LONDON PARK SCHOOLS

CLAPHAM MAYFAIR SIXTH HYBRID

London Park School Mayfair

The Learning Enrichment (LE) Loft - SEND, EAL, Exam Access Arrangements and Laptop Policy

Author:	SENDCO
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1 LE Loft at London Park School Mayfair

1.1 Aim and Objectives

At London Park School Mayfair, we are passionate about ensuring that each student achieves his or her potential; academically, socially and emotionally. We recognise that all learners have their own abilities, strengths and talents alongside their own learning challenges. The LE Loft department aims to support all students who have particular abilities or strengths, who are new to English and have a Special Educational Need.

We recognise that we are a neuro-diverse community - all of us having our own strengths and challenges. In the LE Loft Department, we aim to support and develop the skills of all students, especially those who have a Special Educational Need, are new to English or who are a learner with high learning potential.

Our LE Loft Team works alongside our teaching staff to encourage students to expand their skills, abilities and talents and support the development of skills needs to ensure each student reaches their full potential both academically, socially and emotionally.

1.2 Location of LE Loft Information

Alongside the LE Loft ISAMs module, teaching and school staff can access information regarding student's additional learning needs in two core places. These points of access are the LPS Loft Guide and in the LE Loft folder on the Staff SharePoint.

1.3 LE Loft Register

London Park School Mayfair identifies students who have additional learning needs to their teachers by the Leaning Enrichment Register. The LE Loft Register holds information on students with additional learning needs, this register covers students who have been referred to The Loft, have a formal diagnosis of SEND, EAL need, or requiring an additional level of support above and beyond the schools' standard offer.

1.4 Departmental Structure

1.4.1 Head of LE Loft (SENCO)

Yibka Oladejo is the Head of Learning Enrichment and SENCO from 1/9/26.

The Head of LE Loft leads the department and is part of the Senior Leadership Team. At weekly SLT meetings there is a regular slot for SEND to ensure provision within the school meets the needs of students with additional learning needs.

1.4.2 LE Loft Teachers

The department has two LE Loft Teachers

- Ms. Claudia Venneri - responsible for liaison with outside agencies (Speech and Language Therapy, Occupational Therapy).
- Ms. Krystal Agravat - responsible for EAL and EHCP Management.

1.4.3 Learning Support Assistant/ Admin support

The departments has 2 LSAs:

- Abi Dewitt
- Anika Koops

and one admin assistant:

- Daniel Flores

2 London Park School Mayfair: Policy for Special Educational Needs

2.1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school implements best practice and guidance regarding students with SEND
- Set out how our school will:
- Support and make provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2.2. Vision and values

At London Park School Mayfair we are passionate about ensuring that each student achieves his or her potential; academically, socially and emotionally. Our LE Loft team works alongside our teaching staff to encourage students to develop a wide range of skills to increase their ability to become independent learners.

At our school we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

2.3. Legislation and guidance

This is based on the principles of Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

2.4. Inclusion and equal opportunities

At London Park School Mayfair & Sixth Form we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

2. 5. Definitions

2.5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or;
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that generally available to other children or young people of the same age by mainstream schools.

2.5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

2.5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall into this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: Dyslexia, Dyscalculia and Dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

2.6. Roles and responsibilities

2.6.1 The Head of Learning Enrichment (SENCO)

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate

- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access.
- Prepare and review information for inclusion in the schools' SEN information report (if applicable) and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

2.6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

2.6.4 The headteacher

The headteacher will:

- Work with the SENCO and school governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

2.6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the student and the school
- Listen to the parents' concerns and agree their aspirations for the student

2.6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers should inform the school on point of entry of any known special educational needs and diagnosis and provide the school with any updated and recent special assessments, for example Educational Psychology, Speech and Language, Occupational and Medical reports.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the students' progress

The school will take into account the views of the parent or carer in any decisions made about the student.

2.6.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The students' views will be taken into account in making decisions that affect them, whenever possible.

2.7. LE Loft Parent Handbook (SEND Information Report)

The school publishes a LE Loft Parent handbook which is shared with parents when students are placed on the LE Loft Register and can be requested from the school admissions or LE Loft teams.

