



SEND POLICY

1. How the school caters for SEND

Every student at Central Foundation Boys' School is thought of as special: their dreams and aspirations, their interests, their personalities and their learning needs. Through our inclusive approach we aim to support all students to achieve outstanding outcomes, not only in school but in their future lives, becoming independent and a role model within their community, whether they are on a register or not.

Every child experiences:

- high quality inclusive teaching
- firm boundaries providing a safe and positive learning environment
- small class sizes for targeted pupils
- continual high-quality assessment
- termly reviews
- after school support for targeted pupils in English and Maths in Year 7
- after school support interventions for targeted pupils at Key Stage 4

Intervention support that is available for

- literacy
- numeracy
- behaviour
- speech and language needs
- subject specific support

In addition, every 3 weeks, an analysis of each Year group is carried out to minimise underachievement involving SLT, SENCO, Directors of Learning to review every aspect of School and home life.

2. How the school identifies and assesses pupils with SEND

Identification is made and assessed by the following methods:

- Key Stage 2 to Key Stage 3 transition interviews
- CATs results
- End of KS2 results

- Year 6 and KS3 reading tests
- baseline numeracy tests
- ongoing teacher identification
- termly identification by the Directors of Learning
- pastoral support meetings

Throughout the year the SENCO is kept informed about SEN concerns which are raised at pastoral support meetings.

We also liaise regularly with the following agencies in order to support pupils:

- Families First
- IFIT
- CAMHS
- Educational Psychologist
- SaLT
- The Bridge- students with AS
- New River College - students with SEMH needs

In addition to this depending on a student's needs other agencies can be used and training provided.

3. How we make provision for students with SEN, whether or not they have an Education, Health and Care Plan (EHCP).

Effectiveness of provision is evaluated through the following methods:

- Evaluation of AP Assessment
- End of Year grades
- Governor responsible for SEND regularly visits the SEND department and produces reports
- Statutory Annual Reviews of pupils with an EHCP

Pupils with SEND are assessed and reviewed through the same systems as all other students, though, in addition to this, the SENCO meets with pupils with an Education Health and Care Plan and their parents to discuss the content of their Student Passport. The Passport is then reviewed later in the academic year. The SENCO is also available at all parents' evenings.

Students with SEND are primarily supported through high quality inclusive teaching. We also deploy Teaching Assistants who are positioned in classes containing students with Education Health and Care Plans.

We update our staff on changes to the circumstances/needs of all our SEN students through: SEN bulletins, Student Passports, summarised reports from outside agencies.

It is important that all our pupils share the same experience of learning whether they have special educational needs or not. This is why all students share the same curriculum in general, though, as a school, we work to ensure all can access it. To ensure this access for all we use the following resources:

- high quality inclusive teaching
- high quality teaching assistants
- support in numeracy and literacy
- Learning Support lessons at Key Stage 4 for targeted pupils
- behaviour support through Pastoral Support Plans

- laptops
- Small group learning before/after school
- where appropriate, pupils are thoroughly assessed to determine which Access Arrangements are suitable to meeting their needs
- homework support
- Lexia Strategies programme

Extra-curricular activities

Central Foundation Boys' school is passionate about its responsibility to provide access to extra-curricular activities. We believe all students should pursue hobbies and have interests outside of the school curriculum. We have an abundance of activities six days a week, involving the Arts, Sports, languages and other academic pursuits. Pupils with Student Passports are especially encouraged to attend our extra-curricular activities to support their social and behavioural development.

Emotional and Social Development

Improving the emotional and social development of pupils with SEND is important as it is all students. We have an emotional literacy curriculum that is delivered through form times to support all students to be able to self-register and self-regulate their emotions. The school has a firm behaviour structure that is run centrally and followed by all staff and students. Having a common language around expectations and sanctions is supportive of our students. Parents are informed instantly when poor behaviour is identified sanctions are put in place on the day. Running this system allows all students including those with SEND to function in a safe environment free from harm, bullying and discomfort.

Central Foundation strives to ensure attendance is high and exclusions are low. We run our own Inclusion Centre where pupils who need additional support with their behaviour still attend school and receive education in a safe controlled environment.

