

Queenswood



Learning Support Policy

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LEARNING SUPPORT 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 those who have special needs. 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. Pupils with exceptional talents are supported by the Gifted and Talented programme, although some of these will also receive help from the Learning Support Department. Pupils for whom English is a foreign language are supported by the EAL (English as an Additional Language) Department. It is recognised that the need for learning support can arise at any stage during a pupil's school career (or may have been identified prior to her arrival at Queenswood).

Aims and objectives

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 special needs
- To develop self-esteem
- To liaise effectively with all academic and pastoral staff who are involved in the education and care of the girls
- To create an ethos where girls and their parents can feel comfortable with learning support
- To communicate effectively with parents in order to support the student

The SEND Code of Practice

The New Code of Practice has been in place since September 2014 (reviewed in January 2015). Currently the Code:

- Extends its age range to cover children and young people from 0-25
- Now includes children and young people with disabilities as well those with SEN
- Focuses on the views of children and young people and their parents
- Focuses on high aspirations and improving outcomes
- Emphasises the importance of integration between different agencies

In addition, SEN support has replaced School Action (SA) and School Action Plus (SA+) Education, health and care (EHC) plans are replacing statements in all schools (by April 2018). If a pupil has SEN, he/she will most likely receive "SEN support". SEN support is the new system for supporting pupils who have SEN but do not have a statement or EHC plan

At Queenswood, we currently have no students who attend with EHCPs. Should this change, we will of course support the identified needs and maintain the recommended provision. In addition, we would support the process of reviewing and coordinating the contributions, advice and recommendations of all parties involved. EHCs would be reviewed annually, whilst this is the responsibility of the Local Authority, Queenswood would check that this review takes place and would co-operate with the Local Authority Individual Education Plans. IEPs record the progress and support of our pupils.

Roles and responsibilities

The members of the Learning Support Department are responsible for identifying, supporting and monitoring pupils in need of learning support. The department is also responsible for effective communication with academic and pastoral staff. All members of the academic and pastoral staff are responsible for supporting girls and becoming familiar with appropriate methodology and techniques, which will enhance the pupils' learning experience at school. This will include building differentiation into lesson planning. The pastoral and academic staff also refer to specialist reports and assessment information on the learning support pupils to inform their teaching and to help their interactions with the girls.

Processes and procedures

The process of identification includes the following:

- Information from previous schools
- Diagnostic Assessment Reports from Educational Psychologist / Specialist Assessors
- Assessments from Medical Personnel
- Referral by members of the Queenswood academic staff following examination performance and other pupil monitoring
- Concerns raised by parents
- Internal screening for example through NFER tests in English and Mathematics for girls entering Years 7–9
- Entrance examinations scripts also offer insight into a student's strengths and difficulties

Once identified, the following procedures will be initiated:

1. If a full diagnostic assessment is considered to be advantageous by our Learning Support specialist then this will be carried out either by our own specialist assessor, Mrs Gillian Helks or the Educational Psychologist who has an established relationship with Queenswood. This is in line with the JCQ (Joint Council for Qualifications) guidance.
2. Summaries of the Assessments are produced by our Learning Support team and disseminated to teaching staff; these include recommendations for teaching strategies
3. A register of learning support is maintained, reviewed and distributed to all academic and pastoral staff
4. Where a pupil will benefit from individualised lessons the Learning Support department will liaise with parents to make appropriate arrangements
5. Group Spelling Club lessons are provided for younger pupils
6. Study skills sessions are available for Sixth Formers
7. Learning Support Teaching and Learning plans are regularly updated and individual lesson records are kept
8. If our Learning Support team considers that a further referral to an external specialist agency would be beneficial this will be communicated to parents
9. Liaison with the Examinations Office about the provision of Access Arrangements in school, mock and public examinations (for example an additional time allowance)

Please read 'Queenswood Policy relating to Specialist assessment reports and Access Arrangements for school and public examinations' at the end of this document.

Monitoring and Assessment

Girls are monitored regularly in literacy, comprehension and numeracy. They are also monitored on their approach to work. In addition, the Learning Support Department monitors the girls' progress in their academic subjects through their subject reports, regular discussions with their teachers and the pupil review meetings.

Other related School policies and procedures

- Teaching and Learning Policy
- Curriculum Policy
- EAL Policy
- Equal Opportunities Statement
- Admissions Policy
- Assessment, Marking, Recording and Reporting Policy
- Progress Checks
- Policy relating to Specialist assessment reports and Access Arrangements for school and public examinations (Appendix 1) which is circulated to parents and on the Parent Portal

APPENDIX 1

QUEENSWOOD POLICY RELATING TO SPECIALIST ASSESSMENT REPORTS AND ACCESS ARRANGEMENTS FOR SCHOOL AND PUBLIC EXAMINATIONS

PRE-EXISTING ASSESSMENT REPORTS FOR GIRLS JOINING QUEENSWOOD

If your daughter has a history of learning support needs, our Learning Support Department would be grateful to receive a copy of any pre-existing assessment reports. This will enable our staff to offer appropriate support.

An additional time allowance may be granted in entrance / internal / public exams providing that the assessment report indicates standardised scores in line with the current Joint Council for Qualifications (JCQ) Regulations.

LEARNING SUPPORT NEEDS IDENTIFIED WHILST AT QUEENSWOOD

If it is identified by staff that your daughter might benefit from an assessment, this will be communicated to parents by Mrs Gillian Helks, Head of Learning Support.

If you have a concern relating to your daughter, please contact Mrs Gillian Helks, Head of Learning Support.

In line with the JCQ guidance all assessments must be carried out by a member of our own Learning Support Department or the Educational Psychologist who has an established relationship with Queenswood.

UPDATING OF ASSESSMENT REPORTS

GSCE Examinations

In order to meet the JCQ regulations for additional time in these exams, all girls with learning support needs will have a new assessment report completed no earlier than Year 9 which must be carried out by either a member of our own Learning Support Department or the Educational Psychologist who has an established relationship with Queenswood.

AS / A2 examinations

In order to meet the JCQ regulations for additional time in these exams an assessment report completed no earlier than Year 9 is still acceptable. However, Mrs Gillian Helks is required to provide up-to-date evidence, in conjunction with teaching staff, to confirm that the recommendations for public examination arrangements are still appropriate.

Higher Education

If your daughter is applying for the Disabled Students Allowance (DSA) at university she will require a 'diagnostic assessment'. See SASC guidelines regarding suitably qualified Assessors www.sasc.org.uk following link on left-hand side to Practising Certificates.