



Learning Support Policy

Rationale

The School is committed to educating all pupils who are able to take up a place at the School and to offering all pupils a balanced and stimulating curriculum which is accessible to all, whatever their profile and needs. We aim to treat each pupil as an individual with their own talents, strengths, aptitudes and preferences and we encourage teachers to employ a variety of teaching methods and approaches in order to support the needs of all. It is understood that relatively low current attainment indicates a need for differentiation in the short-term but does not entail low, long-term expectations.

Sometimes, some pupils find themselves in need of extra support and there are various people who can supply the required support, be that for a short period of time or throughout the pupil's school career. Pupils are considered to have a special educational need if they are hindered, temporarily or permanently, from accessing the full school curriculum and fulfilling their potential without some form of learning support.

The School would like to stress that the aim of Learning Support is to help certain pupils progress and achieve their potential. The level of support is carefully administered and may be increased, reduced or stopped according to progress made. The key to effective support is regular testing, careful monitoring and open communication between pupils, staff and parents at all times.



Monmouth School for Girls

A Haberdashers' School

Appendix 1 Monmouth School for Girls

Diagnosis

At the point of admission, each student is considered individually and an assessment is made as to whether or not the school can effectively meet the needs of that student by making all reasonable adjustments to the curriculum and to the fabric of the building.

- Parents must inform the school, when the application for a place is made, if the prospective pupil is already receiving support for a diagnosed, specific learning difficulty.
- If, following the entrance examination, we feel that a pupil to whom we wish to offer a place would benefit from learning support, we may call that pupil back for a diagnostic test. Parents may be charged for this test. Subsequently, a place may be offered dependent on the pupil and the parents agreeing to the pupil receiving learning support when she enters the school. There may be a charge for this learning support.
- Any member of staff who is concerned about a pupil, at any time, may complete the referral form to ensure that the pupil receives the necessary checks for the diagnosis of a specific learning difficulty.
- Parents will usually be notified before any internal tests are carried out. There may be a charge for such tests.
- Internal tests carried out by the Learning Support teacher may result in the recommendation that the pupil undergo further, more detailed tests which would be carried out by an educational psychologist. Whilst the school can organise such tests, the parents will be responsible for the costs incurred.
- Parents may request that internal diagnostic tests be carried out. There is a charge for this.

Support for Specific Learning Difficulties

- The Deputy Head, Academic, and the Learning Support teachers will keep a register of pupils who have been found to have a specific learning difficulty, those who have an IEP and those who have access arrangements for external examinations.
- For those pupils whose difficulties will merit extra time in public examinations, this extra time will first be given for any modules or controlled assessments carried out in Year 10 and for the Year 10 summer examinations.
- One-to-one or one-to-two support with a Learning Support teacher. In Years 7 to 9 this may mean withdrawal from lessons on a rota basis although this is avoided wherever possible. There is normally a charge for this.
- At Key Stage 4, a pupil with a specific learning difficulty which requires specialist support will receive this support during a study period, the lunch hour or after school. There is usually a charge for this.
- In some cases, and always in consultation with the parents, a pupil will benefit from a modified curriculum and specialist, one-to-one support is offered during the time thus freed-up.

- In the Sixth Form, one-to-one or one-to-two support is arranged between the student and a Learning Support teacher. There is usually a charge for this.

Use of IEPs

An IEP is drawn up for all pupils in Years 7 to 11 who have a diagnosed, specific learning difficulty. This IEP is written by the Learning Support teacher and, before it is distributed to the pupil's teachers, parents are asked to comment on it and to agree to its content.

IEPs are distributed to all those who teach the pupil concerned and the information is also on SIMS. All teachers should familiarise themselves with the IEPs for any pupils they teach who appear on the register. Classroom teaching is informed by the information and strategies provided in the IEP. In addition, the Deputy Head, Academic, at the start of each term, sends to all teaching staff a list of pupils who have an IEP.

Referral

- Any member of staff can refer a pupil, following the procedure outlined on the referral form
- Whilst a pupil cannot refer herself, if she is concerned, she should speak to her tutor or her Head of Year who will make the referral on her behalf.



