

Learning Support and Special Educational Needs and Disabilities Policy

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1. Introduction

All prospective pupils have an equal opportunity to join Emanuel if they satisfy the school's selection procedures at the time, which will assess, amongst other things, whether they are likely to be successful in and benefit from the 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.

This policy works towards eliminating disadvantages for pupils with special educational needs (SEN) and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the school's educational provision.
- not treating disabled pupils less favourably than their peers.
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of School alongside pupils who do not have SEN and disabilities.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following legislation, guidance and advice (*in so far as they apply to the school*):

- Education (Independent School Standards) Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) ('**Code of Practice**')
- Equality Act 2010
- Education and Skills Act 2008
- Children and Families Act 2014
- EHRC guidance 'Reasonable adjustments for disabled pupils'
- Keeping children safe in education (DfE, September 2023)
- Technical guidance for schools in England (Equality and Human Rights Commission, September 2023)
- Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018)

This policy should be read in conjunction with the school's *Admission Policy*, *Equal Opportunities Policy*, *Accessibility Plan* and *Exam Policy (incl. Access Arrangements Policy)*.

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, as well as supporting provision in the classroom.

2. Definitions

Special Educational Needs ('SEN')

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

Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by

the Equality Act 2010). 'Substantial' means more than minor or trivial, and 'long term' means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there is an overlap.

Learning Difficulty

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions.

A child who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language which is spoken at home is different from the language or form of language in which they will be taught. The school will provide appropriate support for those children whose first language is not English as set out in the school's *English as Additional Language Policy*.

3. Governor and Staff Responsibilities

The **governing body** has overall responsibility for determining school policy and provision for pupils with SEN and disabilities, including all matters which are the subject of this policy.

The **headmaster** is responsible for overseeing all aspects of the school's SEN provision and keeping the governing body fully informed of the implementation of the school's policy in practice.

The responsibilities of the **special educational needs coordinator** SENCO/head of learning support include:

- determining the strategic development of the *Learning Support and SEND Policy* and provision in the school, together with the headmaster and governing body,
- having overall day-to-day responsibility for the operation of the *Learning Support and SEND Policy*, including ensuring that the policy is up to date with the law and best practice,
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans,
- ensuring all staff understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN,
- advising and supporting other staff in the school,
- ensuring that relevant background information about individual children with SEN is collected, recorded and updated,

- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate,
- ensuring parental insights are considered by the school to support their child's SEN and disability,
- liaising with the parents, the school's medical staff, external professionals and agencies, as appropriate, in respect of a child's SEN,
- ensuring that the school keeps records of all pupils with SEN up to date,
- undertaking any other appropriate duties in accordance with the Code of Practice.

Emanuel School's **learning support department** consists of one assessment practising certificate (APC) qualified specialist dyslexia teacher, two level 7 qualified specialist dyslexia teachers and one level 3 qualified specialist dyslexia teacher (who is working towards a Level 5 qualification).

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff working regularly with pupils are expected to understand this policy so that the school can identify, assess and make provision to meet those needs. Please refer to point 13 for further details.

4. Disability and Discrimination

We will not knowingly discriminate against a disabled person:

- in the arrangements for determining admission,
- in the terms on which a place at the school is offered,
- by refusing or deliberately omitting to accept an application for admission,
- in the provision of education and associated services,
- in the way the school affords access to any benefit, service or facility offered or provided by the school,
- by excluding a person on the grounds of his or her disability,
- by harassing a person with a disability,
- by victimising a person with a disability,
- by treating a person with a disability unfavourably because of something connected with his or her disability or
- by failing to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

The school has regard to the Equality and Human Rights Commission's Technical Guidance for Schools in England to decide whether someone has the protected characteristic of disability.

5. Reasonable Adjustments

Emanuel School is committed to treating all pupils fairly. The school will seek to ensure that disabled pupils are not put at a substantial disadvantage in comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the school does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids, renders assistance for or supports disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment,
- extra teaching staff assistance via academic clubs, homework clubs and spelling clubs,
- induction loops,
- access to a school counsellor,
- assessment for access arrangements for external exams.

