

Special Educational Needs & Disabilities

School Policy - Welfare

June 2017



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EDUCATION

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INTRODUCTION

We aim to provide a broad and balanced curriculum for all children, in a learning environment which is caring, challenging and stimulating, thus enabling students to feel confident and valued in that their contributions are recognised regardless of ability, gender or culture. We aim to support student's learning to enable them to reach their maximum potential academically, physically, emotionally and socially. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special educational needs and require particular action by the school. For the purpose of this policy, Gifted & Talented/more able pupils are considered in the separate Gifted & Talented Policy; English as an Additional Language pupils are considered in the separate EAL Policy.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

British Schools are required by the Special Educational Needs (SEN) Code of Practice to adopt a graduated response to student's needs that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

DEFINITION

Definition of Special Educational Needs (SEN) as outlined in the DfES 'SEN Code of Practice' 2014:

"A child or young person has SEN 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,
- 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."

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. It is important to note that children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. (Please see the EAL policy for further information).

AIMS

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that all pupils reach their academic potential;
- to raise the aspirations of and expectations for all pupils with SEN;
- to ensure that the school provides a focus on outcomes for pupils and not just hours of provision and support;
- to ensure that parents are able to play their part in supporting their child's education;
- to provide support and advice for all staff working with children with special educational needs;
- to ensure that our children have a voice in this process.

Provision for children with special educational needs is made on an individual basis. A partnership between parents and their children, school and other agencies is an important part of effective assessment and provision.

The Head of Learning Support will help to identify and organise ways to meet the needs of those students who need SEN support, for those children who need extending (refer to More Able, Gifted & Talented policy) and for those whose first language is not English (refer to the EAL policy). It is important to note that the school does not have the resources to deal with more substantial learning difficulties. It is also important to note that the ability to understand, speak, write and read English - as appropriate to the child's age - is vital for making expected progress at the school. For those children whose English is not at the expected level, EAL Support is provided (Please see the EAL Policy for further information).

Roles and Responsibilities

All teachers have a responsibility to support students with SEN and are considered as teachers of students with SEN, but the lead shall be taken by the SMT and the Learning Support Team.

Educational Inclusion

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with special educational needs may have difficulties in the area(s) of learning/cognition, behaviour/emotions, physical/sensory and/or communication/interaction, that call for special provision to be made. All children may have special needs at some time in their lives.

Some children who join the school have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. The Head of Learning Support is involved in the admissions process when there needs to be further information about needs gained or when there are questions about the level of support needed and whether the Learning Support Team can cater for the individual needs.

If our assessments show that a child may have a difficulty, we use a range of strategies that make full use of all available classroom and school resources, including a number of interventions e.g. Booster groups.

A 'request for advice' form is completed by the class teacher for any child for whom there is a concern (behavioural, academic, social, emotional, physical or developmental). Evidence and observations are noted with dates and other relevant details. If progress is not evident, a meeting will be arranged. The class teacher (in Primary), and the subject teacher and form tutor (in Secondary) and the Head of Learning Support discuss next steps and organise a time for observation and assessments to be completed, after the class teacher has informed the parents and gained permission for the Head of Learning Support to be involved. This child is classified as 'under joint monitoring' within the Learning Support system.

If it is felt that a pupil needs further support, the Learning Support Department will work to provide further support through discussion with parents and the members of staff involved. It is important that teachers document progress and evidence their concerns, examples of differentiation which has worked and support that has not worked. Further assessments and observations may be completed by the Learning Support team. This will happen in collaboration with teachers, parents and the child, if they can be involved. The child's teachers will be supported and training provided where it is needed. The 'request for advice' form will be used to document interventions, resources and specific short-term targets that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The various support is reviewed each term by the class teacher and parents and the child where possible.

If the type of support is more intensive, or requires the student to be taken out of class for intervention work with Learning Support Teachers or TAs, or outside specialist support teachers, the support and strategies will

be recorded in an Individual Education Plan (IEP). The IEP will be written in conjunction with teachers, parents and the child where they can be involved. The child's teachers will be supported and training provided where it is needed. The IEP will offer interventions, resources and specific short-term targets that are different from or additional to those provided as part of the school's usual working practices. At the end of each term, teachers will need to identify progress made and suggest the next steps to be made. The child will be categorised as 'Stage 3' within the learning support system.

