



## **Individual Education Policy**

Written by Elaine Crabtree - Vice Principal: December 2022

Next Review Date: December 2023

## **Individual Education Policy Mission Statement**

The school takes very seriously its commitment to educate every student who is able to take up a place, and to meet the learning needs of all students through a balanced, stretching and stimulating curriculum which is accessible to all, including those with special educational needs and/or disability, whatever their learning profile and needs. We aim to treat each student as an individual with a unique profile of talents, strengths and weaknesses, of interests, aptitudes and preferences. We aim to espouse teaching methodologies which enable these profiles to be accommodated in ways which vary from the structural (e.g. ability setting) to the subtle (e.g. question types), enabling all students to be stretched and supported, in order for all to reach their potential in all areas of the curriculum.

### **Introduction**

1.1 We consider all students at the school to be gifted and talented, although all are not equally talented in all spheres. We endeavour to provide extension and challenge to develop the students' strengths and to ensure that all students experience both struggle and mastery. At the same time we recognise that in any class there will be a range of abilities and there will also be variation between abilities at different tasks. Teachers should be willing to explore ways of adapting, minimising and substituting tasks to meet students' individual needs. For example, a student with slow handwriting might be allowed to give an oral or typed response to a research task. Suggestions for ways of reducing the burden for such students are provided by the Special Needs Department, who are happy to discuss the needs of individuals

### **2 Special Educational Needs and Disabilities (SEND)**

2.1 The School has regard to the definition of SEND in the Special Educational Needs and Disability Code of Practice: 0 -25 years (January 2015), according to which:

2.2 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2.3 A student is 'disabled', in the context of the Equality Act 2010, if they have a physical or mental impairment which has a substantial and long-term adverse affect on their ability to carry out day-to-day activities. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

2.4 Four broad areas of need are identified: (a) Communication and Interaction needs (including speech and language needs and Autistic Spectrum Disorders); (b) Cognition and Learning Needs (including Attention deficit disorders and Specific Learning Difficulties such as dyslexia);(c) Social, Emotional and Mental Health difficulties; and (d) Sensory and/or Physical needs.

### **3 Individual Learning Needs at LMI**

3.1 In the context of LMI, individual learning needs arise when aspects of a student's profile and/or abilities necessitate adjustments in teaching in order to enable the pupil to access the curriculum alongside their peers. Individual learning needs within LMI are most likely to derive from a student's

cognitive profile or from a sensory impairment, physical disability or problem of physical or mental health.

3.2 At application, parents are asked to notify LMI if they are aware or suspect that their child has a learning difficulty, special educational need or disability and to provide LMI with written reports and all other relevant information. Parents of all new students complete a screening form indicating any identified or suspected learning needs or differences, as well as medical conditions or extra-curricular activities which may impact on a student's ability to access the curriculum.

3.3 All teachers are responsible, and accountable, for the progress of students within their classes, including those who receive support from the SEN department. Where students' progress is less than expected, given their age and individual circumstances, subject teachers will seek to understand the barriers to learning and discuss with the pastoral teams and/or SEN department how best to support the student in improving their attainment.

3.4 Every child with individual learning needs, whether due to a diagnosed special educational need or disability or otherwise, is entitled to individual consideration.

3.5 LMI is committed to ensuring that no student is discriminated against, either directly, or indirectly, on the basis of their individual learning needs.

3.6 Communication and Interaction: Since students are admitted to the school largely on the basis of their ability to communicate effectively in both spoken and written English, it would be unusual for a student to have a significant difficulty here. LMI screens for residual difficulties that could be associated with learning English as an additional language (EAL). Provision is made as needed.

3.7 Cognition and Learning: A number of students in each year have Specific Learning Differences such as dyslexia or dyspraxia. Information on such learning profiles is available from the SEN Department and staff are expected to familiarise themselves with the individual IEPs, whilst considering each student as an individual with a unique profile.

3.8 Social, Emotional and Mental Health Difficulties: These may arise at any point in a student's school career and may give rise to individual learning needs. Responsibility for supporting students with such issues is with the pastoral staff in the first instance, who will communicate with the student's teachers to ensure that their needs are met as fully as possible.

3.9 Sensory and/or Physical Needs: LMI is committed to enhancing its accessibility to children with disabilities who have the academic skills to thrive within the school community. In accordance with its duties under the Equality Act, and in consultation with parents, LMI will consider what reasonable adjustments for a disabled student would be appropriate. This will be considered on a case-by-case basis.

