

Full name of policy:	Learning Support and Special Educational Needs and Disabilities (SEND) Policy		
Name and post of person responsible:	Elaine Brown (Deputy Head, Pastoral)		
Frequency of review:	Every 2 years		
Date of next formal review:	July 2026		
Dates of previous reviews:	28/09/19, 07/09/21, 07/07/22, 20/06/23		
Policy Reference:	All policies can be found in the 'Information for staff folder		
Total number of pages: (Including appendices and front sheet)	15		
Comments:			
	Name (role):	Signature:	Date:
Written:	Johnny Clark (Deputy Head, Pastoral)	J Clark	19/08/17
Ratified:	Frances King (SEND link governor, Head, Mill- Hill)	F.King	28/09/19
Reviewed:	Lisa Cleveland (Learning Support Lead)	K Cleveland	16/07/24

Ratified:	FGB/Monica Duncan (SEND link governor)		20/09/24
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Special Educational Needs and Disabilities (SEND) Policy

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 (SEND) 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 and the 2015 SEND Code of Practice.

This Learning Support and Special Educational Needs and Disabilities (SEND) 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 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 Learning Support. Students with previously identified SEND are supported, where appropriate, by Learning Support. We also recognize that we may have to identify and support students whose high academic achievements have hitherto masked a likelihood of benefitting from Learning Support. Learning Support may be applicable to any students with a diagnosis of a SEND, 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 Learning Support, and a referral system ensures that their observations are followed up. LAET maintains a register of students receiving Learning Support, and tracks their academic performance. The Learning Support Lead and Deputy Head (Pastoral) evaluate the effectiveness of Learning Support 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 Learning Support register.

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

- An Education, *Health and Care Plan* (EHCP), 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 (SEMH)

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

LAET is committed to identifying SEND 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 Year 12 students so early identification takes place.

We use the definition of Special Educational Needs (SEND) which is used in the *SEND Code of Practice*):

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. “

And:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.”

In other words, students with SEND 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 them from making use of the educational facilities and opportunities available at LAET.

Students with SEND 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 scribe or the use of a smaller room with fewer students in it.

There are four main categories of special educational need, as prescribed in the SEND Code of Practice, and used by practitioners at LAET:

1. **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 ADHD and dyslexia.

2. **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) may 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 Autistic Spectrum Condition 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.

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. These may be physical disabilities. 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 learners with SEND 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 health needs)
3. Learning needs (for example dyslexia, dyspraxia and autism).

Young people identified with having a disability and or SEND needs will be consulted with regularly by the Learning Support team, teaching staff and pastoral staff regarding their learning and accessibility needs. Students with SEND are given a key worker and seen on a fortnightly basis. Following the graduated approach from the 2015 SEND Code of Practice provision is adapted to that student and support provided according to that need - whether it be medical, academic, organisational, pastoral or attendance. The SEND team works closely with the First Aid Lead to ensure up-to-date information is kept on medical conditions and provision is provided. The SEND team track academic performance from the Data Collections and liaise with the Academic Coaches where appropriate. Organisational intervention is held on a weekly basis which all teachers can refer students to. One member of the SEND team is a DDSL and is present on the Safeguarding team to give specialist advice around students with SEND and to report back to the rest of the SEND team if necessary, advising on adding students with SEMH to the SEND register where appropriate. The SEND team communicates on a termly basis with the Attendance team and support this team in following up on poor attendance of students with SEND. The Learning Support Lead will consult with outside agencies when necessary when provision and identification of needs cannot be met by the school alone eg. CAMHS or the borough Educational Psychologist.

Students with an Education, Health and Care Plan

LAET recognises that students with an EHCP 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 2015 *SEND Code of Practice*.

LAET aims and actions

Following approaches suggested by the 2105 SEND Code of Practice, LAET seeks to enable students with SEND 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 SEND 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 SEND through adapted interventions.
- provide up-to-date note-keeping on students with SEND to facilitate communication between teams.

Principles and Practice

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

1. *Early identification and assessment of students who are likely to benefit from Learning Support is critical to effective provision:* The Learning Support team will screen all Year 12 students at the start of the academic year, so that a context for potential learning support is in place for each student. Further assessments may be carried out to ensure that appropriate provision is made.

2. *Consistency and responsiveness:* LAET is committed to reviewing regularly the individual learning requirements of students, and responding promptly to these requirements following the 2015 SEND Code of Practice.

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 Learning Support before. We subsequently acknowledge that they may be reluctant to accept the identification and / or the support available to them.