If at any stage an assessment and/ or support from outside agencies may be called on, such as Occupational Therapists, Counsellors, Educational Psychologists, Speech and Language Therapists. The Head of Learning Support will consult parents, and may be able to offer recommendations of agencies/services to use. The parent will be liable for any communications and costs associated with the external agency. The school can accommodate support rooms, meeting scheduling and liaise between the agencies and parents, in order to ensure the information is understood and disseminated on a needs to know basis to interested parties within the school to ensure the barriers to learning are addressed in the best way for that individual, within the parameters set by the school's resources.

It is possible that external support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting or during the school day. While evaluated on a case to case basis, the preferred pull-out intervention work will be done during the child's Modern Foreign Languages (MFL) times or at other agreed times.

We recognise that Gifted and Talented children also have special educational needs. We are committed to providing for G&T children (Please read the Gifted and Talented Policy). If there are SEN issues as well, then the pupil can be on both registers and the level of SEN support will be considered according to the same criteria as the other SEN pupils.

We also recognise that Pupils with English as an Additional Language may also have special educational needs. We are committed to providing for EAL children (Please read the EAL Policy for further information). If there are SEN issues as well, then the pupil can be on both registers and the level of SEN support will be considered according to the same criteria as the other SEN pupils.

Assessments will be carried out by individuals with relevant experience/training.

The Learning Support Leader will:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and reports to Senior Management;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

Other factors may impact on progress and attainment, but are not considered SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Behaviour (any concerns relating to behaviour as a need should be described as an underlying response to a need which will need to be recognised and identified clearly as the SEN).

The Role of Senior Management

Senior Management has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

Senior Management does its best to secure the necessary provision for any pupil identified as having special educational needs. Senior Management ensure that all teachers are aware of the importance of providing for these children. They consult with outside agencies. Senior Management ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. This is a two way process, where parents are encouraged to share their observations, experiences and concerns and are expected to be fully engaged in the process.

The class teacher assesses and monitors the children's progress in line with existing school practices. This is an ongoing process.

The class teacher and the Phase Leader/Year Group Leader works closely with parents to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Assessor can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to support children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that are made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, it is ensured that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom. There are times, though, when to maximise learning, the children may work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. An active partnership is encouraged through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

There are regular meetings to share the progress of children with special needs and their parents. Parents are informed of any outside intervention, or suggest an outside intervention where appropriate, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

It is important that parents are encouraged to feedback observations and examples of individual achievements and further or continued areas of concern, as well as to be part of the agreed targets set and support provision for the next term.

Pupil Participation

In our school children are encouraged to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. The importance of children developing social as well as educational skills is recognised and embraced.

Children are involved at an appropriate level in setting targets for their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. Success is recognised as in any other aspect of school life.

Every Child Matters

The five outcomes of Every Child Matters are inter-dependent in supporting the child's wider well-being. The five outcomes are:

- Be Healthy.
- Stay Safe.
- Enjoy and Achieve.
- Make a Positive Contribution.
- Achieve Economic Wellbeing

In order to achieve this, our pupils are in a safe and secure environment, a personalised approach to learning is adopted to help our pupils reach the highest possible standards and ensure that our pupils attend school and behave appropriately according to the school's Code of Conduct. Parents are involved in their children's learning and the school offers a broad and balanced curriculum with opportunities for a wide range of extracurricular activities.

APPENDIX 1:

SPECIAL EDUCATIONAL NEEDS

Type of Provision

The school has adopted the graduated approach of the 'Code of Practice' for provision based on identification and assessment, intervention and review. This includes a Record of Concern (Request for Advice) and SEN identification; School Action (SA) and School Action Plus (SA+).

This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

The decision to place a student at School Action or School Action Plus is therefore part of this overall process of a graduated response.

The central principles of this are that:

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a child's special educational needs, the action taken and the outcomes.

