



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.



Appendix 1 Monmouth School for Girls

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

Appendix 2 Monmouth School for Boys

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

Appendix 2 Monmouth Prep 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.