

Learning Support and Special Educational Needs and Disabilities Policy

All children have equal opportunity to join Emanuel if they satisfy the school's selection procedures, which will assess whether they can be successful in the supportive environment of the school. The school will seek to support a pupil's learning needs and is committed to enabling them to maximise their academic potential and develop their talents.

The Learning Support Department plays a critical role in the pastoral and academic work of the school. Specialist SEND teachers work closely with heads of year and form tutors, alongside supporting provision in the classroom.

Introduction

Changes to the arrangements for Special Educational Needs came into force in September 2014 with the implementation of provisions from the Children and Families Act 2014 of which Part 3 is the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015).

Emanuel has regard for the new SEND Code as it applies to this school.

Emanuel School's *Learning Support and SEND Policy* is designed to support pupils with learning difficulties, whatever their nature, and help them to access the whole curriculum to ensure equality of opportunity (in accordance with the Equality Act 2010) in order that they can achieve their best possible outcomes. The school has adhered to the definition in the Introduction to the SEND (2014) Code of Practice with regard to the provision which states that a child 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 schools.

The school is fully committed to all pupils being fully integrated into the life of the school and the school recognises that some pupils can have significant welfare needs. Where pupils are found to have a learning difficulty or disability, and this is substantiated by the school or by an approved external specialist, the school will provide them with special education provision and will make reasonable adjustments to accommodate their needs in the curriculum, often developing bespoke programmes.

Admission Arrangements (see also *Admissions Policy*)

Pupils with SEND have equal opportunity to join Emanuel by satisfying the school's selection procedures. If exam concessions are requested for the entrance exam, current evidence should be submitted to the admissions secretary together with the application form. The documentation will be considered by the SENCo and Learning Support Department who will then make the necessary recommendations. A final decision in cases of dispute rests with the headmaster. Emanuel's criteria for examination access arrangements are in line with the Joint Council for Qualifications guidelines (JCQ) on access arrangements and are subject to regular review by the disability committee, and annual review by the Learning Support Department following the annual JCQ updates.

Provision and Support for Pupils with SEND

The Learning Support Department offers support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning. The aim is to enable them to achieve their full academic potential, to ensure they have all the support they need to regularly attend school and to make a successful transition into adulthood, whether into employment, further or higher education or training, as resilient, confident individuals living fulfilling lives.

To achieve this a range of strategies are employed, including:

- identifying pupils with SEND as early as possible and seeing that their needs are met;
- designing individual learner profiles, also known as Learner Profiles (LP) (appendix 1) (We use *individual learner profiles to support pupils to reach their academic potential rather than have an Individual Education Plan (IEP) which advises on targets.*) and advising and collaborating with colleagues;
- communicating with parents on a regular basis;
- ensuring that procedures are in place whereby teachers are aware of such pupils and that appropriate resources are available and used in the school to support them;
- providing additional interventions in the form of individual and small group support sessions with specialists;
- ensuring that full use is made of supporting agencies outside the school to support them.

Teacher Training and Support In-Class

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.” from the *Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities* DfE January 2015

This is a statutory requirement, as the SEND department consistently emphasises to Emanuel staff. All teachers at the school are teachers of pupils with special educational needs and as such all are expected to take a collective responsibility for the progress and development of the pupils in their classes to ensure that the specific special educational needs of pupils are met within their lessons.

Given the importance of the dissemination of information to all teachers, the school provides regular training and advice to staff (for example at staff INSET, HoDs’ meetings and Monday morning briefings which all staff attend, lesson observations with a SEND focus, induction training for new teachers) and by collaborating with them in departments as appropriate about all issues surrounding SEND.

Each teacher is expected to be familiar with the needs of the pupils in their classes on the Learning Support Report. (The Learning Support Report for each individual pupil can be accessed by all staff via EMA and ISAMs.) This will entail keeping a record in their class planner/register of the nature of the learning difficulty. The Learning Support Department delivers training and offers support to every member of the academic staff at the beginning of the academic year.

