

Academic Support Policy

~~2023~~ 2024

Reviewed by Elpida Christianaki: 5 September
2023

Next review: August 2024

1 Objective

To help those students who have special educational needs and/or disabilities to access the curriculum in the most effective way, so that they can fulfil their potential and experience academic success.

2 Context

MPW Cambridge is a mainstream independent college catering for students aged between 14 and 20. The college is

(a) have a significantly greater difficulty in learning than the majority of others of the same age. At MPW this is interpreted as below-average standardised scores on standardised psychometric assessments carried out by a qualified assessor;

or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post 16 institutions (if your child has a disability, please ask to see our Disability policy).

According to the Equality Act 2010 an individual is classified as 'disabled' if they have a physical and/or mental impairment which has a substantial and long-term (in excess of 12 months) adverse effect on their ability to carry out normal day-to-day activities.

We identify four areas of need:

- Cognition and learning needs
- Social, emotional and mental health difficulties
- Communication and interaction needs
- Sensory and/or physical needs.

In the rest of this document, the abbreviation 'SEN/D' is used to encompass all students at MPW with special educational needs and/or disabilities.

The following important points should be noted:

- A student must not be regarded as having a learning difficulty solely because the language or (form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home. A student who finds a particular subject difficult does not necessarily have a 'learning disability' in the legal sense of the term: there will often be disparities in the speed at which students learn, in their skill at solving problems and in their general ability level.
- The expression 'learning difficulty' covers a wide range of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. It may also include those who have problems with their eyesight, hearing, or those who hav

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Academic Support, the student, parents/guardians, as well as other relevant professionals such as an educational psychologist, learning support or subject tutors.

January 2015 (Code), or any substituting or amending code of practice issued from time to time by the

progress closely and inform the relevant Personal Tutor and Head of Department. Parents have immediate access

Access arrangements will only be granted if the provision is the student's normal method of working within the college and the application has been made before the college's deadline for processing such applications, which will be 31 January of the academic year for which the application is made.

8.2 Policy Review

The effectiveness of the Learning Support Policy is reviewed throughout the year. The Head of Learning Support who is also the Head of Teaching and Learning Academic