2.8. Our approach to SEND support

2.8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

2.8.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents if it is decided that a student will receive special educational provision.

2.8.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will

be recorded on our management information system, ISAMs, and will be made accessible to staff in the LE Loft Module on ISAMs and via the email updates.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

2.8.4 Levels of support

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. We will also provide the following interventions:

Universal Provision for all students

All students within the school have access to the following provision.

- School device for each student (purchased by family)
- Resources shared digitally in teams
- School Counselling
- High Quality Teaching.
- Adaptive Teaching
- Access Arrangements
- Word Processing in lessons

Loft Provisions for students.

There are two levels of support within the Loft provisions as not all provisions are included in the school fees and therefore charged in addition to the school fees on a termly basis. The support that incurs an additional fee is indicated with a star on the table below.

Area of need	Condition	Examples of support in place
Communication and interaction	Autism spectrum Conditions	Visual Timetables Sensory planning -quiet space, headphones, ear plugs, considered seating Adaptions to timetable – later starts, leaving lessons a few minutes earlier ASD specialist teacher Counselling ASD awareness training to all teaching staff Social skills sessions 1:1 or small group* Occupational Therapy* Speech and Language Therapy* Key adults as point of contact Quiet Space at break and lunchtime. Loft Card – access to quiet space/time out when required Social Skills sessions and Self-Regulation training* Academic Mentoring meetings
	Speech and language difficulties	In class support via Loft LSA* Assistive Technology – Read/Write* Small group sessions for pre teaching of vocabulary and concepts* Speech and Language Therapy *
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Assistive Technology – Read/Write*, Dictation, Word processing. Small group and 1 to 1 teaching with Loft staff* In class support via Loft LSAs* Homework support Occupational Therapy* Small group reading classes* Subject Department Interventions – GSCE and A-Level Academic Mentoring
Social, emotional, and mental health	ADHD, ADD	Rest and movement breaks Focus and Attention Aids Key adults as point of contact Counselling Adaptions to school behaviour policy In class support via Loft LSA* Enhanced Pastoral Care Occupational Therapy* Loft Card – access to quiet space/time out when required Self-Regulation training* Quiet Spaces
	Mental Health	Counselling Quiet Spaces Key adults

		Close working with CAHMs Adaptions to the curriculum. Enhanced Pastoral Care Loft Card – access to quiet space/time out when required Social Skills sessions and Self-Regulation training* Hybrid pastoral support
Sensory and/or physical	Visual impairment	Sensory planning - considered seating Adapted visual resources – enlarged papers, coloured paper Assistive technology
	Hearing Impairment	Radio Loop system support – equipment supplied by family (Hearing aids and Microphone system) Considered seating Quiet Classrooms and Spaces Sharing of digital resources.
	Sensory processing	Sensory Planning – considered seating Ear Buds Approved use of Headphones, noise cancelling headphones/Ear Buds (provided by home) Agreed adaptions to uniform Quiet spaces to allow for sensory regulations Clear spaces around white boards Permission to move around school in quiet periods Quiet Space at lunch and break time. Occupational Therapy*
English as an Additional Language	EAL	Translation Tools – Microsoft/Google Translation English Language 1:1 or Small Group lessons* Conversation Groups In class support via Loft LSA* Liaison with external EAL tutors. English as an Additional Language iGSCE Home Languages GCSEs

On the census these students will be marked with the code K.

Education, Health and Care Plan (EHCP)

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

EHCP Funding and Provisions

Mayfair, Sixth and Hybrid LE Loft Fees

All EHCP applications will have a standard base LE Loft charge of £7500 (+VAT) per academic year, this will include the provision of the following support.