Decision making in different areas of Special Educational Need

When looking at the needs of students to decide whether to place at School Action it is suggested in the Code of Practice that student's needs and requirements are seen as falling within the following areas.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional development
- Sensory and physical development

There may be occasions where a child's needs are at a level that it is necessary to place them directly on School Action Plus (SA+) to recognise the significant additional support they require in school.

A child's special educational needs may relate to:

- learning difficulties in acquiring basic skills
- behavioural, emotional and social difficulties where a child may have difficulty in forming social relationships and concentrating on work
- a specific learning difficulty with reading, writing and number work, calling for a more structured approach to learning
- speech and language difficulties where a child may have a particular reason for not being able to speak or is delayed in the development of speech and language skills
- communication difficulties which affect a child's ability to understand social communication, social situations and language
- physical disability which may be present from birth or arise from injury or illness

- medical or health conditions which may slow down a child's progress and/or involve treatment that affects their education
- hearing impairment involving significant hearing loss or deafness which can seriously affect speech and the ability to benefit from normal approaches and engage in conversation with others
- visual impairment where a child may have been born partially sighted or blind or have become so through an accident, illness or a deteriorating condition.

School Action (SA)

A class or subject teacher identifies that a student has special educational needs and provides interventions that are additional to or different from those provided as part of the school's usual differentiated* curriculum. * Differentiation means teaching a child in ways which match their abilities and ways of learning, and that might be different to other children in the class.

The following triggers for intervention at School Action are suggested within the Code of Practice.

- Makes little or no progress even when teaching approaches are targeted in a child's area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus (SA+)

If a child does not make enough progress at School Action, the school's LS Leader may decide to ask for help from people outside the school. This could be a speech therapist, occupational therapist, psychiatrist, counsellor, physiotherapist, behavioural optometrist or an educational psychologist. If a specialist assessment identifies a child as having a significant SEN, the child will be considered to be School Action plus. The LS Leader and class teacher should keep parents informed about how the child is progressing and should include parents in any discussions about the help that is being provided.

The following triggers for intervention at School Action Plus are suggested within the Code of Practice

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme.

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Action to meet students' needs at School Action and School Action Plus

The action to support students' needs falls within these four strands;

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods.

The strategies to support students' needs at School Action and School Action Plus are to be set out in the student's SEN IEP. A key element in the moderation of programmes of support for students at School Action and School Action Plus is the extent to which the school has set out clear specific measurable targets, and strategies used to attain these and other areas for development.

Intervention and support strategies at School Action and School Action Plus

School Action	School Action Plus
Assessment planning and Review Assessment by class teacher and/or LS Leader SEN Targets shared with student Regular reviews or reviews when the targets have been achieved	Assessment planning and Review LSCo assessments show fulfilment of SA+ criteria External service involved in assessment and planning of targets. Clear SMART targets set and reviewed at agreed intervals. Regular reviews or reviews when targets have been achieved Parents involved in short and long term planning and implementation of targets.
Grouping for Teaching Purposes Student in mainstream classroom, flexible grouping arrangements in class. Out of school learning opportunities e.g. clubs	Grouping for Teaching Purposes Student based predominantly in mainstream Classroom, flexible grouping arrangements, Direct support in small group or individually to support targets
Human Resources Main provision by class / subject teacher, LS Leader involved in assessment work and target setting as well as supporting teacher with resources/training as	Human Resources Main provision from class / subject teacher, Some direct adult support from SENCo, LSU teacher, class teacher or LSA providing individual or small group tuition as well as

needed Peer support used, some support from teaching assistant in class.	supporting teacher with resources/training as needed.
Curriculum and teaching methods Differentiated approaches in class including some specific skill development activities related to targets	Curriculum and teaching methods Increased emphasis on differentiation. Clear individual programmes to support targets with access to specialist learning materials. Some specialist teaching approaches

SEN Individual Education Plan (IEP)

The SEN IEP is the structured documentation of the differentiation and teaching requirements needed to help the student achieve identified targets. The SEN IEP is a working document for all teaching staff. SEN Targets are written for SA and SA+ students.

