

# London Enterprise Academy SEND Policy



**Version:** 6.0

**Date issued:** November 2023

**Prepared by:**  
Ruma Begum SENDCO

**Review Date:** November 2025

## **1.0 London Enterprise Academy Mission Statement**

London Enterprise Academy is a secondary free school in Tower Hamlets set up to serve teachers, professionals, parents and the local community. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its pupils. We set high standards and aspirations and aim to provide quality care and education for all our children thereby giving them a strong foundation for their future learning.

London Enterprise Academy provides a broad and balanced curriculum for all children. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), are entitled to full and equal access to all areas of the curriculum. We believe in providing children with a safe, stimulating, and supportive learning environment where the aspirations and achievements of all are valued and celebrated. All students on the SEND register are effectively tracked and the impact of interventions are closely monitored and evaluated to enhance student progress.

## **2.0 Policy links to School mission, aims and values**

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full. In addition to this, we aim to:

- Promote equality of opportunity for all
- Eliminate discrimination that is unlawful under the Equality Act;
- Create an environment that meets the special educational needs of each child and celebrates the achievements of all children.
- Ensure that children with special educational needs are identified as early as possible, that their individual needs are assessed, and the necessary provision/resources are put in place.
- Ensure all staff understand their roles and responsibilities in providing for children with Special Educational Needs, and that every teacher is a teacher of children with Special Educational Needs. We place a strong emphasis on Quality First Teaching to encompass the different learning styles and needs of all children, including those with SEND.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure that parents' / carers' knowledge of their children informs the identification and assessment process, and value their contribution in supporting their child's learning.
- Liaise closely with outside agencies to ensure accurate assessment and appropriate provision. Agencies include: *Educational Psychology Service; CAMHS (Children & Adolescent Mental Health Service); School Nurse service; Social Services; County Inclusive Support Service; Speech and Language Therapy Service (SALT), Dyslexia Outreach Service, School Nurse, Special Needs Nursing Team, Sensory Impairment Team (for Vision and Hearing Impairment), Occupational Therapy Service, Attendance and Welfare Service, LBTH SLS and Assessment Team, SENDIASS (Parents Advice Centre), Early Help Team.*
- Ensure confidentiality of information

**2.1** This policy is in line with the New Code of Practice (September 2015) and has been drawn up following consultation with staff, parents, students and governors of London Enterprise Academy.

## **2.2** The LEA SEND Policy complies with the following guidance and documents:

- Equality Act 2010;
- SEND Code of Practice 2015;
- Schools SEN Information Report regulations 2014;
- Statutory guidance on Supporting pupils with Medical Conditions 2014;
- Other policies approved by the governing body within which the school operates;
- London Borough of Tower Hamlets Local Offer;
- Teachers' Standards 2012.

## **3.0 Purposes**

### **3.1** The underlying principles of the LEA SEND Policy are:

- To ensure the relevant legislation and guidance are implemented effectively across the school;
- To provide full access to the curriculum\* through differentiated planning by class teachers, SENDCO and support staff as appropriate. (\*Except where disapplication, arising from an Education Health Care Plan (EHCP) occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our students.)
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students assessed as having SEND;
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life and learning.
- To continually monitor the progress of all students, to identify and respond to needs as they arise and diminish, and provide support as early as possible;
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers, and discrimination and prejudice are eliminated;
- To ensure that we are able to meet the needs of as wide a range as possible of students who live in our local area;
- To involve parents/carers and the student at every stage, in plans to meet their
- child's additional needs;
- To involve the students themselves in planning and in any decision making that affects them;
- To allocate sufficient resources to adequately cater for the needs of students with SEND;
- To provide high quality SEND training and CPD for all staff where necessary.

### **3.2 Overview**

Students have special educational needs if they have a difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them. Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison to the majority of children of the same age;
- Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age;
- Are students who experience difficulty in accessing the curriculum but also have a particular gift or talent.

**3.3 Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010: a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **3.4 English as an additional language**

- 3.5** Our students are from a rich multicultural and multilingual background and we celebrate and include all of these in the ethos of the school. Lack of competence in English must not be equated with learning difficulties. At the same time, when students who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The Access to Learning Department's EAL team assess and identify students who have English as an additional language who may also have special educational needs. The identification and assessment of the special educational needs of young people whose first language is not English is initiated upon a pupil's arrival at London Enterprise Academy via pre-admission information

#### **4.0 Implementation**

The Governing Body is responsible for establishing and maintaining this SEND policy and for ensuring that it is followed. The Governing Body delegates authority to the Curriculum and Standards Committee, advised by the Principal, to administer the SEND policy on its behalf. The Principal is responsible for implementing the decisions of the Curriculum and Standards Committee and for complying with this policy.

