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Note on Proposed SEND Reforms:

In February 2026, the Department for Education published the Schools White Paper *Every child achieving and thriving*. This proposes significant reforms to SEND provision, including:

- Updated SEND Code of Practice
- Three layers of support for pupils with SEND
- Individual Support Plans (ISPs) for every child with identified SEND (expected to replace varied formats of SEN support plans from September 2029)
- All existing EHCPs to remain in place until September 2030
- Inclusion bases in every school

These proposals are not yet statutory guidance and current legislation hasn't changed. This policy reflects current statutory requirements. We will update this policy when the reforms come into effect.

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 SENDCo 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 teachers are encouraged to refer any students that they see struggling as early as possible.

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.

Legislation and guidance

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

Terminology:

At LAET, we use the term "Learning Support" to describe the provision and support we offer to students with SEND. This includes:

- Students with diagnosed SEND (including those with EHCPs)
- Students identified through our screening processes as having SEND
- Students who may benefit from additional support even if they don't meet the threshold for SEND

The "SEND Register" records all students who have been identified as having SEND. The "Learning Support" provision may extend beyond the SEND Register on a flexible basis to support students who are experiencing temporary difficulties.

Throughout this policy, "Learning Support" refers to the provision we make for students with SEND, in line with the graduated approach set out in the SEND Code of Practice.

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: 1. Mental health difficulties such as anxiety, depression or an eating disorder 2. Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder 3. Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Contextual information about learners with SEND at LAET

Students at LAET have a range of needs including:

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 met 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 regular basis according to their need. 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 Learning Support team works closely with the First Aid Lead to ensure up-to-date information is kept on medical conditions and provision is provided.

The Learning Support team track academic performance from the Data Collections and liaise with the Academic team 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 supports this team in following up on poor attendance of students with SEND.

The Learning Support Team 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 SENDthrough 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

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 acknowledge that they may be reluctant to accept the identification and / or the support available to them and will work positively with them to encourage them to access support (which can be offered discreetly). *However if Learning Support and diagnostic assessments have been offered and refused by a student or their parents, LAET will not be held responsible (please see section below).*

4. Access arrangements will only be granted through our assessment processes and have to be approved by the Access Arrangements Co-ordinator (currently the SENDCo). Once the deadline for such applications has passed, LAET will not be able to provide last minute arrangements.

5. *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.

6. *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)

Responsibilities

The Governing Body will ensure that:

- A link SEND trustee sits on the main board and the education committee to advise and quality assure SEND provision at LAET. The link trustee with responsibility for SEND is Monica Duncan.
- Trustees 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 via termly reports;
- 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 SENDCo;

The SENDCo is responsible for:

- Working with the headteacher, Deputy Headteacher (Pastoral), and SEND trustee to determine the **strategic development** of the SEND policy and provision in the school.
- Ensuring that the school meets its **statutory responsibilities** under the SEND Code of Practice, including accurate record-keeping and reporting to the Governing Body.

- **Leading and managing** the Learning Support Team, ensuring effective deployment and professional development of the Learning Support Lead and Learning Support Assistants.
- Coordinating the identification, assessment, and provision for students with SEND, with a particular focus on those with **EHCPs and complex needs**.
- Working with the Heads of Department and Senior Leadership Team to embed inclusive practice.
- Providing **expert advice and training** to staff on inclusive teaching practices and SEND strategies.
- Leading collaboration with teaching staff to ensure adjustments and interventions are implemented and reviewed.
- Advising on the deployment of the school's **delegated budget** and other resources to meet students' needs effectively.
- Collaborating with the wider pastoral team to support the social, emotional, and mental health (**SEMH**) needs of students with SEND.

SENDCo Qualifications:

The SENDCo is Jasmine Cockcroft (jasmine.cockcroft@laetottenham.ac.uk). The SENDCo provides **strategic leadership** of the Learning Support Team to ensure high-quality outcomes and inclusive practice for students with SEND.

