and support;

6.9.2 Works under the framework of the AEN faculty in being responsible for providing specialist teaching as well as supporting mainstream teaching;

6.9.3 Aims to teach skills for ~~dealing~~ successfully managing with mainstream education to students with varying levels of ASC need, and;

6.9.4 Provides additional support for students in The Base through an Occupational Therapist, Speech and Language Therapist and Educational Psychologist.

6.10 **Inclusive Approach**

6.10.1 Ensures a holistic response to students' SEND;

6.10.2 Coordinates multi-agency support for students and families, and;

6.10.3 Liaises with, and draws in support from, a range of other professionals including Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Child Psychotherapist, Art Therapist, School Nurse, Family Therapists, specialist advice and guidance to support Y9/Y10 and post-16 transition.

6.11 Training and Professional Development to meet Roles and Responsibilities

The school is committed to ongoing training in special needs, inclusion and disability equality. Teaching and non-teaching staff have regular training in order to promote their knowledge, skills and confidence. As the Autism Educational Trust (AET) Hub for Camden, the AET training has been

embedded into the school CPD programme and all new staff complete Making Sense of Autism as part of their induction day. Further training includes:

6.11.1 Half- termly training sessions for TLAs;
6.11.2 termly meetings for all AEN teachers;
6.11.3 Whole staff training around the systems and process and whole staff training around areas of needs such as ADHD, ASC, being Trauma Informed and Quality First Teaching;
6.11.3 specific training courses for SEND staff, responding to current identified needs and in order to develop capacity;
6.11.4 regular SEND training sessions for wider staff, including whole staff training on specific issues and/or students;
6.11.5 discussion of individual training needs at annual Performance Management review meetings, and;
6.11.6 faculty training on the four areas of SEND
quality First Teaching training at the faculty level supported by LSP and/or Educational Psychologists.
access to our open classroom initiative where SEND specialist teachers allow any member of staff to observe their teaching to see real-life examples of exemplar Quality First Teaching practices.

6.12 The AEN link Governor will undertake regular school visits to inform governor understanding, and attend SEND specific external training and forums. Wider training needs will be met at committee or full governing body level as identified. They will also regularly meet with the SENCo and with the wider AEN staff body.

7. Objective 2: Students' special needs and disabilities are quickly identified and understood, so that provision made by the school removes barriers to their learning and development

7.1 Y7 Transition: Students Joining ABS with pre-identified SEND (E and K).

Transition arrangements for students with SEND can include the following depending on the level of need:

7.1.1 Partnership working with parents/carers as soon as a place at Acland Burghley is allocated;
7.1.2 The HoF of AEN and the Faculty gather information from the student, parents/carers, primary school staff and outside agencies involved with the child;
7.1.3 AEN staff visit the student in their primary school setting and receive a detailed student profile from primary school staff;
7.1.4 Students visit Acland Burghley on transition days;
7.1.5 Students and their parents/carers may make additional visits to the school during the summer term;
~~7.1.6 Students may be included in the transition programme to provide extra support to some students who may find transition challenging;~~ Students with an EHCP or an ENG will be invited to 4 extended transition days, overseen by the SENCo, to support their integration to secondary school. Students that are identified as SEND K will be invited to 2 additional sessions.
7.1.7 Students may be allocated a peer mentor, and;
7.1.8 Students may take part in a transition summer school during the school holidays which promotes team building and orientating themselves around the new school.

7.2 Joining ABS after Y7: Students with pre-identified SEND

A small number of students with EHC Plans enter school after Year 7 through consultation with the local authority. In these cases, a series of meetings with

student, parents/carers are held prior to entry to ensure the students' needs are clearly understood.

7.3 All students joining after Y7

All students who arrive after the beginning of Year 7 are interviewed by the Year Team Leader and, if deemed appropriate, referred to the AEN Faculty for screening tests and an evaluation to determine if there are special needs.