The IEP should include information about:

- Short-term targets set for or by the student
- The classroom strategies to be used
- Baseline data
- Tracking information
- Area of need
- Access arrangements
- Strengths and areas for development \Background Information

SEN IEPs should focus on:

- Up to three key individual targets set to help meet the individual student's needs and particular priorities. (At Key Stage 3, 4 and 5, there may be targets for each subject being studied)
- Targets should relate to key areas in Literacy, Mathematics and Communication (Expressive and Receptive Language Skills) and where necessary, social, emotional and behavioural needs.
- The student's strengths and successes should underpin the targets set and the strategies used.

Criteria for SEN Target success:

- Closes the attainment gap between the student and the student's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

- Demonstrates improvement in the student's behaviour and/or communication

Special Educational Needs and the inclusive curriculum

The statement in the National curriculum provides statutory guidance in developing a more inclusive curriculum based on the principles of:

- Setting suitable learning challenges
- Responding to students diverse learning needs
- Overcoming barriers to learning.

Most students will therefore access and make progress within an inclusive curriculum where a range of flexible and responsive strategies are available as part of the general differentiation in the classroom. Many children experiencing difficulties in learning will have their needs met without the need to be placed at School Action or School Action Plus.

Monitoring Students' Progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily despite appropriate differentiation taking place. Information to support this may come from a range of sources. This information should be looked at in the context of a broad picture of the child's strengths and weaknesses and responses to different learning experiences.

The key factor in deciding if there is a need for a child to be placed at School Action is whether despite having received appropriate differentiation within the classroom the rate of the progress the child is making is inadequate.

Where progress is not adequate it is necessary to take some additional or different action to enable the child to learn more effectively.

Action to meet students' needs at School Action and School Action Plus:

Parents and student involvement :

Children are only in school for part of any week. Partnership with parents and carers is therefore vital to ensure that work towards targets that takes in place in school can continue as appropriate at home.

In addition, the aim is to support children to gain a growing awareness of their strengths and difficulties so they can increasingly take ownership of their own learning as they move through the school.

As such, regular meetings to discuss progress and attainment will occur and will involve the necessary parties.

SEN Register

All students who qualify for SA or SA+ status are on the SEN register. The register is updated by the Head of Learning Support and kept on a Google Doc. Each child should have their SEN status on the register updated accordingly. In addition, students who are not at SA or SA+ but whose progress is a concern will be placed on

the register as Record of Concern (under joint monitoring) so that their progress can be closely monitored. The purpose of the SEN register is to keep teachers informed of those students who are SA and SA+ and who may need monitoring (See monitoring students' progress below).

Removal from the SEN Register and movement within it

The purpose of additional support / differentiated support for children with SEN is to allow them to accelerate their progress and move down or off the register. This move will be articulated to parents and the student so that the success of the child can be celebrated.

APPENDIX 2:

Procedures to Refer for Learning Support (LS)

Steps for Referral of a student for LS

1. Class teacher to inform parents that they are concerned and will 'request advice' or further assessment from the Learning Support team.
2. Class teacher discusses the concern about student Learning Support teacher. Discuss what strategies have already been used to help the student through differentiated support in the classroom
3. Details of the students achievement and attainment is compared with the criteria for SEN at SA and SA+
4. Additional assessment and observations are completed as necessary.
5. After all information/ assessments have been carried out, results will be fed back to class teacher and parents and recommendations will be made. e.g. additional support needed, strategies for classroom teacher; strategies for parents, assessment by outside provider, nothing further needed and monitor.
6. If there is a Special Educational Need, an IEP is written in consultation with class teacher, parent and LS Leader, including type and frequency of support. Targets are reviewed regularly, involving Class Teacher, Student, Parent and member of the LS Team working with the child where applicable.
7. If targets are achieved before the review meeting, new targets will be set and parents informed with a new Plan. Also if further information is gathered and new Primary Barriers to learning are discovered or outside agencies are called upon, then a new IEP will be written and shared.
8. If after additional support is provided it is considered that the school cannot adequately cater for the needs of a particular student or progress is not being made, the parents are to be informed that it is considered necessary for professional, external help to be sought. All costs involved in referral / assessments by external agencies are borne by the parents.
9. Parents, LS Leader and class teacher will meet with the external agent to set new targets and discuss additional/changes in support and any additional barriers to learning that have been discovered. The child is then placed at SA+ and an IEP is written in conjunction with class teacher, parents, LSCo and the child where applicable.
10. A child can by-pass SA if assessment data and need warrant it and a child fulfils the criteria for SA+.

