



The Study Prep WIMBLEDON

LEARNING DIFFICULTIES AND DISABILITIES POLICY

Supporting pupils with Special Educational Needs (SEN) and/or a disability requires a sensitive and sympathetic approach in order to establish a good partnership and outcome. The Study Preparatory School is committed to the equal treatment of all pupils including those with special educational needs (“SEN”) and disabilities.

DEFINITION

A pupil has a learning difficulty if:

- She has a significantly greater degree of difficulty in learning than the majority of girls of her age at the school.
- She has a disability which either prevents or hinders her use of the educational facilities generally provided for others of the same age

The 2010 Equality Act defines a child as disabled if they have a “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 specific learning difficulties such as dyslexia, autism, ADHD, and speech and language impairments.

OBJECTIVES :

- To apply a whole school policy to meet each pupil’s individual needs, taking into account the SEND Code of Practice (2015) 2014/Children & Families Act 2014 and the Equality Act 2010
- To identify, at the earliest opportunity, any pupil who may have learning difficulties. These pupils may come from the whole ability range.
- To provide different levels of intervention to match the pupil’s level of need.
- To ensure that all staff are aware of each pupil’s learning needs so that her needs can be met at school.
- To ensure that no pupil is discriminated against, in any area of school life on the basis of her learning difficulties or disability.
- To provide pastoral care and support for all pupils so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that pupils’ records include information relating to their individual needs, the interventions provided and their outcomes.
- To conduct regular reviews of pupils’ progress.
- To work in partnership with the pupils’ parents at all stages.
- To include, where deemed appropriate, the pupils in decision making about the type of intervention and targets in a Pupil Progress Plan
- To endeavour to ensure that each child with SEN progresses to a suitable secondary school where her current needs will be communicated and will be met.
- To provide INSET programmes/sessions on SEN issues and support to all staff so that pupils’ needs can be met in the classroom and in other areas of school life.

IMPLEMENTATION

Staffing

Learning Support Coordinator	P Hutchinson (80%)	BSc (Hons) Speech Sciences PG Certificate, Language and Communication Impairment in Children, OCR Level 5 Diploma, Teaching Learners with Dyslexia/Specific Learning Difficulties
SpLD trained teachers (peripatetic):		
	N Dixon	BA (Hons) P.G.C.E. Dip SpLD
	S Proddow	BA (Hons) French; Level 5 Diploma - Teaching Learners with Dyslexia/SpLD

Maths support group teacher in Year 2: Lulu Everett BA (Hons) Brunel
Learning Support Assistant: J Burrell BSc (Hons) (Level 3 Diploma in Specialist Teaching & Learning in Schools QCF)
EAL and SEND support teacher: M Hogwood BA Child Developmental Psychology University of Alberta; CELTA – Certificate in EAL Teaching

The peripatetic teachers charge parents directly for individualised one-to-one tuition which takes place within the school day.

However, every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff in accordance with the SEND Code of Practice.

Responsibilities of the Learning Support Coordinator

The School's SEN 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:

- Conduct whole-class screening to identify pupils who may be presenting with specific learning difficulties.
- Liaise regularly with the Curriculum Coordinator and Head.
- Assist classroom teachers to apply reasonable accommodations to support classroom learning.
- Plan and implement intervention following advice of outside agencies (e.g. Educational Psychologists).
- Provide specialist teaching to groups or individuals in response to needs identified.
- Keep Pupil Progress Plans under review and evaluate termly with class teachers, parents and if appropriate with the pupil.
- Maintain SEN records in pupils' files so that they are readily accessible to staff.
- Provide information about all pupils with 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 pupils themselves at all stages, if appropriate.
- Ensure that suitable examination/assessment arrangements are made for qualifying pupils with SEN.

ADMISSION ARRANGEMENTS

The Study Preparatory School does not discriminate in any way regarding entry. The School welcomes pupils with special educational needs providing that the School can offer them the support that they require. We welcome pupils with disabilities provided that our site can accommodate their needs. However, we strongly advise parents of applicants with special educational needs or physical or mental disabilities to discuss their child's requirements with The School. Parents should provide a copy of an Educational Psychologist's report or a medical report if they have one. The School will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if she becomes a pupil at the School.

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 that we can put in place any necessary provision.

IDENTIFICATION , ASSESSMENT AND MONITORING

A child's needs may become apparent through:

- Admission procedures.
- Teaching within the classes.
- Screening procedures:
- GL Dyslexia Screener in Years 1, 3 and 5.
- Termly standardised attainment testing (GL Progress in Understanding Maths and GL Progress in Reading Assessment).
- Termly pupil progress meetings.
- Expression of parental concerns – especially where there is relevant family history.
- Further specialist assessments undertaken by LSC or external specialists (e.g. Educational Psychologist, Speech and Language Therapist).

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

Parents will be informed before any specialist assessment is undertaken in school. The Form Teacher will typically make the initial approach to parents, after discussion with the LSC. It is important to note that all specialist assessments completed within school are conducted in order to identify how best to support pupils rather than to diagnose. The tests most frequently used are:

- Phonological Assessment Battery 2
- Test of Auditory Processing Skills 2
- Diagnostic Reading Analysis
- Helen Arkell Spelling Test 2

PROVISION

Intervention

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

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

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.

Pupil Progress Plans (PPS) will be used to plan interventions for pupils where deemed necessary/appropriate.

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

- individual strengths
- helpful classroom strategies
- medium-term targets with specific, short-term targets to address areas identified as impeding progress
- teaching strategies
- termly outcomes

Targets are written by the LSC in consultation with the class teacher and peripatetic tutors where appropriate. They are reviewed termly.

Learning Support provision within the School

The School SEN provision currently includes in class differentiation, learning support (in and out of class), additional specialist teaching, support from the Learning Support Coordinator as well as additional one-to-one lessons from the peripatetic tutors.

In Reception, the LSC and Learning Support Assistant (LSA) work with small groups of pupils progressing relatively slowly with letter-sound correspondence. This is in the form of 1 or 2 sessions per week from the middle of the Autumn Term.

The LSA will also work with small groups or targeted individuals throughout KS1, identified by the class teacher.

Teaching Assistants will complete structured literacy intervention with identified individuals. There is additional help within the school – part-time teachers, teachers' assistants etc. to support children with mild difficulties further up the School.

For pupils 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 30-40 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.

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 pupil's needs cannot effectively be met – after quality first teaching and bespoke intervention – alternative educational establishments may be recommended in the interests of the pupil.

EHC plans: In the event that a pupil qualifies for a Local Education Authority (LEA) Education, Health and Care plan (EHCP), staff liaise closely with the LEA and parents to provide appropriate support

in school. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. If a pupil has an LEA EHC plan she will be referred to as having 'Special Educational Needs'.

EHCPs must be reviewed annually and the required curriculum will be provided as set out in the EHC plan (including the full National Curriculum, if this is specified). It is the responsibility of the local authority to review any LEA EHC plan but the Study school will ensure that any such review takes place.

TIMETABLING

If pupils need to be withdrawn for tuition every effort is made to ensure all pupils 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 pupil is talented in, or particularly enjoys gym she should not, in so far as possible, 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, 'wobble' cushions and sloping boards may be used when recommended/advised by an Educational Psychologist, Occupational Therapist or SpLD teacher.

EXAMINATION PROCEDURES

It is the School's policy that pupils 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 pupil's reading or writing is significantly below her age level, where proofreading is essential or where an Educational Psychologist (or other suitably qualified assessor) has recommended it. If deemed necessary by an Educational Psychologist or the LSC a pupil 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

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

Policy Reviewed: February 2022