

Limitless Minds International College



Policies and Procedures
*Learning Support
and Disability Policy*





Javier García LMI Director

LMI College is a special place. We are a modern, independent school for students in the heart of one of the world's largest cities. We have a proud history, but it is not only our past that defines us. We are far-sighted and responsive to the world around us. That's why our strategic vision focuses on helping our students to be kind to themselves and to others, to be aware of their place in their communities and in the world, and to be prepared for the society they will one day form.

It is a great privilege for me to be the Director of LMI College. The Board and I are absolutely committed to delivering this Strategic Vision to the year 2030 and beyond. It is an important statement of who we are and who we want to be. It will help us continue to educate and nurture students from all walks of life to become good young people, ready to change society for the better.

A handwritten signature in blue ink, written over a circular stamp. The stamp contains the text 'TUTORIALS' at the top, 'LMI' in the center, and 'A-Level, IGCSE & IB' at the bottom.

Javier García, LMI Director.

Introduction

School Context

LMI College ('the School') is an academically selective school that is committed to providing an environment that values and includes all pupils, staff, parents / carers and visitors regardless of their needs. The School is further committed to developing a culture of awareness, respect, and inclusion. This policy describes the provision for Learning Support in the School.

Background

The Equality Act (2010) has replaced all previous disability legislation and, in doing so, has introduced the idea of protected characteristics which cover the following:

- Sex
- Disability
- Sexual orientation
- Gender reassignment
- Religion or belief
- Race (including colour, nationality and ethnic or national origins)
- Pregnancy and maternity
- Age
- Marriage and civil partnership

The Children and Families Act (2014) introduced new regulations and a new SEND Code of Practice. Unlike the Equality Act, which applies to all educational establishments, the Children and Families Act is not applied in the same way to the School because it is not in receipt of public funds and the School does not have any pupils with Education Health and Care (EHC) Plans.

Nevertheless, there are important principles and examples of good practice that can inform provision for the School's pupils:

- to ensure early and earliest identification of learning needs
- to enable all teachers to be responsible for meeting the needs of identified pupils
- to promote the views of pupils and parents in determining the most appropriate decisions
- to assist education, health and social care services to work together
- to make sure children and families know what help they can obtain for a pupil identified with special educational needs

This policy focuses on:

- Protection for pupils by preventing discrimination against them at school on the grounds of disability
- The processes in place to identify, assess, and run interventions for pupils

The School is an academically selective school catering for pupils of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they are likely to be able to cope with an intensive academic curriculum. The School will do all that is reasonable to ensure that its culture, ethos, policies and procedures are made accessible to children who have disabilities and to accommodate the needs of applicants for places at the School.

Some pupils who are selected for places may have Special Educational Needs and / or Disabilities (SEND) identified before or after admission to the School. It is the objective of this Learning Support and Disability Policy to ensure that pupils with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education.

Admissions

A pupil may only be admitted to the School if he has met the requirements of the selective admissions procedure and is able to access the site and curriculum after reasonable adjustments have been made to accommodate any SEND he has. Once admitted, the procedures of identification, assessment, planning, action and review (see below) will operate for a pupil with an identified SEND.

Further information with regard to the School's policies and procedures for supporting candidates with SEND are given in the School's Admissions Policy.



The School seeks to provide a supportive and caring environment in which every pupil is valued and where learning can take place in an orderly, purposeful and creative manner.

The School is committed to:

- providing a broad, balanced and relevant curriculum
- promoting the pursuit of excellence by each pupil, irrespective of SEND.

Where a pupil has an identified SEND, the School will use its best endeavours to ensure that pupil gets the support they need and that every effort will be made to ensure they can engage in the activities of the School and make full access to the curriculum.

A pupil may qualify as having a disability as defined by the Code, which states that a person has a disability if:

- they have a physical or mental impairment, and
- the impairment has a long-term and substantial adverse effect on that person's ability to carry out normal day-to-day activities.

