



# LEARNING SUPPORT POLICY

*This policy refers to both Wellington Senior School and Wellington Prep School*

Headmaster	Eugene du Toit
Author	Andrew Wilson - Head of Learning Support, Tracey Kaya – Head of EAL
Date Reviewed	October 2020
Date of Next Review	October 2021
Website	Yes

## **1. Summary**

Wellington School is committed to meeting the needs of all its pupils, including those with special educational needs, with reasonable adjustments within the scope of the School's resources. The School aims to enable every pupil to achieve his or her full potential.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory School age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

Pupils whose first language is not English may need some additional support to equip them for study.

The purpose of this policy is:

- to ensure that all pupils with SEND are identified and supported in the School;
- to ensure that all pupils for whom English is an Additional Language (EAL) are supported as necessary;
- to ensure that a framework of support exists to enable staff to respond appropriately to the needs of pupils;
- to ensure that appropriate resources are available to pupils with SEND and those whose first language is not English.

A definition of an EAL pupil with language needs:

EAL pupils with English language needs are those whose verbal and/or written English is identified as currently below the level necessary for maximum achievement within their year group.

## **2. Information about the School's provision**

Aims and objectives:

- The staff and governors in the School will be aware of the importance of identifying and providing for those pupils who have SEND or EAL.
- The Governing Board and the teaching staff will ensure that necessary provision is made for any pupil with SEND or EAL and that those needs will be made known to all who are likely to teach him or her.

- Links between the Prep and Senior Schools are well established. These links will continue to be developed to further enhance transition for those pupils with SEND who will be progressing to the Senior School.
- Liaison with parents of pupils with SEND will further support pupils to achieve their potential. Effective communication between School and parents is especially recommended for all pupils with additional needs.
- Pupil referrals made by teachers or parents will be acted upon within 15 working days.

### **3. Evaluating the implementation and effectiveness of the policy**

The implementation and effectiveness of the Learning Support Policy are evaluated in a number of ways.

- 1) Pupil referrals made by teachers or parents are acted upon within a reasonable period of time (15 working days).
- 2) For pupils in Years 7 and 8, Individual Education Plan (IEP) targets met.
- 3) Achievement and Effort Grades as expressed through the School report system.
- 4) Achievements in class-based assessments, GCSEs, IELTS, A Levels and other external examinations.
- 5) Achievements in School examinations.

### **4. Admission arrangements (Please read this in conjunction with the School's Admissions Policy)**

Wellington Prep and Senior Schools admit young people with special educational needs and learning difficulties or disabilities who are likely to benefit from what the School has to offer. Entrance assessment to the Prep School at Foundation Level (Nursery and Reception) includes parental interview and observation of the children at play in a small group. In Key Stages One and Two assessment will also involve aspects of numeracy and literacy.

Appropriate Access Arrangements are put in place for the Entrance Examinations when parents or previous Schools have provided evidence of need (Educational Psychologist's report, report from a qualified Specialist Teacher, or from a medical professional).

Parents are responsible for informing the School about any specific needs their children may have upon entering the School. Parents are required to forward to the School any assessment reports which clarify their child's specific difficulties (these might include reports written by educational psychologists, specialist teachers of SEND and teachers from previous schools). Such reports may be used to help determine whether the School is able to meet the particular needs of a child with specific difficulties.

All potential entrants to the School with EAL will be required to take an assessment to ensure that appropriate support can be arranged.

## **5. Inclusion**

All teachers in the School are teachers of pupils with SEND and EAL. Wellington School adopts a 'whole school approach' which involves all staff adhering to a model of good practice. All teachers are committed to understanding and providing for the needs of all pupils with additional needs.

## **6. Co-ordinating support**

The School recognises that good practice for SEND pupils is good practice for all pupils.

The School recognises the importance of identifying pupils with SEND as early as possible. Pupils are monitored for learning difficulties and screened for dyslexia in Year 1 and Year 4 in the Prep School and in Year 7 in the Senior School. Screening in the Prep School includes the Dyslexia Screener Test. Children presenting difficulties in Year 2 and above are screened using a variety of assessments dependant upon the nature of the concern. All new entrants to the Senior School are screened for dyslexia.

SEND and EAL are part of an ongoing Inset programme via Head of Department meetings, whole school meetings and within individual departments.

SEND features as a regular agenda item for Key Stage meetings in the Prep School and some Departmental Meetings in the Senior School.

Senior Management are aware of the procedures of the Learning Support Department.

The Learning Support Department works closely with all other departments to encourage effective support for pupils with dyslexia, dyscalculia, dyspraxia and other learning difficulties.

The Learning Support Department is allocated a budget which provides materials for assessing and supporting individuals with SEND. The EAL Department is allocated a budget for supporting pupils with EAL.

Contact with parents is made before a student begins in the School through the Application Form.

The strategy for assessing and supporting individual students' needs is always discussed fully with parents. Parents are encouraged to meet with the Head of LS to discuss Educational Psychologists' reports, and support.

Informal communication with parents by telephone and e-mail is encouraged and should occur frequently.

## **7. Access to the curriculum**

The Learning Support Register

- Students with SEND are placed on the Learning Support Register.
- This is a working document and is available to staff on the shared drive.
- Any changes and additions will be communicated by e-mail.

- Members of teaching staff are encouraged to familiarise themselves with the information about the students they teach to inform lesson planning and delivery.
- Detailed information about pupils with EAL is issued to staff in hard copy at the beginning of the academic year and is also on ISAMS.