The department also liaises with the senior deputy head, the teacher responsible for able and talented provision, heads of departments, heads of year and pastoral heads of section to determine appropriate and relevant training.

Those SEND pupils who are deemed as having more serious needs have learner profiles which teachers can find on EMA. All teachers are expected to access these to enable them to plan and differentiate effectively for the pupil.

A **learner profile (appendix 1)** is prepared individually for each pupil for whom it is considered necessary. It contains a summary of information regarding a pupil’s individual learning needs, gathered from a close reading of external reports, internal assessments, pupil observations by both teachers and the Learning Support Department, and discussions with the pupil and their parents. The pupil’s strengths are added to allow a holistic view of the pupil. Importantly, the most effective ways for teachers to approach the pupil’s concentration and learning during lessons are detailed. This provides in-depth practical strategies which support the pupil’s learning in every lesson. The learner profile is reviewed with the pupil termly and with parents, as necessary. The pupil’s teachers are expected to

check the learner profile regularly and are informed whenever a change is made. See *appendix at the end of this document*.

The Learning Support Department regularly observes SEND pupils within lessons to monitor how they are progressing and the extent to which the teacher is taking into account their individual needs and tracking their progress. Feedback is given to the teacher observed to enable them to modify and refine their practice as appropriate. All new staff to Emanuel are given an initial training programme to enhance their teaching skills for pupils with learning support needs.

The school system of teacher observations also highlights the needs of pupils with learning difficulties as part of the rationale for lesson monitoring and teacher feedback. See the *Monitoring and Evaluating Teaching and Learning Policy* for more details.

Additional Support Outside Lessons

Where appropriate, when required according to their learner profile, the SENCo may decide a pupil requires **additional learning support lessons with specialists**. These could be either in small groups or 1:1 and are put in place for pupils (usually for defined intervention periods of around 6 weeks) during an assembly time or via withdrawal from agreed lessons. These address specific individual needs.

A **homework club** for one hour Monday-Thursday after school, just for pupils on the learning support register, is offered so that pupils can be supported in developing effective learning strategies and good habits early and can ask for additional help where necessary with homework. The school also offers an early morning **spelling club** three mornings a week for pupils who struggle with spelling and underperform in their English spelling tests, and a **handwriting club** to develop the handwriting of pupils for whom it is necessary. Pupils are invited to 'drop in' during break and lunch times to ask the specialist teachers for work or organisational support.

Identification of SEND: A Graduated Response

The Admissions Department liaises with feeder schools where pupils have previously been identified as having SEND. These pupils will be screened on entry and recommendations from any educational psychological assessments will be added to the pupil's Learner Profile along with their diagnosed learning needs. The pupil will also be added to the Learning Support register.

Early identification of a pupil's special educational needs is essential if progress is to be maintained or enhanced. Every effort is made to identify learning difficulties; however, it is understood that there cannot be an absolute standard available to judge the progress of pupils with special educational needs as this may fluctuate naturally.

The Learning Support department makes the following assessments at specific points:

- The school uses the following baseline assessments which the LS department also utilises to identify underperforming pupils. A MidYIS test is taken in Year 7, YELLIS in Year 10 and ALIS tests in Year 12.
- In these tests pupils' scores for vocabulary, mathematics, nonverbal reasoning and skills are reviewed by the LS Department and compared to highlight discrepancies and particularly low scores in one area which might identify an underlying learning need.
- In Y9 all pupils are required to produce a piece of timed free writing. This is informally evaluated for speed and quality of response.
- In addition, the LS Department will also administer the LASS dyslexia screening test or other paper-based assessments to pupils where a concern has been identified.

Concurrently the school adopts a graduated approach to meeting special educational needs. The Code of Practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all possible interventions and good quality personalised teaching.

At Emanuel this is first done in departments. Whether the pupils are on the SEND list or not, remedial support is put into place for pupils who have been identified as underperforming and they are asked to attend academic clubs or see the individual teacher in order to help them improve.