These fees include the provision where needed of;

- Management of EHCP within the school including annual and regular reviews
- In class support by Learning Enrichment Team lessons of shared support up to 6 hours a week.
- Regular mentoring meetings with Key staff in the LE team.
- Speech and Language advice and therapy where appropriate
- Specialist Intervention Session provided by LE Teachers in areas that are appropriate to the student's needs
- Specialist assistive technology to support in lessons – Read and Write
- Enhanced support from the Pastoral team
- Access to Quiet Spaces and Loft Team when needed for support
- Regular reviews and planning meetings with Loft team
- Enhanced transition support
- Provision of Exam Access Arrangements and testing
- School Counselling

In cases where the EHCP requires a higher level of support these costs will be added to this charge, this can include the following

- 1 to 1 support or support required above 6 lessons – costed at £25 per lesson
- Specialist recommendations for example, Occupational Therapy, LAMDA, Music Lessons these would be based on their fee's charged by the commissioned company.
- Specialist access arrangements
- Specialist Equipment

Provision in the Hybrid Stream

At LPS, we are fully committed to fostering an inclusive learning environment and celebrating the strengths and contributions of all students. We believe in the value of diversity and strive to ensure that every learner feels respected, supported, and empowered.

However, it is important to note that LPS is not a specialist provision. Our Hybrid Stream is designed for students who can access the curriculum independently within an online learning environment. As such, we do not provide in class support and teaching assistants in our online classes.

Our small class sizes enable teachers to differentiate and adapt their teaching to meet a range of learning needs. Where additional specialist support is required to enable a student to thrive, we can offer a range of tailored interventions. These services are available by arrangement and are not included in the standard school fees; therefore, they will incur an additional cost.

Hybrid students also have access to the same Loft provisions as those provided to students in day school. These provisions are designed to support a wide range of learning needs and can be accessed as part of a personalised support plan.

We encourage families to carefully consider these factors before submitting an application to ensure that the Hybrid Stream is a suitable fit for their child's needs.

2.8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

2.9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

2.10. Links with external professional agencies

The school recognises that we might not be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

It is the responsibility of the parent to commission and fund external support and assessment of external services for example

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists

- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians

London Park School Mayfair is able to offer the following services in house (these are charge in addition to the school fees)

- Speech and Language Therapy provided by London Children's Practice
- Occupational Therapy provided by Chelsea Children's Therapy

2.11. Admission and accessibility arrangements

2.11.1 Admission arrangements

We welcome students from many different ethnic and racial groups, backgrounds and creeds. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of London Park School Mayfair and Sixth's community and the rights and freedoms of others. All candidates for admission will be treated equally, irrespective of their, or their parents' race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, orientation, property, birth or other status.

- London Park School Mayfair and Sixth currently have limited facilities for the disabled. However, The School will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.
- The School needs to be aware of any known disability or special educational need which may affect a student's ability to participate in the admissions procedure and take full advantage of the education provided at The School. Parents of a student who has any disability or special educational needs should provide The School with full details prior to the admissions procedure or at application.
- London Park School Mayfair and Sixth need this information so that, in the case of any student with particular needs, The School can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the student and that The School can cater adequately for the student should an offer of a place be made.
- The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. Similarly, if special education needs or a disability become apparent after admission, The School will consult with parents about whether reasonable adjustments in order to allow the student to continue at London Park School Mayfair and Sixth.

2.11.2 Accessibility arrangements

London Park School Mayfair strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every student can participate fully in the life of the School. London Park School Mayfair holds an accessibility plan which is reviewed annually by the SENDCO and SLT. This can be found within the school policies and procedures.

2.12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

2.13. Monitoring and evaluation arrangements

2.13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

2.13.2 Monitoring the policy

This policy will be reviewed by the Head of LE Loft and Deputy Headteachers **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

2.14. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

3. London Park School Mayfair: English as an Additional Language Policy

3.1 Statement of intent

In this policy, the term 'English as an Additional Language' (EAL) refers to students whose main language at home is a language other than English.

Students with EAL will face various difficulties throughout their academic life. Students' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Students with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

Research suggests that those new to English will acquire conversational fluency within two years but will need five years or longer to achieve competence in academic English.

This policy has been established to ensure all students with EAL at the school are given the best chance possible to reach their full potential.

