

## **SFX SEND Information Report**

The Additional Learning Support department concentrates on delivering a holistic, multi-disciplinary approach when supporting students with SEND that addresses the educational and psycho-social development of students and their well-being, whilst nurturing the college principles of respect, integrity and feeling valued.

Support is centred around the young person, is tailor-made and includes close liaison with parents/guardians (where appropriate), college staff and external agencies. This is carried out by a team of qualified and experienced specialist staff who also have their own subject specialism. There are currently 4 dyslexia/SpLD specialists, 1 ESOL specialist, 1 Autism/ASD specialist and 1 sensory impairment specialist. For students who have other support needs, staff receive training from external specialist agencies, for example, speech and language therapist from Great Ormond Street Hospital / CAHMS / Lambeth Visual Impairment Service / Oak Lodge School for the Deaf / educational psychologists.

Every student that is new to the college sits a college screening assessment, which identifies any possible learning difficulties / needs. Alternatively, students may wish and are encouraged to declare their learning difficulty / disability / medical condition upon application to the college. Support is then discussed at interview. Students may also self-refer whilst on their course.

Support is delivered in three stages:

**Wave 1:** Differentiated learning through Quality First Teaching by the subject teacher. The student is monitored over the first half term. If the student is still experiencing difficulties and is not making progress, she/he is then placed on wave 2 support.

**Wave 2:** Subject tutor identifies a student that is struggling on their course. Subject tutor uses generic support strategy sheets for students (available to download from the ALS section of Moodle) in classes, sees the student on an individual basis, offers homework and workshops.

Review at the end of term. If the student is still falling behind and there is a suspicion that the student may have an underlying learning difficulty/disability.

**Wave 3:** Referral to the ALS department for a full assessment and individual specialist assessment and support.

The college has a policy of not withdrawing students from their lessons, therefore, all individual specialist support sessions take place in the student's free periods. Additionally, some students may have in-class support with a Learning Support Assistant and/or attend small group workshops.

### **Students with Statements of SEN / EHC Plans**

An additional informal meeting with the student, parent/guardian and the Head of ALS takes place in the Summer term before the student is due to start their course at the college. At the meeting a history of support is taken along with information from the Statement /EHCP and an assessment of required support is discussed. An individual tailor-made provision map of support is then produced and sent to the Local Education Authority, together with an application for funding. Students also have an annual review at the college with the Head of ALS and an LEA case worker.

Information on local authority offers can be found on the following websites:

Bromley: <http://bromley.mylifeportal.co.uk/localoffer/#.VmmT52fFYdU>

Croydon: <https://www.croydon.gov.uk/education/special-educational-needs>

Kensington and Chelsea: <https://www.rbkc.gov.uk/children-and-education/schools/support/special-education-needs-sen/our-local-offer>

Lambeth: <http://www.lambeth.gov.uk/schools-and-education/special-educational-needs/local-offer-services-for-children-and-young-people>

Lewisham: <http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-Offer.aspx>

Merton: <http://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Southwark: <http://localoffer.southwark.gov.uk/>

Wandsworth: <http://www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-Offer.aspx>

### **Monitoring of Support**

The ALS department takes an 'assess, plan, do, review' approach. All supported students are given a full assessment at the beginning of the academic year for access arrangements. Feedback is then given to students and a termly ISTP (Individual Student Teaching Plan) is produced in agreement with the student. This will concentrate on building upon the student's strengths in order to develop self-esteem and address any areas that the student may find difficult. It also incorporates the student's long term aim for the academic year and the future.

The plan is then sent by the support tutor to subject tutors who liaise verbally and via e-mail on a daily basis. The plan is reviewed on a termly basis with the student.

For all high needs students, monitoring notes are completed for every lesson.

Continuous assessment (verbal and written) takes place in every support session with the specialist tutor and observation notes are made.

A formal observation of specialist tutors is conducted by the Head of ALS during the academic year. As of January 2015, staff follow the action research method of holistic continual development. This is in the form of journaling, videoing of lessons (where appropriate), critical reflection and collaboration.

### **Access Arrangements (Special Exam Arrangements)**

Any student with a learning difficulty requiring access arrangements is given a full 3 hour assessment in the following areas: spelling, sign world and full sentence reading; reading and writing speed; processing of information; memory and concentration difficulties and underlying ability. The standardised assessments are in alignment with current regulations set by the DfE.

If a student has a medical condition or a physical disability, then they are awarded access arrangements according to the up to date medical evidence that the student produces.

All enquiries regarding access arrangements should be forwarded to Sarah Hopp, Head of ALS.

### **Positive Psychology: An holistic approach**

Positive psychology is an integral part of students' support programmes. This includes the use of mindfulness techniques to help with concentration, stress and anger management difficulties.

Social skills and communication are also developed through the department's enrichment programme, trips and as part of their individual specialist support programme where appropriate.

### **Preparation for Higher Education / Employment**

All students receive support in preparation for employment or progression to higher education. For those students applying to higher education, there is an ALS HE programme, where the students and their parents / guardians are led through the application process for the DSA (Disabled Students' Allowance). Students visit Roehampton University to find out about available support, meet students and the transition to university.

Individual liaisons is also maintained between the college and support departments at university and FE institutions.

### **Resources and Equipment**

The ALS department has a well-stocked multi-sensory resource centre, including the latest assistive technology and specialist software, i-pads, laptops, tactile resources, books and audio-books covering generic study skills, writing, spelling, reading and memory. There is a copy of most textbooks in the department and other resources may be ordered in upon request. The resources are updated on an annual basis.

### **Monitoring of Departmental Success and Student Voice**

The monitoring and evaluation of departmental success involves analysis of supported student results, case studies, observations and the annual SAR (Self-Assessment Report).

The voice of students is of paramount importance in the department, therefore, as well as ongoing dialogue with support tutors, students complete an interim and end of year questionnaire. The results of which form part of the SAR analysis.

### **Safeguarding at SFX**

All staff receive safeguarding training at the beginning of the academic year. Any staff employed through the year receive training within 2 weeks. All staff receive training in the Prevent Duty and complete an online training course. All students are attached to tutor groups and have taught

lessons on safeguarding topics, Prevent and British Values. SFX has a robust pastoral structure with welfare and safeguarding at the heart of the college's work. The college promotes equality, diversity and inclusion and was proud to be recognised with the Investors in Diversity Award in 2015.

### **Complaints**

Any queries/complaints should be made to Sarah Hopp, Head of ALS in the first instance. {}

### **Contact**

If you have any queries, please contact Sarah Hopp, Head of Additional Learning Support by e-mail: [s.hopp@sfx.ac.uk](mailto:s.hopp@sfx.ac.uk) or telephone: 0208 772 6087.

### **Useful Websites**

<http://www.dyslexiaaction.org.uk/>

<http://www.autism.org.uk/>

<http://www.adhd.org.uk/>

<https://rnib.org.uk/>

<http://www.deaf-first.org.uk/>

<https://www.mind.org.uk/>

<http://bemindful.co.uk/>

<http://www.nasen.org.uk/>