Should these measures not help and a pupil continues to make poor progress, the head of year and tutor will be informed, the parents will be contacted and a decision is then made with all parties as to whether to screen the pupil further or to seek an external expert's advice. Similarly, concerns expressed by parents, or by the academic senior management team when reviewing student progress, will be acknowledged and investigated appropriately by the head of year and SENCo. The SENCo will then decide whether an assessment is required. The SENCo will always contact parents to explain to them why a set of assessments from the Learning Support Department is useful and necessary. In some circumstances, the SENCo may already have conducted classroom observation as a preliminary to assessment, ensuring objectivity by doing this without alerting any particular pupil if they are the focus. *(Such observation is effective if individual pupils are unaware it is assessing their personal learning.)* This initial fact-finding might also include talking to the pupil about the challenges to learning they may be experiencing.

Results from any assessment will be shared with parents, the head of year and form tutor. If appropriate the SENCo will advise the parents to get a full educational psychologist report from the list of reliable and impartial educational psychologists whom they recommend to parents. This is a JCQ requirement. It is also a standard requirement in cases of social communication difficulty such as ASD or ADD/ADHD or any other social emotional and mental health difficulty that the school recommends that parents take their son or daughter to their GP and request a referral to CAMHS (Child and Adolescent Mental Health Service) in the first instance. Although it can be a longer process, this provides the most thorough route of assessment and diagnosis. (see flow diagram appendix 2)

The school will only advocate obtaining a privately commissioned clinical psychologist's ADHD report in very specific circumstances, when late diagnosis may have a crucial effect on the final months of study before public exams. Reports undertaken without the involvement and guidance of the school's Learning Support Department will not be considered to offer legitimate diagnosis and are not admissible evidence for awarding access arrangements. See also the guidance on generating reports for special exam considerations on page 6 in the section headed Special Examination Arrangements.

It is necessary for external professionals to gather information and data from the school, regarding the pupil they will assess. This information is sent, with parental and pupil permission, directly from the school to the private external assessor, not via the pupil's parents.

Pupils who have been identified as having a special educational need and for whom the school already has supporting evidence from an external psychologist will be added to the school's learning support report list on the school database. The learning support report can be accessed by all staff via EMA and ISAMs, so that the individual pupil's need is recognised and addressed appropriately and effectively. The learning support report will give the following information: name, tutor group, stage indicated via colour star, extra time, entitlement to use of a word processor (*if applicable*) and SEND type.

Grey Star – Centre Based Access Arrangements

This is indicated if a pupil requires only minor adjustments to their access to education which can be put in place after discussion between the SENCo, the pupil's teachers, parents and the pupil themselves. Such arrangements include word processing and prompting.

Yellow Star – Medical Disability

This colour star indicates that a pupil has a medical or physical disability such as a hearing impairment for which an external service has been used to assess the pupil and promote solutions for removing any barriers to his/her learning around this impairment. The specialist may also be prepared to give the SENCo and staff training on the use of technical equipment and advice on how to achieve the best possible outcome for this pupil. Other medical disabilities at the school include glycogen storage

disorder, colour-blindness or ADHD which may require medical insight and recommendations from external paediatricians and clinical psychologists.

Blue Star – Monitoring and Awareness

Pupils who fall into this category may have been diagnosed with a mild learning difficulty and have an educational psychologist report on file, but no special help is needed. Teachers will be made aware of the concern and the pupil will be monitored. They do not require any significant in-class differentiation in order to access the curriculum. Some of these pupils may even have been awarded scholarships to the school for outstanding performance and when tracked seem to be able to cope well with the whole curriculum. These pupils may still need extra time or use of computer but apart from this they are able to cope in class and are usually in the top half of their year group according to the school tracking system and the baseline tests. These pupils will usually also have had a learner profile written for them on arrival at Emanuel and shared securely with their teachers.