4. Details of the SENCO

SENCO Ms P Lafaverge – lafavergep@cfbs.islington.sch.uk

2ic SENCO Ms A Zounis – zounisa@cfbs@cfbs.islington.sch.uk

Inclusion/Behaviour Ms D Harrison - harrisonD@cfbs.islington.sch.uk

5. Staff training in relation to SEND

All staff receive regular high-quality training on each area of need and our most common diagnoses at school. All staff have access to the school's Inclusion Register and are also provided with strategies to help support students' SEND needs. Each student with SEND has a pupil passport which states their diagnosis and area of need, includes a definition of the diagnosis and suggests strategies that will support the student in class. Each of the student's teachers has access to the student pupil passport, through the platform, Edukey. Support is given to staff through meetings with the SENCO/2ic SENCO and discussion with Teaching Assistants. Where specific SEND expertise is not held within the school, training is sourced for individual, small group and/or whole school training.

- SaLT
- CAMHS

- EP
- Bridge Outreach team
- Occupational Therapist

6. Equipment and Facilities available to support pupils with SEND

Our present equipment reflects the needs of students:

- A lift in one of the school buildings
- where appropriate, the use of laptops for GCSE and A level exams
- reading pens
- Lexia Strategies programme installed on computers for pupils with low reading ages

7. Consulting and involving parents with regards to education

All parents are welcome to arrange a meeting to discuss their child's progress; the most common meetings arise from:

- Parent evenings
- Meeting with parents of pupils with Education Health and Care Plans (EHCP) to discuss their son's Student Passport and support plan
- Parents invited EHCP pupils' Annual Reviews
- Individual meetings with parents as need arises

8. Consulting and involving pupils with regards to SEND

It is hoped parents will attend 4 meetings during the year to discuss SEND provision:

- Pupils with Education Health and Care Plans attend meetings to discuss their Student Passports.
- Pupils with Education Health and Care Plans attend their Annual Reviews.
- Pupils are expected to attend both parents' evenings so they can be part of discussions regarding their progress.

9. How can parents communicate with the school regarding SEND provision

If a parent is concerned with the SEND provision for their child they can initially contact the Director of Learning, who has responsibility for all pupils' needs in their Year group. This will then be shared and discussed with the SENCO. Where it is agreed that changes to the SEN provision are necessary, a new support plan will be drawn up and sent to the parent.

10. How the school involves others in meeting the needs of pupils with SEND

- Support from the Educational Psychology and Speech and Language Therapy Services will be provided if need arises.
- Support can also be accessed from the school nurse, CAMHS and other services where

applicable.

11. Local support for parents of pupils with SEN

There are various support services in Islington and the school is happy to direct parents to the relevant agencies. Please contact the SENCO for further advice.

12. Supporting pupils in secondary transition

Ensuring a successful transition from a primary to secondary school is essential to reduce any anxiety that pupils (and parents) may have. The following is carried out:

- Ensure swift transfer of records
- During Year 6 a Director of Learning and/or SENCO will attend the Secondary Transfer Conference and/or hold a meeting with their Primary School to discuss the specific needs of your child, and the nature and level of support which has had the most impact.
- Additional multi-agency meetings will be arranged if required.
- A Learning Support Plan or Pastoral Support Plan will be created if it is considered necessary.
- Student and family invited to attend the School for a visit
- Student partakes in the Year 7 Induction Week
- visits are made to familiar feeder schools where necessary
- informal parent interviews are held with senior staff at the school to pass on information.
- Islington runs a Primary to Secondary transition day; all Islington primary schools are expected to attend to provide information on all pupils including those with SEND.
- Key Stage information and further entrance exams inform the school of any underachievement; this can trigger literacy and numeracy intervention.

All this is in addition to the daily routines and expectations we have for all students to ensure outstanding success for all.

13. Where can I find more information about SEND?

For more information, please go to www.islington.gov.uk/localoffer for the Islington offer.

If you live in another borough please search “local offer” and the name of your borough on an internet search engine, e.g. Google.

14. Review and monitoring

This policy will be reviewed annually. Next review date: Sept 2024