The school has an ongoing duty to make reasonable adjustments in respect of the education and associated services provided by the school, including:

- the curriculum,
- classroom organisation and timetabling,
- access to school facilities,
- school sports,
- school policies,
- breaks and lunchtimes,
- the serving of school meals,
- assessment and examination arrangements,
- school discipline and sanctions,
- exclusion procedures,
- school clubs, educational visits and other activities and
- preparation of pupils for the next phase of education.

The school is not legally required to make physical alterations to comply with the duty to make reasonable adjustments for disabled pupils or applicants.

The Equality Act 2010 requires all schools to provide auxiliary aids and services for disabled pupils as part of the duty to make reasonable adjustments. The school will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the school will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering,
- the practicability of the adjustment,
- the effect of the disability on the pupil,
- the cost of the proposed adjustment,
- the school's resources,
- health and safety requirements,
- the need to maintain academic, musical, sporting and other standards, and
- the interests of other pupils (and potential pupils).

The school will discuss the proposed adjustments with parents and, where appropriate, the pupil, the SENCO/ head of learning support, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The school will, where appropriate, communicate any decision regarding reasonable adjustments with parents and the child. Parents can assist the school in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the school if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the school provides, a disabled pupil is deemed to be at a substantial disadvantage, the school may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

6. Parental Adjustment Request

If the parents feel that there are further particular adjustments the school could make, parents may write to or speak with the pupil's form tutor, in the first instance, or the SENCO/head of learning support. Parents are encouraged to provide copies of any medical or specialists' reports as evidence of the adjustments required.

7. Accessibility Plan

The school has prepared an *Accessibility Plan* which is available, on request, to all parents and staff.

The accessibility plan includes consideration of how the school proposes to:

- increase the extent to which disabled pupils can participate in the school's curriculum.
- improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The plan will be reviewed on a regular basis, to ensure that the plan is up to date and covers all aspects of school life.

8. Admission Arrangements (see also *Admissions Policy*)

The school welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs, and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the school will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the school, to ensure that the prospective pupil is not put at a substantial disadvantage, compared to a pupil who is not disadvantaged, because of a disability.

The school will also, if appropriate, request from the parents or any previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the school can make an assessment of the reasonable adjustments that would be needed in order to provide adequately for the child's physical and educational needs and to promote the child's well-being.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's special educational needs and/or disability. For example, if, after all reasonable adjustments have been made, we feel that the school will not be able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being.

If, following the offer of the place, it is discovered that the school has not received full disclosure of information relating to a child's disability and the school is not able to provide adequately or appropriately for the child's physical and educational needs or promote the child's well-being by making reasonable adjustments for those disabilities, then the school may withdraw the offer of a place.

The school will inform the parents of their decision and give details of the reasonable adjustments they are able to make or give reasons why the offer of a place will not be made

The school's *Admissions Policy* is available on the school website. It applies equally to all prospective pupils and details how the school supports those applicants with SEN and/or a disability.

9. Entrance Exam Concessions

If exam concessions are requested for the entrance exam, parents are asked to provide current evidence at the time of registration but at latest by the registration deadline. The school will confirm in writing which, if any, additional or alternative arrangements will be made for the candidate. Parents must understand that requests received after this date may be considered, however there may be insufficient time to implement the necessary arrangements. Candidates must bring a copy of the confirmation email to the entrance exam.

A final decision in cases of dispute rests with the headmaster. Emanuel's criteria for examination access arrangements in class and school assessments comply with the Joint Council for Qualifications guidelines (JCQ) on access arrangements in public examinations and are subject to regular review by the accessibility committee, and annual review by the learning support department following the annual JCQ updates.

In terms of evidence of need 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 assessors with whom the school has an established working relationship.