7.4 Identifying and assessing SEND in Students once at ABS

The progress of all students is recorded as part of our assessment and tracking practices at class, department and whole school levels. Teaching and Learning (T&L), Student Progress Reviews (SPR) and inclusion meetings ~~and Achievement and Standards (A & S)~~ meetings take place and pupil progress and wellbeing closely monitored. If concerns arise from this tracking about a student's needs, subject teachers/tutors, Year Team Leaders and Directors of Learning can consult the HoF of AEN or the relevant Lead SEND Practitioner (LSP), who will assess the needs of that student so that an appropriate intervention can be delivered.

If the student continues to make no progress and they have an identified SEND need a more substantial package of support will follow, and the students will be added to the SEND register as a K student. This work is undertaken with the consent of parents/carers and working closely with the student. After trying a variety of interventions to support their progress, the school requests Statutory Assessment for any child believed to have "exceptional and complex needs" according to the Local Authority criteria. The school would work with a full team of professionals to describe the student's SEN needs in section A of the Education, Health and Care (EHC) plan. Please refer to the Camden Local Offer for more information regarding this process: Camden Local Offer.

7.5 The SEND Register

7.5.1 The SENCo maintains the SEND Register of students needing additional special needs support (K on the register) and with Education, Health and Care (EHC)plans (E on the register) or ENG (Exceptional Needs Grant), in accordance with Local Authority criteria. This list is available to all staff. Parents/carers are informed of the proposal for their child to be placed on the SEND Register and their child's participation in an intervention. Students' needs are discussed with parents at parents' evenings and during the termly school meetings. Support is set up after negotiation with both parents/carers and students.

7.5.2 All staff are fully informed of students' special needs and strategies to support their learning (details follow in section 6) and all staff are responsible for ensuring they keep up to date with this information and take account of it in their own planning. Pupil profiles and/or Individual Education Plans (IEPs) are updated throughout the year and this is communicated with the teachers so they can adjust their practice accordingly.

8. Objective 3: Meeting Need: The progress of all students with SEND is systematically planned for, tracked and maintained so that it is consistent with national expectations

8.1 The AEN Faculty has programmes in place to meet students' specific SEN needs, for example:
- 8.1.1 Communication and Interaction: e.g. speaking and listening groups;
- 8.1.2 Cognition and Learning: e.g. interventions on reading, mathematics;
- 8.1.3 Social, Emotional and Mental Health: e.g. pastoral care and mentoring, and;
- 8.1.4 Physical and Sensory needs: e.g. adjustments to the environment and teaching strategies.

8.2 Planned interventions are decided by the AEN team and in consultation with the student and the parents/carers. Their decisions are informed by discussions with other key professionals (e.g. Year Team Leaders, Heads of Faculty, Educational Psychologist, Speech and Language Therapist). The HoF of AEN/SENCo and AEN staff actively involve students in making decisions about their own learning and support.

8.3 Interventions are recorded on an IEP and EHCP outcome form to record and monitor progress.

8.4 **There is a graduated response to meeting students' needs: three 'waves' of support.** Using the assess-plan-do-review model the interventions put in place for each student are thought-out and decisions are informed by data. Following each assess-plan-do-review cycle the level of support can be graduated (i.e. increased) to meet the needs of the student, decreased or remain the same. We refer to the graduation of support as 'waves' of support and the school operates with 3 waves of support: Wave 1: Quality First Teaching; Wave 2: Targeted intervention and Wave 3: Specialist support.

8.5 Wave 1 – Quality First Teaching – *"every teacher is a teacher of pupils with SEND"*

8.5.1 All teachers are responsible for the delivery of good and outstanding lessons which are effectively adapted in order to challenge and support the learning of all students appropriately. The school has a quality first teaching 'house style' based on external and internal research that has repeatedly been demonstrated to improve student engagement and progress. This is also co-created with our team of Educational Psychologists. This includes:

- An explicit focus on the unpacking and consolidation of key words;
- Chunking tasks and information into steps/stages;
- Using a highly visually supported curriculum that can include the use of pictures in PowerPoint slides and worksheets;
- Teachers regularly modelling how to learn with a focus on how to decode and retrieve information;
- The use of scaffolding for written activities;
- Opportunities for oracy that are embedded (e.g. turn and talk) into a lesson's routine;
- Questioning that is used to identify and address misconceptions; and enhance students' learning;
- Classroom routines (including consistent use of starter and plenary activities; issuing of praise and concerns,) that teaches self-regulation and the management of the sensory environment in each lesson;
- Regular communication between the teacher and teaching and learning assistants (TLAs) which leads to TLAs active involvement in all aspects of the learning process;
- Trauma informed practice that includes de-escalation techniques and restorative conversations.

8.5.2 This is supported by:

- creating a very supportive base for each SEND student within their tutor group,
- supported by a range of pastoral care provision;
- regular training and learning opportunities for staff in all departments on SEND and appropriate teaching and learning strategies;
- awareness raising programmes for all students about the range of special needs and disabilities in the school.

8.6 Wave 2 – Targeted intervention - small group withdrawal or in-class additional support from or under the supervision of a trained professional

8.6.1 The school deploys additional resources for students who would be expected to catch up with their peers as a result of such intervention. This includes:

- specific target setting and monitoring to ensure students make at least expected progress;
- in-class support from trained Teaching and Learning Assistants (TLAs) and specialist teachers;
- library lessons;
- specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups or 1:1;
- withdrawal groups to support GCSE students to complete important parts of their course;
- touch-typing classes; IT equipment suitable for the classroom;
- break and lunchtime drop in support and supervised activities;
- dedicated extra-curricular activities to support vulnerable students, and;
- organisation of access arrangements for exams.

8.7 Wave 3 – Specialist Support – intensive support

8.7.1 When wave 2 interventions have not resulted in a student making progress following a reasonable amount of assess-plan-do-review cycles wave 3 interventions will be implemented. Some of these interventions are:

- Nurture group lessons
- TLA support in lessons;
- SEMH specific interventions for example: Morning mindfulness; talk about for Teenagers; Morning Fitness; Zones of Regulations; Re-building bridges project; ~~Music~~ Lego Therapy; ELSA
- Cognition and Learning specific intervention for example: homework club; touch typing; use of a laptop; rapid reader; literacy intervention; study skills
- Communication and Interaction specific interventions for example: circle of friends; zones of regulation;
- Physical and Sensory needs specific interventions for example: ear defenders; sensory diet; morning gym; life skills intervention
- Individual coaching/mentoring sessions;
- Adapted timetables allowing focus on specific skill building;
- Curriculum arrangements, including group organisation and specific courses designed for lower ability, vulnerable students or those requiring a more hands on, vocational approach, and;
- Specialist advice from other professionals (e.g. speech and language therapist,
- Nurse, occupational therapist, hearing impaired service, physiotherapist) including the LA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

8.7.2 For students who are not making expected progress, the school calls upon professional provision from beyond its own resources to provide a comprehensive and flexible package of support which responds appropriately to need. The school takes a multiagency approach,

accessing professional advice from a large number of outside agencies (outlined above) who have worked closely with the school for a number of years, enabling staff to build expertise in delivering quality support for students with SEND.

8.8 **Tracking Systems**

8.8.1 Students' progress is systematically tracked by class teachers, Heads of Department/Subject Leads, Heads of Faculty and Year Team Leaders. At Teaching and Learning, Student Progress Reviews and ~~Achievement and Standards~~ Inclusion meetings, SEND progress is analysed as a distinct group which ensures that students with SEND have a high profile at all levels of the school and any issues regarding progress can be addressed.

