



**The Study Prep**  
WIMBLEDON

Name of Policy	Learning Needs and Disabilities Policy
Reviewed by	Learning Needs Coordinator
HMT Member	Deputy Head Academic
Date of review	February 2023
Date of next review	February 2024



## 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 pupils 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 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/Staff Training 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, BSc (Hons) Speech Sciences, PG Certificate, Language and Communication Impairment in Children, OCR Level 5 Diploma, Teaching Learners with Dyslexia/Specific Learning Difficulties

**SENCo** - Melissa Peachey, 2.1 BA Hons in Classical Civilization, Warwick University, PGCE Primary and QTS, Roehampton University, OCR Level 5 in Teaching Learners with Dyslexia / Specific Learning Difficulties, National Award in SEN Coordination, University of Hertfordshire

**EAL and SEND support teacher** -M Hogwood BA Child Developmental Psychology University of Alberta; CELTA – Certificate in EAL Teaching

A peripatetic specialist tutor charges 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 Deputy Head Academic, Curriculum Coordinator and the 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 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 School does not unlawfully discriminate in any way regarding entry. We welcome children with disabilities and/or special educational needs, providing that we can offer the support required, can cater for any additional needs, and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Parents must inform the School when submitting the Registration Form of any special circumstances which may affect their child's performance in the admissions process and/or ability to participate in the education provided by the School. Parents should notify the Head of Admissions as soon as possible should any circumstances come to light after registration but prior to their daughter starting the School.

We will discuss thoroughly with parents/guardians (and their medical advisers if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School to ensure that they are not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place or need to withdraw an offer for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk.

## **IDENTIFICATION, ASSESSMENT AND MONITORING**

A pupil's needs may become apparent through:

- Admission procedures.
- Teaching within the classes.
- Screening procedures: GL Dyslexia Screener in Years 1, 3 and 5; IDL Numeracy Screener were indicated.
- Termly standardised attainment testing (GL Progress in Understanding Maths and GL Progress in Reading Assessment) in Key Stage 2.
- Termly pupil progress meetings for all year groups.
- 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).

All pupils' progress is carefully monitored 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 3
- 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 access to 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
- specific teaching strategies
- termly outcomes

Targets are written by the LSC in consultation with the class teacher and peripatetic tutor 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), informal assessment and support with the Learning Support Coordinator and SENCo as well as bespoke one-to-one lessons from the peripatetic tutor.

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.

In Key Stage 2, weekly spelling, Maths and guided reading interventions are provided by Teachers and Teaching Assistants to support the girls' learning.

For pupils identified as having SpLD, one-to-one tuition is available in school with the peripatetic tutor at an extra cost.

One-to-one 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. The tutor liaises 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, providing sufficient notice to attendees and hosting the meeting.

## **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 granted where pupils appear to qualify for this access arrangement as stipulated by the Joint Council for Qualifications. A pupil's entitlement to any access arrangements will have to be verified by a suitably qualified assessor (an Educational Psychologist or Specialist Dyslexia Assessor) prior to sitting 11+ examinations.

ISEB: - official guidelines are followed.

**External Agencies**

We are able to provide names of Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other professionals should such external agencies be recommended.

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