For most pupils with SEND and EAL individual needs will be met in the classroom. The curriculum may be differentiated or the teaching style and practice adjusted to reflect these additional needs. In practical terms, examples of this might include: issuing photocopied summary notes for dyslexic pupils, less writing on the board for pupils to copy, allowing pupils with handwriting difficulties to use laptops, sitting easily distracted pupils close to the front of the class and away from windows, adjusting the activity in terms of presentation. EAL pupils may wish to use electronic translators in lessons.

Lesson plans should indicate how the needs of pupils with SEND and EAL are accommodated.

In the Prep School, Learning Success Practitioners (LSPs) work with small groups of children to support their numeracy and literacy skills. LSP work is carried out under the direction of the class teacher or Head of LS.

In Years 7, 8 and 9, some pupils are timetabled for specific learning support sessions, which may focus on developing literacy, curricular support, study skills and providing time and space to manage their workload. This will normally necessitate withdrawal from a particular timetabled subject. The Learning Support Department will, in consultation with the student, parents and subject teachers, decide which subject will be most appropriate for withdrawal.

Whilst the LS Department itself does not charge for any sessions, the School may recommend that a pupil receives additional Maths tuition, which the parents will be asked to agree to and fund.

In Year 10 and beyond, students may be withdrawn from a subject and attend the department for curricular support, where the focus will be on study skills, the use of assistive technology, managing workload and planning assignments. Parents will not be charged for curricular support.

In years 12 and 13 for pupils with EAL, IELTS lessons are compulsory for those who have not achieved either a First Language English GCSE Grade C or better, or an IELTS Band 7 with a minimum of 6.5 in each skill area.

## **8. Examinations**

Pupils with SEND and EAL do not automatically qualify for Access When undertaking external examinations some pupils with SEND or EAL may require some form of Access Arrangement, which is established by prior application to the examination board under JCQ regulations. For example, some pupils may be granted additional time, have access to a reader or be allowed supervised breaks in examinations. Others may be permitted to use a word processor or bilingual dictionary.

### **1. Arrangements.**

2. The provision of Access Arrangements must not give a pupil an unfair advantage.

Pupils who qualify for Access Arrangements, according to the Joint Council Qualification regulations, will be given the opportunity to use their specific Access Arrangement in both Year 9 and Year 10 end of year exams and in their GCSE rehearsal exams.

## **9. Responsible Persons**

The responsible person for SEND is:

Mr Eugene du Toit (Senior School)  
Mrs Vics Richardson (Prep School)

The sub-committee of the Governing Board with responsibility for SEND is the Academic Committee.

The person overseeing the operation of the School's Learning Support policy is the Head of LS:

Mr Andrew Wilson (Senior School)  
Mrs Angela Needs (Prep School)

The person overseeing the operation of the School's EAL provision is:

Mrs Tracey Kaya (Senior School)

### **9.1 The role of the Head of Learning Support**

The Head of LS, with the support of the Head, pastoral staff and the Governing Board is responsible for:

- Overseeing the operation of the School's Learning Support policy
- Co-ordinating provision and monitoring IEPs (where used) for pupils with SEND
- Assisting in the development, monitoring and evaluation of the Learning Support Policy
- Contributing to the in-service training of staff in relation to SEND
- Liaising with parents of pupils with SEND
- Liaising with the School's Examination Officer and outside agencies
- Maintaining a central record of all pupils with SEND

## **9.2 The role of the Head of EAL**

The Head of EAL, with the support of the Head, pastoral staff and the Governing Board is responsible for:

- Overseeing the operation of the School's Learning Support policy in terms of EAL
- Co-ordinating provision and monitoring IEPs for pupils with EAL
- Assisting in the development, monitoring and evaluation of the Learning Support Policy regarding EAL matters
- Contributing to the in-service training of staff in relation to EAL
- Liaising with parents of pupils with EAL, when appropriate
- Liaising with the School's Examination Officer and outside agencies
- Maintaining a central record of all pupils with EAL

## **9.3 The role of teachers**

Teachers are responsible for:

- Being vigilant for pupils who might appear to have a learning difficulty or disability
- Supporting pupils in class who have SEND or EAL
- Planning differentiation
- Liaising with the Head of LS/Head of EAL
- Development and delivery of IEPs where applicable

## **9.4 The role of parents**

Parents play a key role in enabling their children to achieve their potential. Parents are encouraged to:

- Inform the School about any specific needs their children may have upon entering the School, and providing copies of formal assessments written by educational psychologists, specialist teachers or other professionals

- Request assessment if they feel necessary
- Allow initial assessment to take place within the School to establish the possible existence of learning difficulties (parents will not be charged for initial assessment)
- Participate in sympathetic and positive discussion in relation to their children's difficulties, attainment and progress.

## **10. Specialist resources**

Specialist rooms are set aside in the Prep and Senior Schools for the support of additional learning.

A range of books suitable for dyslexic and reluctant readers can be found in the library. EAL students may borrow books from ILC Suite, EAL Office as well as the library.

Glossary (abbreviations used)

EAL:	English as an additional language
IEP:	Individual education plan
LSA:	Learning support assistant
SEND	Special educational needs and disability
SpLD:	Specific learning difficulties
Head of LS:	Head of Learning Support (job title for Special Educational Needs Coordinator (SENCo))