

Learning Support Policy

Rokeby offers its pupils a challenging curriculum with high academic standards in order to prepare them successfully for entrance into a range of public schools. However, it sees its primary aim as offering the boys a broadly based and liberal education to as many as are able to benefit from it. In order to achieve this end Rokeby recognises that some of its pupils, though able, have been identified as experiencing from various types of learning difficulties. This means that for those pupils, modifications to the teaching and learning process must be considered. In some cases the Learning Difficulty can represent a real disability to learning. The school recognises its obligations to these children in that context (see Equal Opportunities Policy and Disability Policy).

The school has an appointed Learning Support Co-ordinator (LSCo), who is directly responsible to the Director of Studies and whose task it is to ensure that the identification, assessment and support of a pupil with learning difficulties is carried out effectively. The school employs Learning Support Teachers (LSTs) who are qualified to offer appropriate help to those identified.

The Prep School works closely with the Pre-Prep to ensure that there is a unity of purpose and good continuity of practice for boys who require support. Regular informal discussions are conducted between the LSTs together with an annual liaison meeting in the summer term to ensure a smooth transition between schools for pupils receiving support.

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1. Definition

The Code of Practice 1994 defines Special Educational Needs as follows:

- A child has **special educational needs** if he has a **learning difficulty** which calls for special educational provision to be made for him.
- A child has a **learning difficulty** if he:
 - has a significantly greater difficulty in learning than the majority of children of his age, and from the same environment. This could include problems with literacy, behavioural problems or physical disabilities.
 - has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age.

The Learning Support department of Rokeby aims to identify those children with special educational needs and to implement procedures which will enhance their skills within the context of the school curriculum.

2. Diagnosis

It is essential that pupils who are experiencing difficulties have their needs identified quickly so that the appropriate provision can be made. If class teachers have concerns at any stage in a

pupil's education regarding progress they should discuss these without delay with the SENCo or the Learning Support Teachers.

It is the responsibility of the class teacher to complete a Notification of Learning Difficulties Form, a Checklist for Spotting the SpLD pupil, and gather supporting evidence. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The LSTs will then decide, in liaison with all concerned, whether further testing within school needs to be carried out in order to ascertain if the pupil has special educational needs.

3. Assessment procedure

- (i) Initially an informal assessment is conducted by the LST to ascertain the nature and degree of difficulty. This may be sufficient to recommend in-school support for the pupil and parents will be advised of the costs involved. The pupil will be seen for approximately half a term followed by a review.
- (ii) If learning support is required, the SLSO will send a letter of confirmation to the parents and add the pupil to the Learning Support Register.
- (iii) In some cases the LST may recommend to the parents that a full Educational Psychologist's Report (EPR) be undertaken. The school will give recommendations regarding suitable EPs whereupon the parents are then responsible for taking the pupil to the EP and meeting the necessary costs. A copy of the completed report received by the parents should then be given to the school.
- (iv) If immediate support is not considered necessary, the pupil will be placed on a learning support monitor list.

4. Support

The LSCo will organise support in the following way:

- (i) The pupil will, where appropriate, be given direct support by the LST which will take the requirements of the curriculum into consideration.
- (ii) The staff will be informed, by means of a Learning Support Pupil Profile, of the particular needs of the pupil in order to ensure that the curriculum is delivered effectively in all subjects and that the pupil is treated with understanding.
- (v) The pupil may, in some instances, be permitted to use a laptop computer in lessons and/or for examinations. In order to make use of a Laptop Computer the child must be capable of typing quickly and efficiently. Typing courses, and provision and insurance of the computer, are to be undertaken by the parents. Boys are entitled to use their laptops for internal examinations, whereas for external examinations, written permission must be obtained from the school to which the boy is applying. (Please refer to the Rokeby Laptop Policy for further information.)

5. Liaison and reviews

Parents will be informed by the SLSO of any changes in procedure relating to their son. A formal written report will be included with the official school reports.

6. Exams

Boys may be allocated extra time in exams on the recommendation of an EP. This is normally an additional 25%. In some cases, and at the discretion of the school, other boys on the

Learning Support Register may be awarded extra time so that their performance can be monitored.

For Common Entrance candidates, the LSo will contact the proposed future school requesting the extra time allowance. *In this case the EP Report must have been conducted within the two years prior to the examinations.*

7. Roles

LSCo: it is necessary for the LSCo to carry out all those activities detailed in this policy. Broadly, these fall into four keys areas:

- (a) Strategic direction and development of Learning support provision in the school
- (b) Leading and managing staff
- (c) Efficient and effective deployment of staff and resources
- (d) Teaching and learning with the LS Department/pastoral oversight of those with SpLDs.

To this end, the SLSO will regularly update all timetables, lists and registers to ensure the information on individuals is available to all concerned, including the Headmaster and Deputy Headmaster.

PUPILS: should be helped to access the wider curriculum and be motivated to develop their self-esteem and confidence in learning. At times, as part of their support, they will be set some extra tasks by the LST which they are expected to carry out in the time given.

TEACHERS: should be familiar with the school's SEN policy and approaches to meeting the needs of pupils with a SpLD. They should be able to identify pupils who may require special provision, and follow guidelines given in the Learning Support Pupil Profile. They should communicate effectively with parents, the LSCo and LSTs. They should have high expectations of pupil's progress and set realistic but challenging targets which they monitor and review, and provide appropriate support.

LSTs: should understand their role in relation to pupils with SpLDs, working collaboratively with the LSCo and teaching staff where appropriate. They should also prepare Learning Support Pupil Profiles and written reports twice yearly, to be included in the whole school report.

PARENTS: should strive to support the work being undertaken by the LSTs and feel free to contact the LSTs with any concerns, being fully involved as partners in the educational process.

HEADMASTER AND SENIOR MANAGERS: should recognise that the curriculum must be relevant to all pupils by taking SEN into account in the formulation and implementation of policies throughout the school.

GOVERNORS: will be kept informed of changes and developments of the SEN policy within the school, by the Headmaster.

KFS, Director of Studies
AVG, LSCo

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