

Woodbridge School

Learning Support

Policy Statement

Learning support is provided in small groups and occasionally individually to those who have been identified as having specific learning difficulties.

Procedure

Most pupils will experience difficulties with academic work at some time in their school career. They will address these with help from subject teachers.

We recognise, however, that there will be a minority of pupils who constantly under-achieve in reading, writing, spelling and/or numeracy, because of difficulties resulting from sensory or physical impairment, ADD, dyslexia etc. At Woodbridge School we describe these as “specific learning difficulties”.

Woodbridge School recognises that the most appropriate learning environment for pupils with specific learning difficulties is alongside their mainstream peers, where they have access to a normal, broad and balanced curriculum.

Woodbridge School will identify pupils with specific learning difficulties as early as possible and if available provide appropriate learning support. All those entering the School in Years 7 to 11 are ‘screened’ with specific learning support software.

Learning support is not viewed as a single teaching approach, rather a whole school approach. Staff throughout the School are aware of the specific needs of those pupils with special educational needs and, where appropriate, are involved in the planning and implementation of Individual Education Plans (IEPs). Learning support is underpinned by understanding and positive support from the staff of Woodbridge School.

We do not pretend to be able to cater for those with more complex/severe needs and would recommend for these children a school with greater provision.

2.1 Identification and assessment of pupils with specific learning difficulties

The possibility of there being a special specific learning difficulty would be identified by class or subject teachers, through internal monitoring systems, or by a parent or guardian.

The initiator will complete a referral form which will be passed to the pupil’s House tutor/class teacher. Parents should contact the House tutor or equivalent at the Abbey/Queen’s directly. The House tutor/class teacher will refer to the appropriate Learning Support teacher, who will then:

- Collate information from all staff who teach the pupil.

- Liaise with parents, tutor and Housemaster/Mistress. (Class teacher and Director of Studies at Abbey/Class teacher + Head of Pre-Prep at Queen's).
- If he or she thinks necessary, carry out an initial diagnostic assessment, if that is what is required and permission has been given by the parents. The assessment should be designed to give background information on the underlying verbal and non-verbal abilities of the pupil, along with literary attainments and strengths of visual and auditory memories. These results, together with information given by staff and pupils themselves, will be used to assess the difficulty.
- Through the tutor, Housemaster/Mistress, parents will then be given a recommendation by the Learning Support teacher for further assessment by a suitable qualified person should this be necessary.
- Advice can be given on appropriate specialists, if required. The Learning Support teacher will keep all staff and parents informed of action taken and recommended measures.

NB Identification and assessment of Specific Learning Difficulties follow the principles and procedures of the SEN Code of Practice 2001, or any other code in force at the time.

2.2 Action

The School undertakes to provide Learning Support to pupils in class or in small groups once each week. However, in line with others in the independent sector, it is necessary to make a charge for tuition above this and this will be added to the pupil's School account. Charges will be made for missed lessons unless there is a valid reason for the pupil not arriving - eg illness, compulsory trips for other subjects, etc.

Initial diagnostic assessments will be free of charge if they are carried out in School time. If further assessment is recommended and parents wish to act on the recommendation, it will be their responsibility to arrange the assessment with the relevant specialist and to arrange for payment. Advice can be given on appropriate specialists by the Learning Support Department, if required.

All pupils are attached to their House (or class) for pastoral and academic care, but the administration of their learning support is the responsibility of the Learning Support Department. There is necessarily much liaison between the Learning Support Department and the Housemaster/Mistress and parents.

Each pupil is 'profiled' and via the pupil's tutor (class teacher) every member of staff who teaches that pupil will receive a copy which briefly summarises assessment results, difficulties encountered and how these will affect classroom and academic performance. The profile also includes recommendations for staff that might be relevant in the classroom. Copies of the profiles are also sent to central files, tutors, classroom teachers at Queen's and the Abbey. They are updated every six months.

(Regular reports are written for those receiving support lessons and these accompany the reports sent to parents.)

The Learning Support teachers liaise with Educational Psychologists, Occupational Therapists, Opticians etc, when necessary.

The Learning Support teachers can review previous assessments to advise on the possibility for the concession of extra time in examinations. In some cases, for example, if the previous report is too old, a further formal assessment may be required. Internal reviews for examination concessions will be chargeable. Other examination concessions, such as the use of a word processor, still need the recommendation of an Educational Psychologist. No internal or external assessment will be carried out without prior discussion and permission from parents.

2.3 Pupils entering the School with a known learning difficulty

The parents of all entrants with a known Specific Learning Difficulty (SpLD) must provide the School with an up to date Educational Psychologist's report, giving a detailed assessment of learning difficulties and recommendations made. This report should be provided at least one month prior to taking the relevant entrance tests.

2.4 Entry to the School is the same as for all pupils applying for places in the School

Pupils from other schools take Woodbridge School's entrance tests, normally in February, prior to entry. (Examination concessions may be allowed as long as there is formal evidence of a learning difficulty along with a recommendation for concessions).

2.5 Pupils entering the School with a diagnosed condition which may affect educational progress

Some pupils, whilst not having a specific learning difficulty which requires academic support, may have been diagnosed as having a condition which prevents them from reaching their full potential without some form of support and monitoring. For example, Attention Deficit Disorder (ADD), Chronic Obsessive Behaviour Disorder, Asperger's Syndrome etc.

Any background information, assessment reports from relevant specialists, Statements of Educational Needs, and/or information regarding previous support must be sent to the School as soon as there is **an enquiry** for a place at Woodbridge School. The School must have this information so that it can make a decision on the offer of a place in the full knowledge of any difficulty. Unless the full picture is known it is impossible to tell whether the School can adequately educate a pupil and cater for all his/her needs.

In both of these cases it will be the responsibility of the parents to provide this information and NOT that of the previous school. Failure to supply this information will prevent the School from providing appropriate support for the child's needs. The School also reserves the right to withdraw the place if this information is withheld.

Author(s):	SHC
Date:	Sept 08, May 10, July 11
Review Frequency:	Yearly
Review Date:	May 12