

## **SFX SEND Information Report 2023-24**

The Additional Learning Support department concentrates on delivering a holistic, multi-disciplinary approach when supporting students with SEND that addresses the educational, social and emotional 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. 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. There is a rolling programme of inset for subject teachers, strategies are shared on staff portal, circulated to staff via email, and ALS offers support, advice and guidance to enhance the teaching and learning experience of both the student and to support the classroom teacher.

Students are encouraged to declare if they have a learning difference, disability, mental health condition or medical condition on the application form. Support is then discussed at interview. Wherever possible, an ALS member of staff will interview the student to ensure that the correct support can be put in place. Upon application, students are also asked whether they or their parent/guardian will require any assistance at the interview. Throughout the year, students are given the opportunity to declare a learning difference or disability via their personal or subject tutor or by contacting the ALS department.

The college endeavours to provide the maximum amount of support to a student (subject to funding restrictions) if they so wish and each case is considered individually. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/guardians. We then determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will assess each student's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all students and identify those whose progress is not what is expected. In such cases, the college uses a graduated approach to support which is delivered in three stages:

**Universal support / Wave 1:** an inclusive high-quality teaching by the subject teacher of all the students in their class. The students are taught through varieties of supportive practices, their progress is monitored, if a student is experiencing difficulties and is not making progress, she/he is then placed on wave 2 support.

**Targeted support / Wave 2:** Subject teacher identifies a student that is struggling on their course and arranges additional interventions, with more targeted, personalised approach, differentiated work and activities, workshops or individual support. If the student is still falling behind and there is a suspicion that the student may have an underlying learning difference/disability, they will be referred to ALS department.

**Specialist support / Wave 3** Referral to the ALS department for advice and guidance, individual specialist assessment and support, exams access arrangement assessment if appropriate. Support approaches are student centred. 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 EHC Plans**

Students with an Education Health and Care Plan (EHCP) from a local authority are encouraged to declare their need upon application or via their local authority through an official consultation. 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 Education and Health Care plan and an assessment of required support is discussed. An individual tailor-made provision map of support is then produced and sent to the Local Authority, together with an application for funding. Students also have an annual review at the college with the Head of ALS and an LA 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/specialeducation-needs-sen/our-local-offer>

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

Lewisham: <http://www.lewisham.gov.uk/my services/education/special-educationalneeds/Pages/Local-Offer.aspx>

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

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

Wandsworth: [Wandsworth's SEND Local Offer | Wandsworth Family Information Service](#)

### **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 ITSP (Individual termly support 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. ALS support tutor liaises with subject tutors and in class LSAs either 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. 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)**

For students that are referred for exams access arrangement, teachers will need to confirm their history of need, areas of difficulty that the student is experiencing in classroom and their normal way of working. Any student with a learning difficulty requiring access arrangements is given a full 2 hour assessment in the following areas: spelling, reading accuracy and comprehension, 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/SASC.

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 Joanna Muras, Head of ALS.

### **Positive Psychology: A holistic approach**

Positive psychology is an integral part of students' support programmes. This includes the use of mindfulness techniques to help with concentration, CBT, 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 and Aim Higher HE programme, where the students and their parents / guardians are led through the application process for the DSA (Disabled Students' Allowance). Students visit an Aim Higher leading university, either Roehampton University/ St Mary's or Kingston university, to find out about available support, meet other neurodivergent students, undergraduates and graduates and learn about the transition to university. Individual liaison is also maintained between the college and support departments at university and FE institutions.

### **Resources and Equipment**

The ALS department has recently moved to a newly build area which is offering our students an amazing, spacious new zone. We are benefiting from having separate areas: quiet study section, games area, sensory room, interview / revision room. Our separate, quiet study area is very well equipped with the latest, state of the art computers offering students opportunity to catch up on their assignments or to work with a tutor. The interview / revision room allows students to revise with their peers or to attend university/job interview online.

The ALS department has a well-stocked multi-sensory resource center, including the latest assistive technology software, tactile learning 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. C-Pen readers are used in examinations.

### **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.

### **Complaints**

Any queries/complaints should be made to Joanna Muras, Head of ALS in the first instance.

### **Contact**

If you have any queries, please contact Joanna Muras, Head of Additional Learning Support by e-mail: [j.muras@sfx.ac.uk](mailto:j.muras@sfx.ac.uk) or telephone: 0208 772 6007.

### **Useful Websites**

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

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

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

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

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

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

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

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

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

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

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

<https://diversityandability.com/>