



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Special Educational Needs Disability and Inclusion

Coordinator	Colin Gall
Review Frequency	Annually
Policy First Issued	2010
Last Reviewed	November 2023
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	November 2023 (Stone King)
Agreed by LT on	21 st November 2023
Does this policy need to be agreed by Trustees? If yes, which committee?	Yes Engagement & Achievement
Agreed by Trustees on	29 th November 2023
This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website
Students	Academy website

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Legislative Compliance

This policy complies with:

- The Special educational needs and disability Code of Practice: 0 to 25 years dated January 2015 (SEND code)
- The Special Education Needs and Disability Regulations 2014
- Equality Act 2010
- Children and Families Act 2014
- The designated teacher for looked-after and previously looked-after children 2018
- Supporting pupils at school with medical conditions 2015

1. Inclusion Statement

- We endeavour to achieve maximum inclusion of all students whilst meeting their individual needs.
- Teachers provide learning opportunities suitable for all students within the academy and provide adaptations appropriate to students' interests and abilities. This ensures that all students have full access to the academy curriculum.
- Special Educational Needs or Disabilities (SEND) might be an explanation for delayed or slower progress and we make every effort to narrow the gap in attainment and/ or progress between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a SEND. Adapted individual learning opportunities are provided for students who are learning EAL as part of our provision for ensuring students close progress gaps.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning for a variety of reasons - and SEND.
- Some students in our academy may be underachieving but will not necessarily have a SEND. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students catch up.
- Other students will have SEND and this **may** lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with SEND have the maximum opportunity to attain and achieve in line with their peers.
- Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty, are essential ingredients of success for these students.
- Assessment and planned programmes will be provided, initially through additional support funded from the academy budget.
- We recognise that there are different kinds of progress and that it is also important to monitor and celebrate progress in non-academic fields such as social skills and emotional and mental wellbeing.

2. Aims and Objectives of this Policy

The aims of this policy and practice in the academy are:

- To identify and provide for students who have SEND
- To work within the guidance provided in the SEND Code
- To provide curriculum access for all



- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students and parents. The term 'parent' in this policy refers to parents, carers and any person who has parental responsibility
- To carefully map provision for all students with SEND to ensure that staffing deployment, resource allocation and choice of intervention is leading to excellent learning outcomes
- To outline how the academy ensures that students with SEND have access to a broad and balanced curriculum.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all students with SEND
- To promote students' self-esteem and mental and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

SECTIONS 1 & 2:

Information about the academy's policies for the identification, assessment and provision for students with SEND, including how the academy evaluates the effectiveness of its provision for such students.

The academy's arrangements for assessing the progress of students with SEND

In agreeing these staged arrangements, the academy has taken into account the following definitions:

Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Definition of learning difficulties

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability (as defined below) which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.



Definition of disability

The definition of disability is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Identification of SEND

Paragraphs 6.28-6.35 of the SEND Code describe four broad areas of need – Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and/or Physical needs. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Clapton Girls' Academy, we identify the needs of students by considering the needs of the whole child not just their SEND. We recognise that students may have multiple needs which fall across more than one category and that neurodiversity is in some contexts an asset rather than a disability. Clapton Girls' Academy will adopt a Graduated Approach as required by the SEND Code – eg. ASSESS – PLAN - DO – REVIEW.

3. Supporting SEND

There are three tiers of support:

1. Universal - well-adapted, Quality First Teaching
2. Targeted - additional interventions to enable the student to work at age-related expectations
3. Specialist- highly personalised interventions.

All learners will have access to Quality First Teaching. Students with disabilities are entitled to “reasonable adjustments” and where students have SEN and disabilities these will be considered as part of the SEN planning and review process. Some students will have access to catch-up interventions. These will probably be students who are underachieving and have been identified by the academy as needing to make accelerated progress but will not necessarily be students with SEND. This is considered to be an adaptation of the usual academy curriculum – not a special intervention for students with SEND. All students with SEND who receive additional intervention or support will be shown on an intervention-specific provision map. The provision map enables the academy to:

- Plan strategically to meet students' identified needs and track their provision
- Audit how well provision matches need and measure impact
- Identify gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, Local Authorities, external agencies and Ofsted about resource deployment
- Focus attention on whole-academy issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.



