



Haberdashers'  
Monmouth Schools

## **Accessibility Policy**

Annex A – Accessibility Plans Monmouth School for Boys / Monmouth School for Girls / Monmouth Prep School – Grange Site

Annex B – Accessibility Plan and Policy – Monmouth Prep School – Agincourt Site

Appendix 1 – Learning Support Policy (also published as separate Academic Policy)

Appendix 2 – English as an Additional Language (EAL) Policy (also published as separate Academic Policy)

For the purpose of this policy 'the School' refers to all Haberdashers' Monmouth Schools excluding MPS Agincourt Site which is shown as Annex B.

### **Ethos and Aims**

The Haberdashers' Monmouth Schools aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. We take our responsibilities under the Equality Act 2010 very seriously.

We have an admissions policy and criteria that seek to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school. We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. All recently constructed or modified buildings have incorporated features to permit access to disabled pupils.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

### **Physical layout of the School and its Boarding facilities**

The Disability Policy Committee has considered these areas and identified the following:

Prep School (Early Years) (3- 6)

Prep School (7 – 11)

Monmouth Prep School is housed in purpose-built single storey building and are accessible for all boys and girls with or without disability.

### Senior Schools (11 – 18)

The senior schools are a mixture of 18<sup>th</sup> and 19<sup>th</sup> century heritage buildings with modern late 20<sup>th</sup> century buildings. Most of these have multiple floors and, especially in the heritage buildings, differing levels within each floor level. Passenger lifts are not available in all buildings. It would however not be practical or realistic to install disabled facilities or provide accessibility to more than the ground floor rooms in some. This situation would not necessarily restrict pupil attendance providing timetables could be suitably compiled which did not adversely affect classes of able-bodied pupils. The school site is also on different levels with some steep sets of steps for access. The gradient may be too steep to construct a ramp for wheelchair access without unreasonable adjustments to the surrounding grounds. However, it may be possible to install external stair lifts at these points.

The senior schools have boarding and day houses, the majority of these buildings are not disability-compliant nor could they be made so for the reasons given above. As a consequence, the school would have to limit the choice available to students with mobility difficulties.

It would not be possible to accommodate mobility impaired boarders younger than 13 since the junior boarding houses are 18<sup>th</sup> century listed buildings which, for the reasons above, cannot be altered and on the 2<sup>nd</sup> floor of the main heritage build.

## Education

The Disability Committee has considered the problems of physical access caused by the fixed classroom system and has agreed that, dependent on numbers involved, certain lessons that are not equipment-dependent could be moved to classrooms on the ground floor of the existing building. Each case would have to be judged on the circumstances pertaining at the time.

The school has a network that allows ICT and the Internet to be fully integrated into classroom teaching. In addition many classrooms have digital projectors which ease the view of subjects on the computer screen. This would be particularly helpful for those pupils with a sight impediment. The Committee has also examined the production of larger print course notes and examination papers and would consider introducing these as and when appropriate. The provision of “hearing loops” has been considered but with the geographical and dispersed nature of the classrooms, together with the grouping of subjects within specified buildings, it is not financially viable to install such a system. This is reviewed annually.

## Recreational activities

The Committee has considered the difficulties of access to particular activities for the specified types of disability. The school is committed to ensuring that disabled pupils are fully included within the recreational activities programme. However, access to particular facilities may be difficult for certain pupils.

The school does offer a wide range of recreational activities, many of which are strictly controlled and supervised because of health and safety issues. For instance, Sub-aqua, Climbing, Sailing, Canoeing and Rowing are regarded as high-risk recreational activities. It is possible that in some circumstances the level

of supervision and care required to enable a disabled pupil to participate safely in an activity might not be possible and moreover their inclusion could endanger the remainder of any other individuals in the party. For all those activities which are not already classified as 'high-risk', there would be no insurmountable difficulty in making these available to a disabled pupil. Moreover, the school does run a very successful and popular Duke of Edinburgh Award Scheme and is aware that the scheme gives specific guidance to enable disabled pupils to achieve awards.

### **Sporting Education and Activities**

The Committee has considered difficulties of access for sporting education for specified types of disability. The school is determined to ensure disabled pupils are fully included within the sporting activities programme. The School Sports Complex, Pavilion, sportsfields and astroturf are all accessible for pupils with impaired mobility. The school is fortunate to have significant sporting facilities and offers a wide range of different sports and is able to ensure that disabled pupils would be able to participate in most sporting activities at an appropriate level.