Monmouth School
for Boys

A Haberdashers' School

Appendix 2 Monmouth School for Boys

Monmouth School seeks to ensure that all pupils are enabled to achieve their full academic potential in the school and recognises that pupils with dyslexia and associated specific learning difficulties require particular consideration at all stages of the educational process in order that they may do this.

1. Admission

The School is happy to admit pupils with dyslexia or associated specific learning difficulties provided that it is satisfied that the pupil concerned will cope with the academic demands made upon him during his school career.

The parents of a prospective pupil who is known to have, or who is suspected of having, dyslexia are expected to inform the School of this when registering their son or as soon as possible thereafter. Where appropriate, the prospective pupil and his parents will be offered an opportunity to meet the Head of Study Support before taking the entrance examination to discuss the difficulties and any concerns that they may have. Any EHCP made by a Local Education Authority or educational psychologist's report should be made available to the School at this time.

Prospective pupils with dyslexia sit the appropriate entrance examination on the same basis as other candidates. Appropriate Access arrangements are permitted at the discretion of the Headmaster if appropriate specialist recommendations are available.

2. Screening

All pupils in Year 7 and Year 9 will sit a baseline assessment in reading comprehension and spelling as a first stage in identifying pupils who may have dyslexic difficulties.

Bad spelling is neither a necessary nor sufficient indicator of dyslexic difficulties, however, and other evidence is obtained from:

- Entrance Examination papers
- Previous School Reports
- Analysis of Baseline Test results
- Teachers' reports of classroom performance

If dyslexia is suspected, the Head of Study Support seeks the consent of parents for a full assessment to be carried out by the English Support Teacher. Following that assessment, a proposed support plan is drawn up and agreed with parents.

Support in School

In principle, pupils requiring support follow the same curriculum as other pupils. However, the Deputy Head (Academic) may allow modifications to the usual curriculum to suit individual circumstances. As well as Study Support lessons, pupils with dyslexia will be supported by their English teacher, tutor and other subject teachers who will be sensitive to their particular difficulties.

For Years 7, 8 & 9 pupils, most support is provided by withdrawal from timetabled lessons on a rota basis. However, where possible, support lessons take place before and after the school day, at

lunchtimes or during private study periods to minimise the disruption to the timetable and pupils in examination years (Years 10 and 11) have priority for these slots.

The School will ensure that the examination boards are made aware of a specific need. In some cases an additional educational psychologist's report will be required to obtain special dispensation from the boards and this may have to be obtained privately by the pupil's parents.

Types of Support

For the most part, support will be informal and will be provided within the classroom or tutorial context. For some pupils, however, this support will need to be more systematic and provided by specialist teachers within the Study Support Centre. The main types of Study Support are as follows:

1. Dyslexia Support

Support is provided for pupils with dyslexia and associated learning difficulties. The Dyslexia Support Teachers are Mrs. Rachel Widdicks and Mrs Alex Copley.

2. Study Support

The School provides support for pupils who, whilst they do not have difficulties of a type associated with dyslexia, nevertheless have difficulty in organising their work or with coping with some aspects of the curriculum. This is provided by the Study Support Department and is generally a short-term measure.

3. Subject Support

It is sometimes necessary for pupils, especially those who come late into the School, to have additional coaching in specific subjects in order that they may reach a level comparable with others in their year group. This support is either provided by members of the relevant department on a private basis, by teachers whom the School may recommend or by others at the initiative of the pupil's parents.

4. Counselling Support

Pupil counselling is available from a team of trained staff counsellors and from the School Counsellor who is a Child Psychotherapist. The provision of counselling support lies outside the scope of this policy, but the Study Support Co-ordinator, members of the Study Support Centre staff and other staff liaise with the School Counsellor as required.

5. Maths Support

When a pupil is identified as having a specific difficulty in Maths it is addressed in a one to one lesson/small group lesson within the Study Support department by Mrs Sian Holmes. Pupils are referred by the Maths department, often upon entry to the school, but also as the need become apparent in the course of the year. It is anticipated that this support will be mainly short term.

Funding of Support

The School provides assessments free of charge, but makes an additional charge on the School Bill for individual support. This charge is waived for pupils who are benefiting from an Assisted Place or a reduced curriculum.