3.2 Aims and Objectives

We aim to:

- Welcome the cultural, linguistic and educational experiences students with EAL contribute to the school.
- Ensure strategies are in place to support students with EAL.
- Enable students with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived students with EAL.
- Assess the skills and needs of students with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip teachers and support staff with the necessary skills, resources and knowledge to support students with EAL.
- Use all available resources to raise the attainment of students with EAL.
- Systematically monitor students' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure students with EAL are acknowledged for their skills in their own languages.

3.3. Responsibilities of Staff

3.3.1 Teacher responsible for students with EAL

- The teacher responsible for students with EAL is Krystal Agravat.

Their responsibilities include:

- Co-ordinating the efficient timetabling of students with EAL.
- Overseeing the assessment and targeting of children with EAL.

- Ensuring the procurement and appropriate use of resources to support students with EAL.
- Aiding staff in effective communication with parents and finding translators where appropriate.
- Exploring various possibilities to ensure important information is shared with parents.

3.3.2 EAL teaching support

The school employs the following staff who have experience of working with students with EAL and will help to provide support:

- Ms Krystal Agravat

The responsibilities of EAL teachers are:

- The induction of newly arrived students.
- Conducting initial assessments of students with EAL.
- Teaching small groups of students with EAL.
- Providing classroom support.
- Liaising with teaching staff.
- Advising on strategies to support and include students with EAL.
- Providing advice regarding inclusive curriculum materials.
- Advising on ways to differentiate work for students with EAL.
- Encouraging and supporting students to maintain and develop their first language.
- Facilitating students' use of first language national examinations.
- Developing relationships between the school and parents of students with EAL.
- Securing and providing training to ensure staff development, including INSET courses.
- Acting as consultants to staff on language-related issues.
- Acting as consultants to staff on equal opportunity and race equality issues.

3.3.3 The role of school staff members

All staff members have a responsibility to ensure the development of students with EAL. They will meet this responsibility by:

- Ensuring all written work includes the technical requirements of language as well as the meaning.
- Providing a good model of spoken English.
- Where possible, using a variety of types of text to explore their subject and through the varied use of English.
- Ensuring the inclusion of students with EAL in their classrooms.
- Identifying students with EAL who are experiencing difficulties and ensuring intervening measures are taken to aid the student.

3.4 Support

Where a student with EAL is assessed as having little to no English, support will be provided in the form of induction classes. These classes focus on practical, everyday English. The induction period, typically lasts six weeks but may vary depending on students' progress.

In-class support, 1:1 tuition and small group work is utilised as soon as the student can be successfully integrated into the classroom environment, these sessions with be charged in addition to the school fees

3.5 Inclusion

3.5.1 The school utilises a strategy of inclusion, and the positive and effective use of language. The strategy includes the following principles:

- There is an understanding throughout the school, for both staff and students, that a limited knowledge of English does not reflect a lack of ability or knowledge. Appreciating a student's ability to speak their own first language is essential for building their confidence and self-esteem.
- The language development of students is the responsibility of the entire school community.
- Mainstream and support departments will work together to ensure optimal outcomes are achieved.
- Diversity will be valued and classrooms will be socially inclusive.
- Teachers will be knowledgeable about students' abilities in English and use their knowledge to inform lesson planning.
- Schemes of work may be rewritten to accommodate low levels of English, whilst maintaining the subject content and level of challenge.
- Where large groups of students with EAL speak the same language, the school encourages wider integration to promote inclusion and to improve students' understanding of English.

3.6. Assessment and Identification of Students

The school will undertake a timely initial assessment to gauge students' English abilities in an informal manner that does not make the student feel isolated or inferior.

- The assessment will be carried out by a teacher with EAL experience
- Completed assessments are held on the students' profile, and an initial report is written to demonstrate need.
- Teachers of the student will be allowed access to the assessment to inform their teaching and lesson planning.
- The student and the parents of the student may view the assessment at any time

The school uses the Bell Foundation Levels of Proficiency in English
https://www.bellfoundation.org.uk/eal-programme/eal-assessment-framework/levels-of-proficiency-in-english/

3.7 Classroom practice

Teachers have high expectations of all students, regardless of gender, ethnicity, social background or English ability.

Classroom activities will be matched to students' needs and abilities.

Teachers will consider common misconceptions and language barriers, such as reading '3 x 3', where 'x' is read as the letter and not a function, and clarify meanings accordingly.