However if Learning Support 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 the Access Arrangements Assessor. Once the deadline for such applications has passed, LAET will not be able to complete urgent SEND 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 learning support and we do so by keeping parents/carers informed of the learning support their child is receiving. However, our first priority is to provide learning support to the student.

5. We establish and maintain close links with outside agencies and with our partner schools which can help us to provide learning support to our students. These can include:

- Educational Psychologist
- Speech and Language Therapist and other healthcare providers
- Child and Family Services
- Social Services
- Specialist Autism professional support
- 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 or disability.

For students who 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 or Form 9, 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.

As per JCQ regulations we 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, a member of the SEND team will also hold or undertake the CCET and AAC qualifications. This means we are able to assess Access Arrangements internally without buying in external services.

Transition arrangements to and from other institutions

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

We will ask for any SEND information on the student:

- Details of Access Arrangements
- Details of support provided to students
- EHCPs – including applications made

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

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

Responsibilities

The Governing Body will ensure that:

- A link SEND governor sits on the main board and the education committee to advise and quality assure SEND provision at LAET. The link governor with responsibility for SEND is Monica Duncan.
- Governors set up appropriate staffing arrangements for providing Learning Support;
- The quality and impact of Learning Support provision is regularly monitored;
- The Learning Support policy is monitored and developed when necessary.

The Headteacher has responsibility for:

- Keeping the Governing Body informed about the requirement for and provision of Learning Support;
- Managing the Deputy Head (Pastoral) who leads the SEND remit within SLT at LAET.

The Deputy Head (Pastoral) is responsible for:

- Overseeing the day-to-day operation of this policy;
- Managing the Learning Support Lead;

The Learning Support Lead is responsible for:

- Providing an SEND perspective across the school.
- Providing regular information to the Headteacher and Governing Body.
- Setting the vision and direction for SEND provision.
- Co-ordinating the day-to-day operations of the school's SEND Policy and annual report
- Leading and managing the Learning Support Assistants.
- Liaising with the borough, parents and pupils of those with an EHCP including co-ordinating and leading the review process including funding requests.
- Oversee liaison with feeder schools to ensure that we are always fully informed of the educational and pastoral background of all SEND students.
- Coordinating the provision for students who receive learning support
- Liaising as appropriate with parents/carers of students who receive learning support , so that they are aware of the strategies that are being used;
- Liaising as appropriate with outside agencies so that specialist learning support can be provided when necessary

- Overseeing and maintaining the SEND register and SEND profiles
- Updating Brom Com and providing data for the census returns ensuring that accurate records of students with a diagnosis of SEND are accessible to teaching staff on the pupil data and reporting drive
- Contributing to the INSET programme across the school
- Helping teachers to identify students who are likely to benefit from Learning Support through the training of teachers on how to identify SEND
- Assessing and overseeing the implementation of Access Arrangements and gather the required evidence for JCQ
- Liaising with the Exams Officer to ensure that all students with Access Arrangements receive these in the way specified by the Learning Support team
- Maintaining up to date knowledge and understanding of SEND legislation and best practice so as to ensure both compliance and effectiveness within the SEND remit.
- Being the key worker for students across each year group and liaising with these students fortnightly to ensure their needs are being met
- Triaging and following up referrals from teachers, support staff, safeguarding, pupils and parents.
- Where necessary, establishing a dialogue with parents and carers regarding SEND diagnoses and learning support
- Conducting the preliminary screening of all students at the beginning of Year 12, which is currently done through a cohort-wide GL Exact test
- To identify and assess students who may have SEND, ensuring that curriculum provision meets their needs
- To devise learning and/or behaviour strategies through provision mapping which support students with SEND within the classroom
- Planning and delivering 1:1 and small group sessions of targeted intervention. Sessions may relate to academic literacy, social and emotional skills, time management and study skills.
- To monitor the progress of students with SEND and coordinate intervention for those at risk of underachievement
- Ensuring the notes section for each pupil is kept up to date.
- Ensuring that all teachers are aware of the SEND support that is likely to benefit the students participating in offsite trips and visits and encouraging communication before the trip

The Learning Support Assistant is responsible for:

- Being the key worker for students across each year group and liaising with these students fortnightly to ensure their needs are being met
- Ensuring the notes section for each pupil is kept up to date.
- Following up referrals from teachers, support staff, safeguarding, pupils and parents.
- Liaising with teachers, tutors, HOYs and the Learning Support Lead on matters regarding the initiation and provision of Learning Support