Red Star – Formal Diagnosis and Low Achievement

This star is the official SEN list and this star refers to pupils who have been diagnosed with a more severe learning difficulty and have an educational psychologist report to substantiate this with recommendations for teachers and supporting examinations access recommendations. The learning support team write these pupils a learner profile which is stored in EMA. The learner profile contains:

- The name and form of the pupil, the SEN difficulty and LS provision in place;
- The pupil's exam concession e.g. 25% ET + WP;
- A tick list of their educational weaknesses and any other areas of concern;
- A summary of their main learning difficulties;
- A summary of their strengths;
- Suggested teaching strategies to employ with the pupil to support them;

Teachers are advised of strategies they may employ in the class to support the pupil and differentiate work for them. The pupil may be invited to join a small group to address the specific difficulty through a structured programme. This will be reviewed together with the head of year on a regular basis and progress monitored.

In exceptional cases, the school, in consultation with parents, may recommend a modification of the curriculum or a restricted timetable.

Education, Health and Care Plans (EHC Plan)

When a pupil has an EHC plan provided by the local authority (LA), the school will meet their welfare needs and provide an education which matches the plan. Emanuel will admit pupils to the school with EHC plans where the school can accommodate their needs as outlined in the plan by making reasonable adjustments. This plan must be reviewed annually by the LA with the school, working together with the parents and the pupil. If the pupil is moving schools, the annual review should be carried out well in advance of the move.

If Emanuel is named on a child's plan the local authority is responsible for meeting the full cost of the provision. If Emanuel is not named on the plan the local authority may contribute towards the costs to assist parents, but they are not obliged to do so.

Mental Health (see separate policy)

Where, in the opinion, of the senior deputy head and school counsellors, a pupil's mental health problems will impinge significantly on their learning the SENCo will be informed and will make appropriate adjustments to the provision for the student's SEN provision.

Examination Access Arrangements (see also *Laptop and Mobile Device Policy*)

In order to qualify for access arrangements (e.g. extra time, word processing, breaks, prompters, readers, scribes, etc.) there must be clear justification based upon:

- A history of need
- A history of provision (it is the pupil's normal way of working)
- Current testing which supports the original diagnostic report/needs

The decision to initiate the process for assessing a pupil for examination arrangements lies with the school, and only recommendations from an assessor approved by the school will be accepted to form a small part of the total evidence required. The school cannot accept any reports or assessments unless they are part of a process initiated and approved by the Learning Support Department. This is a requirement of the examination boards and the JCQ and not something over which the school has discretion.

Applications for special arrangements will therefore require supporting evidence/information. A learning difficulty in itself does not justify a special arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the pupil's performance while being assessed. Where evidence suggests that a special arrangement would be unjustified, the school reserves the right not to submit a request.

For external examinations the centre's JCQ-documented specialist teacher for access arrangements administers the relevant test and fills in the relevant documentation for the examination boards. Exam boards have strict criteria to adhere to when requesting special arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: educational psychologists, clinical psychologists, occupational therapists, or specialist teachers holding qualifications recognised by JCQ for confirmation of learning difficulties. The SENCo (head of learning support) and designated specialist teacher are responsible for registering access arrangements online (AAO) and a record of the pupils registered for their access arrangements is kept securely on the ISAMs site. Relevant documentation and evidence are passed on to the school's examination officer to be held for inspection by JCQ.

The school's examination officer in liaison with the SENCo and specialist teacher will coordinate the exam access arrangements procedure.

Updated assessments should take place in Year 9 ready for IGCSE/GCSEs, and early in year 12 for A levels. These pupils will have had these arrangements as their normal way of working in earlier internal examinations and lessons.

The school's internal deadline for applications to be processed by the department within an academic year is February half term.

In terms of evidence for access arrangements for entrance exams, the school will use external assessment reports provided by parents, provided they are no more than two years old and are written by a fully qualified Educational Psychologist, specialist teacher with a current practising certificate or an expert medical professional. However, the school reserves the right to re-evaluate the continued eligibility to access arrangements upon joining Emanuel. The school carries out this re-evaluation as JCQ guidelines stipulate that evidence for access arrangements must be from external assessors with whom the school has an established working relationship.

