

Academic Support Policy

2023-2024

Reviewed by SMT: September 2023
Next review: September 2024

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.

MPW Birmingham is a mainstream independent college catering for students aged between 14 and 20. The college is not, and does not intend to be, a specialist provider for those with special educational needs. However, the provision which we can make for students who appear to have a learning difficulty includes:

- learning support through classroom intervention, subject workshops and surgeries, and study skills workshops;
- bespoke individual subject tuition; and
- an internal formal assessment or, where appropriate, referral to an educational psychologist.

We shall do all that is reasonable to accommodate students with learning difficulties, including reporting to and consulting with both students and parents/guardians, ensuring that tutors are given any necessary information about **a student's learning difficulties** and liaising with subject tutors, Personal Tutors, Heads of Faculty and the Learning Support Team to ensure that teaching practices are appropriate **to support a student's individual needs**

- to identify, at an early stage, students who may have special educational needs or a disability and make staff aware of the needs of those students
- to provide a graduated response that recognises the individual nature of each student's needs
- to hold high expectations of all students with identified learning needs and to ensure that they are continually stimulated, appropriately challenged and always achieving their potential
- to foster good practice in terms of teaching and pastoral support to ensure special needs are accommodated
- to ensure that, as far as possible, individual special needs provision does not exclude students from mainstream provision
- to foster partnerships with students, parents/guardians and external support providers to ensure that students with special needs make good progress
- to provide appropriate INSET for new and existing staff
- to build and maintain a bank of resources to support learning provision
- to ensure that college procedures relating to discipline, organisation of educational visits, risk assessment and exam access arrangements take account of special educational needs and disabilities.

Some students may be affected by circumstances which impinge upon their educational progress. It is the responsibility of each tutor to be sympathetic to the special needs of each student, whether they are general or specific learning difficulties, physical and sensory impairments or social, emotional and mental health difficulties, in order to remove barriers to learning.

(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 'SEND' 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**

details from educational psychologist reports and review meetings which are summarised in Student Support Profiles (SSPs) agreed with the student. This database is readily accessible by all members of the Learning Support Team, and Individual Education Plans (IEPs) and Student Support Profiles (SSPs) for individual students are produced.

Students with disabilities or other medical conditions may choose to have their own SEN/D student profile created in conjunction with the Head of Learning Support and the Personal Tutor. The plan will include information on how ~~the disability or illness is affecting the student's education, as well as possible~~ goals and support strategies. In this case, teaching and learning strategies, exam access arrangements and individual support will be put in place in similar fashion to all students with identified learning needs, as outlined below. In some cases, accessibility will be an issue and details about this can be found in the ~~college's~~ accessibility plan.

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 (), January 2015 (), or any substituting or amending code of practice issued from time to time by the Department for Education ().

Students who have already been diagnosed as having special educational needs before joining the college will be referred to the Head of Learning Support, who will then begin the process of collating the information necessary

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 Personal Tutor when it comes to

- Disability Access Plan
- Disability Policy
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