- Supporting teachers, tutors and HoYs in devising strategies for students with SEND by supporting with training on how to support such students
- Planning and delivering 1:1 and small group sessions of targeted intervention. Sessions may relate to academic literacy, social and emotional skills, time management and study skills.
- Supporting the preliminary screening of all students at the beginning of Year 12, which is currently done through a cohort-wide GL Exact test
- As key worker a dialogue is established with parents and carers concerning the learning support received
- Working with the Exams Team during exam sessions to ensure that all students with Access Arrangements receive these in the way specified by the Learning Support team
- They may be required to support SEN students on a 1:1 basis in the classroom.
- They may additionally act as a DDSL being the link between Learning Support and the Safeguarding team

Class teachers through the Code of Practice are responsible for:

- knowing which students in their lessons (or activity or trip/visit) have SEND and the nature of the learning support provision
- acting on advice from the SEND team on providing effective support to students on the SEND and Learning Support register, including but not only reading the SEND register and taking note of the needs of the relevant student; reading students' SEND Profiles and implementing the recommended strategies and planning lessons and tasks with reference to them
- making themselves aware of the Learning Support policy and the procedures for identifying, monitoring and supporting students who may benefit from learning support
- identifying students in their classes who may benefit from learning support, and liaising with Lead Teachers, tutors and referring to the SEND team
- informing the SEND team whom they think no longer need learning support
- giving feedback to parents/carers of students who receive learning support from them.
- challenging negative or derogatory statements or assumptions about recipients of learning support, in particular but not only from their peers

Identification of students likely to benefit from Learning Support

LAET identifies students who are likely to benefit from learning support or being placed on the SEND 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 GCSE results
- obtaining self-declared information from students and their parents/carers through the survey administered at the start of the academic year;
- through information from GL Exact screening assessment taken at the start of Year 12
- through referrals by classroom teachers, support staff, safeguarding team, tutors or students;

The SEND Register

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

- The context surrounding a student's referral
- A student's profile of strengths, weaknesses and specialist recommendation following a full cognitive assessment

The SEND broad areas of need from the Code of Practice.

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Physical and/or sensory needs
- 4) Social, emotional and mental health difficulties

Referral for SEND / 1:1 Learning Support

When a referral is made, the Learning Support Lead will log and triage to a member of the SEND team. They will be required to go through the following:

1. If medical refer to the First Aid Lead.
2. Check the information received from the secondary school.
3. Check GL Exact scores. Could consider retest (after 6 months).
4. Meet with the pupil to discuss needs.
5. Request further evidence from GP, hospital, CAMHS.
6. Get teacher feedback for impact on teaching and learning and any subject specific intervention.
7. Look at data capture reports.
8. Further screening assessments may be carried out for cognitive needs.
9. If necessary, observe a lesson.
10. Provide strategies to support need and follow up at a later date.
11. If progress is still not being made an Educational Psychologist report, CAMHS referral, GP referral or EHCP may be sought for further advice and diagnoses.

12.

The SEND team will feedback to the original referrer.

Referral - through email to the SEND team: outlining the concern noted and rationale for support.

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 Learning Support following pupil, teacher and support staff feedback that a student is likely to benefit from further diagnostic assessment, a referral of a student to a GP or an Educational Psychologist within CAMHS 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 SEND and Learning Support in the following ways:

- INSET facilitated by the Learning Support Lead and delivered by the SEND team.
- Information contained in the SEND Register or on Bromcom.
- In-class observations or learning walks by the SEND team of students receiving or referred for Learning Support, and subsequent feedback to the classroom teacher
- SEND profiles are available for each student with SEND, with a summary of needs, teaching support strategies and Access Arrangements, if in place. On this collaborative document, subject teachers can provide strategies for what works well for the student in class. These are shared with teachers when created and available on the pupil data and reporting drive.
- Specialist advice on Learning Support through LAET's links with partner schools or other external agencies.

Monitoring students with Learning Support

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

- Classroom teachers, tutors, HoYs and SEND team monitor the progress of students (using the measures outlined above)
- Students who are receiving 1:1 or small group support have annual reviews of their progress with the SEND team.

- Regular informal discussion takes place between the SEND team, First Aid Lead, safeguarding and pastoral teams.
- Weekly meetings take place within the SEND team 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
- the SEND team are available at Parents'/Carers' Evenings to discuss the progress of students receiving learning support
- parents/carers wishing to see the SEND team 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 SEND register
- parents/carers are informed if it is proposed that their child should be referred to an outside agency for specialist learning support.

Outside agencies

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

Students with an EHCP 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 EHCP are addressed according to statutory requirements.