- 4.1** The policy applies to the Principal and to all staff employed by the school.

#### **4.2 Responsibilities**

- 4.3** The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014) guidelines and school job descriptions.

#### **4.4 Governing Body:**

- In partnership with the Principal, the governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND;
- They will ensure, through the appraisal process, that the Principal sets objectives and priorities in the school development plan, which includes provision for SEND;
- They will monitor the policy through the school's self-review procedures;
- All governors will be informed of the school's provision, including funding, equipment and staffing.

#### **4.5 Principal:**

- The Principal will set the objectives and priorities in the school development plan, which includes SEND;
- The Principal will arrange line-management for day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources;
- The Principal will arrange for the governing body to be informed annually about progress in the SEND provision.

#### **4.6 SENDCO:**

The SENDCO will:

- Disseminate information and raise awareness of SEND issues throughout the school;
- Manage the SEND provision and day-to-day operation of the policy and also (2018) take on the role of Assistant Principal (Inclusion);
- Manage and develop the roles of Higher Level Teaching Assistants and Teaching Assistants through training and performance management;
- Be the lead professional for Education Health Care plans and the conversion of former Statements of Special Educational needs;
- Screen and identify students requiring additional support;

- Co-ordinate provision for students;
- Support the teaching and learning of students with SEND;
- Keep accurate records of all students receiving additional support;
- Review and monitor student data for those with SEND and focus support on those not making expected progress;
- Deploy the support staff team;
- Be responsible and accountable for the SEND resources liaising with the Business Manager when funds are being allocated;
- Liaise with parents and carers;
- Liaise with and advise fellow teachers and support staff;
- Liaise with other SENDCOs locally;
- Liaise with outside agencies;
- Contribute to in-service training;
- Prepare, with advice from the Principal, the annual SEND report to governors;
- Assist the Examinations Officer regarding students requiring examination access arrangements;
- The SENDCO will be accountable to the Principal for the delivery of effective support.

#### **4.8 Subject Leaders:**

- Will contribute to the construction of EHCPs;
- Will ensure appropriate curriculum provision and delivery, which will be contained in their schemes of work;
- Will ensure that appropriate teaching resources are available for students with SEND;
- Will raise awareness, in their subject areas, of school responsibilities towards SEND.

#### **4.9 Teaching Staff: “All teachers are teachers of special needs” CoP 2014**

- Will devise strategies and identify appropriate methods of access to the curriculum, in conjunction with the SEND team;
- Will differentiate their lessons to allow maximum access to learning for all;
- Will consult the SEND team if they cannot remove a barrier to learning.

#### **4.10 Teaching Assistants and Graduate Apprentices:**

- Will support students with SEND and the wider school population;
- Plan and deliver individualised programmes following training by outside professionals such as therapists, educational psychologists and specialist borough advisory teams;
- Monitor progress of an agreed number of students;
- Will contribute to Annual Reviews;
- Work with small groups in or out of the classroom, under the direction of the class teacher;
- Will support students on educational visits.

The SENDCO will have a reduced teaching commitment to allow sufficient time for monitoring provision, teaching and learning support, strategic planning, liaison with outside agencies and meeting with parents.

#### **4.11 Subject teachers:**

- plan lessons effectively, allowing for the diverse learning needs of each group.
- To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that pen pictures are used as part of the lesson planning process.
- To work in collaboration with the Learning Support Department to develop resources and ensure effective use of support, including partnership teaching

**4.11** Learning Mentors and their Heads of Learning will assist subject teachers and the SENDCO in providing monitoring and support to SEND pupils alongside all other pupils. They will also provide a range of programmes designed to help individual students overcome different barriers to learning.

**4.12** LEA will regularly observe, assess and record the progress of all pupils, and this will be used to identify pupils who are not progressing adequately and who may have additional needs. The following information will be collected and considered:

- Baseline assessment results;
- Key stage 2 Data
- CATS data
- Reading Tests Data
- Progress measured against the objectives in the National Literacy and Numeracy Strategies;
- National Curriculum descriptors for the end of a key stage;
- Standardised screening and assessment tools;
- Observations of behavioural and emotional and social development;
- An existing Education and Health Care Plan or Statement of SEND;
- Assessments by a specialised service, such as Education Psychology or Sensory Inclusion Service identifying additional needs.

