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The purpose of this policy is:

- To address individual learning requirements for each student's success.

It is the responsibility of everyone involved in the **Learning Support and Special Educational Needs (SEN) Policy**

London Academy of Excellence Tottenham is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

**This Learning Support and Special Educational Needs (SEN) Policy will be reviewed annually.**

## Introduction and Overview

LAET is committed to offering students a learning experience which is challenging and rewarding and which prepares them well to make applications to Russell Group universities, or their equivalents. LAET is keenly aware that addressing individual learning requirements is crucial to each student's success, and all teachers are committed to ensuring that lessons challenge and support all students. LAET is committed to providing Learning Support (LS) to students who are likely to benefit from it.

LAET takes a proactive approach to identifying and supporting students who are likely to benefit from LS. Students with previously identified SEN are supported, where appropriate, by LS. We also recognize that we may have to identify and support students whose high academic achievements have hitherto masked a likelihood of benefitting from LS. LS may be applicable to any students with a diagnosis of a SEN (Special Educational Need), but in some cases it can be made available to those without. Teachers are trained to identify characteristics of students who are likely to benefit from LS, and a referral system ensures that their observations are followed up. LAET maintains a register of students receiving LS, and tracks their academic performance. The SEN and LS Lead and Deputy Head (Pastoral) evaluate the effectiveness of LS on an ongoing basis.

LAET offers learning support on a flexible basis. At times, 1:1 or small-group support can extend to students not initially on the LS register.

A diagnosis of SEN for a student can exist in the following forms:

- A *Education, Health and Care Plan* (EHC Plan), previously a *Statement of Special Educational Need*, from previous schooling;
- A full cognitive Assessment of learning needs;
- A screening which has been carried out to test for specific weaknesses in literacy or cognitive abilities.

These are the main contexts for the provision of LS for students at LAET.

LAET is committed to identifying SEN as early as possible in the school life of a student and puts in place screening at the start of the new academic year for all students so early identification takes place.

We use the definition of Special Educational Needs (SEN) which is used in the *SEND Code of Practice: 0-25 years* (Jan 2015):

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

And:

*“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 has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

In other words, students with SEN at LAET:

- Experience significantly greater difficulty in learning than the majority of LAET students of the same age, taking into account the selective context of LAET; or
- Have a disability which prevents or hinders him / her from making use of the educational facilities and opportunities available at LAET.

Students with a SEN may be eligible for access arrangements in their examinations as a result of their diagnoses. These are inclusive of extra time to complete examinations, the provision of a word processor, the provision of rest breaks and the use of a colour overlay.

### **Contextual information about LAET learners with SEN and disability at LAET**

Students at LAET have a range of needs including some with:

1. physical disabilities,
2. long term medical conditions (for example diabetes, IBS, epilepsy)
3. learning needs (for example dyslexia, dyspraxia and autism).

Young people identified with having disability and or SEN needs will be consulted with on a regular basis by the Learning Support team, teaching staff and pastoral staff regarding their learning and accessibility needs. Academic Support Plans (ASPs) will be developed in close consultation with individual students, overseen by the Deputy Head (Pastoral). These will be reviewed on a half termly basis in line with whole school key assessment and review dates (see assessment policy) to ensure that the student is making progress in line with his or her peers. (see the SEND plan for more information regarding provision for those with disabilities). The Deputy Head (Pastoral) will consult with outside agencies when necessary when provision and identification of needs cannot be met by the school alone.

### **Students with Education, Health and Care Plans (formerly Statements of SEN)**

LAET recognises that students with Education, Health and Care Plans (EHC Plans) as introduced by the *SEND Code of Practice: 0-25 years* (January 2015), or with Statements of SEN (in use before the *SEN Code of Practice*) have rights to specific, personalised educational provision. LAET will work closely with any such students and respond to their educational needs on a case-by-case basis, in full accordance with the requirements set out in their professional assessments and in line with the statutory guidance set out in the *SEND Code of Practice: 0-25 years* (January 2015).

## **LAET aims and actions**

Following approaches suggested by the Special Educational Needs and Disability Code of Practice: 0-25 years (2015), LAET seeks to enable students with special educational needs and or disabilities to achieve academic results in line with the A\*-B expectations of the cohort as a whole. In order to achieve this, we will:

- Treat students with special educational needs and disabilities in a manner equal to all our students.
- Provide educational and pastoral support and provision for students with long term medical conditions to enable them to access learning and opportunities at LAET.
- Provide additional learning support to students with special educational needs and or disabilities through Academic Support Plans (ASPs) devised by our SEN and Learning Support Lead, overseen by Deputy Head (Pastoral).