The SENDCo at LAET is a qualified teacher. The SENCO is working towards the NPQ SEN qualification and will complete this within three years of appointment. The SENDCo holds a PGCert in Teaching Adult Dyslexic Learners in Further and Higher Education and Approved Teacher Status from the British Dyslexia Association.

The SENDCo maintains up-to-date knowledge and understanding of SEND legislation and best practice through:

- Continuing professional development
- Networking with other SENCOs via the Haringey NPQ forum and secondary cluster.
- Engagement with local authority SEND services
- Membership of the Dyslexia Guild

The Assistant SENDCo (previously known as the Learning Support Lead) is responsible for:

- Day-to-day responsibility for the operation of the SEND policy coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Triaging and following up on all referrals from teachers, support staff, safeguarding, pupils, and parents.

- Monitoring provision and conduct regular reviews
- Liaising with the Exams Officer to assess students for Access Arrangements and gather the required evidence for JCQ.
- Working with the SENDCo to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements
- Liaising with all feeder schools to ensure the school is fully informed of the educational and pastoral background of all SEND students.
- Designing and delivering bespoke SEND support plans and targeted 1:1 or small group interventions (e.g., literacy, study skills, SEMH).
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching (alongside SENDCoO)
- Working in collaboration with teachers to advise on the effectiveness and appropriateness of in-class strategies to support high quality teaching of SEND students (alongside SENDCoO)
- Liaising with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned (alongside SENDCoO)
- Ensuring the school keeps the records of all students with SEND up to date including the SEND register and SEND profiles. Ensure that all teachers have access to accurate information.
- Acting as a key worker for students, liaising with them fortnightly/weekly/as needed to ensure their needs are being met.
- Ensuring all teachers are aware of the SEND support required for students participating in offsite trips and visits.

The Learning Support Assistants are 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.
- Establishing a dialogue with parents and carers concerning the learning support received as needed.
- 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:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- 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
- Ensuring they follow this SEND policy and the SEN information report
- 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.
- Providing feedback to the Learning Support Team as requested to support with new referrals, access arrangements and the graduated approach.
- challenging negative or derogatory statements or assumptions about recipients of learning support, in particular but not only from their peers

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.

Rolling Forward Arrangements: 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. When rolling forward arrangements from GCSE to A Level:

- A new online application must be processed
- Updated centre-based evidence must be completed using Form 8RF
- Evidence must include samples of internal tests/mock papers showing use of the arrangement and teacher comments

New Applications: 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
- Where appropriate, liaise with medical practitioners to obtain relevant evidence
- Carry out an individual assessment with the student to establish the need for extra time if relevant
- Ensure applications meet JCQ requirements, including enhanced evidence requirements for 25% extra time (from September 2025)

Normal Way of Working: As per JCQ regulations, we work in conjunction with students' teachers to ensure that Access Arrangements:

- Reflect their usual ways of working
- Are habitualized within the classroom environment
- Are considered on a subject-by-subject basis

Supervised Rest Breaks: For students with impairments such as ADHD, ASD, medical conditions, mental health needs), we will consider supervised rest breaks before applying for 25% extra time, as these may be more effective and appropriate. This is as recommended by JCQ.

Qualifications: A member of the Learning Support team holds the Certificate for Access Arrangements Assessors (AAA) qualification. This means we are able to assess Access Arrangements internally without buying in external services.

Compliance: We maintain up-to-date knowledge of JCQ regulations and ensure full compliance. Our Access Arrangements Policy provides full details of our processes and procedures. The exams access arrangements assessor attends an annual refresher course.

Transition Arrangements to and from Other Institutions

Transition into Year 12: 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 request:

- Details of Access Arrangements and evidence (Form 8/Form 9)
- Details of support provided to students
- EHCPs and any applications in progress
- Information about the student's strengths, needs and effective strategies

We also:

- Offer consultation meetings with the Learning Support Lead for families of students with SEND
- Arrange bespoke transition plans for students with complex needs
- Hold transition meetings for students with EHCPs before they start

All new year 12 students are screened using Lucid Exact to check their reading speed and accuracy. Due to the unreliable nature of group tests, this data is triangulated with teacher feedback and assessment (DC1) and GCSE APS scores to identify students that may require further support.