Where possible, the following practices will be utilised to improve students' literacy:

- Utilisation of the students' first language expertise
- The provision of writing frames
- The use of props

3Language skills will be developed through:

- Collaborative activities involving spoken communication
- Feedback opportunities and conversations
- Good models provided by peers

Active participation will be encouraged by:

- Grouping students in mixed ability groups to develop language skills.
- 'Expert' readers and writers present in each group to provide assistance and model language.

Classroom displays will reflect cultural and linguistic diversity. Assessment methods will allow students to show what they can do in all curriculum areas. Bilingual dictionaries are available to aid students with EAL.

Visual supports are utilised where possible.

Prior to any private tuition/one-to-one support, the student is informed of the purpose of the session and the objectives.

3.8 Access to the curriculum

The needs of students with EAL are considered by teachers when planning lessons. When planning lessons, teachers will ensure that:

- The language and learning demands of the curriculum are analysed and support is provided.
- Visual support is utilised to provide greater understanding of key concepts.
- There are opportunities for students to use their first language in the classroom.
- The support requirements of students with EAL are identified and the support is made available.
- Staff training will be delivered annually to support delivery of the curriculum to EAL students.

We recognise that EAL students, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about placing them in teaching sets.

We try to ensure that EAL students:

- Have access to the whole curriculum;
- Are taught with their peers;
- Are placed in groups where they will see models of good behaviour;
- Are placed in groups with fluent English speakers who will provide them with good language models;
- Are placed in as high a set as possible i.e. with their intellectual/academic equals;
- Are not automatically placed with Learning Support students;

3.9 Working with parents and carers

Liaison with parents is vital to the creation of a strong home/school partnership, which can ensure the development of students with EAL. To aid this partnership, the school will:

- Actively seek to put parents at ease by providing a welcoming environment conducive to productive discussions.
- Ensure the language used in letters to parents is clear and straightforward.
- Where appropriate, have teachers read through the letter with children before sending the letter home, to ensure the message is clear.
- Where necessary, ensure translations of school documents are carried out and provided to parents of students with EAL.
- Encourage parents to attend parents' evenings and participate in school functions.
- Invite parents to school to help with class activities, such as cooking, reading and class outings, where appropriate.
- Encourage parents to become involved with homework through shared reading schemes and language-based homework.
- Plan activities in a way that ensures they do not clash with religious/community commitments.

3.10 Special educational needs (SEN)

A child is not regarded to have SEN solely because their home language is different from the language in which they are taught at school.

A proportion of students with EAL may have one or more types of SEN and it is imperative that this is identified at an early stage.

Assessments of SEN of students with EAL will involve EAL specialists along with SEN specialists.

Where appropriate, the school will arrange an assessment in the child's first language.

SEN support will be decided on an individual basis in the manner outlined within the school's SEND Policy.

The school will ensure that the parents or carers of a student with SEN are not prevented from presenting their views throughout the process and are clearly informed at every stage.

3.11 Monitoring progress

The monitoring of students' progress is shared between all teachers, both mainstream and EAL support.

Individual student profiles are updated following assessments and reviewed on a termly basis to identify and address problems.

Students are also encouraged to set their own targets and objectives to bolster self-esteem and increase accountability.

3.12 Concerns/further investigation requests/sharing of information

• Any concerns about the wellbeing of a student with EAL should be referred to the relevant members of staff.

• If the school has reasons to suspect that a student with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.

3.13 Monitoring the policy

This policy will be reviewed by the Head of LE Loft and Deputy Headteachers **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

4. Access Arrangements and Word Processing Policy

London Park School Mayfair's Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Access Arrangements and Reasonable Adjustments' booklet, applicable from 1st September 2023 to 31st August 2024.

These are the regulations with which the school must comply, and this policy will outline how we do this. This policy applies to all streams and settings within the school, including students within the hybrid stream.

4.1 Rationale for Access Arrangements

• Access Arrangements are intended to facilitate students with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment due to a difficulty or disability, to access the exam without changing the demands of the assessment.