8.8.2 The AEN Faculty is structured according to areas of SEND with ~~a~~ at least one Lead SEND Practitioner (LSP) assigned to oversee the relevant interventions to meet the needs of students identified under a particular area of SEND:

a. Communication and Interaction
b. Cognition and Learning
c. Social, Emotional and Mental Health
d. Physical and Sensory Needs

8.8.3 Each student on the SEND register will have a key member of the AEN faculty who will be responsible for the communication between the school and the family and lead on implementing and monitoring the additional interventions put in place. For student's with EHC plans this member of staff will be referred to as the 'Key Worker' and for student on the K register this member of staff with be known as the 'Student Outcome Coordinator' or SOC for short. The Key Worker or SOC will be tasked with tracking the interventions and progress of the student. For E students the implementation of Section F will be tracked and progress will be measured against targets set out in Section E in addition to progress in lessons, attendance and behaviour data. For K students' progress will be measured by targets set by individual interventions and progress in lessons, attendance and behaviour data.

8.8.4 SEND students (E and K) have at least termly structured conversation meetings where an AEN team member, student and parents review current targets and provision on the student's pupil profile and IEP and agree new targets and strategies, if required. The school is committed to listening to students and parents to ensure we deliver individualised support.

8.8.5 Students with an EHC plan have an **annual review** every academic year at an appropriate time for that year group e.g. Year 9 after the GCSE options have been presented. This process is managed by the Deputy SENCo. Relevant colleagues are invited to each review, including external professionals along with the parent/carer.

8.8.6 It is within the change of key stage annual reviews, KS3 into KS4 and KS4 into KS5, where changes can be made to the Section E outcomes of an EHCP student. If a student is working with a professional currently such as OT, SaLT or EP, they will also be invited along to the meeting, as well as a representative from the Local Authority.

8.8.7 If a child is making adequate progress and their needs are being met by the Universal provision there may no longer be a need to make SEND provision. We will record this discussion in the SEN Records and we will keep these for reference in the student's school file and pass them on when he or she transfers to another school. At this point the child would be removed from the SEND Register and their progress monitored through the whole school tracking systems.

9. **Objective 4: All students with SEND have access to the full range of day-to-day provision in the school, adapted to meet their individual needs, including curriculum, teaching, clubs and activities, and are supported into their next stage of education. Steps are taken to prevent students with SEND from being treated less favourably than other students**

9.1 The school aims to make the full range of provision accessible to all students and strives to ensure that all students take advantage of opportunities in the school. Provision includes:

9.1.1 Curriculum delivery guides and other planning documents and teaching resources for mixed ability groups that are adapted to ensure access for students with SEND;

9.1.2 ability grouping with appropriate staffing ratios that facilitate access to the full curriculum;

9.1.3 the school has a pod lift to first floors and classes will be positioned to enable full access to any student with a physical disability; independent travel plans are used to increase independence;

9.1.4 students are trained to understand and assist students with mobility issues or social communication problems;

9.1.5 IT equipment and aids are made available to facilitate students with visual impairment, hypermobility, dyspraxia or other SEND;

9.1.6 peer mentors, buddies and tutor groups trained in how to include and support;

9.1.7 students with specific SEND; all SEND students are supported (when required) to participate fully in the life of the school including all activities and opportunities, this might be by the provision of additional staffing, transport, advice or peer support, the school is committed to ensuring that every student with SEND has full access to all offers and is never treated less favourably; trips, residentials and other events are always made accessible to students with SENDs and participation is high (e.g. wheelchair user full participation in geography field trip with slight adaptations)

9.1.8 clubs, extra-curricular activities, offsite visits and residentials accessible to all students, supported by TLAs where necessary;

9.1.9 additional guidance, planning and support for students and parents/carers, particularly at key transition points, and;

9.1.10 additional admission and transition support arrangements: students with SEND are able to visit the school at request and can visit more frequently before transfer if required; students can be accompanied by support workers from primary school; any special requirements in terms of access or equipment will be supplied to ensure students have full access and their needs are met; students and parents/carers help us plan this so we provide the best service tailored carefully to need; specialist services and expertise is sought to ensure transition between key stages and transfer to higher education or special settings (e.g. a wheelchair user requested further education and independent living outside London).

9.2 **Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils – the role of the classroom teacher:**

9.2.1 Teachers in the school must take into account their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief.

9.2.2 A wide range of pupils in our school have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving and allow pupils' access to the full National Curriculum wherever possible.

