Bancroft's School

Bancroft's School Learning Support Policy

SUMMARY

Bancroft's is committed to providing equal access for all its students to the broad and balanced curriculum which it offers and to which they are entitled. Students with a special educational need and/ or disability (SEND) may at times require specialised support, in part or in all of their school work. The purpose of this policy is:

- To ensure that all students with a SEND are identified and supported in the school.

- To ensure that there is appropriate support for teachers to meet the learning needs of all pupils.

- To ensure that appropriate resources and support are available for students with temporary or long-term specific educational needs and/or disabilities.

Bancroft's is committed to ensuring that all students achieve their potential, and aims to identify and give support to students where there is an established learning difference, particularly where that learning difference is inhibiting a student's access to the curriculum or undermining a student's efforts to achieve his or her potential. While the school has regard for the SEN Code of Practice definition of special educational needs, as a selective, academic school it is aware that a student may have a learning profile where discrepancies between skills, for instance between verbal and performance abilities can affect learning confidence, organisation and achievement.

DEFINITION

Pupils have a special educational need and or disability if they require special educational provision to be made for them. Pupils have a SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age: or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of the same age. Such disabilities could be of an academic, emotional, behavioural or physical nature.

Reviewed by AFG & MM August 2017

Whilst Bancroft's is a selective school, every pupil has their own individual needs. On occasions individuals require learning support.

THE OBJECTIVES OF THE SCHOOL'S LEARNING SUPPORT POLICY

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the *Special educational needs and disability code of practice* (DfES 2014) and *The Equality Act 2010.*

- To identify, at the earliest opportunity, any pupil who requires learning support.

- To use the School's assessment procedures for regular monitoring and appraisal of a pupil's performance to identify a pupil who is actually or potentially under-performing.

- To provide intervention and support specifically tailored to the needs of an individual pupil.

- To set high expectations for every pupil and to set targets which are deliberately ambitious.

- To ensure that ALL School Staff are aware of a pupil's needs so that such needs can be met in all school settings.

- To provide pastoral care and support for a pupil so that they can develop in all areas and build a strong sense of self-esteem.

- To ensure that a pupil's records are kept up-to-date in line with the requirements of the Data Protection Act 1998 regarding their individual needs, interventions and outcomes through their Individual Learning Profile/Target Sheet.

- To conduct a review of a pupil's progress once a term.

- To work in close partnership with parents or guardians at all stages.

- Where realistic, to include the pupil in the process of making decisions and setting targets.

- To make reasonable adjustment, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

- To prevent discrimination, to promote equality of opportunity and to foster good relations.

- To ensure that the school applies to the examination boards for appropriate access arrangements.

- To provide or direct teaching staff to appropriate INSET.

- To assist students in their application for the DSA (Disabled Students' Allowance) where appropriate, prior to attending University.

ADMISSION ARRANGEMENTS

Bancroft's is an independent, academically selective school, and all students are assessed equally on the basis of a competitive examination, interview and school report. Parents must notify the school in writing if they are aware or suspect that a pupil has a special educational need and or disability and must provide copies of all written reports and other relevant information. Reasonable adjustment is made in the entrance procedure for students who have a special educational need, which may include wheel chair access, extra time, rest breaks, or the use of a word processor.

IDENTIFICATION AND ASSESSMENT

Concerns about a pupil:

- To screen all first years and new pupils on entering the school and to use the first year examinations and MidYIS to identify those with a possible need.

- Teachers/Parents to raise any other pupil with a suspected SEND who is then screened.

- Head of Learning Support and Housemasters to meet regularly, to discuss pupils who may present with a SEND.

- To gather information in the form of classwork, homework or exam scripts to support staff/parent concerns.

- Those pupils whose screening results indicate a SEND are then encouraged to be assessed by an Educational Psychologist.

Action taken:

- Parents and Head of Learning Support discuss the Educational Psychologist's report.

- A pupil with an identified SEND will be given an Individual Learning Support Profile.

- All staff will have access to the pupil's profile via the school Intranet.

- When appropriate, pupils will be invited to attend weekly support lessons with the Head of Learning Support, or Learning Support Assistant.

- When appropriate, pupils will be supported in class by a Learning Support Assistant.

- Each pupil will have a work plan for these extra lessons based on their Profile.

- The pupil's Profile will be reviewed once a term. If significant progress is made, the targeted areas will be amended accordingly.

- All parents will receive feedback on their child's school report.