10. Upon Receiving a Place at Emanuel

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the school. Parents must provide the SENCO with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

11. Withdrawal from the School

The school reserves the right, following consultation with parents, to request or require the withdrawal of a pupil from the school if, in our opinion after making all reasonable adjustments, the school is unable to meet the child's needs. In these circumstances the school will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

12. 4-Point Approach to SEN Support

The school's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

Arrangements for special educational provision and support are made through the school's graduated 4-point approach to SEN support: assess - plan - do – review.

As part of the assess - plan - do – review model and to ensure collaborative working, the school works closely with parents of children who have or may have SEN and learning difficulties to assess and

review a pupil's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

12.1 Assessment / Identification of Learning Needs

The school will carry out an analysis of the pupil's needs so that support can be matched to need. The school refers to cognitive tests, internal assessments, outcome of examinations, progress reports, learning support reports, external reports if available, Y9 free writing assessment, observations of pupils and discussions with pupils and parents. If not already done so the school may, in consultation with parents, request support from external agencies and professionals (e.g. CAMHS) to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.

A note on private assessments

If appropriate the parents together with the SENCo will decide whether a formal assessment from an external professional is required. If a full educational psychologist report is required, parents will be guided to select an assessor from the list of reliable and impartial educational psychologists who have a working relationship with the school. It is a JCO requirement that a private report is commissioned only from an educational psychologist who works with the school and is on the school list of known assessors if the report is to be used for access arrangements. A private report obtained without consultation with the school will not be accepted for the purpose of access arrangements. 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 the school recommend 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. Where parents do arrange such an assessment outside of school, they must ensure that the school is given copies of all advice and reports received.

New Pupils

The admissions department liaises with feeder schools to identify new pupils with SEND. These pupils are screened upon entry and a learner profile is written which will include recommendations from educational psychological assessments along with their diagnosed learning needs. The pupil is also added to the learning support register. The school takes action to provide appropriate special educational provision when concerns or identified SEN/disability exist. Parents are consulted, and pupils' wishes are considered based on their age, maturity, and capability.

Current Pupils

Early identification of special educational needs is vital for maintaining or enhancing progress; however, it is understood that there cannot be an absolute standard available to judge the progress of pupils with SEND as this fluctuates naturally.

The school's curriculum and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. Slow progress or low attainment do not automatically mean a pupil has SEN. However, where the school reasonably considers that a pupils may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the school will do all that is reasonable to report and consult with parents and the pupil as appropriate to help determine the action required and whether any additional support is needed. (See *Appendix 2.*)

Steps include:

- referral to the learning support department from teachers, pupils and/or parents.
- discreet observations of the pupil during lessons.
- conversations with the pupil.
- thorough analysis of pupil academic performance.
- regular communication with parents. parents will be kept informed via phone, letter, email, or meetings.
- ensuring teachers are aware of such pupils and have the necessary strategies available.
- providing additional support, like individual and small group sessions with specialists.
- In addition, if a pupil is failing to make progress, whether the pupils are on the SEND list or not, department heads identify underperforming pupils, and they are asked to attend academic help clubs or see the individual teacher in order to help them improve.

If these measures do not allow the pupil to make expected progress, the head of year and tutor are informed. The learning support department may feel that standardised assessments completed in school might offer further insight into a pupil's learning profile. The pupil's parents are contacted to explain to them why a set of assessments from the learning support department would be useful and necessary. Screening and assessment results are shared with parents, the head of year, and form tutor.

In specific cases, the school may recommend an educational psychologist report from the list of reliable assessors known to the school. A clinical psychologist's ADHD report may be suggested in rare situations, especially if late diagnosis may impact final exams.

12.2 Plan

Where it is decided to provide SEN support, the SENCO/head of learning support will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on the pupil's learner profile accessed by teachers on EMA and recorded on the ISAMS database.

12.3 Do

Teachers will work closely with the head of learning support to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.

- 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. 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 considering 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 staff new to Emanuel are given initial training 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.
- The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and add their own strategies for success.

- By referring to the learner profiles on EMA, teachers can plan and differentiate effectively for each pupil with identified needs.
- Where necessary a pupil will follow a short course of learning support, individually or in a small group, to address a particular learning need.