Transition from Year 12 to Year 13:

- All SEND provision is reviewed in June following DC4 exams
- Access Arrangements are reviewed and updated if needed
- Students' needs are reassessed and provision adjusted as necessary
- A review meeting is held with each student and parents/carers are invited

Transition to Post-18 Destinations: LAET is committed to preparing students with SEND for adulthood. We support transition by:

- Providing tailored careers advice through our careers team
- Discussing post-18 options at annual reviews (for students with EHCPs)
- Sharing information about students' SEND needs with their chosen university or college (with consent)
- Providing information about Disabled Students' Allowance (DSA) for students going to university
- Advising students on how to access support in higher education
- Signposting to adult services where appropriate
- For students with EHCPs, liaising with the local authority about post-18 provision

Transition to Other Institutions: If a student leaves LAET to attend another institution, we will:

- Pass on SEND records following their formal re-enrollment elsewhere
- Transfer information via secure methods
- Request confirmation of receipt

Details of the storage and transfer of SEND records are covered in our Data Protection Policy.

The SEND Register

The SEND Register records 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 strategies need

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

Students may be removed from the SEN register onto a Monitoring list if they no longer require additional support. Students on the SEN register fall into two levels of support:

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census and Bromcom these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census and Bromcom these pupils will be marked with the code E.

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
- requesting information from the previous school for all students
- obtaining self-declared information from students and their parents/carers through the survey administered at the start of the academic year;
- through referrals by classroom teachers, support staff, safeguarding team, tutors or students;

Referral for SEND

When a referral is made, the Assistant SENDCo will lead on collating and assessing information from the following steps: If medical refer to the First Aid Lead.

1. Check the information received from the secondary school and contact them if warranted.
2. Look at student data including attainment, punctuality and attendance.
3. Get teacher feedback for impact on teaching and learning and any subject specific intervention.
4. Contact the parent/carer if appropriate
5. Meet with the pupil to discuss needs.
6. Request further evidence from GP, hospital, CAMHS if indicated.
7. Further screening or standardised assessments may be carried out for cognitive needs.
8. If necessary, observe a lesson.
9. Provide strategies to support need and follow up at a later date.
10. Continue to monitor (Graduated approach) and add to SEN register if indicated
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.

The Learning Support team will feed back to the original referrer.

Referrals are made using the Learning Concern form which is included in the Weekly Bulletin each week.

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 External 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.

How we support students

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's key worker/SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Bromcom and will be made accessible to staff in a pupil profile.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

They will liaise with the Key Worker/Learning Support Team as needed, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Key workers will provide 1:1 support via regular check-ins with frequency determined by need.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Support and Training for Teaching Staff

LAET is committed to ensuring all staff have the knowledge and skills to support students with SEND effectively.

Information for Staff: All teachers have access to:

- The SEND Register
- SEND Profiles for each student with SEND, including summary of needs, teaching strategies and Access Arrangements are linked from the register, saved on the Pupil Data and Reporting Drive and linked to student records on Bromcom
- This SEND Policy and the SEND Information Report

Training: All staff receive training on SEND, including:

Induction:

- Overview of SEND at LAET
- How to access information about students with SEND
- How to refer students for SEND support
- Responsibilities under the Equality Act 2010

Ongoing CPD:

- INSET delivered by the SEND team on identifying and supporting SEND
- Training on specific types of SEND (e.g., autism, ADHD, dyslexia, mental health)

- Training on adaptive teaching strategies
- Training on referring for and implementing Access Arrangements
- Access to NASEN online CPD units
- Opportunities to attend training run by Haringey Education Partnership SEND training on request.
- SEND considerations to be integrated with all teaching CPD