(For a more detailed break-down of the action provided see ROLE of the Head of Learning Support in the Handbook)

CRITERIA FOR MONITORING/EVALUATING THE SUCCESS OF THE LEARNING SUPPORT POLICY

- Pupil's attainment in tests and exams is higher than previously.

- Staff are sufficiently supported and advised by the Head of Learning Support to feel confident to help the individual pupil make progress in the classroom.

- The system for screening/identifying pupils with SEND is working effectively.

- Records are accurate, useful and up-to-date.

- Parents are well informed about their child's learning difficulty and are involved in the process of the improvement (by way of a partnership) as appropriate.
- Students become confident individuals living fulfilling lives.
- Students make a successful transition into adulthood, whether into employment, further or higher education or training.

ENGLISH AS AN ADDITIONAL LANGUAGE

As Bancroft's is a selective school, it is assumed that any pupil who does not have English as a first language will not be significantly hindered in their progress at school. However, where EAL is affecting or impeding a pupil's progress, additional support via extra reading, comprehension and speaking and listening exercises will be given to the pupil to improve their use of English. Any teacher who has concerns about the language skills of a student with a first language other than English will refer these to the Head of Learning support. From January 2010, all Parents are asked to state on their child's entry into the school, the first language of their child.

GIFTED AND TALENTED

As Bancroft's is an academically selective school, all pupils are considered to be gifted and talented. However, students who demonstrate the ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities) will be provided with additional activities/opportunities to develop their skills, beyond the everyday timetable, in order to meet their needs.

PUPILS WITH AN EDUCATION HEALTH AND CARE PLAN (PREVIOUSLY KNOWN AS A STATEMENT OF SPECIAL EDUCATIONAL NEED)

At present we do not have any students with an Education Health and Care Plan (EHCP) at Bancroft's. However if a student has an EHCP, he/she will have an 'enhanced individual learning support profile' and staff will be made aware. Targets will be set and reviewed on a termly basis, and his/her EHCP will be reviewed once a year at the Annual Review. It is the responsibility of the Head of Learning Support to co-ordinate the Annual Review meeting, including inviting relevant agency professionals, parents and the LA, and collecting advice and information from relevant parties. It is the Head Teacher's responsibility to submit a subsequent report on the meeting to the LA and the relevant parties involved.

Reviewed by AFG & MM August 2017

ACCESS ARRANGEMENTS

The school follows the guidelines of the Examination Boards with regard to Access Arrangements for public examinations. Where a SEND is sufficient to create a difficulty for a student in accessing public examinations, special consideration can be requested. This might be the award of additional time, the facility to use a word processor (assuming that this is the candidate's normal way of working), the provision of a quiet room or other appropriate arrangements. Evidence to support such arrangements is needed, and in most cases this would be a report from an Educational Psychologist in conjunction with examples from school. The Head of Learning Support is responsible for the appointment of the assessor and for checking that he/she has the necessary qualifications to access candidates (e.g. a copy of his/her certificate). The Head of Learning Support will appoint an external assessor who has an established relationship with the centre or, before an assessment, establishes a relationship with the centre.

When the need for a potential public examination Access Arrangement is identified, the school will endeavour to ensure that students undertake internal examinations under the same conditions.

If there is no evidence to suggest that the student requires 25%/50% extra time to complete school tasks, including examinations, then it is not his/her normal way of working and the arrangement **cannot be awarded for External Examinations.**

Appendices:	A	Staff Guidance for Students with Specific Learning Differences
	B	Laptop Policy
	C	Access Arrangements for Public Examinations

Subject Teachers

1. **Students with an identified special educational need and/or disability**

These students will be provided with an Individual Learning Support Profile (ILSP) which will be circulated by the Head of Learning Support. The ILSP will give the background to the student's special educational need and/or disability (SEND), will focus on areas of strength and potential difficulty and in so doing will give guidance on teaching strategies for staff.

Where a student has an Enhanced ILSP, staff should be aware that these are students who have a statement of educational need, or where the learning difference is such that a student is experiencing significant difficulties in accessing the curriculum or it is seriously undermining a student's effort to achieve his or her potential. They follow the same pattern as the ILSP, but will be reviewed on a termly basis.

Staff should review and retain the ILSP with their teaching information, and annotate their mark book appropriately. When preparing lessons staff should give thought as to how they may need to modify particular tasks or instructions in order that a student in their class can fully access the material and concepts covered. It is particularly important when setting and assessing work that staff are aware of a student's SEND. The Head of Learning Support can give guidance on how to modify work or instructions for a student with a SEND.

