



Emanuel School

## **Learning Support and Special Educational Needs Policy**

Emanuel School is an academically selective independent school. 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 welcomes students with special educational needs or learning difficulties and disabilities, and is committed to enabling them to maximise their academic potential and develop their talents.

### ***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 SEN 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 outcome. 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 due regard will be paid to individual needs, in consultation with pupils, parents, teachers and external agencies. If 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.

### ***Admission arrangements (See also Admissions Policy)***

Pupils with SEN have equal opportunity to join Emanuel if they satisfy the school's selection procedures. If exam concessions are requested for the entrance exam, e.g. use of computer and extra time, evidence should be submitted to the admissions secretary together with the application form. The documentation will be considered by the SENCo and assistant SENCo who will then make the necessary recommendations. A final decision in cases of dispute rests with the head teacher. Emanuel's criteria for extra time are in line with the Joint Council for Qualifications guidelines on extra time and are subject to regular review by the disability committee.

### ***The Learning Support Department***

Currently the learning support department consists of the following specialists in charge of supporting pupil learning:



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**Dr Paul Blum** - Head of learning support holding a BA and PGCE in History, an NPQH from the London Leadership School, and the Advanced Certificate and a PhD in Special Educational Needs from the London Institute. He has produced a number of articles and publications and presented CPD and training for teachers about supporting SEN pupils, as well as writing a number of reading books for primary and secondary SEN pupils. He is responsible for overseeing the implementation of the SEN Policy and the welfare of all the SEN pupils in the upper school.

**Mrs A. Limon** - Assistant SENCo holding a BA(QTS) Hons in Art and English from the University of Warwick, an MEd Educational Leadership from the Open University, an OCR Level 5 Cert and Level 7 Access Arrangements Assessor (Communicate-Ed). She oversees the welfare of the SEN pupils in the lower school.

**Ms S. Shaw** - Dip.Spld APC, Dyslexia tutor and specialist assessor qualified to carry out the Exams Access Arrangements tests for exams concessions. She supports pupils who require curriculum modification due to their learning difficulty and gives pupils with dyslexia tailored 1:1 support with their work.

The school has a visiting hearing specialist and speech and language therapists who come to the school termly to support some of the pupils who have these additional needs.

The department's members regularly attend meetings with other SENCos in similar schools and feed back to the department on helpful initiatives and issues arising from these meetings.

### ***Provision and support for pupils with SEN***

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, 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 SEN as early as possible and see that their needs are met;
- designing individual learner profiles, also known as Individual Education Plans (IEPs) 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***

As the 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.



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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) and by collaborating with them in departments as appropriate about all issues surrounding SEN.

Each teacher is expected to be familiar with the needs of the pupils in their classes on the Learning Support Report. This will entail keeping a record in the class planner of the nature of the learning difficulty. The Learning Support Department also issues a ten point differentiation advice sheet on strategies for working with pupils with dyslexia and dyspraxia to every member of the academic staff at the beginning of the academic year.

The department also liaises with the DH:S&ER, DH:A and AH:T&L (who is also responsible for AG&T provision) about providing teaching staff with appropriate training.

Those SEN pupils who are deemed as having more serious needs have learner profiles which teachers can find on EMA. (*For more detail, see information on SEN pupil categories on pages 4-6.*) These are distributed to all teachers to enable them to plan and differentiate effectively for the pupil.

The learning support department regularly observes SEN 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 *Monitoring and Evaluating Teaching and Learning*).

### **Additional support outside lessons**

Where appropriate, when required according to their learner profile, **additional learning support lessons with specialists**, either for small groups or 1:1 are put in place for students (usually for defined intervention periods of around 6 weeks) during an assembly time or via withdrawal out of a lesson on a rotational basis. Occasionally, long term one to one specialist support with dyslexia, literacy, maths or science is provided, by agreement between the SENCo and a pupil's family, which will incur an extra charge on top of school fees.

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. **Handwriting club** is offered to lower school pupils during the summer term.

### **Identification of SEN: a graduated response**

Admissions will liaise with feeder schools where pupils have previously been identified as having SEN.

Early identification of a pupil's special educational need is considered essential if progress is to be maintained or enhanced. Every effort is made to identify learning difficulties; however, it is



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understood that there cannot be an absolute standard available to judge the progress of pupils with special educational needs.

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 SEN 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 continue to make poor progress, the head of year and 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. Results from any assessment will be shared with parents, the head of year and form tutor and 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.

The school uses the following baseline assessments which the LS department also utilises to identify underperforming pupils. MidYIS are taken in Years 7 and 9, YELLIS in Year 10 and ALIS tests in Year 12. In addition, the department will also administer the Lucid Lass to pupils where a concern has been identified. This is a dyslexia screening test.

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 the school intranet 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 SEN type.

### 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



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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 (IEP) written for them on arrival at Emanuel.

### 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 sent by email to all their teachers and saved in the staff area of the network for all teachers to access. 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;
- 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.

When a pupil has an education healthcare plan, the school will provide an education which matches the plan. 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 deputy head: pastoral, 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.

### ***Special examination arrangements (see also E-Safety 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
- Current testing which supports the original diagnostic report/needs



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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. 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 board. 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 head of learning support and designated specialist teacher are responsible for registering access arrangements on line (AAO) and a record of the pupils registered for their access arrangements is kept securely on the iSAMs site. Relevant documentation and evidence is passed on to the school's examination officer to be held for inspection by JCQ.

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

Updated assessments should take place in year 9 ready for IGCSE/GCSE's, and early in year 12 for AS/A2. 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.

### **Professional development**

The SENCo is a member of the Trinity Schools Group and meets annually to share knowledge, expertise and good practice. The department has active membership of the National Association of Special Educational Needs and continually keeps up to date through CPD with recent educational developments. Emanuel staff are given frequent opportunities to develop their knowledge of SEN.

### **Related documents**

- English as an Additional Language
- Admissions Policy
- Curriculum Policy
- Monitoring and Evaluating Teaching and Learning
- Monitoring and Supporting Departments
- E-safety Policy
- Mental Health Policy



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- Medical and First Aid Policy
- Accessibility Policy
- Safeguarding and Child Protection Policy
- Provision for Able, Gifted and Talented Pupils