3.1 Identification and Assessment

The academy is committed to early identification of SEND. When students join the academy a range of baseline tools and transitional information is collected and analysed to identify and confirm the needs of each student, and information is collected and analysed on an ongoing basis including:

- Analysing data, including entry profiles, Key Stage 2 assessment data, other whole-academy student ability, attainment and progress data, classroom-based assessment and monitoring arrangements (e.g., a cycle of assess, plan, do and review);
- Following up parental concerns
- Tracking individual students' progress over time
- Liaising with feeder schools on transfer
- Considering information from previous schools and other services
- Updating the student's provision map termly through meetings between teachers, Learning Support Assistants and the SEND Co-ordinator (SENDCO)
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is an Additional Language.
- Involving external agencies and professionals where it is suspected that there is a higher level of need or where assessment requires skills not available within the academy.

The academy will also maintain a SEND register for all students with SEND which clearly identifies students receiving additional SEND support both from the academy's budget and those in receipt of High Needs Funding through an EHCP.

3.2 Curriculum Access and Provision for students with SEND

Where students are underachieving and/or identified as having SEND, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students:

- Teachers adapt work as part of Quality First Teaching using the information and strategies contained within the Pupil Passports.
- Wave 2 and/or 3 or SEND interventions
- Targeted individual class support/ targeted individual intervention sessions
- Further adaptation of resources
- Homework Club
- Alternative pathways focusing on personal and social development.

3.3 Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for students with SEND or additional needs is carried out in the following ways:

- Classroom observation by the SENDCO and / or relevant members of the Leadership Team
- Through one formal, and one peer, lesson observation a year as part of the school lesson observation cycle
- Learning Walks
- Ongoing assessment of progress made by intervention groups



- Scrutiny of planning, working with Heads of Faculty/ Department.
- Organised planning meetings with teachers during faculty time
- Teacher interviews with the SENDCO
- Informal feedback from all staff
- Student voice process
- Student interviews when setting new targets or reviewing existing targets
- Student progress tracking using assessment data (whole-academy processes)
- Ongoing updates to Pupil Passports with input from all teaching staff
- Attendance records and liaison with Medical Needs Tuition Service
- Regular meetings about students' progress between the SENDCO, Literacy co-ordinator and the Headteacher
- Headteacher's report to parents and trustees
- Parental meetings

4. Additional SEND Support

- Core funding is the base element. All students in mainstream schools receive core funding regardless of SEND needs. Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the adapted curriculum offer for all students in the academy i.e. they have a special educational need or disability as defined by the SEND Code and/or the Equality Act 2010. This is funded by the basic entitlement factor which allocates funding using data on the pupil and student numbers. Interventions for students on the SEND register are identified and tracked using the intervention specific provision maps.
- It is envisaged that most SEND support will be provided as described above, however, where a student has a significant, severe and sustained need, or where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student, they have not made expected progress, it may be necessary to enter a multi-disciplinary assessment process with external agencies in order to consider the need for an EHCP.
- Students who may require an EHCP, require an application to be made to the local authority for an education, health and care needs assessment (EHCNA). The local authority will then assess whether, in light of the EHCNA, special educational provision is required in accordance with an EHCP. If it is, the LA will also assess whether more than £6,000, (the notional SEN Support funding received by the school through its core funding) has been, or will need to be, spent on a student within any one financial year in order to meet their SEND. The EHCNA application will be made with particular regard to the success criteria and SEND descriptors as published in the Local Offer.
- All students on the SEND register will have an individual Pupil Passport, compiled in partnership with the student and their parents, to ensure improved progress. Our approach is as follows:
 - Our Pupil Passports are seen as a working document which can be constantly refined and amended.
 - Pupil Passports will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all students.
 - Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be "more literacy" or "more maths".
 - Pupil Passports will be accessible to all those involved in their implementation – students should have an understanding and "ownership of the targets".