Where staff remain concerned about the continuing progress of a student they should monitor the situation and give appropriate advice. They should consult their Head of Department, who will be able to give subject-specific advice, and will have an overview of a student's performance in the subject and where the student stands in relation to the whole cohort. If a student continues to experience problems, the key focal point of contact is the Housemaster, who should be kept informed.

2. **Students without an identified special educational need and/or disability**

Where staff are concerned about the performance of a student and suspect that he or she might have a SEND which is hindering progress, they should pass their concern on to the Housemaster. There is guidance given at the end of this Appendix about the signs which might indicate a SEND.

If a Housemaster receives a report from a subject teacher of a student in their group who they suspect might have a SEND which is hindering progress, they should circulate their concern to the student's other subject teachers to ascertain whether there is a common pattern. If there is no common pattern, they should encourage the subject teacher to seek subject specific advice from their Head of Department or the Head of Learning Support. If there is a common pattern the Housemaster should collect evidence of the pupil's difficulties in the form of homework, classwork, tests or exam scripts and attach them to a completed Learning Support Referral Form. On receiving the completed form, the Head of Learning Support will co-ordinate appropriate action, which may be a course of support or in more serious cases, in consultation with parents, may authorise an assessment by an Educational Psychologist. The Head of Learning Support will keep the Housemaster informed.

Heads of Department

Heads of Department should be aware of students with an identified SEND studying their subject, particularly those in public examination classes. They should monitor their progress and be prepared to give appropriate subject specific advice to members of their department who are teaching them.

Housemasters

Housemasters should be aware of students with a SEND in their House. They should be kept informed of the progress of students by the tutors, and be prepared to give appropriate advice and support to the tutors using their knowledge of a student's overall development. Where a new concern is notified to them, they should inform the tutor who would then ascertain whether there is a common pattern.

Summary

Any member of staff may seek advice from the Head of Learning Support. However Housemasters must make all referrals to the Head of Learning Support, and be informed of any support or assessment undertaken.

Signs that might indicate a student with a Special Educational Need and/or Disabilities

In Year 7 the school operates a screening process which aims to identify students whose progress might need further monitoring, a course of learning support, or a direct referral to an Educational Psychologist. We recognise that this process is not necessarily comprehensive and that continuous monitoring of students by subject teachers and form tutors is essential. Subject teachers should be aware that a combination of any of the factors listed below, shown repeatedly over time and considered in relation to age and the tasks undertaken, could indicate a student with a SEND:

- Mismatch between verbal and written performance – either in class or in exams
- Slow reading – difficulties in finishing tests/exams on time
- Very untidy work or handwriting
- Unfocused or unplanned written work
- Very disorganized in terms of forgetting work, deadlines, filing work
- Weak social skills displayed in interaction with peers or staff
- Difficulties understanding instructions, asking for instruction to be repeated
- Difficulties in sequencing information
- Short attention span
- Weak ability to retain information

Appendix B: Laptop Policy

The school recognises that for some students with a SEND a laptop may be the most appropriate method of organising and presenting their work. Students are allowed to use a laptop in school where a need has been identified/its use is recommended by an educational psychologist approved by the school, and where appropriate training has been undertaken.

Use of a Laptop

Students will be allowed to use a laptop in school under the following conditions:

a) *A need has been established and its use is recommended by an Educational Psychologist approved by the school.*
b) The pupil's typing is efficient, accurate and as fast as handwriting: 20 to 60 words per minute, depending on age.
c) The pupil has received advice regarding the organisation of work, the printing and filing of copies when using a laptop from the Learning Support Department.
d) The Head of Learning Support confirms entitlement to the use of a laptop on the SEND register.

Limitations to Laptop Use

A subject teacher has the right to veto the use of a laptop in particular situations:

a) Where its use might be dangerous or problematic e.g. in a particular experiment in Chemistry.
b) Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
c) Where calculations are required without the assistance of computer functions such as in Mathematics.
d) If an individual pupil, in any lesson, is using a laptop in such a way as to cause a distraction or disturbance to the learning of others.

Some school and homework may still be required to be hand-written to support the development of handwriting skills.