## **Principles and Practice**

At LAET, the provision of LS is guided by the following principles:

1. *Early identification and assessment of students who are likely to benefit from LS is critical to effective provision:* Those who are responsible for learning support, the SEN Lead Deputy Head (Pastoral), will take steps to ensure that all Year 12 students are screened at the start of the academic year, so that a context for potential LS is in place for each student.
2. *Consistency and responsiveness:* LAET is committed to reviewing regularly the individual learning requirements of students, and responding promptly to these requirements.
3. *Sensitive and considerate approach to learning support:* We recognise that our students are high achieving students and therefore may not have been identified as requiring LS before. We subsequently acknowledge that they may be reluctant to accept the identification and / or the support available to them.
4. *Inclusion of parents and carers where possible:* We recognise the important role of parents/carers in the identification and provision of LS and we do so by keeping parents/carers informed of the LS their child is receiving. However, our first priority is to provide LS to the student.
5. *We establish and maintain close links with outside agencies and with our partner schools* which can help us to provide LS to our students. These can include:
  - Educational Psychologist
  - Educational Welfare Officer
  - Speech and Language Therapist
  - School nurse
  - Local Authority/NHS advisor (ELS)
  - Child and Family Services
  - Social Services
  - Specialist Dyslexia professionals

- Specialist Autism professionals
- Child and Adult Mental Health Services (CAMHS)

## **Responsibilities**

The Governing Body will ensure that:

- A link SEN governor sits on the main board and the education committee to advise and quality assure SEN provision at LAET. The link governor with responsibility for SEN is at the time of writing not identified;
- all staff are aware of their duty to identify and provide for students who require LS;
- A dialogue is established with parents and carers if their child is likely to benefit from LS or any additional assessment for SEN;
- governors set up appropriate staffing arrangements for providing LS;
- the quality and impact of LS provision is regularly monitored;
- The LS policy is monitored and developed when necessary.

The Headteacher has responsibility for:

- keeping the Governing Body informed about the requirement for and provision of LS;
- managing the Deputy Head (Pastoral) who is the SEN lead at LAET.

The Deputy Head (Pastoral) is responsible for:

- overseeing the day-to-day operation of this policy;
- leading and managing the SEN and LS Lead;
- coordinating the provision for students who receive LS;
- liaising as appropriate with parents/carers of students who receive LS, so that they are aware of the strategies that are being used;
- liaising as appropriate with outside agencies so that specialist LS can be provided when necessary;
- overseeing the maintenance of the LS register by the SEN and LS Lead
- organising the in-service training of teachers about LS;
- overseeing the implementation of the provision of professionally recommended exam access arrangements at their own discretion.
- maintaining up to date knowledge and understanding of SEN legislation and best practice so as to ensure both compliance and effectiveness within the SEN remit.

Heads of House are responsible for:

- knowing which students are receiving LS in their house;
- ensuring that house tutors are aware of students who are receiving LS;
- managing effective mentoring by house tutors for their tutees who are receiving LS.

House Tutors are responsible for:

- overseeing the day-to-day and longer term academic and pastoral progress of their tutees who are receiving LS;
- challenging negative or derogatory statements or assumptions about recipients of LS, in particular but not only from their peers;
- liaising with the SEN and LS Lead regarding their tutees who are receiving LS, and sharing information on the tutee's academic progress, social interactions and any behavioural issues;
- developing the Academic Support Plans (ASPs) of their tutees who receive LS in conjunction with these tutees and with the SEN and LS Lead;
- being aware of the SEN Profiles of those tutees who are in receipt of LS, and monitoring the successful implementation of the targets set out within these profiles;
- informing the SEN and LS Lead of tutees whom they think may benefit from LS;
- informing the SEN and LS Lead of tutees whom they think no longer need LS.

Class teachers are responsible for:

- knowing which students in their lessons (or activity or trip/visit) are receiving LS, and the nature of the LS;
- acting on advice from the SEN and LS Lead on providing effective support to students on the LS register, including but not only: reading the LS register and taking note of the strategies outlined on the LS Register for the relevant student; reading students' SEN Profiles and implementing the recommended strategies; having copies of SEN Profiles to hand (but maintaining their confidentiality); and planning lessons and tasks with reference to them;
- making themselves aware of the LS policy and the procedures for identifying, monitoring and supporting students who may benefit from LS;
- identifying students in their classes who may benefit from LS, and liaising with Lead Teachers, tutors and SEN and LS Lead about this;
- informing the SEN and LS Lead whom they think no longer need LS;
- giving feedback to parents/carers of students who receive LS from them.
- challenging negative or derogatory statements or assumptions about recipients of LS, in particular but not only from their peers;
- making a referral to the SEN and LS Lead responsible for supporting the student's year group to enable LS to take place as promptly as possible.