- Our Pupil Passports will be based on informed assessment and may include the input of outside agencies.
- Pupil Passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly. They are shared with staff in the Learning Support folder on the shared drive on the school network.
- Pupil Passports will be reviewed as new information comes to light through inclusion panels and Initial Concern Forms. Changes to the passports can also be made at any time alongside consultation with the SENDCO and parents

5. Education Health and Care Plan (EHCP)

- Students with an EHCP will have access to all arrangements for students on the SEND register (above) and, in addition to this, will have an Annual Review of their plan.
- Our academy will comply with all local arrangements and procedures when applying for an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our academy budget at an earlier stage.
- Our review procedures fully comply with those recommended in the SEND Code and with local Hackney Education and Schools policy and guidance - particularly with regard to the timescales set out within the process.

6. Inclusion of students with disabilities

6.1 Ethos

We are aware that not every disabled student has special educational needs, and that not all students with special educational needs are disabled. We are pro-active at making "Reasonable Adjustments" for disabled students to ensure that they have full and equal access to the buildings and the wide and varied curriculum.

6.2 Admissions

In line with the Equality Act 2010, we will not discriminate against disabled students and we will take all reasonable steps to provide effective educational provision (see 63 *Admission Policy*).

The admission of students with EHCPs is outside the normal admissions process and such students are admitted under section 43 of the Children and Families Act 2014.

6.3 Supporting Pupils with Medical Conditions and Accessibility

We consider all members of our school community, including students, parents, staff, volunteers, trustees, visitors and others who use the academy and seek to remove barriers that might deny anyone access to our academy/services.

See Medical/Illness Procedure & Managing Medicines Policy (No. 4) for further information.

If a disabled student wishes to attend the academy, we will always consider requests for adjustments to be made, including to the building, curriculum and resources as needed.



See Accessibility policy – No. 77 for further information.

7. Inclusion of students who are looked after in local authority care or those who were previously looked after

Our academy recognises that:

- Students who are looked after in local authority care and those who were previously looked-after¹ have the same rights as all students but may have additional needs due to attachment needs, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003) why students who are looked after in local authority care or previously looked after often fail to make expected progress:
 - Placement instability
 - Absence from school
 - Insufficient help to compensate for missed learning if they fall behind
 - Unmet needs - emotional, mental, physical.

There is a statutory requirement for all schools to have a designated teacher for looked after and previously looked after children. (The name of the current designated teacher at our academy is given at the end of this policy).

The responsibilities of our designated teacher include:

- Listening to the voice of our looked after and previously looked after students
- Celebrating the student's successes and acknowledging the progress they are making
- Monitoring the progress of looked after or previously looked after students to ensure that they have the best life chances possible and access to the full range of opportunities at the academy
- Ensuring that looked after or previously looked after students have access to the appropriate network of support
- Liaising with the student's social worker, virtual school head and other professionals to ensure that there is effective and appropriate communication and information sharing at all times.

All looked-after children must have a care plan, of which the Personal Education Plan (PEP) is an integral part. In relation to looked after children's PEPs, the designated teacher's responsibilities are set out in "The designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities"² and include:

¹ A previously looked after child is one who is no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

² <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>



- Checking that the statutory PEP has been arranged and that it is regularly reviewed according to the statutory timeframes set out in the statutory guidance ((reviews are usually held at six monthly intervals or more frequently if there is a concern)
- Preparing a report on the child's educational progress to contribute towards the statutory review of the PEP.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team

Our academy will work closely with the student's relevant Local Authority Virtual School Team for Looked-After Children which promotes the educational needs of Looked After students and monitors admissions, PEP completion, attendance & exclusions.

