

LONDON TUTORIAL COLLEGE

Special Educational Needs and Disability (SEND) Policy

Aim

LTC is committed to complying with the Special Educational Needs and Disability Act 2001 (SENDA). This statute applies the terms of the Disability Discrimination Act 1995 to all education providers like LTC. The law bans organisations from treating disabled people less favourably because of their disability, unless they can show that this treatment is justified. It also obliges us to make '*reasonable adjustments*' to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to people who are not disabled. These provisions apply to students with Special Educational Needs (SEN) as well as physical disabilities.

LTC is, and has been, pleased to offer non-specialist provision of education for students with a statement of SEN. Each application to us will be dealt with on its own merits and a place offered **if** the College believes that the student will benefit from an LTC education and will not seriously disrupt or impede the education of the other students here.

In all cases of SEN we will work closely with Social Services and provide an appropriate Individual Educational Plan (IEP)/Educational Health and Care Plan (EHCPs). Such documents will be updated and evaluated through regular reports and face-to-face meetings with all concerned.

LTC has a SEN Coordinator.

The SEN Coordinator is responsible for:

- coordination of any SEN related matters and ensuring the implementation of the SEN policy
- recording, reporting and liaison
- ensuring that appropriate provision is made for students with SpLDs
- sharing information with Tutors and senior staff on a regular basis
- maintaining the Special Needs register
- sharing information with parents/agents and for offering them the opportunity to discuss, reflect and review
- internal special needs training (including SEN induction) for all staff members and for external training where appropriate

- overseeing all records applying to the special needs register including any IEPs/EHCPs
- liaison with external agencies
- informing parents of their rights
- informing parents of the complaints procedures

OPERATING POLICY

Prior to a student starting at LTC, the Principal or a staff member dealing with admissions will talk to the parent/agent about the student, and will use this information to complete a profile sheet if a special education need is declared. Any existing special educational needs, disabilities or health problems will be noted from information on the 'Student Information Sheet' form/ admission documentation.

We expect parents and agents to declare any known special education needs a student may have in order to ensure that appropriate support can be secured from the college staff and tutors.

If a Tutor believes a student has special educational needs, the following action will be taken:

- The Tutor and SENCO will gather information about the student from direct observations and those of other Tutors involved in the student's daily care and education.
- Observations will be recorded and help in the initial assessment.
- If necessary the SENCO will interview individual Tutors to gather more information.
- Once sufficient observational evidence has been gathered, we will consult with the student's parents.
- We will record the student in the SEN register, once this has been discussed with parents/agents.
- A detailed Individual Education Plan (IEP) will be devised in co-ordination with the student, parents and other staff members and in line with the SEN Code of Practice.
- LTC Tutors will provide special help whenever equipped to do so: using different resources and methods better to meet the needs of the student. Notes will be kept to explain what has been tried and progress will be reviewed regularly.
- If we believe more specialist assessment and support would benefit the student, we will consult with the parents and with their approval contact appropriate outside agencies to ask for their support.
- An IEP will be reviewed every term (3-4 months) by the SENCO.

LTC students moving on to different educational establishments

When a student with special educational needs moves from us to another educational establishment, we will ensure that, as long as the information about the next school/university is provided, a copy of a report and other paperwork will be passed to the new school to ensure they are fully aware of the student's needs, his or her progress and of the support that has been provided to date.

IDENTIFICATION

We aim to identify any student's special educational needs. It is important to note that a student may have a learning difficulty that has not been identified and to note that we are not a specialist centre for students with SpLDs.

Specific indicators may be:

- Hesitant and laboured reading
- Omitted or repeated lines and untidy work
- Confusion of words which look alike (no/on, for/off)
- Difficulty taking notes at speed
- The disregard of punctuation marks
- Disparity of ability between spoken and written language
- Difficulty completing work on time
- Confusion of similar letters (e.g. d/b, p/q)
- Difficulty understanding complex instructions
- Laborious, uncoordinated handwriting
- The same word spelt differently in the same passage of work
- Bizarre spelling
- Difficulty remembering what materials to bring to class.

Addressing a student's SpLD:

Access to the curriculum

Students will benefit from:

- A variety of teaching approaches
- Clear, short instructions
- Selective, relevant correction of written work
- Use of visual displays
- Preparation for lessons rather than follow up to lessons
- Aids for note-taking – e.g. photocopied notes

- Reinforcement in all areas of the basic rules of spelling
- Extra time for tests whenever possible

Organisational and Study Skills

Dyslexic students will find the following helpful:

- A timetable with them at all times
- A planned time for homework
- Planning using spidergrams and webs
- Help with high order skills such as skimming and scanning
- Assistance with note-taking and précis
- Tolerance of “off” days. Few dyslexic students can sustain motivation and concentration through the whole working week. Tutors needs to distinguish between “off” days and avoidance techniques.

The above procedures are to be applied, when appropriate, by all Tutors at LTC.

Skill work

All Tutors can be involved with helping students improve their skills:

- Work on a number of “key” subject words aiming for accuracy, fluency and maintenance
- Stressing the visual and semantic links between words rather than allowing dyslexics to rely upon auditory analysis
- Encouraging a certain amount of “guessing”. Dyslexic students tend to rely very heavily upon phonic approaches and may abandon the use of context altogether

GS

Principal

Reviewed: February 2016

Next review Date: August 2017