9.2.3 A minority of pupils will need access to specialist equipment and different approaches.

9.2.4 Many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life.

9.3 **Educational Next Steps Support**

9.3.1 Additional guidance and support is offered to students making the transition from Key Stage 3 to 4 and on to post 16 provisions, ensuring students are well prepared and following appropriate and rewarding programmes of study in the next stage of education.

9.3.2 The Connexions service works closely with our students from year 9 to year 13 and we have a special advisor for students with an EHC plan. AEN Faculty staff accompany students to off-site interviews, support them as appropriate in transition to new courses and tracking and reviewing their progress if they go on to college.

9.3.3 For admission to LaSWAP sixth form consortium for students with an EHCP, the usual consultation process is followed with the Local Authority. Once a consultation has been received, we assess need and give conditional offers if we are able to meet need. Entry on to specific courses is still subject to meeting the entry requirements to that course, as stated on the LaSWAP website. For students who receive SEN Support (K), they apply through the website and will have a discussion regarding their needs at their interview. All offers are conditional on meeting the entry requirements.

10. **Objective 5: Communication between staff (including those from outside agencies), students with SEND and their parents/carers is helpful, timely and effective and secures the confidence and trust of parents/carers, leading to sustained partnerships.**

10.1 **Communicating with staff about students' SEND**

10.1.1 To ensure SEND students have access to the full provision of the school and are able to make good progress, it is the responsibility of all teaching staff, the tutor, Year Team Leader and support staff to have a thorough knowledge and understanding of the needs of their students.

10.1.2 To facilitate this the SEND register is shared on TEAMS where staff members are able to access.

10.1.3 In addition, the AEN Faculty provides the team around the child the following information: a summary of the student's needs, strategies to be used by the student, strategies to be used by the teacher and strategies to be used by the family. This information is captured in Individual Educational Plans for K students or Pupil Profiles for student with EHC plans. These documents are saved on TEAMS for staff to access and hard copies are printed out at the beginning of each academic year and given to staff.

10.1.4 All relevant members of staff are expected to contribute to appropriate reviews of students' progress in addition to the normal recording of progress data. This includes annual reviews and occasional meetings with parents/carers. This might also be requested as part of a monitoring review process.

10.1.5 Those staff with AEN Leadership roles have a responsibility for specific year groups. This facilitates the communication between the AEN Faculty and other staff members in year teams and faculties.

10.2 **Communicating with Parents and Carers: Developing Positive Partnerships**

10.2.1 The AEN Faculty is positive and proactive in communicating with parents/carers of students with SEND and it:

- listens carefully to parents/carers' views and maintains frequent communication on their child's progress, well-being, success, concerns and needs;
- uses parents/ carers' knowledge of their son/daughter to inform strategies for improving education outcomes;
- provides ideas for student's learning and personal development at home;
- involves parents/carers in reviewing their child's progress;
- provides information that helps parents/carers to get independent advice, and;
- makes a systematic effort to support parents/carers at periods of transition, by clearly explaining school procedures, paying visits to new settings (internal or external).
- refers to external professionals where necessary

10.2.2 Identified staff members conduct regular structured conversations with student and parent/carer. The outcomes of these meetings are recorded and collated and inform the allocation of provision and target setting for the student.

10.2.3 Parents/carers attend annual review meetings and other occasional meetings about their children. Regular parental meetings are particularly a feature of provision for Base students.

11. **Monitoring and evaluating the success of the policy**

12.11 The policy will be monitored and evaluated by the Senior Leadership Team, SENCo and the Governing Body.

12.12 The policy will be revised in light of these evaluations where necessary. The policy has been updated in the light of the legislation of September 2015 and prospective SEND reform paper 2026 which is still under consultation at the time of writing.

