



Shrewsbury School

LEARNING SUPPORT POLICY (including Welfare Provision)

GENERAL: Although Shrewsbury is not a specialist school for pupils with special educational needs, it is pleased to offer learning support to pupils for whom it is likely to be of real benefit.

All pupils who enter Shrewsbury must have performed satisfactorily in our entrance tests. As a guide, we expect pupils taking Common Entrance to achieve an average score of not less than 55% across the subjects.

Shrewsbury's Learning Support Department is led by Mrs Karen Mitchell, the full time Head of Learning support and her Deputy, Mrs Amy Livingstone. The department also includes four other part-time specialist teachers. The work of the department is primarily geared to helping pupils whose academic progress is informed by a specific learning difficulty (for example and most commonly at Shrewsbury - dyslexia and dyspraxia). These are often referred to as a SpLDs. SpLDs come under the umbrella term Special Educational Needs and Disabilities (SEND).

Tuition is offered outside the teaching timetable and takes place in one of the specialist rooms occupied by the Learning Support Department.

IDENTIFYING A NEED: The School arranges an initial screening programme at the start of the year which is undertaken by all pupils entering the Third Form and new entrants to the Fourth Form as well as those joining the school in the Sixth Form. The results of a variety of assessments, along with any information provided by a pupil's previous school, will form the basis of identifying pupils who could benefit from Learning Support. Further one-to-one assessment with Mrs Mitchell or Mrs Livingstone may then be advisable in order to provide a current and more detailed pattern of a pupil's strengths and weaknesses. The screening programme will help to identify at an early stage any possible underlying difficulties a pupil may be experiencing.

For pupils in all years in the school, the fact that he or she may have a SEND could also come to light (through our routine setting and marking of written work, for example) during the course of an academic year.

In each instance, the decision to implement an individual Learning Support programme is taken in close liaison with, and with the approval of the parents of the pupil concerned.

LEARNING SUPPORT IN ACTION: A pupil identified as likely to benefit from Learning Support is assigned to a member of the department team who confirms arrangements for a weekly one-to-one lesson in the department. The lesson usually takes place at the same time each week and is organised in such a way as to minimise any clash with other commitments.

In most cases Learning Support lessons take place outside the teaching timetable. The exception to this is pupils for whom it is agreed that a full, mainstream curricular programme of foreign languages lessons would be inappropriate. In some cases it may be also possible for a pupil to drop one GCSE subject and, thereby, attend Learning Support lessons within the timetable.

There are also weekly 'drop in' sessions for those pupils wishing for more general support on an ad hoc basis.

THE COST: While the school will make reasonable adjustments in terms of the provision of auxiliary aids and services to support pupils, the school's policy is to charge for additional learning support tuition.



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The cost of Learning Support lessons (once per week, as described above) is currently £ 4 4 / h o u r charged as an item on the termly bill to the parents of pupils receiving such lessons.

The charges for Learning Support are determined at the start of the academic year and communicated to parents separately. It is usual for pupils on one-to-one tuition to have up to ten lessons per term. It is not unusual for Learning Support in the Third Form to result in sufficient individual progress to render continuing support, in the Fourth Form and beyond, unnecessary.

Any new entrants with pre-existing Access Arrangements will continue those arrangements on a *provisional basis* until teacher evidence can be obtained which supports the continuation of those arrangements. All those who have previously had Access Arrangements for exams have to be reassessed. This has to be done by a specialist teacher who has an established relationship with the School, as per JCQ regulations. All new entrants (including the Sixth Form) undergo initial assessment tests (IATS) which do not carry a charge. This is to ensure that we are tracking progress effectively and making provision which is consistent with need. If a pupil is referred for an assessment for examination Access Arrangements (see section below), and they have not previously been assessed, there will be a charge of £150.

JCQ require us to reapply for Access Arrangements on behalf of all Sixth Form entrants in receipt of awards at GCSE. An addendum needs to be attached to their records for JCQ inspection. There will be a charge of £100 for this additional work.

If it is deemed necessary for a pupil to have a full diagnostic assessment by a specialist teacher or Educational/Clinical Psychologist, the full cost is paid by the parents of the pupil in question.

RESPONSIBILITIES: Whilst the Learning Support team at Shrewsbury will always do its very best to assist pupils to whom it offers tuition, it does not guarantee particular results or outcomes. Rather, it seeks to respond thoroughly, professionally and supportively to any case of actual or possible special educational need brought to its attention by whatever means.

Although parents will always be consulted closely over significant Learning Support issues affecting their children, it must be understood and accepted that a pupil's Learning Support teacher is entitled to cease lessons if, in her considered view, the pupil is no longer in need of specialist assistance.

EDUCATION, HEALTH & CARE PLANS: The School will respond accordingly to any pupils with Education, Health & Care Plans (EHCPs).

WELFARE PROVISION: Pupils with special education needs (including those with EHCPs) are fully integrated into the life of the school. All pupils are attached to a House and this forms the focus of welfare provision. The Housemaster has primary responsibility for a pupil's welfare at Shrewsbury, but all pupils will also have a member of staff as their personal Tutor. The Tutor will meet regularly with the pupil, offering advice and support both academically and in a wider school context. The Housemaster and Tutor will be fully aware of a pupil's special education needs, and will be in regular contact with specialists in the Learning Support Department.

ACCESS ARRANGEMENTS: "Access arrangements" are the way in which examination bodies allow candidates with special educational needs, disabilities or temporary injuries to access examinations and other assessments. The rules are laid down in the JCQ document "Adjustments for candidates with disabilities and learning difficulties – access arrangements and reasonable adjustments", which is updated on an annual basis. The JCQ document states:



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- *Access arrangement(s) should reflect the support normally given to the candidate in the classroom and/or in internal school tests and mock examinations. This is commonly referred to as 'normal way of working'.*
- *Access arrangements must not give candidates an unfair advantage. They are intended to meet the candidate's particular needs without affecting the integrity of the assessment.*

The School sets deadlines for the submission of any request to the Examination Office for Access Arrangements in public examinations. Referrals to the Learning Support Department regarding such Access Arrangements must be made before the last Friday of January 2020.