### **Welfare**

The Committee has considers the particular welfare needs of a disabled pupil. The House staff and Tutor would be made fully aware of their needs and would work closely with other agencies of support within the school such as the Medical Centre and the School Consultation Service. Parents would also be encouraged to participate fully in dialogue with the school to ensure the welfare needs of the pupil are fully met. Where appropriate the normal monitoring system for new pupils may be extended.

Any complaints should be addressed in the first instance to the Head.

### **Awareness and observance of the policy**

The Senior Management Teams, as the Disability Policy Committees, will be responsible for the overall implementation of this Policy and ensure that staff are given the appropriate general training and guidance and that they are given accurate information about the specific disabilities of an individual student in conjunction with the appropriate Year Heads, House Staff and Tutor.

Statement on School's Policy and educational response to Dyslexia, Special Needs can be found at Annex C

Statement of School's Policy of English as an Additional Language (EAL) can be found at Annex D.

**Accessibility Plans**

**Monmouth School for Boys**

<b>Building</b>	<b>Academic Subject</b>	<b>Accessibility</b>	<b>Remedial Action required</b>	<b>Timeframe</b>
Art Block	Art	Ramp/lift	Access ramps Use of ground floor	As necessary - available
Chapel	-	Ramp required	Access ramp	As necessary
Cloisters	ICT/Computing	Lift required	Not possible	
Cloisters	History	Lift required	Could use Ground floor	-
Dining Room	-	External chair lift/ramp	Access ramp if possible	As necessary
Drama Studio	Drama	Level Access		
DT Block	Design & Technology	Compatible	Computer teaching could be on ground floor	
Library	-	Ramp required	Access ramp	As necessary
Monmouth House	Classics	Lift required	Not possible	
Mountjoy	Geography	Lift required for first floor	Not possible	
Music School	Music	Ramp required	Access ramp Disabled toilet	As necessary - available
Pavilion	Sport	Accessible	-	-
Science	Biology Chemistry Physics	Lift required Lift required Compatible	Alterations to current stores lift	As necessary but dependent on cost
Sixth Form Centre	Economics	Ramp and internal lift required	Not possible	
Sports Centre	Sport PE	Accessible	-	-
William Jones Room	RS	Ramp required	Access ramp	As necessary
William Jones Building	English Maths Modern Languages	Accessible	-	-

**Monmouth School for Boys Boarding and Day Houses**

<b>Building</b>	<b>Use</b>	<b>Accessibility</b>	<b>Remedial Action required</b>	<b>Timeframe</b>
Weirhead House	Senior boarding	Lift required Large ramp required Ground floor rooms refurbished	Alter supply lift if possible  Disabled toilet and facilities Access Ramp and/or chairlift	As necessary and dependent on cost As necessary
School House	Senior boarding	Lift required Ground floor rooms refurbished	Not possible  Possible	
New House	Senior boarding	Lift required Ground floor rooms refurbished	Not possible  Possible	
Chapel House	Junior boarding	Lift required Ground floor rooms refurbished	Not possible  Possible	
Wye/Dean	Junior Day	Compatible		
Monmouth	Senior Day	Compatible	Disabled toilet	
Hereford	Senior Day	Lift required	Not possible	
Town	Senior Day	Lift required	Not possible	
Severn	Senior Day	Ramp required	Access ramp	As necessary
Sixth Form Centre	Sixth Form	Ramp & internal lift required	Access ramp	As necessary
Buchanan House	Upper Sixth	Compatible	Access ramp to access social area	N/A

Footpaths

<b>Building</b>	<b><i>Accessibility</i></b>	<b>Remedial Action required</b>	<b><i>Timeframe</i></b>
To Weirhead	Ramp required and/or chairlift	Access ramp if possible External stair lift	As necessary
To Dining Hall	Ramp required and/or chairlift	Access ramp if possible External stair lift	As necessary

