



# TRURO HIGH SCHOOL

*Girls First*

## **POLICY 37**

### **LEARNING SUPPORT POLICY**

Policy reviewed by	Director of Teaching and Learning
Governors' Committee	Education & Pastoral
Date reviewed	Summer 2019
Next review date	Summer 2021
Approval/Oversight	Oversight
Approval date	N/A

# TRURO HIGH SCHOOL

## LEARNING SUPPORT

### 1. INTRODUCTION AND AIMS

**1.1** This policy is applicable to all pupils, including those in the EYFS.

**1.2** The policy should be read in conjunction with the following school policies:

- Able, Gifted and Talented Policy
- Admissions Policy
- Accessibility Policy and Plan
- Curriculum Policy
- Examinations Policy.

**1.3** The Learning Support Department aims:

- To identify those girls who demonstrate a learning difficulty and/or additional need, and to make available the appropriate level of support from subject and specialist teachers, working in close consultation with parents/carers, tutors and medical staff, together with any relevant outside agency. All staff have a responsibility to help pupils to achieve the best of their ability in mainstream subjects and to equip them with learning skills for life.
- To provide equality of opportunity by supporting pupils with a learning difficulty and/or additional need which hinders their educational development. These pupils may be better able to access the curriculum when supported academically and emotionally.
- To provide formal assessment for specific learning support strategies and external examination special arrangements.

### 2. OBJECTIVES

- To apply a whole school policy effectively.
- To assess any pupil who may have a specific learning difficulty.
- To involve the pupil in decision-making about the type of intervention and course of action to be taken.
- To work in partnership with pupils' parents/carers.
- To provide guidance for staff so that pupils' needs can be supported in the classroom.
- To ensure that the school staff are aware of the adjustments, interventions and support needs of any pupil on the learning support register.
- To conduct regular reviews in order to monitor impact and evaluate progress.

### 3. PROCEDURE OF IDENTIFICATION AND ASSESSMENT

**3.1** A child's needs may become apparent through the normal admission procedure. Information on concerns and areas of difficulty are sought from parents/carers and feeder schools prior to entry to the School. The School aims to identify pupils who may have difficulties in accessing some areas of the curriculum at the earliest opportunity through:

- Teaching observations;
- Concern expressed by a pupil's teacher, tutor, parents/carers or the pupil herself;

- The School's reporting systems - assessments, end-of-term academic reports and internal examination results;
- School screening procedures;
- Feedback from pastoral/boarding staff;
- Medical records;
- Reports from outside agencies.

**3.2** Once consent is sought from the pupil and parents/carers, a thorough assessment of the pupil's relative strengths and challenges is carried out by a member of the Learning Support team who then writes a detailed report on the findings. A meeting is arranged with the pupil, their parents/carers, the form tutor or class teacher and the report author to discuss the outcome of the assessment. Occasionally a pupil may be referred to an outside agency, e.g. educational psychologist, speech therapist or occupational therapist for a specialist input.

The results of a detailed assessment offer several benefits such as:

- the pupil gains an insight into how and why she may have been underachieving or challenged in some areas;
- detailed observations and recommendations in the report can be used to prepare lessons which address the pupil's specific needs;
- staff can be advised on the nature of the pupil's difficulty, her preferred learning style and any teaching strategies that may help her gain confidence and achieve her potential.

#### **4. MAIN AREAS OF DIFFICULTY**

**4.1** At Truro High School the main areas of difficulty for pupils include:

- Specific Learning Difficulties (SpLD) or dyslexia;
- Slow processing speed;
- Dyspraxia or Developmental Co-ordination Disorder (DCD);
- Asperger's Syndrome;
- Mild language disorder;
- Sensory impairment;
- AD(H)D.

**4.2** Some pupils will fall into more than one category. Some pupils may need a short burst of learning support, whereas for others good support while in the Prep School means that they will fall simply into a monitoring category in the Senior School. Some pupils may need specialist lessons throughout their time at Truro High School. Support is organised in response to need and is flexible throughout a pupil's time at the School. It is offered in small groups and on an individual basis according to the requirements of the pupil. There is a supplementary charge for support lessons.

**4.3** While the School provides support and specialist teaching to pupils who demonstrate a learning difficulty and/or additional need, Truro High School is not staffed to support pupils with moderate, advanced or complex educational, physical, medical or psychological difficulties.

**4.4** The School does not currently have any pupils on the register with Education, Health and Care Plans (EHCPs) but would aim to support such a pupil, both educationally and in terms of welfare, providing the prospective pupil does not have advanced or complex needs, and meets the academic standard detailed in the Admissions Policy. Where the local authority determines that a pupil with an EHCP should be placed in Truro High School the LA remains responsible for the legal and financial provision specified in the EHCP, which may include payment of school fees. EHCPs are reviewed annually.

## **5. EXAMINATION CONCESSIONS**

- 5.1** All examination concessions are granted on the basis of evidence of need as stipulated by the strict criteria set by the Joint Council for Qualifications. A report from a specialist teacher is necessary in determining a pupil's requirements for specific access arrangements or examination concessions. This is available from within the School. In addition, the School takes into account evidence of need, based upon a pupil's normal manner of working in school.
- 5.2** A learning difficulty or medical diagnosis in itself does not justify an examination concession – evidence has to be submitted that demonstrates that the difficulty will have a substantial adverse effect on performance.
- 5.3** Examination concessions in line with the above are also granted for the following:
- Pupils in Year 6 who sit English and Mathematics entrance examinations to the Senior School, or to any other school;
  - Pupils in Years 7-9 when sitting internal examinations in English, Mathematics, Biology, Chemistry and Physics.
- 5.4** These concessions are awarded internally by the School and there is no guarantee that examination boards will allow them to be awarded for public examinations.
- 5.5** Special arrangements are not always made for informal classroom based tests but teachers take any difficulty into account when assessing and reporting on a pupil's progress.
- 5.6** Any pupil who considers that she may be eligible to use a word processor or reading pen in examinations must be able to demonstrate that it is her normal way of working supported by a history of need, and agreed by the Learning Support Department.
- 6.** The school has a statutory duty to comply with the requirements of the Children and Families Act 2014, and the Equality Act 2010 (which replaces the Disability Discrimination Act (DDA) 1995) that states that 'all pupils should have equal opportunities including those with learning difficulties and disabilities'.
- 7.** The School takes heed of the 0 -25 SEND Code of Practice 2014 and aims to employ 'best endeavours to meet pupils SEND' by identification, assessment and support of pupils with learning difficulties and/or disabilities/additional needs.