This definition includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions (such as asthma, diabetes, epilepsy, and cancer). Further information is available in the School's Equal Opportunities (Pupils) Policy and the School's Accessibility Policy.

Identification and Assessment

Introduction

Every school is required to identify and assess the SEND of the pupils that they support. The School aims to identify SEND at the earliest point. This identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Identification

This can come through a number of channels, but all should flow through the Form Tutor, who is responsible in the first instance for the pupil and communication to relevant parties. The information gathering outlined below should include an early discussion with the pupil and parents in order to develop a good understanding of the pupil's areas of strength and difficulty.

Previous Identification

- Information provided by a previous school and / or an external consultant at admissions.
- Information provided by a previous school and / or an external consultant after an offer of a place has been made and before the pupil enters the School.



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Academic Referral

- Screening Concerns (e.g. Learning Support Screening, MIDYIS Results)
- Concerns from class / subject teachers regarding a pupil's progress in a particular subject (e.g. Referrals system, Academic Reports) where a pupil is making less than expected progress given their age and individual circumstances
- Concerns about Exam Results

Assessment

Assessments are generally recommended in order to identify the potential cause of an on-going underlying difficulty at school. Assessments are carried out both for diagnostic purposes and for compiling evidence to support Access Arrangements for internal and public exams.

In the case there is no acceptable and / or in-date external report:

- a request for permission to assess will be sent to parents through the Form Tutor, which includes information regarding data protection.
- the Learning Support Department will not move forward with the assessment until parents have formally agreed to the assessment by sign-off or email.
- once permission has been obtained, a qualified assessor within the Learning Support Department will carry out an appropriate assessment and may then recommend further assessment by an Educational Psychologist or other external consultant.
- a brief report will be written to summarise the assessment findings.
- Access Arrangements will be recommended and put in place only if assessment scores or a professional report exist to support the arrangement and where this is supported by evidence from the teaching staff.



Involving External Specialists

The Learning Support Department and / or Parents may conclude that the pupil would benefit from being assessed by an Educational Psychologist, Occupational Therapist, Medical Specialist, Speech and Language Therapist, or another qualified professional. (Also see the Partnerships with Outside Agencies section below).

The School follows guidelines set out by the Joint Council for Qualifications (JCQ) regarding independent assessors, which are as follows:

- External assessments cannot be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school.
- Before the candidate's assessment, the SENCo must provide the assessor with background information (i.e. a picture of need has been painted). The SENCo and the specialist assessor must work together to ensure a joined-up and consistent process.
- An independent assessor must contact the school and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.
- An independent assessor must discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo.

The School reserves the right to:

- reject any reports submitted where the School has not been notified prior to the assessment and put in contact with the external assessor in order to provide a school brief.
- reject any recommended arrangements should the School disagree with the conclusions drawn by the external assessor.

If the School has recommended an external assessment:

- Parents will make the final decision regarding action on the School's recommendation for referral to an External Specialist.
- Should they choose to go ahead with the assessment, parents have the responsibility of meeting the cost of the assessment by the External Specialist. In

the case that an Educational Psychologist (EP) or other external report is commissioned:

- the Head of Learning Support will carefully review the report and discuss implications with the pupil and his parent(s).
- the assessment and agreed recommendations will be summarised for the teaching staff.
- the agreed relevant information about the pupil will be included in the Individual Learning Plan, which is made available to teaching staff only.
- the recommended Access Arrangements will be put in place only if substantiated by teacher evidence, the JCQ guidelines are adhered to and assessment scores exist to support the arrangement. (Also see the Access Arrangements section below).



Identification and Assessment

Provision (Graduated Approach)

Day to day practice within the School aims to follow the guidelines on the approach to interventions and Learning Support outlined in the Code. In particular, the School will ensure that pupils and parents are actively involved in decision-making regarding the desired outcomes and throughout the approaches adopted.

Graduated Approach

There is a 'two wave' approach to provision in place at the School that follows the 'Assess, Plan, Do, Review' process outlined in the Code.