**Monmouth School for Girls**

<b>Building</b>	<b>Academic Subject</b>	<b>Accessibility</b>	<b>Remedial Action required</b>	<b>Timeframe</b>
Main School	Admin	Platform lift access to Ground floor	Not possible	
Swimming Pool	Swimming	Compatible	None required	
Sports Hall	Indoor Sports/ changing rooms	Compatible	None required	
Theatre	Productions/ Public events	Compatible	None required	
Inglefield House	Vacant	Accessible	None required	
Glover House	Teaching	Compatible	None required	
Upper Glover	Teaching	Compatible	None required	
Wessex House	Teaching	Accessible	None required	
Salter House	Teaching/Sixth Form Café	Accessible	None required	
Powell House	Teaching	Ground floor compatible	Not possible	
Science Block	Teaching	Ground Floor compatible	Not possible	
Art/DT	Teaching	Access ramps/external chair lifts	Not possible	
St Catherine's	Admin	External chair lifts required to allow ground floor access	Not possible	
School House (Main School)	Junior Boarding	Lift required	Not possible	
Twiston-Davies House	Middle School Boarding	Ground floor accessible, lift required to upper floors	Not possible	
Augusta House	Sixth Form Boarding	Accessible	None required	
Dining Room	-	Compatible platform lift access	None required	

**Monmouth Prep School – The Grange**

<b>Building</b>	<b>Academic Subject</b>	<b>Accessibility</b>	<b>Remedial Action required</b>	<b>Timeframe</b>
The Grange	All subjects	✓	None required	



## Monmouth Prep School

A Haberdashers' School

### **Accessibility Policy (Agincourt Site)**

#### **Physical Layout of the School**

The Disability Policy has taken consideration of the layout of the School. The main building is a two-storey, 12<sup>th</sup> Century listed building with some recent extensions. In addition to the main house there is a ground floor room, part of the old stable block, that is now used as a staff room, with some additional loft space storage, accessed by stairs. There is a portacabin to the rear of the School that is used as an additional classroom and teaching space. The School is divided into four year groups, Nursery, Reception, Year 1 and Year 2. All are taught in designated class rooms, three of which are on the first floor of the main building. Moreover, the Assembly Hall, used for whole School gatherings, lunch, dance, drama and gymnastics is also on the first floor – the hall being the only space large enough to house these activities.

Given the listed building status in place we are unlikely to be permitted to make and major changes to the internal fabric of the building. The age of the building has led to some uneven flooring and tight corners which would cause considerable difficulties for pupils with impaired mobility. However, ramps could be provided to allow easier access to all of the ground floor teaching spaces.

#### **Education**

The School Committee has considered the problems of physical access due to the two level classroom arrangement and has agreed that, dependent on the numbers involved, it would be possible to accept a pupil with mobility impairment. Each case would be considered individually but theoretically it would be possible to move year groups to ensure that a pupil could be educated throughout the School on the ground floor. Difficulties would arise regarding attendance at whole School assemblies, lunch and events taking place in the Hall.

The School could provide technical support in the form of iPads or laptops for children with a sight impediment. The Committee has also examined provision of larger print worksheets and resources and would provide these where necessary. The installation of hearing loops would not be a financially viable option but the School could provide additional training for teachers where children provide their own speaking and hearing aids.

#### **Recreational Activities**

The School is fortunate to have extensive grounds and facilities for outdoor learning. The grounds are easily accessible to all its pupils. The Committee see no reason why a pupil with impaired mobility could not take part in all activities taking place in the grounds, with addition risk assessment and staff supervision in place.



The School regularly utilises the indoor sports facilities at MSSC which have been designed and built to allow access for any person with impaired mobility or other disability. It should also be possible to ensure that the additional supervision required for pupils with additional needs is provided at the Sports Centre.

**Welfare**

The Committee has considered the particular welfare needs of a pupil with a disability. His/her teachers and teaching assistants would be made fully aware of any additional needs and an Individual Care Plan would be drawn up following input from the pupil’s parents, medical advice and any recommendations from other external agencies.

The School would encourage a regular and open dialogue with the parents to ensure that the welfare needs of the pupil were continuing to be fully met.

**Awareness and observance of the policy**

The Joint Heads will be responsible for the overall implementation of this policy and will ensure that all staff are given appropriate and regular training and guidance. Specific training will be sourced where individual cases require it.

Any complaints should be addressed, in the first instance, to the Senior Deputy Head.