12.4 Review

The school monitors the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan (EHCP). The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the school and parents. Teachers, working with the head of learning support, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

Should a pupil still not make expected progress, the head of year and form tutor will be informed and the parents will be contacted to inform them 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.

In addition, the school will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers.

The school recognises that some pupils with a SEN may also have a disability. The school will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the school is able to cater for.

13. Level of Need

Pupils identified with special educational needs, supported by evidence from an external professional, are added to the school's learning support report on the database, which all staff can access via EMA. The report includes the student's name, tutor group, level of need, access arrangement entitlement (if applicable), and SEND type.

The school employs a color-coded system to categorize pupils based on their specific needs and requirements, ensuring equal access to education:

Grey Star – Centre-Based Access Arrangements:

- For pupils needing minor adjustments for access to education.
- Adjustments are determined through discussions involving the SENCo, teachers, parents, and the pupil.
- Typical arrangements may include word processing and prompting.

Yellow Star – Medical Disability:

- Assigned to pupils with medical or physical disabilities, e.g., hearing impairment.
- External services assess the pupil's needs and suggest solutions to remove learning barriers.
- Specialists may offer training and advice to the SENCo and staff.
- Medical conditions like glycogen storage disorder, colour-blindness, or ADHD may require input from external paediatricians and clinical psychologists.

Blue Star – Monitoring and Awareness:

- For pupils with mild to moderate learning difficulties as noted in an educational psychologist report.
- No significant in-class differentiation is needed.
- They may require access arrangements.
- Some may receive scholarships for outstanding performance and cope well with the curriculum.
- Learner profiles are created for these pupils and securely shared with their teachers.

Red Star – Formal Diagnosis and more complex need:

- Reserved for pupils with moderate learning difficulties, supported by a report from an external professional.
- The learning support team develops a learner profile, including the pupil's details, SEN difficulty, LS provision, exam concessions (e.g., 25% extra time + word processing), educational concerns, learning difficulties, strengths, and suggested teaching strategies.
- Teachers are informed of strategies and vary their teaching methods to accommodate the pupil.
- Some pupils might join small groups with structured programs to address their difficulties.
- Progress is regularly reviewed with the head of year.
- In exceptional cases, curriculum modifications or restricted timetables may be recommended in consultation with parents.

The colour-coded system serves as a comprehensive framework for accommodating pupils' diverse learning needs, ensuring that each pupil, regardless of their unique requirements, can access the curriculum effectively and receive the necessary support for their educational journey. In exceptional cases, the school, in consultation with parents, may be prepared to discuss a restricted timetable.

14. Education, Health and Care Plans (EHCP)

Parents and the school have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHCP. The school will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

When a pupil has an EHCP provided by the local authority (LA), the school will meet their welfare needs and provide an education which matches the plan. Emanuel welcomes pupils to the school with EHCPs where the school can accommodate the pupil's needs as outlined in the plan. This plan will be reviewed annually by the LA with the school, working together with the parents and the pupil and any external agencies involved in the overall provision for the pupil. If the pupil is moving schools, the annual review should be carried out well in advance of the move.

Any additional services that are needed to meet the requirements of the EHCP will be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHCP. In all other circumstances the school will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

15. Academic Staff Responsibilities and Training

Each teacher is expected to be familiar with the needs of the pupils in their classes via the learner profiles on EMA. Differentiation can then be planned according to each pupil's needs.

The department also liaises with the senior deputy head (who line manages the department), and deputy head: academic about providing teaching staff with appropriate training.

“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.” (Source: DfE [SEND Code of Practice: 0 to 25 Years](#), January 2015)

This is a statutory requirement, as the learning support 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 academic staff (e.g. on INSET days, at HoDs meetings and staff briefings, lesson observations with a SEND focus, induction training for teachers new to the school) and by collaborating with them in departments as appropriate about all issues surrounding SEND. The learning support department delivers training and offers support to every member of the academic staff at the beginning of the academic year and in frequent whole staff communications including the biannual *Learning Support Newsletter*.

