

# Academic Support Policy

~~2023~~ 2024

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Reviewed by Erica Stillwell: 15 June 2023

Next review: August 2024

## 1 Objective

To help those students who have special educational needs and/or disabilities to access the curriculum in the most effective way, so that they can fulfil their potential and experience academic success.

## 2 Context

MPW London is a mainstream independent colle

(a) have a significantly greater difficulty in learning than the majority of others of the same age. At MPW this is interpreted as below-average standardised scores on standardised psychometric assessments carried out by a qualified assessor;

or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post 16 institutions (if your child has a disability, please ask to see our Disability policy).

According to the Equality Act 2010 an individual is classified as 'disabled' if they have a physical and/or mental impairment which has a substantial and long-term (in excess of 12 months) adverse effect on their ability to carry out normal day-to-day activities.

We identify four areas of need:

- Cognition and learning needs
- Social, emotional and mental health difficulties
- Communication and interaction needs
- Sensory and/or physical needs.

In the rest of this document, the abbreviation 'SEN/D' is used to encompass all students at MPW with special educational needs and/or disabilities.

The following important points should be noted:

- A student must not be regarded as having a learning difficulty solely because the language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home. A student who finds a particular subject difficult does not necessarily have a 'learning disability' in the legal sense of the term: there will often be disparities in the speed at which students learn, in their skill at solving problems and in their general ability level.
- The expression 'learning difficulty' covers a wide range of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. It may also include those who have problems with their eyesight, hearing, or those who have an autistic spectrum disorder.
- Learning difficulties may affect students who have a high IQ and academic ability as well as those of lower

- To provide information, support and develop strategies to enable staff to work confidently with students

absolute minimum and more frequently if required. Those involved in the review may include: the Head of Academic Support, the student, parents/guardians, as well as other relevant professionals such as an educational psychologist, learning support or subject tutors.

Any additional services that are needed to meet the requirements of the EHCP will need to be charged to the relevant local authority if the authority is responsible for the fees and MPW is named in Part 4 of a Statement or Section I of the EHCP. In all other circumstances charges will be made directly to parents/guardians unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

The aim of the annual review is to:

- assess the student's progress towards meeting the objectives specified in the EHCP and to collate and record information that the college and other professionals can use in planning their support for the student;
- assess progress towards the targets in the Education, Health and Care Plans (EHCP) that were set at the

## 7 Identification, Assessment and Monitoring of Learning Needs

### 7.1 Identification

Our approach to the detection and management of learning difficulties will be guided by the *Special educational needs and disability code of practice: 0 to 25 years* (DFE - 0000205-2013), Department for Education (DfE), January 2015 (Code), or any substituting or amending code of practice issued from time to time by the Department for Education (DfE).

Students who have already been diagnosed as having special educational needs before joining the college will be referred to the Head of Academic Support, who will then begin the process of collating the information necessary produce a student SEN/D profile, to help relevant members of staff to consider implications for teaching practice and to provide general academic support. Relevant information will be sought from various sources to create a comprehensive profile of historical evidence of need and support. Sources of information include:

- Reports and references from previous schools. In particular, at the point of entry to Years 10 and 11, the last two academic reports and any available SAT reports will be requested
- Documentation pertaining to access arrangements from previous schools for students entering Years 12 and 13. (It should be noted that such documentation may not exist if the student's SEN/D needs were not recognised at the time.).
- Any available educational psychologist reports
- Performance on MPW English and Mathematics entrance tests (GCSE students only)
- Feedback information provided by those who interviewed the student as part of the admissions process.

Students who have not been diagnosed before as having a learning difficulty but whose learning causes concern should be referred to the Head of Academic Support as quickly as possible. Referral can come from a variety of sources:

- Subject tutor request (the tutor should inform the relevant Director of Studies that a referral has been made)
- Director of Studies request
- Student counsellor request
- Request from parent or guardian
- Student request
- Following information from the student's previous school.

### 7.2 Assessment

As poor attainment and slow progress through the curriculum are the key indicators of a student's potential learning difficulties, their progress in these terms will be the primary means for assessing the level of support required for a student. Where needed, a formal assessment of learning difficulties will always be conducted by the Specialist Assessor at MPW or, where necessary, by a registered educational psychologist known to MPW as per JCQ requirements.

### 7.3 Monitoring

Monitoring and review of the student's progress occurs primarily by means of tutor feedback and half-termly reports. Input from parents/guardians, tutors, Directors of Studies and the students themselves is essential to providing the correct level of support for a student. The student SEN/D profile will be the focal point of discussions between students and their Directors of Studies when it comes to the student's learning needs.

## 8 Types of individual support

- The involvement of the Director of Studies in monitoring student progress.
- Supervision and monitoring by the Academic Support Team. The Head of Academic Support assesses, advises on and implements the programme of support outlined in the SEN/D student profile. In some cases, support may involve subject specific strategies, or it may be more appropriate to offer limited individual or group support, such as supplementary tuition or study-skills surgeries.
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- Promoting Good Behaviour Policy
- Teaching and Learning Policy