**Accessibility Plans**

**Monmouth Prep School – Agincourt Site**

<b>Building</b>	<b>Academic Subject</b>	<b><i>Accessibility</i></b>	<b>Remedial Action required</b>	<b><i>Timeframe</i></b>
Main House	Infant Teaching	Lifts required	Not possible	
Portacabin	Infant teaching	Platform/ramp	Access ramp	As necessary



Haberdashers'  
Monmouth Schools

## Learning Support Policy

This policy is an appendix to the Accessibility Policy

### Rationale

Haberdashers' Monmouth Schools are committed to educating all pupils who are able to take up a place at the schools 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 staff 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 schools 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

### Admission

The girls' school seeks to ensure that all pupils are enabled to achieve their full academic potential in school and recognizes that pupils with specific learning difficulties require particular consideration at all stages of the educational process in order that they may do this.

The parents of a prospective pupil who is known to have, or who is suspected of having a learning difficulty are expected to inform the girls' school of this when registering their child or as soon as possible thereafter. Where appropriate, the prospective pupil and their parents will be offered an opportunity to meet with the Head of Learning Support before taking the entrance examination to discuss the difficulties and any concerns that they may have. Any EHCP (Educational Healthcare Plan) made by a Local Education Authority or educational psychologist's report should be made available to the schools at this time.

Prospective students with learning difficulties sit the appropriate entrance examination. Appropriate Access Arrangements are permitted at the discretion of the Head if appropriate specialist recommendations are available.

### Screening

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

- Parents must inform the girls' 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, they feel that a pupil to whom they wish to offer a place would benefit from learning support, a place may be offered dependent on the pupil and the parents agreeing to the pupil receiving learning support when they enter 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.
- Internal tests carried out by a 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 girls' 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 normally is a charge for this.

In addition, all pupils in Year 7 and Year 9 sit a baseline assessment in reading comprehension and spelling as a first stage in identifying those who may have learning difficulties such as dyslexia.

Poor spelling is neither a necessary nor sufficient indicator of, in particular, 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 learning support requirements are suspected, the Head of Learning Support seeks the consent of parents for a full internal assessment to be carried out. Following that assessment, a proposed support plan is drawn up and agreed with parents as necessary.

### **Support**

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

- The learning support departments will keep a register of pupils who have been found to have a specific learning difficulty.
- An Individual Attainment Plan (IAP) may be drawn up where appropriate.
- Where extra time in public examinations is merited, it will first be given for any modules or controlled assessments carried out at the end of Year 9.
- In Years 7 to 9, one-to-one or one-to-two support may be given by a learning support teacher/teaching assistant, this may mean withdrawal from lessons on a rota basis although this is avoided wherever possible. Further support is provided by small group work e.g. spelling club.
- At Key Stage 4, a pupil with a specific learning difficulty who requires specialist support may receive support during a study period, the lunch hour or after school from a learning support teacher/teaching assistant
- In some cases, and always in consultation with parents, a pupil may benefit from a modified curriculum and support is offered during the time thus freed-up.
- In the sixth form, support is arranged between the student and a learning support teacher/teaching assistant.

The girls' 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.

### **Funding of Support**

The girls' school normally provides assessments free of charge, but may make an additional charge on the school bill for individual support. This charge is waived for pupils who benefit from an assisted place or a reduced curriculum.

There is usually a charge for one-to-one or one-to-two support. Refer to the Haberdashers' Monmouth Schools Financial Information available on the schools' website for the prevailing cost.

### **Use of IAPS**

An IAP is drawn up for all pupils in Years 7 to 11 who have a diagnosed, specific learning difficulty. This IAP is written by a 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.

IAPs are distributed to all those who teach the pupil concerned and the information is also kept on the pupil's central records (SIMS). All teachers should familiarise themselves with the IAPs for any pupils they teach who appear on the register. Classroom teaching is informed by the information and strategies provided in the IAP.

### **Referral**

- Any member of staff can refer a pupil
- Whilst a pupil cannot refer themselves, if they are concerned, they should speak to their tutor or Head of Year who will make the referral on their behalf.

### **Review of Support and Contact with Parents/Guardians**

The Head of Learning Support reviews the progress of pupils receiving support on a regular basis. They communicate with parents as necessary about the continuing need for support. 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 Learning Support.

### **Monitoring**

The Head of Learning Support reports to the Senior Deputy Head (Academic) and is responsible for the day-to-day management of the school's learning support provision and for advising senior staff and others on related matters.