Detailed Procedures

a) Students should not expect always to have access to mains power and are therefore advised to have a spare battery.
b) All written work, which would normally be done in exercise books during lessons, is to be printed out nightly at home and filed appropriately so that students possess a hard copy of all their work filed in ring binders or pasted into exercise books.
c) Students should use a plain Roman font (e.g. Times New Roman) and allow room for teachers' comments.
d) Spell Check can normally be used on all pieces of work except in examinations and some controlled assessments.
e) If there are problems with a laptop during lessons, the pupil should immediately stop using it and switch to pen and paper.
f) Special arrangements may need to be made for tests requiring extensive prose if the member of staff wishes to receive the work immediately.

g) Many internal exams utilise structured papers which require students to answer on the question papers. However where papers require extended answers students are allowed to use a word processor.

h) In public exams students will use school word processors.

i) Students may borrow a school laptop by arrangement with the Learning Support Department for a period of up to 6 weeks, to 'trial' the use in school. Following this, students will be encouraged to provide their own.

j) Students should not expect the School's technicians to maintain their machines or undertake major repairs to them.

Backup

Students should backup their work on to a **separate hard drive** on a regular basis – ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in public exam years through a computer crash can be very considerable, both literally and in terms of stress.

Printing work

If students save work on memory sticks, it can be printed from almost any machine in the school. Printers are available in the Library, IT rooms and many other subject locations around the school. With staff permission, students may print their work in these areas.

If students wish to print their work first thing in the morning, they should go to the Library, IT rooms or Learning Support office where a member of staff is usually available.

Assistance with Laptops

The Head of Learning Support will be available to:

a) Help students to establish a daily routine and encourage them to operate in an organised and independent way.

b) Act as a trouble-shooter for general staff queries concerning laptop users and their problems.

c) Advise on outside help for keyboard competency skills.

Students may also seek technical advice from IT support.

Security of Equipment

a) All laptops and other equipment are to be security marked with the user's identity.

b) Adequate insurance cover should be arranged by parents to cover damage or loss.

c) The School does not accept liability for damage to or loss of any laptop computers, which will remain the responsibility of the owner at all times.

Use of Word Processors in Public Examinations

The current rules and practice regarding the use of word processors in public examinations is as follows:

a) The use of a word processor in public examinations requires the separate and specific permission of each relevant examination board. This must be sought through the School's Examinations Officer.

b) The Examination Boards reserve the right to make the final decision about use of a word processor, even when a candidate has an educational psychologist's recommendation.

c) The Examinations Officer will make contact with the candidate to arrange in which specific exams they wish to use a word processor.

d) Only the relevant software applications will be available; spell check, grammar check and the thesaurus will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals on top of this.

e) At the end of examination the candidate will be required to remain in the room while their work is printed off, (and authenticate the relevant hard copy).

f) Opportunities to practise on a School word processor are available in the period leading up to public examinations.

Touch Typing Courses

The Head of Learning Support can advise on courses available in the area.

Appendix C: Access Arrangements for Public Examinations

Definition

"Access Arrangements are approved before an examination or assessment and are intended to allow attainment to be demonstrated. An example of an access arrangement would be the provision of a modified enlarged paper for a candidate with a visual impairment." Access Arrangements, Reasonable Adjustments and Special Consideration- JCQ

Policy

The school will ensure that Access Arrangements are provided in public examinations to give students with particular requirements a fair opportunity to demonstrate their attainment.

All Access Arrangements in examinations will:

- comply with awarding body regulations
- be backed by evidence of need
- reflect the support arrangements to which the students concerned have been accustomed in class.

Procedure

Any student with an identified SEND must have an up to date assessment "carried out by a qualified Psychologist confirming a learning difficulty relating to Secondary/Further Education". *JCQ Assess Arrangements.*

The Head of Learning Support will:

- hold copies of practical evidence required for any relevant Access Arrangement

- arrange for the student to undergo the appropriate medical or psychological assessment

- arrange for the Examinations Officer to receive all relevant documentation

- monitor the need for any renewals of recommendations in line with school practice

- advise and support the Examinations Officer in the practical implementation of Access Arrangements

The school must also provide evidence which includes "unfinished mock examinations, or other timed assessments, or a compilation of observations or comments from teaching staff." *JCQ Assess Arrangements*

In order to fulfil the JCQ requirements for 25% extra time in external exams, pupils who already have an up to date assessment by a qualified Psychologist confirming a learning difficulty must now carry out the following steps:

- When allowed extra time in class assessments/internal exams (including mocks), they must change the colour of their pen to indicate work completed during the period of extra time. For those using word processors, the student will be advised to change the font colour.

- In classroom assessments where it is not possible to provide extra time, unfinished work will be filed and used as evidence, alongside comments from teaching staff.

The Head of Learning Support will keep an up to date register of students qualifying for Access Arrangements on the shared drive for all staff to access.