

Learning Support Policy

Signing off requirements:	
Director	Chris Hodges
Date Of Review:	August 2023
Next Review Date:	August 2024

1. Purpose Of This Policy

The purpose of this policy is to provide clear information and underline The Rhythm Studio's commitment to Learning Support for students with Special Educational Needs and Disabilities (SEND) and the wider student body when applicable.

2. Philosophy

- The Rhythm Studio is committed to the musical development, personal development and welfare of all students regardless of ability. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those students with SEND.
- The Rhythm Studio adopts a whole school approach to SEND. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.
- All students with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All students with SEND can learn and make progress and deserve to have their progress regularly assessed, recognised and celebrated.
- All students with SEND are valued as full members of The Rhythm Studio community.

3. Partnership With Parents/Carers

All students with SEND and their parents/carers have the right to be included in assessing progress and determining goals. A partnership should exist between the student, parents/carers and the The Rhythm Studio. This partnership plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of the young person's needs and the best ways of supporting them. All parents/carers of students with SEND will be treated as partners and supported to play an active and valued role in their children's education.

4. Reasonable Adjustments

As set out in the Equality Act 2010, "reasonable adjustments" will be made to prevent a student being placed at a substantial disadvantage. The Department for Education define making 'reasonable adjustments' as "to take such steps as is reasonable to have to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service".

5. Additional Learning Support for Sixth Form students in partnership with West London College

The following policies refer to The Rhythm Studio's Sixth Form provision delivered in partnership with West London College.

5.1 Objectives

- The Rhythm Studio recognises its statutory duties with regard to the SEND Code of Practice (2015) for all students and uses its best endeavours to secure and provide the special educational provision the individual student needs.
- The Rhythm Studio offers an inclusive approach to teaching and learning, with high quality teaching that is differentiated for individuals where the course content and teaching allows.
- The Rhythm Studio recognises the importance of study skills and techniques, and works to actively promote these, with the aim of equipping students with tools to work independently and fulfil their potential.
- The Rhythm Studio is ambitious for its learners with SEND, and focus is on supporting learners to reach positive destinations in adult life. These destinations include higher education, further training or employment.

5.2 Roles, Responsibilities and Learning Support Offer

- The Rhythm Studio's Sixth Form Course Leader is responsible liaising with the Additional Learning Support team from West London College on support that may be available to sixth form students with disclosed needs.
- Teaching staff are responsible for accessing all Learning Support notes for their students via The Rhythm Studio's confidential database and responding to their needs appropriately in the classroom.
- Examples of the kind of services offered by the Additional Learning Support department at West London College include:
 - one-to-one out of class support sessions
 - extra workshops and/or drop-in sessions
 - dyslexia and literacy support
- The Rhythm Studio requests all documents relating to an individual need during the application process in order to ensure a smooth transition and best inform the teaching staff prior to teaching. Students are encouraged to discuss needs with the Sixth Form Course Leader upon interview and enrolment, to help ensure appropriate measures are put in place.

5.3 Education, Health & Care Plans

- The Rhythm Studio, working in partnership with West London College, has a duty to admit students with Education, Health & Care Plans (EHCPs) if West London College is named in the plan as the Post-16 Placement, dependent on:
 - a successful consultation having taken place with the relevant Local Authority.
 - the student achieving The Rhythm Studio's entry criteria as set out in The Rhythm Studio admissions guidelines.
- The Rhythm Studio must be consulted on all EHCP applications by the relevant Local Authority. Only upon a successful consultation can a student with an EHCP be invited to interview. Local Authorities must be in contact throughout all stages of the application and enrolment process. Any final place at The Rhythm Studio is dependent on the Local Authority completing the consultation as directed by the SEND Code of Practice 2015 and the student achieving The Rhythm Studio entry requirements.
- In the event that a student enrolls without disclosing possession of an EHCP plan, the Rhythm Studio cannot ensure that the appropriate support will be provided.

5.4 Exam Access Arrangements

- West London College's Additional Learning Support team are responsible for the application of special arrangements, commonly extra time, readers and scribes.
- For exam access arrangements to be granted, applications must be processed in advance of the awarding body's deadline.
- It is an individual's responsibility to provide The Rhythm Studio with the appropriate supporting evidence of arrangements at GCSE in order for arrangements to be made at The Rhythm Studio's Sixth Form.
- It is also expected that a student engages with any targeted support put in place to build a continued evidence of need for a specific arrangement. If a student fails to engage with this process, or does not disclose previous documents, no arrangements can be put in place.
- Engaging with support constitutes attending timetabled support sessions, or meeting with The Rhythm Studio and West London College's support network to review need.

5.5 Educational Psychologist Reports

- The Joint Council for Qualifications (JCQ) state that a sixth form college is under no obligation to accept a privately commissioned report. Such reports are not sufficient evidence to initiate exam access arrangements and the recommendations within them do not have to be acknowledged.

5.6 Student Identification & Referrals

- Students can be referred to or refer themselves for Additional Learning Support through a number of channels. Students can make themselves known at various stages such as admissions interviews, or upon commencement of their course.
- Students can be referred by a teacher at any point in the year to the Additional Learning Support team, who will then assess and action any support needed. A student may make themselves known to the Additional Learning Support by visiting the team at any time during the school year.
- The Rhythm Studio records all disclosures formally our confidential database so that information can be shared with staff that need to know. Every effort will be made to accommodate late referrals or disclosures regarding students and support, but Exam Access Arrangements will not be possible past the deadline.