



SEND Policy 2025-26

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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
- Support for targeted pupils in English and Maths in Year 7
- After school support interventions for targeted pupils at Key Stage 4
- Enhanced pastoral care
- Free access to a wide range of clubs

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:

- SENCO visits to primary schools
- Key Stage 2 to Key Stage 3 transition interviews
- CAT4 results
- End of KS2 results
- Year 6 and KS3 reading tests
- baseline numeracy tests
- ongoing teacher identification
- termly identification by the Directors of Learning
- fortnightly pastoral support meetings

Throughout the year, the SENCO is kept informed about SEN concerns which are raised at pastoral support meetings, by teachers or by families.

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

- Families First
- IFIT
- CAMHS
- Islington Educational Psychology service
- Speech and Language Therapy service
- Richard Cloudesley Outreach service – students with a physical disability
- The Bridge Outreach service - students with autism
- Samuel Rhodes Outreach service – students with cognition and learning difficulties
- New River College Outreach service - 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 provisions 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 results and individual progress of students
- Daily classroom observations
- Governor responsible for SEND regularly visits the SEND department and produces reports
- Statutory Annual Reviews of pupils with an EHCP
- Pastoral reviews (homework submissions rates, attendance and punctuality)
- SEND reviews with families
- Yearly SEND review led by the SEND team from Islington Council

Pupils with SEND are assessed and reviewed through the same systems as all other students. In addition to this, the SENCO meets termly with pupils on the SEND register and their parents to discuss the content of their Student

Passport and SEND Plan. The SENCO is available at all parents' evenings, and her contact details are accessible on the school's website.

Additionally, pupils with an Educational and Healthcare Plan and their parents meet with the SENCO at least once a year for an annual review meeting. External agencies and professionals involved with supporting the child are also invited to the review.

Students with SEND are primarily supported through high-quality inclusive teaching in the classroom. We also deploy Teaching Assistants according to the provision stipulated in Section F for pupils with EHCPs.

We update our staff on changes to the circumstances/needs of all our SEN students through school robins via the Edukey platform. Information regarding our SEND pupils is also available to staff via the SEND Register, Student Passports, and SEND plans.

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
- Visualizer in all classrooms
- Extra English and Maths lessons at Key Stage 4 for targeted pupils
- Behaviour support through a trauma-informed approach
- Adapted learning resources (laptops, bigger fonts, coloured paper)
- 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 Core 5 and Power Up 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 extracurricular activities to support their social and behavioural development. Their attendance is tracked termly by the SEND team.

Emotional and Social Development

Improving the emotional and social development of pupils with SEND is important as it is for all students. We have an emotional literacy curriculum that is delivered by form tutors 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 and controlled environment.

4. Details of the SENCO

Pauline Lafavergeres - SENCO

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Ania Chawluk – Assistant Headteacher – Neurodiversity, Safeguarding and Inclusion

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Anna Zounis – Deputy SENCO

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Linda Pham - Safeguarding and SEND officer

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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 (teaching and learning briefings, INSET days training, webinars). Additionally, teaching assistants receive weekly training delivered by the SENCO. All staff have access to the school's SEND and Medical Registers 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.

- Speech and Language therapy
- CAMHS
- Educational Psychology
- Bridge Outreach team
- Occupational Therapist
- NRC Outreach team
- Samuel Rhodes Outreach team
- Islington SEND CPD offer sent to all staff

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:

- Parents' evenings
- Meeting with parents of pupils with SEND and Education Health and Care Plans (EHCP) to discuss their son's Student Passport and SEND Plan
- Parents are invited to EHCP pupils' Annual Reviews
- Individual meetings with parents as need arises with a member of the Pastoral team and/or SEND team.

8. Consulting and involving pupils with regards to SEND

It is hoped parents will attend at least 3 meetings during the year to discuss SEND provision:

- Pupils with SEND and Education Health and Care Plans attend meetings to discuss their Student Passports and support plan termly
- 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 needed.
- 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. They can be accessed directly via the Local Offer website:

<https://findyour.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

Parents and carers are encouraged to seek support from the SENDIAS team of their Local Authority. The SENDIAS team can be contacted via their email address islingtonSENDIASS@ldnlondon.org and by phoning 020 3031 6651.

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 support pupils and parents during this important step in a young person's education. The following actions are carried out:

- Ensure swift transfer of records
- During Year 6, the 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 SEND Plan and Pupil Passport will be created for all students with identified SEND
- 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
- Parent interviews are held with senior staff at the school
- Key Stage 2 information and further entrance exams inform the school of any underachievement; this can trigger literacy and numeracy intervention.

13. Where can I find more information about SEND?

See section 11 for more information about the Islington Local 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.

Please contact the SENCO for further advice.

14. Review and monitoring

This policy will be reviewed annually. Next review date: Sept 2026