8. Inclusion of students with mental health needs

8.1 Identification

Students' needs should be identified and met as early as possible through:

- Information from previous schools
- Liaison with feeder schools on transfer
- Students seeking help for themselves
- Information from outside agencies
- Previous CAMHS involvement
- WAMHS involvement
- School based assessment and referral by form tutor, subject teachers, Head of Year and engagement support team
- Following up parental concerns
- Liaison with medical professionals and school nurse
- Maintaining a provision map for all students with SEND which clearly identifies those receiving additional support and intervention from the academy budget
- Information gathered during inclusion panel and safeguarding meetings
- Undertaking, when necessary, a more in-depth individual assessment - this may include referral to the schools link educational psychologist or a referral to CAMHS

8.2 Provision

Students with mental health needs will have access to a range of school-based intervention and provision.

Mental wellbeing is promoted for all students via assemblies, a range of extra-curricular activities which have a wellbeing focus, Collective Time, Focus Days, a designated section on the academy website and signposting to reliable sources of support via the student planner.

The following provision can be expected for students in need of additional support in relation to mental wellbeing:

- Referral to the academy Behaviour & Safeguarding Consultant
- Referral to First Steps or Specialist CAMHS
- Mentoring with the Engagement Support team
- Access to a 'time out' space in school when actioned by the SENDCO or Head of Year



- Staff will seek advice from WAMHs

Staff can expect to receive regular training related to supporting mental wellbeing through Professional Learning Days, via the academy's Mental Health Lead and by being signposted to specific relevant mental health training.

9. Access to Examinations

Adjustments to examinations for candidates with disabilities and learning difficulties will be made by the exam boards based on individual need. The intention behind an access arrangement is to meet the particular needs of an individual candidate without compromising the integrity of the assessment.

See Access Arrangements Policy – No. 27 for further information

SECTION 3 – Key Staff Information (See appendix 1)

SECTION 4 – Management of Inclusion within our Academy

The Headteacher and the Board of Trustees have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Assistant Headteacher SENDCO, under the line management of the Headteacher. The SENDCO is responsible for reporting regularly to the Headteacher and the trustee with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of students who are adopted or in local authority care.

10. Roles and Responsibilities

All staff in the academy have a responsibility for maximising achievement and opportunity of all students – specifically, all teachers are teachers of students with SEND. Staff are aware of their responsibilities towards all students with SEND and a positive and sensitive attitude is shown towards all students at all times.

10.1 Responsibilities of the Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Headteacher will be informed of the progress of all students with SEND and any issues with regard to the academy's provision in this regard through:

- Analysis of student progress
- Maintenance and analysis of an academy provision map for students with SEND (overseen by the SENDCO)
- Student progress meetings with individual teachers
- Regular meetings with the SENDCO
- Discussions with students and parents



10.2 Responsibilities of the SENDCO

The SENDCO will oversee the day-to-day operation of this policy in line with in the SEND Code.

10.3 Responsibilities of the Literacy Co-ordinator

The Literacy co-ordinator will be line managed by a member of the Leadership Team. The Literacy co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- In collaboration with the SENDCO, maintenance and analysis of interventions for students with poor literacy. Working collaboratively with teachers to plan for and teach students with low literacy as part of mainstream teaching practice.
- Overseeing the initial and on-going assessment records of all students with poor literacy.
- In collaboration with the SENDCO, evaluating regularly the impact and effectiveness of all additional interventions for students with poor literacy.
- In collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 students with poor literacy
- Contributing to the in-service training of staff.
- Attending Literacy Co-ordinator network meetings and training as appropriate
- Liaising closely with a range of outside agencies to ensure effective support for learners with poor literacy.

10.4 Responsibilities of the class teacher

To provide Quality First Teaching for every child in every class, adopting strategies for students of differing neurodiversity and adapting as necessary to meet the needs of students with SEND based on information from, and liaison with, the SENDCO, student and parents.