#### **4 Individual Learning Support**

4.1 The SEND Coordinator works with teaching colleagues to ensure that provision for all students with individual learning needs is appropriately targeted and an IEP has been given to each student that requires it. Training may be through the medium of whole-school, departmental or student-focused INSET or through individual conversation. However, much responsibility in this respect is devolved onto departments and individual subject staff are expected to make reasonable adjustments for students' learning needs and, to a lesser extent, preferences, having familiarised themselves with the student's IEP.

4.2 The SEN department maintains a list of students with individual learning needs which all teachers are required to consult at the beginning of each academic year. Most students with SEN have an IEP, which enables their needs to be explained using their own words. A link to each SEND student is embedded in the school database. All relevant teachers are notified of findings after an assessment.

4.3 All students on the SEN register are seen at least twice each year by a member of the SEN department; some may have a weekly lesson, either in a lunch break or Assembly slot or through withdrawal from a timetabled lesson.

4.4 Individual support may be offered in specific subjects where the student is unable to access the curriculum in the expected way: for example, recorded materials will be replaced by a live speaker for hearing-impaired pupils where this is feasible.

4.5 Teachers are encouraged to consider a range of learning needs when planning and delivering lessons and to teach using a range of approaches. Where appropriate, adjustments are made in terms of teaching methods, response formats, tasks and assessments for students with SEN

4.6 It is recognised that some students may struggle with certain subject areas and tasks. Where this happens, the student is encouraged to focus on the essentials and to develop their skills progressively. It is understood that relatively low current attainment indicates a need for differentiation in the short-term but does not entail low long-term expectations.

4.7 Some students may benefit from a modified curriculum, although it is anticipated that almost all pupils accepted into the school will be supported in accessing the full range of subjects. Such modifications are always the outcome of discussions involving parents and are not undertaken unilaterally by the school.

4.8 Where it is felt (by student, parents and teachers) that a student's learning profile is creating barriers to learning, an in-depth individual assessment may be carried out. Depending on the presenting problems, the assessment is likely to look at memory for auditory and visual material, reading (for words, non-words and passages of text), spelling and writing skills and phonological skills. Visual-motor skills, handwriting speed and perceptual organisation may also be assessed, as may vocabulary and non-verbal reasoning. The assessment may be arranged externally and will be written up and reports circulated to parents and relevant pastoral staff. In some cases, where an assessment is inconclusive or the problem does not lie within the expertise of the SENCo, parents are advised to pursue a referral to an Educational Psychologist, psychiatrist, occupational therapist or other relevant professional.

4.10 Where time constraints allow, the SENCo offers support for students without identified SEN who are experiencing difficulties in their studies. This may take the form of help with study skills (e.g. organisation, note-making, revision techniques, essay-writing) or more general academic counselling. Such support is usually time-limited and specific rather than open-ended and on-going throughout a student's whole school career.

## **5 Baseline Testing**

5.1 This information is used to give a snapshot of the ability of the year-group as well as to measure value-added to GCSE. Due to reservations about the validity of such testing, this data is not extensively exploited on an individual level, but it is used to inform monitoring of individual progress and target setting without individual scores being divulged to pupils or parents.

## **6 Admissions:**

6.1 We welcome applications from all students who can benefit from the opportunities that we offer, as long as we can provide them with the support they need. We are committed to enabling all students to realise their potential, although we do not have the facilities to offer intensive or highly specialised remediation work.

6.2 In order to cope with the demands of our curriculum, candidates must write and speak English fluently.

## **7 Access Arrangements for examinations**

7.1 Students with a diagnosed special educational need or a disability impacting on ability to work in timed conditions will be eligible to apply for access arrangements in public examinations in accordance with AQA guidelines. An up-to-date assessment report by a qualified assessor, detailing evidence of significant and persistent disadvantage, is required to support such arrangements, as is teacher evidence of need.

7.2 Reasonable adjustments may involve allowance of up to 50% extra time (25% is usual), rest breaks, use of a laptop computer and/or individual accommodation for examinations. Other adjustments will be made to reflect the candidate's normal way of working. For example, a hearing-impaired candidate can have modern language listening components read aloud to enable lip reading.

7.3 All such concessions are also allowed in school examinations, including entry procedures for university applications.