#### **4.13 Admissions**

The requirements of London Enterprise Admission's Policy determine the admission of students to the school. In accordance with the Code of Practice on School Admissions, students with disabilities are treated equally in the Admissions Procedures.

- Planning meetings, which include parents, will take place to ensure that reasonable adjustments can be made to include students as fully as possible.

London Enterprise Academy may not refuse to admit a student who has an Education, Health and Care Plan (EHCP), unless this interferes with the provision of efficient education of other students.

- 'Other students' are those students with whom the student, who has an EHCP or additional needs, will come into direct contact on a regular basis, including the students in his/her advisory group, subject classes, withdrawal groups and year group.

- 

London Enterprise Academy High School liaises with the LBTH, feeder primary schools and outside agencies in order to have clear information about students who may be coming to the School, and for whom the School has to plan reasonable adjustments.

- Liaison with parents, students and primary school colleagues, continues to be an important part of the admissions and induction process and provides an opportunity to gather information so that the school can anticipate adjustments needed to support a student's inclusion.
- Part of the admissions and induction process includes training and familiarisation of staff in the special educational needs and / or disabilities of students. The training enhances staff knowledge and confidence and consequently supports the inclusion of all pupils. Ongoing support and advice from a range of peripatetic teachers and advisory staff is also available.
- In consultation with primary school SENCOs we invite students, for whom transition to secondary school may cause anxiety, for additional transition visits.

Parents are invited to meet with our SENCO and Leader of Learning for Year 7 to discuss any concerns that they might have.

The SENCO/Learning mentor will also visit the student in their current context in order to gain insight into the needs of the student and to facilitate a smooth transition

#### **4.14 Mid Phase entry**

The head of Learning and SENCO collaborate on assessing the needs of students joining the school mid-year. Appropriate support is swiftly arranged to ensure students are integrated into the academy

**4.15** Based on the school's observations and assessment data and following a discussion between the class/subject teacher, SENDCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class;
- The assistance of an outside agency;
- A Statutory Assessment towards an Education and Health Care Plan.
- Where necessary, a change of placement may be facilitated

#### **4.16 The differentiated curriculum**

All subject teachers will be expected to deliver a differentiated curriculum that meets the needs of all pupils.

**4.17** Subject teachers will be responsible for raising concerns about a student's lack of progress directly with the SENDCO through the online referral process

#### **5.0 School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education and Health Plan. The parents/carers may also request this assessment.

All interested parties are requested to provide evidence to the Local Authority where the panel decides on the student's needs and reflects on whether additional support is required. It is important the student is fully involved in this process at the level of his/her understanding.

#### **5.1 Statement of Special Educational Needs**

- A child who has an Education and Health Care Plan will continue to have statutory additional support that is provided using the school's resources and the additional funding from the Local Authority.
- There will be an Annual Review of EHCPs, chaired by the SENDCO, to review progress and the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Education Health Care Plan or to the funding arrangements for the student.

#### **5.2 Staff training and development**

- The SENDCO will attend regular borough meetings and external training to ensure that s/he has up to date knowledge of current legislation, guidance and best practice.
- Meeting additional training needs for staff will be targeted each year through School Development Plan. Monday staff enrichment sessions and individual professional development are arranged matched to these targets, and delivered by the SENDCO, other specialist staff or external providers.

- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training as necessary.
- Support staff are encouraged to extend their own professional development and the SENDCO will work with the leadership team to provide training as identified in the performance management reviews.
- The school will make use of external partners to support SEND students effectively. This will be as needs are identified so that appropriate professionals can be sought and deployed.

### **5.3 Working with parents**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- At review meetings with parents/carers, the school will ensure that the student's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Targets will include goals to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- All review outcomes will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings and termly coffee mornings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

### **6.0 Links with other policy areas**

Inclusion Policy

Teaching and learning policy

Curriculum policy

Behaviour policy

Admissions policy

Safeguarding Policy

Accessibility Policy

Equal Opportunities Policy

Mental Wellbeing Policy

### **7.0 Communication**

This information is located in the guidance published:

- For students on the relevant section of the school's website;
- For staff referenced in their staff handbook in the Procedures and Policies section,
- staff shared drive and in the relevant sections of the school's website;
- For parents/carers in the relevant sections of the school's website.



## **8.0 Monitoring and Evaluation of this policy**

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents/carers, particularly at meetings;
- Measurable or observable gains from students, in terms of reaching targets, using screening tests or other assessments and examination results;
- Evidence of planning and targeted expenditure for SEND;
- Feedback from departments and outside agencies;
- Number of complaints received.

**Date: Adopted**

**Signature of chair of Governors**

**Signature of Principal**