## Monmouth School for Boys

A Haberdashers' School

### **Admission**

The boys' school seeks to ensure that all pupils are enabled to achieve their full academic potential in school and recognizes that pupils with specific learning difficulties require particular consideration at all stages of the educational process in order that they may do this.

The parents of a prospective pupil who is known to have, or who is suspected of having a learning difficulty are expected to inform the schools of this when registering their child or as soon as possible thereafter. Where appropriate, the prospective pupil and their parents will be offered an opportunity to meet with the Head of Learning Support before taking the entrance examination to discuss the difficulties and any concerns that they may have. Any EHCP (Educational Healthcare Plan) made by a Local Education Authority or educational psychologist's report should be made available to the school at this time.

Prospective students with learning difficulties sit the appropriate entrance examination. Appropriate Access Arrangements are permitted at the discretion of the Head if appropriate specialist recommendations are available.

### **Screening**

At the point of admission, each pupil is considered individually and an assessment is made as to whether or not the school can effectively meet the needs of that pupil 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, they feel that a pupil to whom they wish to offer a place would benefit from learning support, a place may be offered dependent on the pupil and the parents agreeing to the pupil receiving learning support when they enter 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.
- Internal tests carried out by a 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 normally a charge for this.

In addition, all pupils in Year 7 and Year 9 sit a baseline assessment in reading comprehension and spelling as a first stage in identifying those who may have learning difficulties such as dyslexia.

Poor spelling is neither a necessary nor sufficient indicator of, in particular, 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 learning support requirements are suspected, the Head of Learning Support seeks the consent of parents for a full internal assessment to be carried out. Following that assessment, a proposed support plan is drawn up and agreed with parents as necessary.

### Support

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

- The learning support departments will keep a register of pupils who have been found to have a specific learning difficulty.
- Where extra time in public examinations is merited, it will first be given for any modules or controlled assessments carried out in Year 9.
- In Years 7 to 9, one-to-one or one-to-two support may be given by a learning support teacher, this may mean withdrawal from lessons on a rota basis although this is avoided wherever possible.
- At Key Stage 4, a pupil with a specific learning difficulty who requires specialist support may receive support during a study period, the lunch hour or after school.
- In some cases, and always in consultation with parents, a pupil may benefit from a modified curriculum and support is offered during the time thus freed-up.
- In the sixth form support is arranged between the student and a learning support teacher.
- **When a pupil is identified as having a specific difficulty in Mathematics, it is addressed in a one-to-one lesson/small group lesson within the learning support department. Pupils are referred by the Mathematics department, 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.**

The boys' 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.

### Funding of Support

The boys' school normally provides assessments free of charge, but may make an additional charge on the school bill for individual support. This charge is waived for pupils who benefit from an Assisted place or a reduced curriculum.

There is usually a charge for one-to-one or one-to-two support. Refer to the Haberdashers' Monmouth Schools Financial Information available on the schools' website for the prevailing cost.

### **Progress Record**

Pupils who receive learning support have a progress record which outlines support given and strategies to help them to access the curriculum. The progress records are reviewed by the learning support department. Strategies are shared with teaching staff.

### **Referral**

- Any member of staff can refer a pupil
- Whilst a pupil cannot refer themselves, if they are concerned, they should speak to their tutor or housemaster who will make the referral on their behalf.

### **Review of Support and Contact with Parents/Guardians**

The Head of Learning Support reviews the progress of pupils receiving support on a regular basis. They communicate with parents as necessary about the continuing need for support. 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 Learning Support.

### **Monitoring**

The Head of Learning Support reports to the Senior Deputy Head (Academic) and is responsible for the day-to-day management of the relevant school's learning support provision and for advising senior staff and others on related matters.





## Monmouth Prep School

A Haberdashers' School

### Years 3 to 6

#### 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 – for example, schemes such as ‘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(s). IEPs will be drawn up and agreed with parents as detailed in Appendix 1.
4. Mathematics 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(s). 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 pupils can access the support together. In-class support, or one-to-one or small group sessions with a teaching assistant do not incur a cost.

One-to-one or small group sessions with the Learning Support Co-ordinator(s) are normally chargeable to parents.

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 who makes this decision and their decision is final.

### **Review of Support and Contact with Parents/Guardians**

The Learning Support Co-ordinators, Mr Francois Somerset Norris and Mrs Alex Copley review the progress of pupils receiving support on a regular basis with the support teachers and with the pupil's tutor and subject teachers. They communicate 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.