• The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled (within the definition of the Equality Act 2010) would be at a substantial disadvantage in comparison to someone who is not disabled.

• Access Arrangements are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.

• Access Arrangements are not intended to give an unfair advantage, but rather are to remove a disadvantage.

• Access Arrangements may vary between subjects because different subjects and methods of assessments may have different demands.

• Access Arrangements should reflect a student's normal way of working, unless such arrangements would compromise the integrity of the assessment.

Access Arrangements encompass a wide range of provisions which may include: being allowed to sit examinations in a smaller room, supervised rest breaks, use of coloured overlays, prompter, extra time, reader, scribe, use of a word processor, practical assistant, etc. An Access Arrangement may be unique to an individual and therefore not appear in a standard list.

4.2 Identifying the need for Access Arrangements

4.2.1 Stage 1: Early Screening

Students who may qualify for formal Access Arrangements during KS4 are preferably identified early in KS3 (Y7). At this stage needs are screened and identified, rather than formally assessed. Adjustments to teaching within lessons are made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring these adjustments.

4.2.2 Stage 2: Formal Testing

Formal assessments take place during Y10. Screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidelines. Permission to allow Access Arrangements expires after 26 months, after which the student may need to be re-tested, depending on which arrangement(s) they have. Access Arrangements are always determined by the most recent testing.

N.B. Private assessments by Educational Psychologists are increasingly popular amongst parents, which may discriminate against those unable to afford a private assessment cannot be applied for on the basis of a privately commissioned assessment, unless the assessor has received information about the student's current difficulties and support offered in school before the assessment is carried out. Medical letters will prompt an investigation, but not override the evidence seen in school.

4.2.3 Stage 3: Formal Application for Access Arrangements

The outcomes of the assessments (for students who have learning difficulties) are recorded and summarised on JCQ Form 8 Part 2 by the assessor. The online submission is carried out by the Head of LE Loft. Feedback is instant and permission for the Access Arrangement will be recorded and held by the school.

4.2.4 Stage 4: Ensuring Access Arrangements are the student's 'normal way of working'

Where formal Access Arrangements are awarded, the HEAD OF LE LOFT (SENDO) in collaboration with colleagues and students, will monitor and ensure that they continue to be normal working practice for the student. This means that appropriate Access Arrangements should be taken into consideration in everyday teaching and formally applied in any internal or external assessments.

If a student chooses continually not to use the agreed access arrangements, either because their needs change, or they do not feel it aids their learning or achievement, then access arrangements can be removed.

It is the responsibility of the SEND team to ensure that all required information is collated and accessible to the Exams Officer and wider staff body. The SENCO will ensure that all paperwork required by JCQ is in order.

4.3 Staff Roles and Responsibilities Relating to Access Arrangements

4.3.1 Examinations Officer:

- To ensure that the agreed Access Arrangement provisions are in place for exams and are communicated to the invigilators.
- To ensure the agreed Access Arrangement provision is updated in the school's exam software.
- To manage any on the day questions and queries regarding Access Arrangement provision.
- Deal with any emergencies, such as accidents or medical conditions, on the day of the exam (in conjunction with the SEND department).
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

4.3.2 Head of LE Loft (SENco)

- To encourage a 'whole centre' approach to Access Arrangements and to lead on the process within his/her centre.
- To ensure that they, together with the head of centre, members of the senior leadership team and the Access Arrangements Assessor(s) are familiar with the entire contents of the latest JCQ guidelines and regulations.
- To determine, apply for and implement appropriate Access Arrangements with the support and help of teaching staff and members of the senior leadership team.
- Work with a qualified Access Arrangements Assessor who will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE/GCE qualifications.

4.3.3 Access Arrangements Assessor (when separate to Head of LE Loft, SENDCo)

- Will work with students, carry out assessments, give strategies and build a picture of need and provision.
- Administer standardised tests after gathering evidence from teachers, student interviews and classroom observations.
- Work with the SENCO in the decision-making process about Access Arrangements.

4.3.4 Teaching Staff:

- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENCo.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct Access Arrangements are in place for 'in class' tests.