Specialist Support:

- In-class observations or learning walks by the SEND team, with feedback to teachers
- One-to-one advice from the SEND team on supporting individual students
- Teacher meetings around a specific student when needed
- Bookable slots with the Learning Support Team to discuss a child or general teaching strategies
- Access to specialist advice through LAET's links with partner schools and external agencies

Subject-Specific:

- Subject teachers can share strategies that work well for students to be added to their SEND Profiles
- Departments share good practice on supporting SEND students in their subject

The SENCO identifies training needs through:

- Analysis of the SEND Register and emerging needs
- Staff feedback and requests
- Monitoring of provision and outcomes
- Recommendations from external professionals
- Information gained from learning walks carried out by the Teaching and Learning and the Learning Support Teams.

Involving Students in Their SEND Support

LAET is committed to involving students in decisions about their SEND support. We recognize that students in sixth form are young adults who should have a strong voice in their education.

We involve students by:

- Discussing their needs, strengths and aspirations with them

- Co-producing their one page profile with them
- Seeking their views on the support that would help them
- Involving them in setting outcomes and reviewing progress
- Ensuring they understand their SEND and how it affects their learning
- Providing them with a key worker who meets with them regularly
- Encouraging them to self-advocate and communicate their needs to teachers
- Respecting their wishes about how much information is shared with parents (while recognizing our safeguarding duties)

For students with EHCPs, we ensure they are fully involved in annual reviews and transition planning.

Involving Parents and Carers:

LAET recognizes that parents and 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. We involve parents by:

- Informing them when their child is placed on the SEND register
- Involving them in early conversations around referrals
- Discussing their child's needs, provision and progress with them
- Seeking their views and incorporating them into support plans
- Having the Learning Support team available at Parents' Evenings
- Offering appointments at mutually convenient times
- Providing regular updates through the key worker system
- Involving them in decisions about referrals to external agencies
- Inviting them to an end of Year 12 review at Futures Evening

However, we recognize that our students are young adults. Where a student (aged 16+) has capacity to make decisions about their support, we will respect their wishes while encouraging them to involve their parents.

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.

Supporting Students with Medical Conditions

LAET recognizes that some students have medical conditions that require support but may not constitute SEND. However, where a medical condition impacts on a student's learning, they may be placed on the SEND register under the category of "Sensory and/or physical needs" or "Social, emotional and mental health difficulties."

For students with medical conditions:

- The SEND team works closely with the First Aid Lead to ensure up-to-date information is kept on medical conditions
- Individual Healthcare Plans are developed for students with significant medical needs
- Reasonable adjustments are made to enable students to access the curriculum
- Staff receive training on specific medical conditions as needed
- Emergency procedures are in place and communicated to all relevant staff

Our policy on supporting students with medical conditions is available on our school website.

Where a student has both a medical condition and SEND, we ensure that provision is coordinated to meet all their needs.

When Students or Parents Decline Support:

We recognize that some students or their parents may be reluctant to accept a SEND identification or the support available. This may be particularly true for high-achieving students who have not previously been identified as having SEND.

Where a student or parent declines support:

- We will discuss the reasons for their reluctance and try to address any concerns
- We will explain the benefits of the support and the potential impact of not receiving it
- We will respect their decision while making clear that the offer of support remains open

- We will continue to monitor the student's progress
- We will revisit the conversation if the student's progress gives cause for concern

However, we must make clear that:

- Access Arrangements for examinations can only be granted where we have completed our assessment processes and gathered the required evidence
- Access Arrangements must reflect the student's normal way of working in the classroom
- Once the JCQ deadline has passed, we cannot complete urgent SEND assessments to provide last-minute arrangements
- If a student declines support and subsequently experiences difficulties, we cannot retrospectively apply for Access Arrangements

Where a student's SEND is impacting on their safety or the safety of others, or where we have safeguarding concerns, we may need to put support in place or make referrals to external agencies even if the student or parent is reluctant. We will always discuss this with families and explain our reasons.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

LAET recognizes that students with SEND may be more vulnerable to abuse, exploitation and bullying. We are committed to safeguarding all our students, with particular vigilance for those with SEND.