Review of Support and Contact with Parents/Guardians

The Head of Study Support reviews the progress of pupils receiving support on a regular basis with the support teachers and with the pupil's tutor and subject teachers. She communicates with parents as necessary about the continuing need for support and writes to parents at least at the end

of each school year with recommendations as to the support that is likely to be required in the following school year, informing them of the likely cost. Other contact with parents is the responsibility of the pupil's tutor and/or housemaster. The explicit approval of parents is usually required before any formal assessment of need is administered.

Liaison with Educational Psychologists and other outside agencies

Liaison with the Local Authority Educational Psychologist service or with private practitioners is the responsibility of the Head of Study Support.

Monitoring

The Head of Study Support reports to the Deputy Head (Academic) and is responsible for the day to day management of the School's Study Support provision and for advising senior staff and others on related matters.



Monmouth School Boys' Prep

A Haberdashers' School

Appendix 3 Monmouth School Boys' Prep

Types of Support

For the most part, support will be informal and will be provided within the classroom. For some pupils, however, this support will need to be more systematic and provided by specialist teachers within the Learning Support Department. The main types of Learning Support are as follows:

1. Phonic knowledge and consolidation.
2. Reading support.
3. Specific Learning Difficulties Support. Support is provided for pupils with dyslexia and associated learning difficulties.
4. Maths Support. When a pupil is identified as having a specific difficulty in Maths it is addressed in a one to one lesson/small group lesson within the Learning Support department by Mrs Sian Holmes. Pupils are referred, often upon entry to the school, but also as the need becomes apparent in the course of the year. It is anticipated that this support will be mainly short term.

Funding of Support

A small amount of additional support is provided free of charge. This is likely to be for short to medium term needs, which can be catered for within the current staffing structure and when a pair or small group of boys can access the support together.

Any additional learning support requirements, over and above that stated above, will be charged to parents. This is likely to be in the case of severe need, where specialist support required, and this cannot be done within the current staffing resource. It is the Head of Monmouth School Boys' Prep who makes this decision and his decision is final.

Review of Support and Contact with Parents/Guardians

The Learning Support Co-ordinator reviews the progress of pupils receiving support on a regular basis with the support teachers and with the pupil's tutor and subject teachers. He communicates with parents as necessary about the continuing need for support and writes to parents at least at the end of each school year with recommendations as to the support that is likely to be required in the following school year, informing them of the likely cost. Other contact with parents is the responsibility of the pupil's form tutor.



Appendix 3 Monmouth School Girls' Prep

Types of Support

For the most part, support will be informal and will be provided within the classroom. For some pupils, however, this support will need to be more systematic and provided by specialist teachers within the Learning Support Department. The main types of Learning Support are as follows:

1. Phonic knowledge and consolidation - 'Nessy' and 'Toe by Toe' are used for pupils identified as needing additional support with reading and spelling.
2. Reading support – Pupils identified as having a reading age below the national expectation receive additional one to one reading sessions with members of staff.
3. Specific Learning Difficulties Support – Support is provided for pupils with dyslexia and associated learning difficulties by the Learning Support Co-ordinator. IEPs will be drawn up and agreed with parents as detailed in Appendix 1.
4. Maths Support - When a pupil is identified as having a specific difficulty in Maths this is addressed in one to one lessons/small group sessions with a teaching assistant or the Learning Support Co-ordinator. Pupils are referred, often upon entry to the school, but also as the need becomes apparent in the course of the year. It is anticipated that this support will be mainly short term. An invitation only Maths club is run for children identified as requiring additional support in this curriculum area.

Funding of Support

One to one or small group sessions with the Learning Support Co-ordinator are chargeable to parents. In-class support, or one to one or small group sessions with a teaching assistant do not incur a cost.

Any additional learning support requirements, over and above that stated above, will be charged to parents. This is likely to be in the case of severe need, where specialist support required, and this cannot be done within the current staffing resource. It is the Head of Monmouth School Girls' Prep who makes this decision and her decision is final.