4.3.5 Student

- To make full use of their approved access arrangements in internal and external examinations
- To participate in training sessions on their approved access arrangements

4.4 Support offered to students with Access Arrangements

- Students with Access Arrangements in place take part in small group sessions to show them how to effectively use these arrangements.
- Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam, and how much support the adult is allowed to give.
- Students with extra time are given sessions with the LE Loft Team on how to use the additional time allowance effectively. They are then encouraged to apply the techniques and strategies given to them in internal exams and assessments.
- All teachers are given access to the list of students with Access Arrangements, and they are asked to give the SENCo at least two weeks' notice before they carry out any 'in class' assessments with students, so that support can be provided for students who require it during the tests/exams.
- In the event that a student does not wish to make use of their Access Arrangement in any given exam, they will be required to sign a form to indicate that they were aware that the Access Arrangement was available to them, but it was their choice not to use it.

4.5 Deadlines for Access Arrangement Applications Year

4.5.1 Year 11 (Day school and Hybrid)

The school deadline to submit evidence and request Access Arrangements for a student in Year 11 is October half term. This allows the SENCo/Access Arrangements Coordinator and the Examinations Officer time to plan the Year 11 mock examinations which are the last opportunity to trial any Access

Arrangements. The Year 10 examinations should provide an opportunity to identify any difficulties a student may have.

4.5.2 Sixth Form

The deadline for sixth form Access Arrangements requests is July of Year 12, as long as a body of evidence has been collected by teachers in advance of this. Year 13 is too late to make requests for Access Arrangements as no history of need or provision is in place.

4.6 Exceptional Circumstances

4.6.1 Temporary Arrangements

Temporary Access Arrangements may be required for a student suffering from unforeseen illness or injury. In these cases, the school must be informed at the earliest possible opportunity, and a letter from a GP, consultant or other professional detailing the problem and any arrangement deemed necessary should be obtained as soon as possible. The school will make every effort to accommodate these arrangements.

4.6.2 Alternative Accommodation

On very rare occasions, a candidate may need to sit an examination at a residential address or at a hospital due to a severe medical condition or psychological condition which prevents them from taking examinations within the centre. In this situation, the school will ensure that JCQ guidelines are followed with regard to conduct, procedures and staffing. We must be satisfied that the candidate is well enough to take the examination and there must be appropriate evidence of need held on file.

4.6.3 Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. The candidate will have been fully prepared for the exams, but due to some unforeseen circumstance could not demonstrate what they knew.

4.6.4 Smaller or individual rooms

As per JCQ guidance, we do not provide individual rooms for candidates unless there is a clear and significantly substantial need that cannot be met in a shared environment. Instead, where appropriate, we will arrange for students with similar access needs to sit their examinations in smaller rooms. This approach ensures compliance with JCQ regulations while maintaining the integrity and fairness of the examination process.

Smaller room arrangements may be considered for candidates who:

- Have a substantial and long-term impairment that would place them at a disadvantage in a large exam hall.
- Require a quieter, less stimulating environment due to sensory needs, anxiety, or concentration difficulties.
- Are entitled to specific access arrangements such as a reader, scribe, or rest breaks, which may be disruptive to others in a large venue.

4.7 Procedures for medical letters

Letters from medical professionals, where the professional meets the requirements set down in the JCQ Access Arrangements and Reasonable Adjustments, will trigger an assessment for Exam Access Arrangements. An identified medical condition must be supported with evidence from the school on the students 'normal' way of working otherwise it is considered malpractice. Exam Access Arrangements cannot be awarded purely on the basis of a medical letter.

4.8 Private assessments/Educational Psychologist reports

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENCo as evidence that their child should be awarded extra time, or other Access Arrangements. Private educational psychologists' reports cost a significant amount of money, putting those unable to obtain a private report due to financial circumstances at a disadvantage. We can only accept private reports as part of wider school evidence.

London Park School Mayfair will only consider the use of a Private assessment to apply to the JCQ access arrangements when it has been requested by the school's Head of LE Loft. A student's 'normal way of working' in school is key, and Access Arrangements will not be awarded purely on the basis of a private report. In line with JCQ guidelines, where we choose to accept or reject a privately commissioned report from an external professional, the head of centre or a member of the senior leadership team will provide a brief, written rationale to support this decision which will then be available for inspection purposes.