16. 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.

17. Examination Access Arrangements

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

- a history of need,
- a history of support and 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 examination access arrangements will therefore require supporting evidence/information of need. The evidence of need will vary depending on the disability and the access

arrangement(s) being applied for. 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 examination access arrangements 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 school will apply to the awarding bodies using the access arrangements online application system. Appropriate documentation to substantiate an approved application are held securely and are made available to a JCQ Inspector upon request. Relevant documentation and evidence are passed on to the school's examination officer to action the access arrangements during public examinations.

Updated assessments 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. Pupils who enrol in Year 12 must declare any access arrangements they have previously been awarded by JCQ.

The school's internal deadline to hand in evidence of need for access arrangement applications to be processed by the learning support department within an academic year is February half-term.

18. Mental Health

Where, in the opinion, of the deputy head: pupils 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 pupil's SEN provision.

Please see the school's *Mental Health and Wellbeing Policy*.

19. Remote Learning

During periods of remote learning (e.g. due to a 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. Contact will be made by telephone with the number hidden or by electronic means with the camera switched off.

20. Learning Support Advice 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.

21. Additional Welfare Needs

The school recognises that pupils with special educational needs or learning difficulties may be at risk of being bullied. The school's *Anti-Bullying Policy* makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (PSHE), relationships education / relationships and sex education programmes, through the supportive school culture and through the school's policies.

When teaching pupils about safeguarding, the school recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.

If parents are concerned about their child's welfare, they can approach the pupil's form teacher or any senior member of staff to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain medical or physical health condition that can create additional safeguarding challenges both online and offline for those involved in safeguarding and promoting the welfare of this group of children. The school is mindful that these may include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration,
- pupils with a special education need, disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs,
- some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

The school should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.

Any report of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO.

Any safeguarding concerns will be dealt with in accordance with the procedures set out in the school's *Safeguarding and Child Protection Policy*.

22. Risk Assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

23. Data Protection and 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 personal information (subject access request), 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.

All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.

The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website a Privacy Notice for Parents/Pupils which explain how the school will use personal data.

24. 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.

25. Policy Review and Approval

Policy Owner	Senior Deputy Head
Date of last review	Summer 2024
Approved by	Cabinet: 2 July 2024 The policy will be presented to governors' curriculum committee in September 2024.
Governor Committee	Curriculum
Date of next review	Summer 2025

26. Related Policies and Documents

- English as an Additional Language Policy
- Accessibility Plan
- Admissions Policy
- Curriculum Policy
- Equal Opportunities and Disabilities Policy for Pupils
- Exam Policy (incl. Examination Access Arrangements Policy)
- Internal Examinations Policy
- Medical and First Aid Policy
- Mental Health and Wellbeing Policy
- Monitoring and Supporting Teaching and Learning
- Monitoring and Supporting Departments
- Privacy Notice for Parents/Pupils
- More Able and Talented Policy
- Safeguarding and Child Protection Policy
- Terms and Conditions

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:

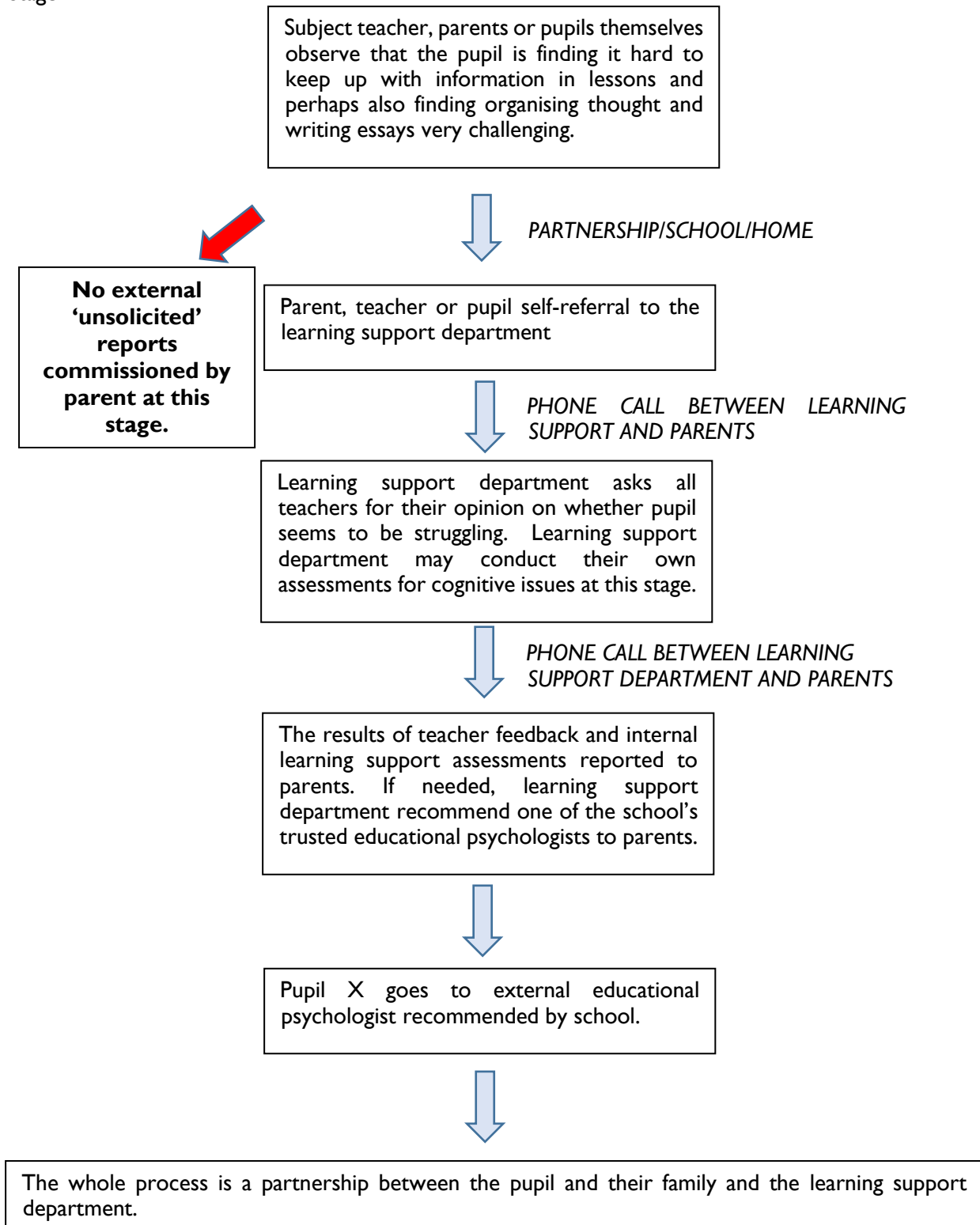
Suggested Teaching Strategies:

Please contact the learning support department if you have any concerns regarding this student's progress.