The class teacher will:

- Use SIMs to identify which students are on the SEND register in their class and read and use the relevant Pupil Passports
- Identify which students are underachieving and flag them with the SENDCO
- Identify which students require additional support and may need to go on the academy's SEND register and flag them with the SENDCO.

Securing strong provision and excellent outcomes for all groups of students with SEND by adapting teaching to:

- Providing adapted teaching and learning opportunities, including adapted teaching for students with poor literacy which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for students with SEND to access agreed targets which are genuinely adapted from those normally provided as part of the curriculum offer.
- Ensuring effective deployment of resources – including LSA support - to maximise outcomes for all groups of students with SEND



SECTION 5 - Information about the expertise and training of staff in relation to students and young people with SEND and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEND Code, the SENDCO will have the National Award in Special Educational Needs Coordination accreditation if they have not previously been a SENDCO for 12 months or more. If a new SENDCO is appointed without this qualification, they will gain statutory accreditation within three years of appointment.
- The SENDCO will regularly attend local network meetings.
- All staff will be trained in how to best support all students with SEND in order to maximise those students' achievements as part of the academy improvement plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned by the academy from the open market and service level agreements and quality assurance criteria will be put in place at the point of commissioning.
- The Headteacher and senior leaders will be responsible for reporting to trustees on the efficacy of these arrangements (including value for money). The academy will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments that support students with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SECTION 6 - Information about how equipment and facilities to support students and young people with SEND will be secured.

- When specialist equipment or a high level of staffing support is required to support a student with SEND, our academy will fund this as additional SEND support up to £6,000 per annum for each individual student. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for High Needs Funding through a request for an EHCP needs assessment.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.



SECTION 7 - The role played by the parents of students with SEND.

11. Partnership with Parents

The academy aims to work in partnership with parents. We do so by:

- Making parents feel welcome
- Working effectively with all other agencies supporting students and their parents
- Giving parents opportunities to play an active and valued role in their child's education
- Identifying a key member of staff to support students with a Pupil Passport, acting as the first point of contact for parents and a support to them
- Encouraging parents to inform the academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the academy will listen and act appropriately
- Focusing on the student's strengths as well as areas of additional need
- Allowing parents opportunities to discuss ways in which they and the academy can help their child
- Agreeing targets for all students, in particular, those not making expected progress and, for students identified as having SEND, involving parents in the planning and reviewing and monitoring progress against these targets
- Keeping parents informed and giving support during assessment and any related decision-making process
- Making parents aware of the Parent Partnership services
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- Seeking parent feedback through parent surveys
- Inviting parents to events such as the SEND parent forum.

11.1 Involvement of Students

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that students know what their targets are and why they have them
- Self-review their progress and set new targets

11.2 Effective Transition

- We will ensure early and timely planning for transfer to a student's next phase of education, employment or training between Key Stages and will offer transition meetings to all students identified as SEND Support and all those with EHCPs. Students with EHCPs will have next phase destinations and transition arrangements discussed at EHCP Preparing for Adulthood review meetings convened by the SENDCO.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the student in coming to terms with moving on will be carefully planned and will involve careers guidance and support.



- Students and parents will be encouraged to consider all options for the future and the academy will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Accompanied visits to further or higher education providers may be arranged as appropriate.
- Students and parents will be given a reliable named contact at the next phase provider with whom the SENDCO will liaise.
- The CEIAG lead will advise on careers, courses and provisions as part of the Preparing for Adulthood review process.

SECTION 8 - Any arrangements made by the Trustees relating to the treatment of complaints from parents of students with SEND concerning the provision made at the academy.

12. Complaints

If there are any complaints relating to the provision for students with SEND these will be dealt with in accordance with the Academy's complaints procedure.

See Complaints Procedure – policy number 21

SECTION 9 - The contact details of support services for the parents of students with SEND.

(See appendix 2)

The Clapton Girls' Academy SEND Offer is accessible via the academy website. See SEND pages at www.clapton.hackney.sch.uk.