The SEN and LS Lead is responsible for:

- conducting the preliminary screening of all students at the beginning of their first academic year at LAET, which is currently done through a cohort-wide Lucid test;
- liaising with teachers, tutors, HoHs and the SEN Lead on matters regarding the initiation and provision of LS;
- Developing an Academic Support Plan(ASP) in conjunction with the student, Head of House and subject teachers;
- monitoring, measuring and reporting on the progress of students who are receiving learning support with termly review of the ILP;
- ensuring that accurate records of students with a diagnosis of SEN are accessible to teaching staff on paper and the school's intranet Bromcom;
- coordinating the process of further screening by an external SEN consultant, and facilitating this process, where necessary;
- where necessary, establishing a dialogue with parents and carers regarding SEN diagnoses and LS;
- carrying out detailed assessments and observations of students who are likely to benefit from LS;
- helping teachers to identify students who are likely to benefit from LS through the training of teachers on how to identify SEN;
- supporting teachers, tutors and HoHs in devising strategies for students with SEN by providing training on how to support such students;
- liaising with teachers, tutors and HoHs to develop the ASPs of students who are on the LS register, ensuring that targets are set appropriate to the requirements of the students;
- advising on appropriate resources for use with students who receive LS;
- ensuring that all teachers are aware of the LS that is likely to benefit the students participating in offsite trips and visits;
- implementing the provision of professionally recommended exam access arrangements.

### **Identification of students likely to benefit from LS**

LAET identifies students who are likely to benefit from LS prior to their entry, or as quickly as possible after their entry into the school. This is carried out in the following ways:

- through examination of secondary school records and Key Stage 4 GCSE results;
- obtaining self-declared information from students and their parents/carers through Learning Support Questionnaires administered at the start of the academic year;
- through information from baseline tests in literacy and cognitive abilities taken at the start of the academic year at which a student enters LAET;
- through referrals by classroom teachers or House Tutors;



- through diagnostic tests administered by the SEN and LS Lead and by other SEN specialists, if required.

### **The Learning Support Register**

The LS Register records the status of all the students at LAET who are receiving LS. The register is reviewed regularly and specifies the following information around the provision of LS:

- The context surrounding a student's referral;
- A student's profile of strengths, weaknesses and specialist recommendation following a full cognitive assessment;
- The SEN Type; this can fall under 'Learning and Cognition', 'Medical', 'Communication and Interaction' and 'Social, Mental and Emotional Health';
- The SEN Flag, which specifies the severity of the students' education needs; 'mild', 'moderate', 'severe' can be applied to those with a diagnosed SEN, and 'monitor' can be applied to those with purely EAL needs, or to those requiring LS without a SEN;
- The Access Arrangements which the student is entitled to in his/her examinations;
- The dates for which the screening of students took place.

## **Referral for 1:1 Learning Support**

Teachers, house tutors or Heads of House who wish to refer a student for 1:1 learning support with the schools SEN and LS Lead will be required to go through the following process:

1. Referral - through email to the Learning Support Lead or SENDCO: outlining the concern noted and rationale for support.
2. Consultation - A follow up conversation in person to review the student's needs, scrutiny academic and pastoral data, and examination of examples of the student's work.
3. Meeting the student - in order to compare the view of the student in comparison to that of their referring teacher, to capture the student's own opinion, and to gather appropriate background (for example prior learning support provided at secondary school).
4. Screening - through for example the Lucid, CTOPP, WIAT and other such recommended test to understand cognitive or developmental needs.

Students who have been referred for learning support but have not been placed on the SEN register can be referred for a screening if it is believed that there are undiagnosed needs in literacy and cognition.

Student's progress will be measured every half-term on the basis of the following indicators:

- Subject attainment (for example through tracking progress residuals)
- Effort grades
- In contexts of social, emotional and mental health, attendance and attitudes towards school

## **Referrals for Full Cognitive Assessments**

When it is agreed by the learning support department that a student is likely to benefit from ongoing learning support at university, a referral of a student to a GP or an educational psychologist can be made following a discussion with the student and their parents or carers. This may be done if further information is essential for understanding the needs of the student.

## **Support for teaching staff**

All teachers are supported on matters of SEN and LS in the following ways:

- INSET facilitated by the SEN Lead and delivered by the SEN Lead and/or the SEN and LS Lead;
- Information contained in the LS Register on Bromcom.;
- In-class observations by the SEN and LS Lead or the SEN Lead of students receiving or referred for LS, and subsequent feedback to the classroom teacher;
- Specialist advice on LS through LAET's links with partner schools or other external agencies.