Appendix 2 Two Pathways - Referrals for Special Needs

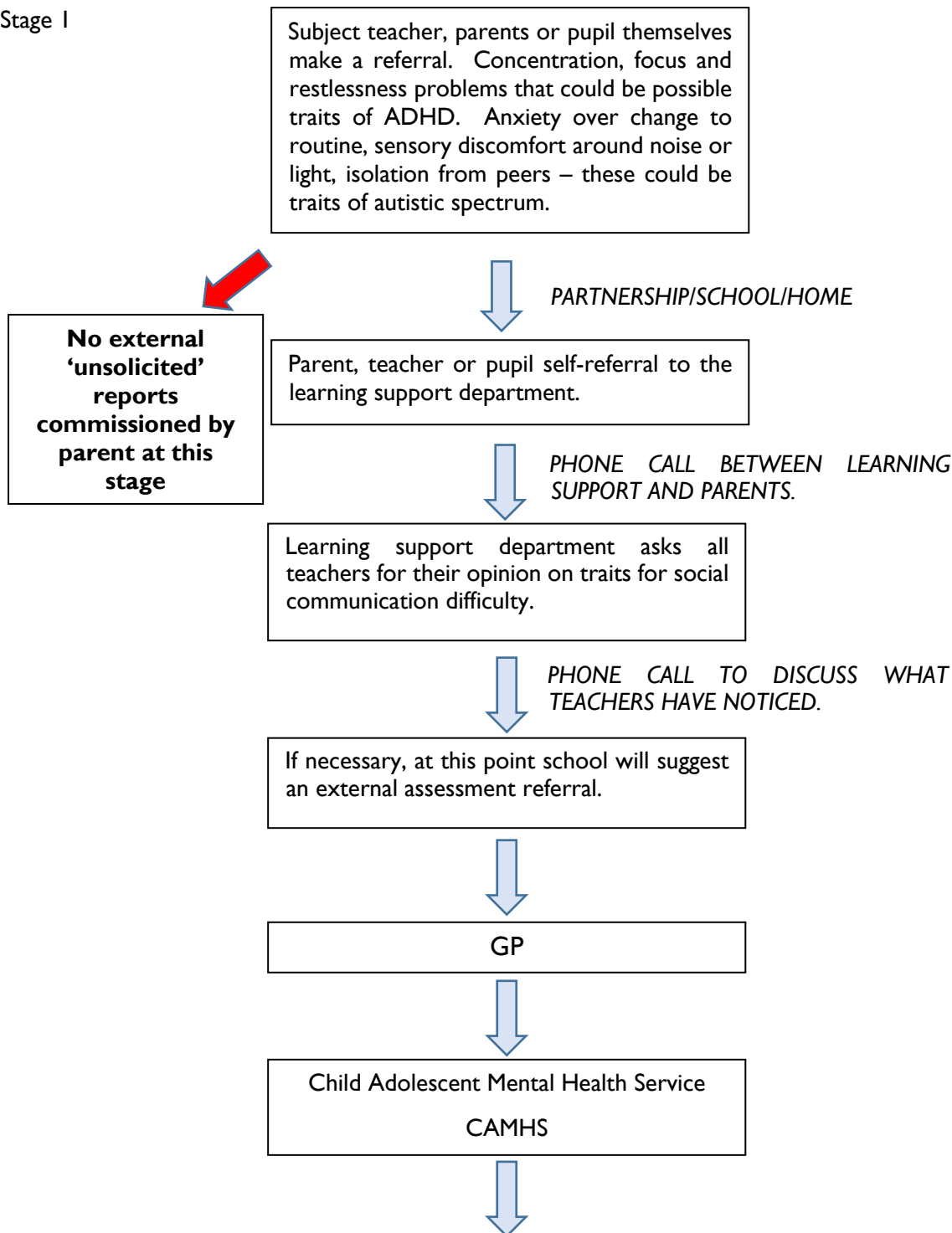
Path 1: For a learning difficulty which affects cognition (Dyslexia, Dyspraxia or speech/ language difficulties)

Stage 1



Path 2: For social communication difficulty such as ADHD or Autism

Stage 1



If there is a very long waiting list – we would advise staying with the process, as the NHS route is free and produces thorough impartial assessment. In emergency situations, the school will recommend approved practitioners who could undertake a private assessment. This should always be a parallel process to the NHS and not 'instead of'. School recommends private assessors for social communication problems, ADHD or Autism.

Appendix 3 Learning Support Department Roles

Member of SMT with responsibility for SEND:

Mrs Jane Peters (Senior Deputy Head)

Head of Learning Support:

Mrs Alex Limon BA(QTS), MEd, APC (PATOSS)

Learning Support Teachers:

- Dr Paul Blum (Level 7 Qualified Teacher of Dyslexia)
- Mrs Simone Shaw (Level 7 Qualified Teacher of Dyslexia)
- Ms Jessica Kyndt (Level 3 Qualified Teacher of Dyslexia)