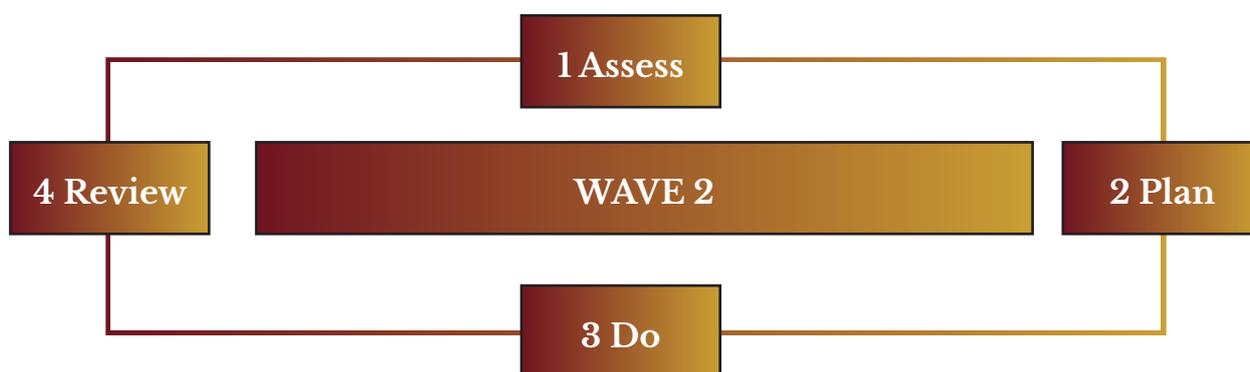
Wave 1: Quality provision by Teaching Staff, led by Form Tutor and Head of Year



The first response is to ensure high quality teaching in normal lessons, differentiated for individual pupils and targeted at a pupil's particular areas of SEND. If, on review, the pupil has made inadequate progress, Wave 2 is implemented.



Wave 2: Learning Support Intervention, led by qualified Learning Support Department staff



Reasonable adjustments

The School accepts its responsibility to make reasonable adjustments to meet the physical and educational needs of pupils and to prevent them being put at a substantial disadvantage. In order to facilitate this, the following expectations should be considered by all teachers:

- When planning, teachers will need to set high expectations and provide opportunities for all pupils to succeed, including pupils with SEND. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- Teachers must take account of potential barriers to learning and, where necessary, make provision to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.
- Curriculum planning and assessment for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupils.
- Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists.

Exceptional Resources (for pupils with EHC Plans)

Where pupils with SEND require specialist teaching beyond that which is normally provided by the School, this will be discussed and agreed on a case-by-case basis. If parents request such support in School, any additional cost and who will bear that cost, are considerations for the School (or, in the case of a pupil with an Education Health Care (EHC) Plan, with and by the pupil's home Local Authority) in determining whether the provision of such support is reasonable. If the School is informed that provision is being made outside school, the Head of Learning Support will be responsible for ensuring that teachers are aware of the needs of pupils, as identified in any reports received by the School. Parents will be responsible for the cost of support outside School.



Access arrangements

Some candidates who have SEND may be entitled to special arrangements for public examinations. The criteria for access arrangements is set out by the Joint Council for Qualifications (JCQ) and updated annually. These updates are consulted by the School when considering the formal application for arrangements each year.

A diagnosis of a SEND is no longer sufficient in itself in order to qualify for an Access Arrangement, and the examining boards will only award extra time if specific conditions affect a pupil's function(s) in a measurable way.

The School must compile for Exam Boards a history of the candidate's SEND and their remediation and / or accommodation, including evidence of the need from teachers and information about the pupil's normal way of working in routine lessons (i.e. not only in exams). To this end, pupils' use of special arrangements is routinely monitored by class teachers and the Learning Support Department, and pupils' use of these arrangements is also carefully observed during internal and public exams. Pupils and their parents are both required to sign off a data protection form to acknowledge and agree that this information is shared with the exam boards as necessary.