Remote Learning

During periods of national lockdown, the learning support team will maintain regular contact during published term dates, with pupils in receipt of learning support lessons. Pupils who are on the register will be contacted as necessary. Support and guidance regarding the pupil's current situation will be offered.

Learning Support for Emanuel Leavers

The school provides advice to pupils applying to higher education or beginning employment regarding the need to declare their SEND needs in order to access appropriate support. Information regarding the exam concessions and learning support which have been provided in school will be shared on request with the permission of the pupil.

Confidentiality

As part of the work of the department supporting pupils, information may be recorded through observing a pupil in lessons or discussions with the Learning Support Department, form tutors or other members of the academic staff. When the Learning Support Department first start supporting a pupil they will make it clear to the pupil that notes may be retained and shared with their knowledge.

In line with data protection legislation, a child may request to view the information held about them. Where a child does not have sufficient maturity to understand a request for the personal information, an adult with parental responsibility will be able to make a request for information on behalf of the child. The school will treat each request on a case-by-case basis to ensure that any such request is in the best interests of the child. It is unlikely the school will share information with a parent without the child's knowledge.

Where parents engage an external professional, any requests for information about a pupil should be sent directly to the school from the external professional and any information will be returned directly to the external professional. The school will seek assurances from the external professional or put in place data sharing agreements before they share information.

Professional Development

The SENCo is a member of the Trinity Schools Group which meets annually to share knowledge, expertise and good practice. The department continually keeps up to date through CPD with recent educational developments. Members of the department have individual membership of the Professional Association of Teachers of Students with Specific learning difficulties (PATOSS). Emanuel staff are given frequent opportunities to develop their knowledge of SEND.

Related Documents and Policies

- Accessibility Policy
- Admissions Policy
- Curriculum Policy
- English as an Additional Language
- Equal Opportunities and Disabilities Policy for Pupils
- Laptop and Mobile Device Policy
- Medical and First Aid Policy
- Mental Health and Well-Being Policy
- Monitoring and Supporting Teaching and Learning
- Monitoring and Supporting Departments
- More Able and Talented Policy
- Online Safety Policy
- Privacy Notice for Parents
- Safeguarding and Child Protection Policy

Policy Review

The policy will be reviewed annually by the senior deputy head and head of learning support. It will then be presented to the school's Cabinet and the governors' curriculum committee for approval.

Policy Review (JLP/AML)	June 2022
Cabinet	The policy was approved by Cabinet on 29th September 2022.
Curriculum Committee	The policy was presented and approved on 3 rd October 2022.

Appendix I: Learner Profile

Name:

DOB:

Date of EP report:

Exam access arrangement:

Educational		Other areas of concern	
Understanding key concepts		Behavioural	
Listening to instructions		Attendance	
Reading comprehension speed		Punctuality	
Reading accuracy		Concentration	
Reading speed		Personal organisation	
Writing speed		Attention seeking	
Vocabulary		Impulsive	
Spelling		Relationship with peers	
Presentation		Motivation	
Numeracy		Self esteem	
Spatial difficulties		Frustrated	
Motor control		Anxious	
Auditory memory		Glasses	
Visual stress		Receptive and expressive language	
Working memory			
Processing speed			

Nature of difficulties:

Nature of strengths:

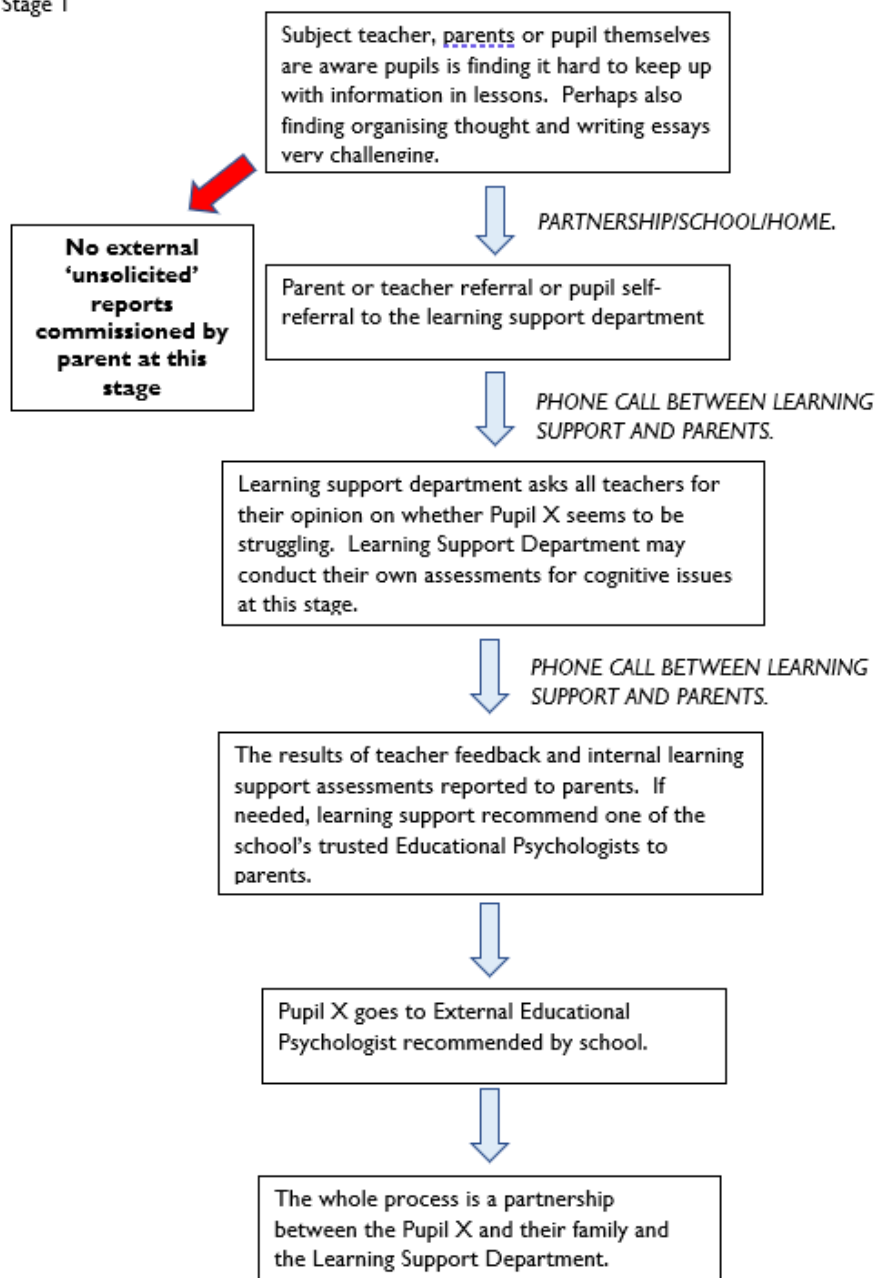
Suggested teaching strategies:

Please contact the Learning Support Department if you have any concerns regarding this student's progress.

