



Personalised Learning Policy

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Personalised Learning Policy

This policy reflects the requirements of the *Children and Families Act 2014* and the *SEN and Disability Code of Practice 0-25 years* ([SEND Code of Practice 2015](#))

To reflect the encompassing nature of Personalised Learning at Queenswood, this policy merges previous versions of Learning Support and Gifted and Talented policies. Please also note the School's SEND policy.

Policy statement

Queenswood is committed to ensuring that all pupils at the school have the opportunity to fulfil their academic potential and to providing appropriate support for individuals. This includes those who need help with study skills or literacy (spelling and/or reading accuracy difficulty); those who have an identified learning need; those who have emotional needs; those with exceptional academic talents, and those for whom English is a foreign language (please refer to English as an Additional Language Policy). It is recognised that the need for personalised learning can arise at any stage during a pupil's school career (or may have been identified prior to her arrival at Queenswood). It is recognised that most teenagers need to overcome learning hurdles during their education: this is not necessarily symptomatic of a Specific Learning Difficulties and non-specialist and subject specific advice may be given by Heads of Year, Department or Faculty.

Definitions (from SEND Code of Practice 2015)

Special Educational Needs: pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools.

Disability: A physical or mental impairment which has a substantial and long term adverse impact on a person's ability to carry out normal everyday activities.

Not all pupils are disabled by their SEN and not all disabilities result in SEN.

The aims and objectives of this policy are:

- To address the learning needs of pupils so that all may reach their full potential;
- To identify, support and monitor the progress of those pupils with personalised learning needs;
- To develop self-esteem;
- To liaise effectively with all academic and pastoral staff who are involved in the education and care of the pupils;
- To create an ethos where pupils and their parents can feel comfortable with personalised learning;
- To communicate effectively with parents in order to support the pupil.

Personalised Learning is under the management of the Head of Personalised Learning and all pupils are able to access support in the Personalised Learning Centre. Furthermore, the Head of Personalised Learning attends all Parents' Meetings so that parents of pupils can discuss progress.

Identification of pupils in need of Personalised Learning support

Learning Support	Academic Scholars
<ul style="list-style-type: none"> Pupils may enter the school with an Individual Education Plan or Education, Health and Care plan 	<ul style="list-style-type: none"> Pupils may enter the school having had an academic scholarship at a previous school
<ul style="list-style-type: none"> They may have an existing Educational Psychologist report or previous history of SEND needs or provision at a previous school 	<ul style="list-style-type: none"> They may be identified through our entrance exams, scholarship exams, CEM baseline testing or academic scholarship applications
<ul style="list-style-type: none"> They may be identified through our entrance exams, CEM baseline testing, cohort screening tests 	<ul style="list-style-type: none"> Academic Award holders automatically become part of the scholar group
<ul style="list-style-type: none"> A teacher may raise concerns that a pupil may have SEND at any point in their school career – it is not unusual for problems to be masked by high performing pupils 	<ul style="list-style-type: none"> A teacher may raise concerns that a pupil may require further stretch and challenge beyond class at any point in their school career
<ul style="list-style-type: none"> We may carry out in-house assessments or respond to a new Educational Psychologist report 	<ul style="list-style-type: none"> A pupil may demonstrate scholarly merit through attendance at and participation in scholar events

Teaching and learning for identified pupils

The effective inclusion of **all** pupils occurs when:

- teaching is based on clear objectives that are shared with pupils and returned to at the end of the lesson;
- links are made to learning in different contexts;
- new vocabulary is carefully explained;
- lively interactive teaching styles are used and maximum use is made of visual and kinaesthetic as well as auditory / verbal learning.

Pupils with SEN will be assigned to one of three, successively interventionist, waves of support.

Pupils identified as Wave 1 will access:

Tailored teaching in classes with additional, time-limited, tailored intervention support programmes.

Pupil-specific resources may be recommended, for example reader pens or coloured overlays. Approaches of this nature are the best way to accommodate the learning of all

pupils within each class. Teaching staff are trained in best practice across a range of common SpLDs and Personalised Learning staff will attend lessons to advise teachers on the effectiveness of their practice and to support pupils.

In addition to high quality inclusive teaching some pupils will require Wave 1 intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy and to address their needs with Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. Pupils may also be identified as Wave 1 if they have low levels of attendance or are under-achieving across several subjects.

Wave 1 intervention is support which is designed to increase rates of progress and secure learning for groups of pupils, putting them back on course to meet or exceed national expectations. This takes the form of tight, structured programmes of small-group support, carefully targeted and delivered to help pupils achieve their learning objectives. Wave 1 intervention helps pupils apply their learning in mainstream lessons.

Wave 1 intervention is characterised by small-group intervention and/or programmes such as Springboard, Literacy Progress Units, Learning Challenge, Reading Challenge, Writing Challenge, Lexia and Booster classes. Wave 1 intervention is intended for pupils who can be expected to 'close the gap' with their peers as a result of the intervention. Interventions at Wave 1 are designed for pupils for whom a well-structured, short-term programme will enable them to make progress.

Pupils with SEN who may be included in Wave 1 interventions are pupils who can be brought back "on track"; that is those pupils whose attainment in English and mathematics is not significantly out of step with their peers. Pupils with SEN receiving Wave 1 intervention for English and /or mathematics may have special educational needs such as Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties. These pupils will receive other forms of support for their SEN.

Pupils identified as Wave 2 will access:

In addition to Wave 1 support, increasingly individualised programmes, based on independent evidence of successful strategies for that pupil, as their needs will be likely to be greater, in terms of literacy and numeracy, than those pupils placed at Wave 1.

At Wave 2, pupils will have their needs addressed through inclusive teaching and in addition, will receive specific targeted approaches in terms of a SEND intervention (usually timetabled Learning Support sessions). Pupils placed at Wave 2 will have particular needs related to Cognition and Learning, Social, Emotional and Mental Health Difficulties, Communication and Interaction and Physical and Sensory difficulties and these are likely to have been considered as part of an Educational Psychologist report or a Learning Needs Assessment. We will appoint a member of staff to the role of keyworker to liaise and support every pupil identified at Wave 2 whilst attending Queenswood.

Pupils identified as Wave 3 will access:

Referral to external professionals, for example psychological, speech and language, occupational therapy, physiotherapy.

We would expect pupils at Wave 3 to have an EHCP and this will drive the support provided at school, but it is likely that they will have all of the support in Wave 2 in addition to any strategies listed in the EHCP.

Every pupil is entitled to access the full curriculum. However, in some cases, we might recommend, or agree to a parental request, to adapt the curriculum to allow more time for core skills to be consolidated. This is considered on a case-by-case basis with the pupil's wellbeing and overall achievement and engagement being the driving factors. In addition, pupils may not fit easily into any of these waves but the PLC is available for all pupils for support.

Gifted and Talented Pupils

Gifted and Talented Pupils are supported through the school's scholarship programmes as Academic, Art, Dance, Drama, Music or Sport Scholars. As part of Personalised Learning, pupils within the Academic Scholar programme access a wide range of extension opportunities, including discussion groups, seminars, essay competitions, visiting speakers, trips and other academic pursuits. There is a dedicated Academic Scholar Google Classroom which draws together all of their activities. Teaching staff are aware of the Scholars in their class and are responsible for ensuring that their needs are met as they learn. Scholars also have a mentor appointed to guide and evaluate performance across the curriculum.

Other related school policies and procedures

- Accessibility Plan