Behaviour and SEND

Where a pupil has an emotional and / or behavioural difficulty, the aim of the School is to support the pupil where possible. The pastoral work of all subject teachers, Form Tutors, Heads of Year, Heads of Section and Wellbeing Advisor, the School Counsellors and other staff underpins this aim. The Deputy Head has overall responsibility for pupil welfare and oversees the pastoral and disciplinary aspects of school life.

However, where the behaviour of a pupil is a serious barrier to his own or other pupils' learning, the School may recommend an assessment in order to identify any SEND. If reasonable adjustments can be made, the progress of that pupil will be regularly reviewed. Should the reasonable adjustments put in place prove ineffective, the decision may be taken, in consultation with the parents, the Deputy Head and the Head, that their needs would be better met in a different academic environment



Transition to Post-Secondary education

Transition to other schools and Post-Secondary education

Support for pupils with SEND should include planning and preparation for the transitions between phases of education and preparation for adult life. The Learning Support Department will support identified pupils through transition as follows:

- transition to University
- transition to other schools
- communication with SENCOs at other educational institutions as necessary
- sharing of information (including copies of files) with the school, college or other setting the pupil is moving to, in accordance with data protection requirements.

The Learning Support Department provides the following services for transition to post-secondary education:

- Access Arrangements applications for admissions tests carried out within school for both local and international Universities
- A copy of the history of provision, relevant assessment results, and access arrangements granted during the pupil's time at school
- Advice on Disabled Students' Allowances (DSA) applications

Documentation, Record Keeping and Data Protection

Documentation regarding identified SEND and approved access arrangements is available to teaching staff through the School's Information Management System (iSAMS). All teaching staff are provided with information and updates regarding relevant pupils, as necessary, through a confidential internal communication system. Parents and pupils are notified that this information will be stored on the School's Information Management System and Learning Support Database and made available to teaching staff.

SEND Register

Each year, a formal SEND Register is generated for the census from the Learning Support Database.

For pupils who have SEND, the School holds an Individual Learning Profile that lists the identified difficulties, strengths, weaknesses, targets, teaching strategies, and approved access arrangements for that pupil.

Under the Data Protection Act (2018) (which incorporates the General Data Protection Regulations):

- Parents and pupils will be clearly informed of the Learning Support Department's data policy prior to any data collection. (Please see the School's Privacy Policy for information about the information we hold, the legal basis for holding that information, how this information is processed.)



- Data collected and stored using networked software will also be kept digitally on school staff accounts available only to Learning Support Staff, Teaching Staff and the System Administrator.
- The School will take all reasonable steps to ensure third parties who process personal data on the School's behalf (e.g. exam boards and assessment companies) are compliant with the Act.
- Data will not be shared with external parties without explicit permission from the parent / guardian or pupil if he is 13 years of age or older.
- Data will be kept in a secure environment, usually archived, and kept on file for at least until the pupil is 25 years of age when it may be destroyed. (Please see the School's Data Retention Policy.)
- Parents / carers and pupils 13 years of age or older can request copies of data, but once the pupil has left the school, the relevant data release paperwork must be filled in and submitted. Forms requesting copies of data may be requested from the School's Data Coordinator at dataprotection@lmicollege.es

Staff Training

A programme of general staff training is in operation within the School, including:

- Regular sessions for all teachers related to awareness of, and provision for, pupils with SEND.
- The Head of Learning Support delivers training sessions at Heads of Department Meetings, Heads of Year Meetings, and Department meetings.
- The Learning Support Department offers teachers the opportunity to have lessons observed for SEND coaching and feedback.
- The Learning Support Department offers teachers personalised training specific to their subjects and classes, as well as bespoke advice on specific cases.

Feedback will be sought from pupils, parents, teaching staff and the Senior Management Team to identify areas of training need.

Complaints

The School takes complaints from parents seriously and seeks to ensure that they are dealt with thoroughly at the appropriate level. Parents who wish to raise a concern or complaint about any aspect of their son's education, including the management of any SEND, may do so using the School's published Complaints Policy and Procedure, which is published on the School's website and available on request from the School.



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