Review of Support and Contact with Parents/Guardians

The Learning Support Co-ordinator, Mrs Alex Copley, reviews the progress of pupils receiving support on a regular basis with the support teachers and with the pupil's tutor and subject teachers. She communicates with parents as necessary about the continuing need for support and writes to parents at least at the end of each school year with recommendations as to the support that is likely to be required in the following school year, informing them of the likely cost. Other contact with parents is the responsibility of the pupil's form tutor.



Monmouth Schools Pre-Prep & Nursery

A Haberdashers' School

Appendix 4 Monmouth Schools Pre-Prep and Nursery

At Monmouth Schools Pre-Prep and Nursery (MPP) we aim to enable each child to make the most of their own ability and talent. The needs of individual children will vary but all pupils are entitled to equal opportunities in education

We aim to provide a whole school response to additional support and teachers are willing to work in partnership with our support Co-ordinator whose support will enable pupils with special educational needs to work successfully within curriculum demands.

The school will also:

- ensure that parents are able to co-operate with the school in supporting their child's education
- identify the roles and responsibilities of staff in providing special support for pupils as required, whilst recognising that all teachers can have in their classes pupils with special educational needs or pupils for whom English is an additional language
- provide a differentiated curriculum appropriate to the individual's needs and ability.
- ensure the identification of all pupils requiring support as early as possible in their school career.
- ensure that pupils requiring support take as full a part as possible in all school activities.
- ensure that parents of pupils requiring support are kept informed of their child's progress and attainment.
- ensure that pupils are involved, where practicable, in decisions affecting their future support provision

Admissions

Entry to is via an entry procedure in which we endeavour to offer a place to those candidates who are able to benefit from the education we have to offer.

When parents make an application to the school, they are asked to identify any special needs which should be taken into consideration.

At MPP, pupils who require additional support usually, but not necessarily, fall within the following broad areas:

- More limited ability within the academic range of the school.
- who may, in the future, receive a professional diagnosis of specific difficulties, e.g. dyslexia, dyspraxia or ADD.
- have either temporary or permanent physical conditions or circumstances which give them particular needs.

- Who have a statement (appropriate provision to support them will be made, following advice and guidance from relevant professional bodies.)

Identification of pupils who have specific learning difficulties.

In order to identify any learning difficulties we:

- Receive information from feeder nurseries which is disseminated to SMT. Establish open communication with parents and respond to any expressions of concern
- Arrange and use screening and standardised assessment tests and ongoing internal assessment.
- Liaise closely with staff who teach the children,
- Make use of professional advice from educational psychologists, and other specialists
- Concerns are passed on to the support Co-ordinator who will usually perform lesson observations on the child, investigate and monitor closely to ascertain whether further action is required

The School will aim to provide a broad and balanced curriculum that includes setting suitable learning challenges and responding to pupils' diverse learning needs. Staff are briefed about dyslexia*, dyspraxia and ADD. If a child is thought to need specialist assessment then arrangements are made to see an educational psychologist and to receive whatever additional help is required from an appropriately qualified person. Staff are kept up to date through documents, INSET, relevant courses, email and access to computerised information. Regular communication with medical/educational professionals involved in a child's life or social services is sought and expected, and visits are welcomed. Teachers and parents are able to meet informally on a daily basis and a strong partnership between home and school can be developed.

The learning support Co-ordinator, in discussion with parents, makes any necessary arrangements for assessment, where it is felt that a child may have SpLD. The Co-ordinator informs staff of assessment results and summarises assessment reports such as Educational Psychologists reports, for staff.

Where support is required within lessons, or outside of lessons, the learning support Co-ordinator will suggest and organise such support. She liaises between the Heads and staff to arrange suitable times of support. The study support Co-ordinator ensures that extra time is allocated for Year 2 children approaching their entrance assessments for the prep schools, if required.

Individual Education Plans.

In some cases strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP). The IEP should contain:

Short term targets set for/by the child

Teaching strategies to be used

Any extra provision to be put in place

A review date

Success/exit criteria

Outcomes (to be recorded when IEP is reviewed)

Assessment Record Keeping and Monitoring

Information on individual children is transferred between class teachers as the child progresses through the school. The learning support coordinator Co-ordinator has regular meetings with the Head and teaching staff.