4.9 Word Processing and Laptop use in Examinations

4.9.1 Provision of word processing in the classroom

At London Park School Mayfair we recognise that for some students with additional educational needs, a laptop may be the most appropriate method of organising and presenting work. We aim to ensure that the most relevant arrangements are made and fair consideration and access is given to all students. Students who would benefit from the use of a laptop/word processor might have:

- A learning difficulty which has a substantial and long-term adverse effect in their ability to write legibly,
- A medical condition,
- A physical disability,
- A sensory impairment,
- A Social, Emotional or Mental Health need whereby using a laptop would reduce the level of stress and anxiety and reduce barriers to learning,
- Planning and organisational problems when writing by hand,
- Poor handwriting leading to a level of illegibility.
- Can work faster on a keyboard.
- Use a laptop at home for example because they are a Hybrid student.

4.9.2 Provision of Word Processing in examinations

London Park School Mayfair aims to provide fair access to all students. We will process applications when there is clear evidence of a long term and substantial impairment or disability, as defined by the

Equality Act 2010. in line with the JCQ (Joint Council for Qualifications) recommendations. All applications will reflect a student's 'normal' way of working within the classroom.

The use of a laptop will be considered when:

- A need has been established
- Its use is recommended by the Head of LE Loft (SENDCo)

Where it is the established 'normal' way of working for a student to use a laptop in their lessons, we will provide the use of a laptop in all internal and external examinations. We will establish a 'normal' way of working through monitoring by SENDCo and feedback from Subject Teachers. This 'normal' way must be the established way of working for a significant period of time.

The SENDCo need to be satisfied that:

- The students' typing is efficient, accurate and of sufficient speed to be able to cope with the exam
- The student has used a laptop as his or her routine way of working in the subject area
- The student has had sufficient practice in the use of it under exam conditions (e.g. using the laptop in pre-public exams)

Where the above requirements are not met, the use of a laptop will not be recommended.

In exams without a significant amount of writing or consisting of more simplistic answers – which may be easier to hand write - avoiding the need to switch between answer paper and laptop may be preferable for the student.

4.9.3 Regulations for the use of a laptop in Examinations

- The Exams Officer will decide the room where the laptop users will sit their exams.
- London Park School Mayfair will provide a laptop on the day of the exam to ensure that only agreed software is accessible.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be available. The laptop will not be connected to the internet or any other means of communication.
- The SENCO/Exam Officer will give instructions to each student for whom the use of a laptop has been agreed.
- London Park School Mayfair will provide a USB stick which is clear of previous data. The student's work will need to be saved onto the USB stick and printed from it.
- As an added precaution, students will be instructed to also save work to the hard drive during the exam.
- At the end of the examination the student will be escorted to the Exams Office by the Invigilator / Exams Officer to print off their work and to authenticate the relevant hard copy.
- Once the work has been printed all devices will be cleared of any saved work

4.9.4 Limitations to the use of a laptop

- The use of a laptop might not be agreed in cases where, for example, a particular exercise should not be done with computer assistance (maps, diagrams etc.)

4.10 Malpractice

London Park School Mayfair will be regularly inspected to ensure they have followed the JCQ regulations. There are serious and severe consequences to cases of malpractice including:

- The disqualification for the students from one or more examinations
- The disqualification of the whole cohort of students
- The centre being closed down for up to 5 years.

Examples of malpractice are:

- Students being granted Exam Access Arrangements which are not their normal way of working
- Exam Access Arrangements being suddenly granted before examinations
- Exam Access Arrangements being granted when there is no history of need or provision.
- Exam Access Arrangements being granted without sufficient evidence.
- Students not using their Exam Access Arrangement in mock exam and then being allowed it in external examinations.

4.11 Further Information

Further information can be found on the Joint Council for Qualifications (JCQ) website: www.jcq.org.uk

If you have questions about Access Arrangements, please contact the Head of LE Loft (SENDCo), Exams officer and Deputy Head Academic.