Appendix 2 Two Pathways - Referrals for Special Needs

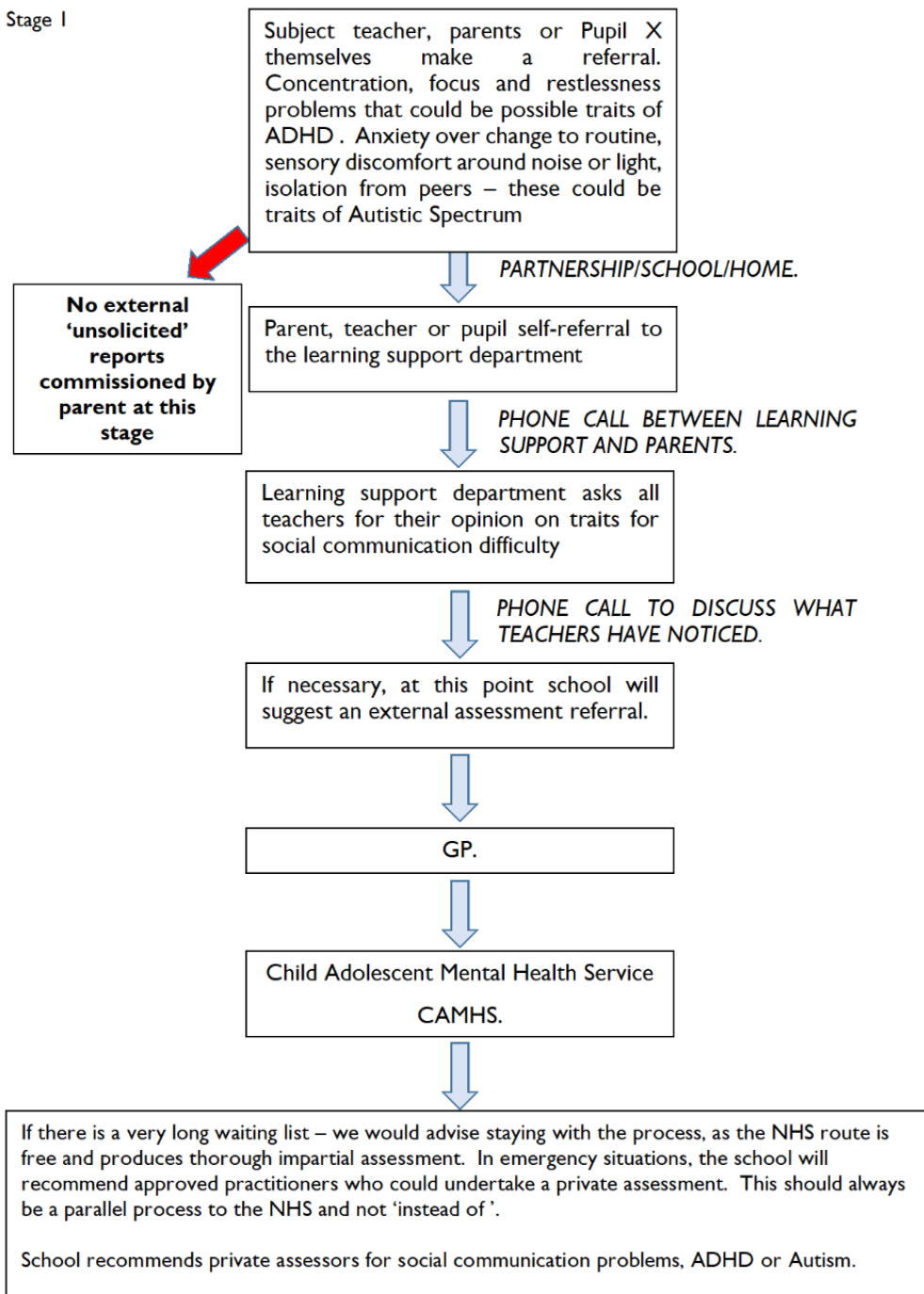
Path 1: For a learning difficulty which affects cognition (*Dyslexia, Dyspraxia or speech/language difficulties*)

Stage 1



Path 2: For Social Communication Difficulty such as ADHD or Autism

Stage 1



Appendix 3 Learning Support Department Roles and Responsibilities

Member of SMT with responsibility for SEND

Mrs J Peters – Senior Deputy Head

Learning Support Teachers

Mrs A Limon BA(QTS), MEd, APC (PATOSS) - Head of Learning Support

Dr P Blum Level 7

Mrs S Shaw Level 7

Ms J Kyndt