Our approach includes:

- One member of the SEND team is a Deputy Designated Safeguarding Lead (DDSL) and sits on the Safeguarding team
- The DDSL provides specialist advice on students with SEND to the safeguarding team
- The SEND team and safeguarding team communicate regularly about vulnerable students
- Students with social, emotional and mental health needs may be added to the SEND register following safeguarding concerns

- We make reasonable adjustments to our behavior policy for students whose SEND affects their behavior
- We provide additional support for students with SEND who experience bullying
- We ensure students with SEND can access our safeguarding procedures and know how to report concerns

Our Safeguarding and Child Protection Policy provides full details of our safeguarding arrangements.

Evaluating the Effectiveness of SEND Provision

LAET evaluates the effectiveness of its SEND provision through:

Individual Student Monitoring:

- Tracking progress of students with SEND against target grades
- Comparing progress of SEND students with non-SEND peers
- Reviewing the impact of interventions half-termly
- Annual reviews for all students on the SEND register in addition to termly review of graduated approach.
- Annual reviews for students with EHCPs (in line with statutory requirements) in addition to termly reviews of graduated approach.

Whole-School Monitoring:

- Analysis of data on SEND students' attainment and progress at each data collection point by classroom teachers, HoDs and Learning Support team in addition to ongoing monitoring.
- Monitoring of attendance and behavior of SEND students
- Student and parent feedback through questionnaires and meetings
- Learning walks and lesson observations by the SEND team
- Regular review of the SEND Register
- Analysis of destinations data for SEND students

Governance:

- The SEND trustee monitors the quality and effectiveness of SEND provision
- The SENCO provides termly reports to the Governing Body via the Deputy Head (Pastoral)
- The Governing Body reviews the SEND Policy and Information Report annually

Using Findings to Improve: Where evaluation identifies areas for improvement, we:

- Adjust individual students' provision

- Provide additional training for staff
- Review and update policies and procedures
- Allocate resources differently
- Seek additional specialist advice or support

The Deputy Head (Pastoral) and SENCO report on the effectiveness of SEND provision to the Senior Leadership Team and Governing Body, including:

- Numbers of students on the SEND register (by category of need)
- Progress and attainment of SEND students
- Effectiveness of interventions
- Use of SEND budget
- Staff training needs and provision
- Areas for development

Complaints About SEND Provision

LAET takes all concerns seriously and aims to resolve them quickly and informally where possible.

Informal Resolution: If you have concerns about SEND provision, please contact:

- Your child's key worker (Learning Support Assistant)
- The Assistant SENDCo (Poppy Thomson)
- The SENCO (Jasmine Cockcroft)
- The Deputy Head (Pastoral) (Elaine Brown)

We will arrange a meeting to discuss your concerns and try to resolve them.

Formal Complaints: If your concerns are not resolved informally, you can make a formal complaint following the school's complaints policy, available on our website.

For more information, see our SEND Information Report, which provides full details of the complaints process including external resolution options.

The Local Authority Local Offer

Haringey Local Authority publishes a Local Offer which sets out the support available for children and young people with SEND aged 0-25. The Local Offer includes information about:

- Education, health and social care provision
- Support for preparing for adulthood

- How to access services
- How to make a complaint

You can find Haringey's Local Offer at:
https://www.haringey.gov.uk/children-and-families/local-offer

LAET contributes to the Local Offer by publishing our SEND Information Report on our website, which provides detailed information about our SEND provision.

LAET students come from many different boroughs and may also be able to access the Local Offer from their home borough. We have compiled links to many of these here: https://padlet.com/laet_learning_support/laet-send-padlet-x51xim6fz3e0fg9

Links with other policies and documents

This policy links to the following documents

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy