






Full name of policy:	Learning Support and Special Educational Needs (SEN) Policy		
Name and post of person responsible:	Elaine Brown (Deputy Head, Pastoral)		
Frequency of review:	Bi-Annually		
Dates of previous reviews:	N/A		
Date of next formal review:	01.09.23		
Policy Reference:	All policies can be found in the 'Information for staff' folder		
Total number of pages: (Including appendices and front sheet)	17		
Comments:			
	Name (role):	Signature:	Date:
Written:	Johnny Clark (Deputy Head, Pastoral)		19/08/17
Ratified:	Frances King (SEN link governor, Head, Mill- Hill)	F.King	28/09/19
Reviewed:	Johnny Clark (Deputy Head, Pastoral)		28/09/19
Ratified:	Jane Sanchez (SEN link governor, Head, Mill- Hill)		28/09/19
Reviewed:	Charlotte Amey (SENCO)		07/09/21

Ratified:	Monica Duncan (SEN link governor)	M.Duncan	22/09/21
Reviewed:	Charlotte Amey (SENCO)		07/07/22

Contents

Contents	2
Educational Needs (SEN) Policy	2
Introduction and Overview	3
Contextual information about LAET learners with SEN and disability at LAET	5
Students with Education, Health and Care Plans (formerly Statements of SEN)	5
LAET aims and actions	5
Principles and Practice	6
Access Arrangements	6
Transition arrangements to and from other institutions	7
Responsibilities	7
Identification of students likely to benefit from LS	9
The SEN Register	10
Referral for SEN / 1:1 Learning Support	10
Referrals for Full Cognitive Assessments	11
Support for teaching staff	11
Monitoring students with LS	11
Communication with parents/carers	11
Outside agencies	12
Academic Support plans	12

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:

- An 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.
- A mental health diagnosis

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 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, the provision of a reader or scribe and the use of a colour overlay.

There are four main categories of special educational need, as prescribed in the SEN code of practice (2015), and used by practitioners at LAET:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of

the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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, mental illness)
3. Learning needs (for example dyslexia, dyspraxia and autism).

Young people identified with having a 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 SENCO. 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 SENCO 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 SENCO 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.

However if LS and diagnostic assessments have been offered and refused by a student or their parents, LAET will not be held responsible. Access arrangements will only be granted through our assessment processes and have to be approved by a senior member of staff. Once the deadline for such applications has passed, LAET will not be able to complete urgent SEN assessments in order to provide last minute arrangements.

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
 - Local Authority/NHS advisor (ELS)
 - Child and Family Services
 - Social Services
 - Specialist Dyslexia professionals
 - Specialist Autism professionals

- Child and Adult Mental Health Services (CAMHS)

Access Arrangements

At LAET we will do our utmost to ensure every student can fully access their examinations and is not inhibited by any special educational need.

For students that arrive from secondary school with existing access arrangements, we will seek to maintain their 'normal ways of working' as outlined on their original form 8., and will seek to extend their access arrangements from GCSE to GCE as a matter of routine.

For students whom we internally assess and believe should be in receipt of access arrangements not previously awarded, we will liaise with parents and families, and where appropriate medical practitioners in order to obtain all relevant evidence.

We will always work in conjunction with the students' teachers to ensure that their access arrangements reflect their usual ways of working, and are habitualised within the classroom environment.

To ensure we are kept abreast of best practice in access arrangements, our assistant SENCO will also hold or undertake the completion of the CCET and Access qualifications. This means we are also able to assess access arrangements internally without buying in external services.

LAET will make available an additional statement on access arrangements in the autumn term of year 12 for all students and families.

Transition arrangements to and from other institutions

For every student that enrolls at LAET, a member of the learning support team will have contacted their secondary school SEN department by the end of their second week as a year 12 student.

We will ask for any SEN information on the student:

- Details of access arrangements
- Details of support provided to students
- Results of internal assessments
- EHCPs – including applications made

In addition, we will pass onto to a new academic institution any SEN records kept within the first two weeks of their formal re-enrolment elsewhere.

The transfer of information will always be done via secure transfer, by recorded delivery. We will always ask for receipt of transfer. Details of the storage of SEN records is covered within our data protection policy.

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 Monica Duncan.
- 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 leads the SEN remit within SLT at LAET.

The Deputy Head (Pastoral) is responsible for:

- Overseeing the day-to-day operation of this policy;
- Managing the named school SENCO;

The School SENCO is responsible for:

- 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 and SEN register by the Assistant SENCO and Academic Coach
- 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 Year are responsible for:

- knowing which students are receiving LS in their year;
- ensuring that tutors are aware of students who are receiving LS;

- managing effective mentoring by tutors for their tutees who are receiving LS. informing the Assistant SENCO and Learning Support Assistant of tutees whom they think may benefit from LS;
- informing the Assistant SENCO and Learning Support Assistant of tutees whom they think no longer need LS.

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 Assistant SENCO and Learning Support Assistant of tutees whom they think may benefit from LS;
- informing the Assistant SENCO and Learning Support Assistant 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 Assistant SENCO and Learning Support Assistant on providing effective support to students on the SEN and LS register, including but not only: reading the SEN and LS register and taking note of the strategies outlined on the SEN and 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 the Assistant SENCO and Learning Support Assistant about this;

- informing the Assistant SENCO and Learning Support Assistant 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 Assistant SENCO responsible for supporting the student's year group to enable LS to take place as promptly as possible.

The Assistant SENCO 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, HOYs and the SENCO on matters regarding the initiation and provision of LS;
- 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 SEN 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 HoYs in devising strategies for students with SEN by providing training on how to support such students;
- 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.
- Ensuring the SEN register is kept up to date
- 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;

- Liaising with our Exams Officer to ensure that all students with access arrangements receive these in the way specified by the LS team
- Liaising with the Exam coordinator, in order to prepare for access arrangements during the exam season

The Learning Support Assistant is responsible for:

- Developing an Academic Support Plan(ASP) in conjunction with the student, Head of Year and subject teachers;
- monitoring, measuring and reporting on the progress of students who are receiving learning support with termly review of the ILP;
- carrying out detailed assessments and observations of students who are likely to benefit from LS;
- advising on appropriate resources for use with students who receive LS;
- Ensuring the LS register is kept up to date

Identification of students likely to benefit from LS

LAET identifies students who are likely to benefit from LS/ Being placed on the SEN register 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 Year Tutors;
- through diagnostic tests administered by the SEN and LS Lead and by other SEN specialists, if required.
- Through persistent underachievement that will lead to a diagnostic test

The SEN Register

The SEN 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 Access Arrangements which the student is entitled to in his/her examinations;
- The dates for which the screening of students took place.

The Learning Support Register

Records students on Academic Support plans, receiving LS. These students are identified at the first data drop as underachievers. The ASP will include targets for the student, the challenges they face and suggested strategies to help them improve their revision techniques. Students will be monitored for 6 weeks and their grades will be reviewed at the next data drop. Students on the Learning Support Register may also be on the SEN register.

Referral for SEN / 1:1 Learning Support

Teachers, tutors or Heads of Year who wish to refer a student for 1:1 learning support with the schools Assistant SENCO will be required to go through the following process:

1. Referral - through email to the Assistant SENCO 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, Assistant SENCO and Academic Coach 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 Academic coach if they only appear on The LS register and the Assistant SENCO if they appear on the LS and SEN register.
- Regular informal discussion takes place between the Assistant SENCO, Academic Coach and teachers, tutors and HoHs;
- Regular meetings take place between the Assistant SENCO and Academic Coach 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 Tutor;
- the SENCO, Assistant SENCO and Academic Coach are available at Parents'/Carers' Evenings to review SEN Profiles and discuss the progress of students receiving LS;
- parents/carers wishing to see the SENCO or Assistant SENCO 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 SEN and 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 SENCO or Assistant SENCO if there are reasonable grounds 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:

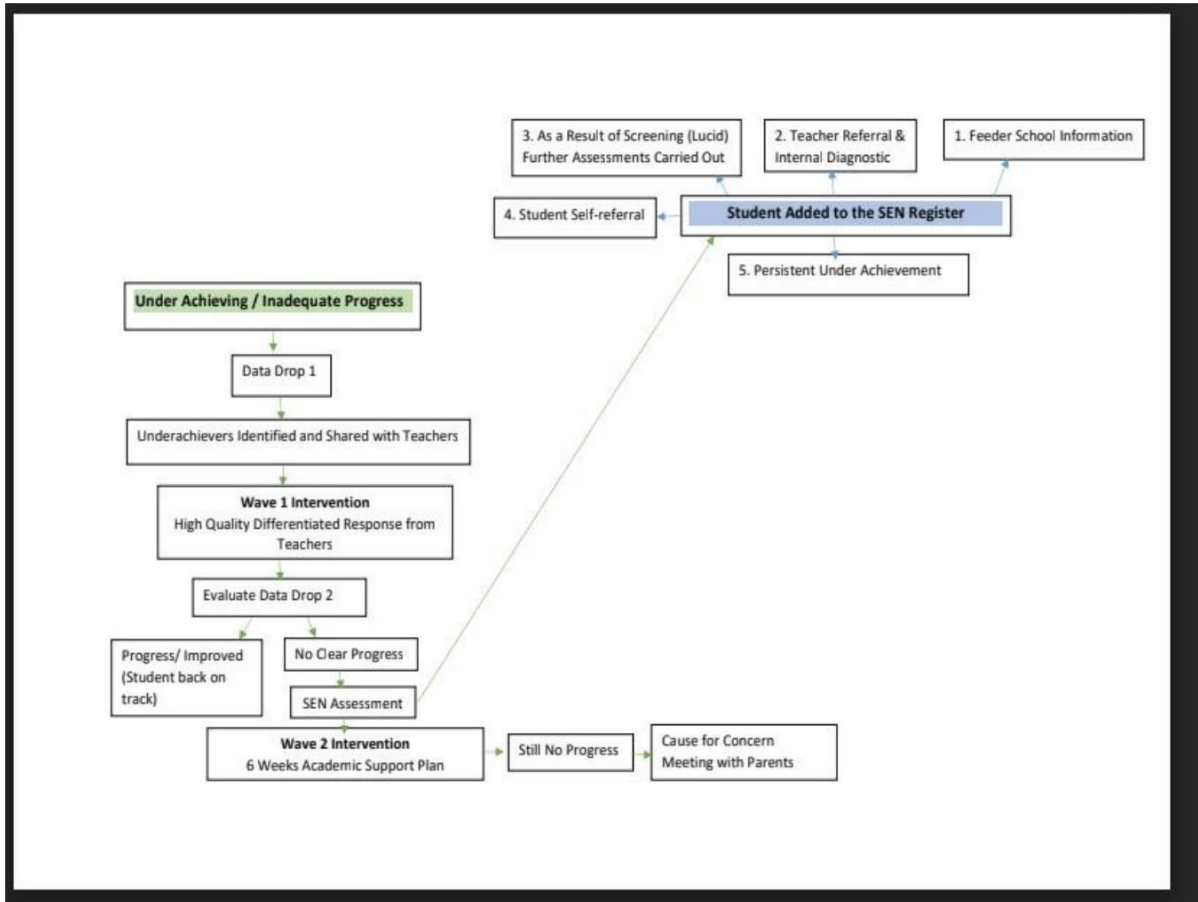
Grades Before and After Intervention

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

Continued Monitoring

|

SEN & Learning Support Flow Chart:



Under Achieving / Inadequate Progress	Student Added to the SEN Register
<p>Data Drop 1</p> <ul style="list-style-type: none"> Students receive their first set of grades. <p>Underachievers Identified</p> <ul style="list-style-type: none"> Data is analysed, students who are underachieving are shared with their subject teachers <p>Wave 1 Intervention High Quality Differentiated Response from Teachers</p> <ul style="list-style-type: none"> Teachers provide students with high quality teaching Change of teaching approach to match the student's needs Teachers carry out 1:1 and check-ins with the students Use of strategies- making lessons more visual, more interactive, use of handouts, colour coding, concept dictionary, topic tick sheets, chunking tasks, regular testing of student's knowledge <p>Evaluate Data Drop 2</p> <ul style="list-style-type: none"> Students receive their second set of grades Grades are analysed Students who continue to underperform will be referred for SEN Assessment <p>SEN Assessment</p> <ul style="list-style-type: none"> Identified need- student will be placed on SEN Register and placed on a 6-week Academic Support Plan (ASP) If there is no need identified, student will only be placed on ASP <p>Wave 2 Intervention 6 Weeks Academic Support Plan- Targets are set and the student is monitored for a whole term on a weekly basis. Still no improvement after 6 weeks – Cause for concern & Meeting with Parents</p>	<ol style="list-style-type: none"> Feeder School Information <ul style="list-style-type: none"> Data is shared from the schools detailing the need of the students Teacher Referral & Internal Diagnostic <ul style="list-style-type: none"> Teacher refers student, they notice the student is under performing, is slow with cognition, reading, writing or displays worrying behaviours As a Result of Screening (Lucid) Further Assessments Carried Out <ul style="list-style-type: none"> At the beginning of term all students carry out LUCID (general comprehension test, scores students on word recognition, spelling, reading speed/comprehension and hand writing speed. Low score- leads to specific assessments – CTOPP2, WIATT, WRITT, TOMAL 2, DASH, DYSLEXIA SCREENING Student Self-referral Students might disclose their own need Persistent Under Achievement The student is constantly underachieving, they have been through wave 1 intervention and have not improved. The student will be assessed using a specific assessment.