### **Nursery to Year 2**

In these years 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 the prep school 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 prep school, they are asked to identify any special needs which should be taken into consideration.

At the prep school, 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 staff. 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 prep 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. They liaise between the Head and staff to arrange suitable times of support. The learning support co-ordinator ensures that extra time is allocated for Year 2 children approaching their entrance assessments for 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 has regular meetings with the Head and teaching staff.



## English as an Additional Language Policy

This Policy is an Appendix to the Accessibility Policy.

Haberdashers' Monmouth Schools welcome pupils from all social and ethnic backgrounds and with a wide range of language backgrounds and this is reflected in the care and attention that is given in the tutor groups, classes and in the boarding houses.

The EAL departments offer support to all pupils for whom English is an additional language, according to the needs of the individual. We aim to support pupils' learning so that each student can fully access the curriculum and display curriculum knowledge. We require pupils to reach a satisfactory standard in the entrance examination so that all areas of the curriculum can be accessed. We understand that cultural and linguistic heritage impacts on learning and use of language and, as a community, we aim to support and learn from cultural diversity.

### Identification of pupils who need support

Depending on their point of entry, pupils are tested appropriately. Tests may be used to establish language awareness, skills and grammar, reading comprehension and free writing skills. These tests help us to ascertain the level of support required and pupils may be grouped, according to their needs. In addition, all new pupils, shortly after entry, will take a range of tests and the results of this test give us further information.

Teachers who are particularly concerned about a student's ability to deal with subject-specific issues, can refer a them to an EAL teacher.



## **Provision for pupils who need support**

### **Years 7-11**

Support is provided by one-to-one or small groups and the focus is on vocabulary, different types of text (e.g. narrative, report, procedure) and the grammar needed to communicate ideas effectively. Pupils are encouraged to participate in class discussion to develop speaking and listening skills. They will follow a various courses either leading to the Cambridge Suite of English language tests or Cambridge IGCSE as a Second Language.

In years 7-9 pupils are taught EAL in modern foreign language lesson time. In years 10-11 pupils are generally taught EAL in one of the option blocks at the girls' school and during English lessons at the boys' school.

### **Sixth Form**

Candidates applying for entry to the sixth form sit examinations in their chosen subjects and have to achieve the standards needed before being admitted to the school. Pupils in sixth form will attend IELTS lessons.

International pupils are required to show proficiency in English language skills when applying to universities in the UK, Europe and America and/or to satisfy the regulations of UK Visas and Immigration. This can be via an IGCSE English Language examination usually at grade 6 or above and/or IELTS. International pupils entering the schools in Year 12 usually work towards taking the IELTS examination at the end of the academic year so EAL classes focus on preparing pupils for this. However, each student is expected to check the requirements of their university of choice as these can vary greatly from one institution to another. The Sixth Form tutors, the Director of Sixth Form and the EAL teachers assists overseas pupils with preparation for the UCAS application process and for university interview.

### **Temporary overseas pupils**

EAL tuition is offered to temporary overseas pupils and, if the length of their stay permits, they can be prepared for Cambridge English examinations such as PET, FCE or CAE.

Pupils who do not speak English as their first language are encouraged to gain qualifications in their mother tongue.

There may be a charge for EAL lessons, refer to the Haberdashers' Monmouth Schools Financial Information, updated annually and available on the schools' website.



## Monmouth Prep School

A Haberdashers' School

The Prep is happy to admit pupils with a mother-tongue other than English, provided that the Head is satisfied that a pupil's standard of written and spoken English is sufficient to enable them to benefit fully from the school curriculum.

Support may be provided for a small number of pupils whose first language is not English and who need coaching in order to have access to the curriculum. These pupils are identified on entry. A programme of support is then tailored to suit each pupil's needs within the resources available.

Advice, guidance, support and materials would be available from the EAL Departments at the senior schools. Members of staff from the senior schools' EAL departments may be able to deliver the coaching sessions, but if they are not able to due to timetable commitments, the coaching support could come from within the learning support resources of the prep school. In the case of younger pupils, the coaching sessions may take the form of additional in-class support, for instance, an additional Teaching Assistant in certain curriculum lessons.

There is a charge for EAL lessons. The charge for EAL lessons at the Prep would be in-line with the Haberdashers' Monmouth Schools Financial Information, updated annually and available on the schools' website.