

THE STUDY LEARNING DIFFICULTIES AND DISABILITIES POLICY

At The Study Preparatory School all staff are committed to Every Child Matters. We recognise that the following five outcomes are key to well-being in childhood and later life:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-Being

This policy has been compiled with reference to the Every Child Matters framework.

Dealing with Learning Difficulties and Disabilities (LDD) requires sensitive and sympathetic handling in order to obtain a good partnership and outcome.

DEFINITION

A child has a learning difficulty if

- She has a significantly greater degree of difficulty in learning than the majority of girls at the school.
- She has a disability which prevents or hinders her use of the educational facilities provided. The DDA (Disability Discrimination Act 1995) defines disability as “a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.” ‘Mental impairment’ in this context includes learning difficulties such as dyslexia, autism, ADHD, speech and language impairments.

(A girl is referred to as having ‘Special Educational Needs’ if she has a Statement.)

OBJECTIVES :

- To apply a whole school policy to meet each child’s individual needs, taking into account the Code of Practice for SEN (DCFS 2001) and the Disability Discrimination Act (2005).
- To identify, at the earliest opportunity, any child who may have learning difficulties. These girls will come from the whole ability range.
- To provide different levels of intervention to match the child’s level of need.
- To ensure that all staff are aware of each child’s needs so that her needs can be met at school.
- To ensure that no child is discriminated against, in any area of school life on the basis of her difficulties or disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self esteem.
- To ensure that children’s records include information relating to their individual needs, the interventions provided and their outcomes.
- To conduct regular reviews of children’s progress.
- To work in partnership with the children’s parents at all stages.
- To include, where deemed appropriate, the children in decision making about the type of intervention and targets in an Individual Education Plan (IEP)
- To endeavour to ensure that each child with LDD progresses to a suitable secondary school where her current needs will be communicated and will be met.
- To provide INSET programmes/sessions on LDD issues and support to all staff so that children’s needs can be met in the classroom and in other areas of school life.

IMPLEMENTATION

Staffing

Learning Support Coordinator	J Lawrence (pt 60 %)	BEd (Hons) Cantab Dip SpLD
Year 2 support group teacher	V Bailey	BEd (Hons)
SpLD trained teachers (peripatetic)	I Adie	BA (Hons) TEFL PG Dip SpLD AMBDA
	C Atkins	MA (Cantab) PGCE SpLD AMBDA
	S Barrett	BEd (Hons) Kingston Cert SpLD
	M Ispahani	SpLD AMBDA

The peripatetic teachers charge parents directly.

However all staff are responsible for ensuring that the curriculum is accessible to girls with any form of Learning Difficulties or Disabilities when they are in their class.

Responsibilities of the Learning Support Coordinator

At The Study the Learning Difficulties and Disabilities Coordinator is called the Learning Support Coordinator (LSC). The LSC works closely with the full time and peripatetic staff and it is her responsibility to:

- Screen and record literacy and numeracy skills in liaison with class/subject teachers.
- Liaise regularly with Curriculum Coordinator and Headmistress.
- Screen girls in Year 1 using RPT (Reading Progress Test) – Baseline in Autumn and Repeat Test in June.
- Help classroom teachers to provide intervention through Early Years Action and School Action (see SEN Code of Practice)
- Plan and implement intervention following advice of outside agencies (e.g. Educational Psychologists) through Early Years Action Plus or statement of educational needs.
- Provide specialist teaching to groups or individuals in response to needs identified (at School Action/School Action Plus....)
- Keep IEPs under review and evaluate termly with class teachers, parents and if appropriate with the child (a list of girls with IEPs is kept in each staff room).
- Maintain LDD records in child's file so that they are readily accessible to staff.
- Provide information about all children with LDD/SEN to all members of staff who may be involved with them.
- Liaise with parents and involve them in decision making.
- Seek and respond to the views of the girls themselves at all stages if appropriate.
- Ensure that suitable examination/assessment arrangements are made for children with LDD.

ADMISSION ARRANGEMENTS

The Acceptance Form asks whether there is any reason to suspect that the child has any learning difficulties or special educational needs, or if there is any family history of any learning difficulty. It also asks whether she has ever had a report from an Educational Psychologist or any other relevant specialist, such as Speech and Language/Paediatric Occupational Therapist. This is so that we can put in place any necessary provision. (See Inclusion Policy)

IDENTIFICATION AND ASSESSMENT & MONITORING

A child's needs may become apparent through:

- Admission procedures.
- Teaching within the classes.
- Screening procedures:
 - Early Years Foundation Stage Profile
 - Year 1 RPT, PAT/DEST*

- Yrs1 - 5 Single Word Spelling Test
- Standardised Reading/Maths tests (NFER)
- Biannual Evaluations in English/Maths/Science/VR/Non VR – any mark significantly **lower** than the class average, especially Single Word Spelling/Reading should be cause for investigation. So should any marked **disparity between VR or NVR** results and Maths and English results. (See *Summative Assessment sheet in staff handbook for details of class tests*).

- Expression of parental concerns – especially where there is relevant family history.
- Further specialist assessments undertaken by LSC or outside Educational Psychologist.

The Form Teacher should normally make the initial approach to parents before specialist school assessment, after discussion with the LSC.

Girls' progress is monitored therefore by tracking evaluation/assessment results and through liaison between staff individually and at staff meetings.

*	PAT	Phonological Abilities Test
	DEST	Dyslexia Early Screening Test
	RPT	Reading Progress Test

PROVISION

Intervention

Once a child's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided. Regular and frequent monitoring of the child's progress by the class teacher will show whether provision is being effective.

If progress is still inadequate, different opportunities or alternative approaches to learning may be indicated (equivalent to Early Years Action or School Action – see SEN Code of Practice).

After gathering information about the child in class and at home, plus any further assessment considered necessary, targets and strategies can be drawn up by the LSC in liaison with the class teacher, parents and child.

In the event that this level of intervention does not facilitate satisfactory progress, the LSC may need to undertake further assessment or seek advice and support from external agencies (equivalent to Early Years Action Plus or School Action Plus).

Individual Education Plans (IEPs) will be used to plan interventions for pupils where deemed necessary/appropriate (equivalent to Early Years Action/ Early Years Action Plus or School Action/School Action Plus (SEN Code of Practice).

They focus on up to 3 or 4 key individual but realistic targets (SMART) and include information about:

- the targets
- suggested parental support
- the outcomes.

Tutors/form teachers draw up the targets. Where the pupil has no tutor, Mrs Lawrence draws up the targets in consultation with the form teacher. They are reviewed termly. IEPs are kept in the pupil's file.

Available provision in the School

- In Reception, Mrs Lawrence works with individuals identified as having difficulty with letter sounds. 1 or 2 sessions per week from the middle of the Autumn Term.
- In Year1, Mrs Lawrence works with a small group from each class (maximum of 4). The girls are identified by class teachers /LSC as having difficulties with literacy.
- In Year 2 Mrs Bailey teaches small groups of children (maximum of 6) identified by the LSC/class teacher needing support in English (late developers, those with a history of learning difficulties, dyslexic tendencies) for 3 sessions per week.

- For girls with mild difficulties resulting in poor spelling in particular, the Mrs Lawrence takes a small group (max 6) before school 2 sessions per week at Spencer House.
- There is additional help within the school – part-time teachers, teachers’ assistants etc. to support children with mild difficulties further up the School.
- For girls identified as having SpLD, 1 to 1 tuition is available in school from the peripatetic team at an extra cost. Allocation of pupils is organised by the LSC as fairly as possible.

1 to 1 tuition is generally 2 x 45 minute sessions per week involving structured and multi-sensory programmes for spelling, reading, writing and maths designed to meet the individual’s needs. Support in other subjects may be given where appropriate.

Tutors liaise closely with form and subject teachers and parents. They provide written reports for school records and parents.

In some cases, in consultation with parents a similar programme of tuition is recommended outside school. The LSC and/or Form Teacher liaises with outside tutors to monitor progress each term.

If it is felt that a child’s needs cannot effectively be met – after intervention, School Action etc – alternative educational establishments may be recommended in the interests of the child.

Statementing: It is rare that a girl has a Local Education Authority (LEA) Statement but where necessary, staff liaise closely with the LEA and parents to provide appropriate support in school. If a girl has an LEA Statement she will be referred to as having ‘Special Educational Needs’.

TIMETABLING

If pupils need to be withdrawn for tuition every effort is made to ensure all children have access to a broadly based curriculum. Their individual preferences and strengths are taken into account, in addition to the advice of staff and parental requests, when timetabling lessons from which to be withdrawn. For example, if a girl is talented in, or particularly enjoys gym she should not miss that lesson.

OTHER SUPPORT

In addition to the use of classroom strategies, different teaching materials and methods, specialised equipment such as laptops and spell checkers may be used when recommended/advised by an Educational Psychologist or SpLD teacher.

EXAMINATION PROCEDURES

It is the School’s policy that children should be enabled to show what they know rather than what they do not know in tests and exams.

Extra time is allowed where a girl’s reading or writing is significantly below her age level, where proof reading is essential or where an Educational Psychologist (or SpLD Tutor) has recommended it.

If deemed necessary by an Educational Psychologist or the LSC a girl may have questions read to her in Maths and Science Papers and/or be provided with a scribe for written tests.

ISEB:- official guidelines are followed.

EXTERNAL AGENCIES

Through the Early Years Partnership, the LSC has access to an LEA Educational Psychologist and (relevant) training sessions. A list of educational psychologists, speech and language therapists, optometrists, visual/occupational therapists is kept by the LSC/Head for referrals to such external agencies.

COMPLAINTS

Form Teacher
Learning Support Coordinator
Head
Governors

Updated: January 2011
Date for Review: January 2012