APPENDIX 3:

Assessment Measures in decision making for School Action and Action Plus

This guidance sets out how decision making for different stages of the Code of Practice is based on an assessment of the student's rate of progress in relation to his abilities and needs and the support programmes provided.

It is important to recognise that decisions should not be made simply on measures of achievement provided by standardised test scores or National Curriculum progress. All data will be triangulated.

The following information is provided as initial guidance as to the general level of attainment that may be expected from students working at School Action and School Action Plus. For our school, we also define the criteria for a record of concern / request for advice. At this point in the Learning Support system, a record is kept. Student progress is closely monitored to ensure that through appropriate differentiation an individual's needs continue to be met without needing to move onto School Action or School Action Plus.

The table given below has been devised following considerable consultation on criteria used within a range of UK local education authorities and taking into account the guidance levels relating to the initiation of a statutory assessment of needs published within the Thurrock SEN guidelines.

Removal from the SEN Register and movement within it

The purpose of additional support / differentiated support for children with SEN is to allow them to accelerate their progress and move, being removed or moved down the scale of the register. This move will be articulated to parents and the student so that the success of the child can be celebrated.

Standardised Scores from published assessments

Record of concern	School Action	School Action Plus
90	80-89	70-79

English and Maths attainment:

Record of concern	School Action	School Action Plus
6m to 1 year below year based objectives	1 year below year-based objectives	2 years below year-based objectives

Foundation Stage Profile: **At end of Reception Year**

Record of concern	School Action	School Action Plus
Through discussion with LS Leader	Below 40-60 months 'beginning to' (Development Matters)	Below 40-60 months 'beginning to' + external agency involvement (Development Matters)

APPENDIX 4

Access to MFL by students with Special Educational Needs Policy

SA+ Students

Students at School Action Plus (SA+) may reduce their MFL Subjects depending on their individual needs. Sometimes students with additional needs are encouraged to have Learning Support Sessions paid for by the parents during this time, which will be discussed and agreed during the IEP meeting.

If their needs are Language and Literacy based then through discussions with the Learning Support department, the MFL Department, the student and the student's parents, it can be decided how many MFL subjects are recommended to be studied. If a student drops an MFL subject, then the student can have Learning Support paid for by the parents or study time during the other allocated MFL lesson sessions. Some students may choose to have Dyslexia specialist teacher support during this time or a support teacher to help to complete IEP or SSP targets or to repeat work which has not been fully understood or processed. This support is dependent upon timetabling and parent agreement.

If an SA+ student in Key Stage 3 and 4 participates in less MFL subjects, these support periods may be split between Learning Support intervention and/ or Private Study periods. This support is dependent upon timetabling, staffing and parental agreement to pay for the support suggested and the availability of support staff.

SA Students

All SA Students should learn one language.

In Key Stage 3 and 4 at School Action (SA) should complete two MFL subjects unless their needs are Language and Literacy based. In this case, through discussions with the SEN department, the MFL Department, the student and the student's parents, it may be decided during the IEP meeting that only one MFL subject is recommended to be studied.

Students who are having Dyslexia specialist teacher support may then choose to have their support during this timetabled MFL time slot instead, if timetabling allows.

Record of Concern

No student who is on the Record of Concern will be able to drop an MFL subject. The curriculum at the school has been developed to provide a broad and balanced curriculum; this includes learning two languages.

If the MFL department and class teacher feel that it would be more beneficial for a student to only learn one language, the student's abilities will be investigated by the SEN team. If the suggestion is supported by SEN evidence then the student may be placed at SA. In this case a SSP would then be written to encompass the identified difficulties and the dropping of one MFL subject considered.