



## **LEARNING SUPPORT POLICY** (including Welfare Provision)

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

Shrewsbury's Learning Support Department is led by Mrs Karen Mitchell, Head of Learning Support, and Mrs Amy Livingstone, Deputy. The department 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 dyslexia and dyspraxia).

**IDENTIFYING A NEED:** All new pupils sit the schools Initial Assessment Tests (IATs). This assessment, along with any information provided by a pupil's previous school or parents, will form the basis of identifying pupils who could benefit from learning support. Further one-to-one assessment may then be advisable to provide a more detailed pattern of a pupil's strengths and weaknesses. The screening programme may help identify, at an early stage, possible underlying difficulties a pupil is experiencing, together with ensuring that we are tracking individual pupil progress effectively and making provision consistent with need.

For pupils who are identified as needing support during an academic year, the decision to implement an Individual Learning Plan (ILP) is taken after liaison with the parents/guardians of the pupil concerned.

**LEARNING SUPPORT IN ACTION:** A pupil identified as likely to benefit from learning support is offered a weekly one-to-one lesson. 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 lessons take place outside the academic teaching timetable in the Learning Support Department. 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.

The cost of these lessons is currently £44/hour, charged as an item on the end of term bill.

The charges for learning support are determined at the start of the academic year and communicated to parents separately. Where a pupil has a school commitment that cannot be missed, there will be no charge for that LS lesson e.g. exam or sports fixture. One half terms notice is required, in writing, to discontinue 1:1 support lessons.

Any new entrants with pre-existing Access Arrangements will continue those arrangements on a provisional basis. All those who have previously had Access Arrangements for exams, must be reassessed. Furthermore, the Joint Council for Qualifications (JCQ) require that supporting evidence needs to be obtained, on a subject by subject basis, for the continuation of those arrangements. This must be done by a specialist teacher who has an established relationship with the School, as per JCQ regulations, an independent government body. If a pupil is referred for an assessment for examination Access Arrangements, and they have not previously been assessed, there will be a charge of £150.



Shrewsbury School

JCQ require us to reapply for Access Arrangements on behalf of all Sixth Form entrants in receipt of awards at GCSE. This extra work requires extensive provision of evidence and administration and is currently charged at £100 per pupil.

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

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 the considered view, the pupil is no longer benefitting or collaborating with 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, all pupils will also have a member of staff as their personal Tutor. The Housemaster/mistress and Tutor will be fully aware of a pupil's special education needs, and will be in regular contact with the Learning Support Department.

**ACCESS ARRANGEMENTS:** "Access arrangements" 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:

- *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 deadline for the submission of any request to the School's Examination Office for Access Arrangements in public examinations, *providing all supporting evidence is in place*, is the last Friday of January. This allows sufficient time to submit requests to JCQ.