12.13 The SENCo reports to the Governing Body annually. Success in implementing this policy will be judged by the Governors using the following criteria:

11.3.1 progress of students with SEND against national expectations;

11.3.2 attendance and participation of students with SEND, against whole school figures, and;

11.3.3 the views of staff, students and parents on:

- effective identification of SEN;

- clear plans that detail appropriate provision and targets for students with SEND, and;
- access to appropriate support for external specialists.

12. **Admissions**

12.1 Acland Burghley is a community school and welcomes all students who have Special Educational Needs or Disabilities (SEND). We believe that all students have the right to, and should be, educated in a local mainstream school unless this would be incompatible with the wishes of the parent or the provision of efficient education for other students. We follow LA guidelines on admissions of students with SEND, including to our specialist resource base.

13. **Complaints**

13.1 It is always best to try to resolve concerns informally and this is what invariably happens, either through the teacher or SENCo. Staff will make themselves accessible and the SENCo will always meet a parent if there is a worry about the child. Alternatively, we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator if required. Our school Complaints Policy details the process for any parents/carers with a concern/complaint about SEND provision.

14. **Related policies/External Links**

14.1 Accessibility Plan
14.2 Medical Needs Policy
14.3 Admissions Policy
14.4 Complaints Policy
14.5 Behaviour Policy
14.6 Curriculum Policy
14.7 Equalities Act 2010
14.8 Children and Families Act 2014
14.9 SEN Code of Practice Jan 2015
14.10 Equality, Diversity, Dignity & Inclusion
14.11 The Camden Local Authority's Local Offer is published: http://www.localoffer.camden.gov.uk
14.12 SEND Information Report

15. **Useful Contacts**

15.1 There is a special service in Camden and Islington that supports and advises parents. It's called the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). It is funded by Camden/Islington Local Authority but is totally independent in terms of giving advice. You can find information on their website:

Camden: http://www.sendiasscamden.co.uk
Islington: https://ldnlondon.org/services/islington-sendiass/

APPENDIX A – The four areas of special educational need

(i) Communication and Interaction needs
Students may have one or more of these difficulties, affecting learning (including literacy), socialisation and emotional development:

a) Developmental Language Delay: for example, a delay in language comprehension, expression or interaction; progress, however slow, follows a 'normal pattern' of development;
b) Developmental Language Disorder: for example, development in language comprehension, expression or interaction will show an uneven or unusual pattern;
c) Phonological/Speech Difficulty: this refers to the student's ability to produce intelligible speech and will include those with specific difficulties including verbal dyspraxia and dysarthria;
d) Receptive Language Difficulty: the student may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning;
e) Expressive Language Difficulty: the student may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning, and;
f) Autistic Spectrum Conditions / Disorders: autistic conditions are now generally regarded as developmental patterns linked to neurological factors, affecting social interaction and relationships, language and imagination with (typically) restricted and repetitive patterns of self-chosen behaviour.

(ii) Cognition and Learning Needs
Students with general learning difficulties have academic attainments which are significantly below those of their peers due to a slower rate of learning. They will have difficulty acquiring and applying basic literacy, numeracy and language skills. Additionally, they may have difficulty with concentration, memory, social skills and self- esteem.

Some students may have specific learning difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may gain some skills quickly and demonstrate a higher level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. These difficulties may sometimes be associated with significant problems of:

a) sequencing and short-term memory;
b) verbal recall or significant delays in language functioning (e.g. word retrieval difficulties); c) visual and auditory perception;
d) developmental co-ordination difficulties (dyspraxia), and;
e) frustration and self-esteem.

(iii) Social, Emotional and Mental Health needs
Students with significant behavioural, emotional and social development difficulties will show evidence of emotional instability or disturbed behaviour that is significantly different from that of their peers. They may be hyperactive and have difficulty concentrating and applying their learning. They may appear withdrawn or isolated, be disruptive and disturbing and may also have low self-esteem. The impact of their behaviour may affect their academic achievement.

(iv) Physical and Sensory needs, including medical conditions
The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few students will have multi-sensory difficulties, some with associated physical difficulties. For some, the inability to take part fully in school life causes significant emotional stress or physical fatigue.