The Hackney Education Local Offer is accessible via the Hackney Local Offer website. See www.hackneylocaloffer.co.uk



Appendix 1 Key Staff Information

The name and contact details of the SENDCO: Colin Gall (Assistant Headteacher)

cgall@clapton.hackney.sch.uk

0208 985 6641 extension 207

The literacy co-ordinator is Rachel Hanlon-Fuller. Responsibility for students with low levels of literacy rests with the Learning Support Department

The name and contact details of the Designated Teacher for Looked After Children:

Sarah Garvin

sgarvin@clapton.hackney.sch.uk

0208 985 6641 extension 249



Appendix 2 - Links with Other Services

Effective working links will also be maintained with:
Inclusion and Specialist Support Team (Hackney Education)
079 2028 7729
Medical Needs Tuition Service (Hackney Education)
078 2728 2436

School Nurse Team (Homerton Hospital)
020 7683 4991

Visual Impairment Unit (Hackney Education)
0208 820 7620

Educational Psychology service (Hackney Education)
0208 820 7519

Speech and Language Therapists (Hackney Education)
0207 689 4262

Specialist Teachers of Deaf and Partially Hearing Children (Hackney Education)
0208 820 7233


Travellers Unit (Hackney Education)
0208 820 7134

Child and Family Consultation Service (CFCS)
(NHS East London Foundation Trust)
15 Homerton Road E9 6ED
0208 986 7351

Parent Partnership Service:
www.parentpartnership.org.uk
01604 636 111

Virtual School for Looked After Students:
020 8820 7227

Appendix 3 – Example of Pupil Passport

<p><u>Student Name:</u> XXXXXXX</p>	<p><u>Reg Group:</u> C</p> <p><u>SEN Status:</u> K</p> <p><u>SEN Need:</u> Social, Emotional and Mental Health</p>	<p><u>Current Interventions:</u></p> <ul style="list-style-type: none"> • Speech and Language Therapist <p><u>Medical Need</u></p> <ul style="list-style-type: none"> • Asthma/ also prone to chest infections • Injured knee 	 <p>Clapton Girls' Academy Est. 1906</p> <p>Student Passport</p>
<p><u>Access Arrangements:</u> None</p>		<p><u>CATS Verbal:</u> 76</p> <p><u>CATS Non-Verbal:</u> 93</p>	<p><u>CATS Quantitative:</u> 77</p> <p><u>CATS Spatial Awareness:</u> 66</p>
<p><u>Strategies that teachers use to support me:</u></p> <ul style="list-style-type: none"> • XXX has auditory processing difficulties. • XXX has memory difficulties. Information needs to be broken down into small steps with the use of visuals to reinforce concepts. • XXX may find it difficult to access verbal information unless it is broken into manageable steps and accompanied with visual cues or gestures to support her understanding. • Appropriately structured and monitored programme for numeracy • Give XXX more time to complete tasks where needed, particularly in English and numeracy • XXXX needs a multi-sensory approach, using practical equipment and concrete materials to support problem-solving skills in numeracy. Lesson content to be taught by 'hear it, see it, say it, write it' wherever possible Concrete materials to be used flexibly to develop her understanding rather than as part of rigid instructional sequence of learning. 		<p><u>I would like you to know that:</u></p> <ul style="list-style-type: none"> • I experience pain in my feet. • I have ongoing medical needs regarding consistent chest infections and untreated damage to a knee. • Constantly remind and direct me to focus the right way as I get distracted quickly. • When I become stubborn please be firm with me and remind me of my goals. • When I don't want to do something please use then and now eg. if you do 5 mins of work now then you can have a 5 mins break. • I have difficulties with emotional regulation and anger management. <p><u>Something About Me:</u></p> <ul style="list-style-type: none"> • My mother and brother are important to her • I love crafts and cooking • I love drawing pictures and colouring them in. • My favourite football team is Liverpool and I love talking about the latest news on my team. • I also love to dance especially to ballet and hip hop. 	