## **Monitoring students with LS**

The progress of students receiving LS is monitored in the following ways:

- classroom teachers, tutors, HoHs, SEN and LS Lead and the SEN Lead monitor the progress of students (using the measures outlined above);
- students who are receiving 1:1 or small group support have termly reviews of their progress with the SEN and LS Lead and their tutor;
- regular informal discussion takes place between the SEN and LS Lead and teachers, tutors and HoHs;
- regular meetings take place between the SEN and LS Lead and the SEN Lead to determine the priorities for intervention with students.

## **Communication with parents/carers**

LAET recognises that parents/carers play an active and valued role in their child's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's requirements. LAET will ensure that:

- parents/carers who have concerns about their child's progress or attainment can contact LAET at any time, via the House Tutor;
- the SEN Lead and SEN and LS Lead are available at Parents' /Carers' Evenings to review SEN Profiles and discuss the progress of students receiving LS;
- parents/carers wishing to see the SEN Lead to discuss their child may make an appointment to do so at any mutually convenient time during the school year;
- parents/carers are informed if their child is placed on the LS Register, and are invited to any meetings surrounding progress and LS;
- parents/carers are given copies of SEN Profiles for their child at an appropriate time;
- parents/carers are informed if it is proposed that their child should be referred to an outside agency for specialist LS.

## **Outside agencies**

These include the Borough, and out-of-Borough authorities (for out-of-borough residents). Relevant outside agencies may be contacted by the SEN Lead or SEN and LS Lead if there are reasonable grounds for the SEN Lead or SEN and LS Lead to believe that outside agencies are best placed to provide the LS most likely to benefit a particular student. Advice may also be sought from outside agencies in the early stages of devising beneficial LS in order to prevent the development of more significant requirements.

Students with EHC Plans (previously Statements of SEN) may be monitored by outside agencies as appropriate and LAET will work with the relevant local educational authority to ensure that the provisions of the EHC plan are addressed according to statutory requirements.

## **Academic Support plans**

As used by the Learning Support team members, ASPs will follow the following structure:

## Academic Support Plan for XXXX

Name: XXXX

Date: 06.10.17

Targets no.	Learning challenge:	Student description of challenge	Learning support strategies	Teacher strategies
1	Writing speed	I cannot write quickly in class or in exams. I received 25% extra time for this in my GCSEs. This affects me more in Chemistry and Physics, where I have to longer write class notes.	M will be provided access to a laptop to type notes in Chemistry and Physics.  M will have a weekly 1:1 with me to review his typed notes.	Teachers should check these notes and provide feedback on them, ensuring they are of good quality.
2	Acquiring, memorising and spelling new vocabulary	I cannot remember new words I have learned easily. Sometimes I feel confident with new words when I learn them. When I see them the next lesson I cannot say them out loud and I cannot remember how to spell them. This makes me feel frustrated.	M will keep and maintain a vocabulary book. When he learns a new word, he will write it in here, along with the definition. Teachers should ensure he writes these in, and set extra homeworks to check understanding of these terms.  M will meet with Ms Hamilton weekly to learn and practice these words together.	Teachers should ensure M writes new vocabulary into his book, and should verbally check his understanding and pronunciation.
3	General disorganisation of work	I find it hard to stay organised. I forget where my folders and books are. I sometimes don't write down my homework. I then miss deadlines.	M will meet with his tutor regularly throughout the week for organisation support. Teachers should check his academic diary to ensure deadlines are written down.	Teachers should always provide explicit instructions for how his folder should be organised.
4	Stress and anxiety	I feel that starting a new school this year has made me feel stressed. Everyone else seems to be finding it easier. I only found out I had a special learning need when I was 15 and I still don't really understand how it affects me.	M will have weekly meetings with our in-school counselling service, Angie.  He will also have one weekly catch-up with Mr Spraggs to discuss mindfulness strategies.	If M becomes anxious or panicked then teachers should give him some cooling off time – they can send him to the learning support room if he is very stressed.

Date of next review: 10.01.18

Name: J

Date: 06.10.17

### Academic Support Plan - monitoring and reviewing

Name: XXXX

Date: 06.10.17

Week	What has gone well?	What could have gone better?	What do I need support with?
1			
2			
3			
4			
5			
6			
7			

### Academic Support Plan – weekly overview of support

	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.50 Registration					
P1					
P2					
Break					
P3					
P4					
Lunch					
P5					
P6					
After school study 4-5					
After school study 5-6					

### Class Observations

Feedback for Student	Feedback for Teacher	General Feedback

## **End of Term Review**

### **Student Details**

Student Name:  
Learning Difficulty:  
Number of weeks monitored:  
Interventions used:

### **Student Feedback:**

What went well:

What interventions work best:

What interventions did not work well:

What has changed in my attitude:

### **Grades Before and After Intervention**

Subject: Biology	Grade Before:	Grade After:
Subject: Chemistry	Grade Before:	Grade After:
Subject: Physics	Grade Before:	Grade After:

### **Continued Monitoring**

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