

## Policy Statement for Learning Support at Lyndhurst House School

(This policy was rewritten 21<sup>st</sup> September 2009, and reviewed 29<sup>th</sup> March 2010).

This Policy is intended to inform parents and prospective parents of the arrangements the School makes to support boys who have learning difficulties and/or disabilities.

1. Lyndhurst House School offers places to boys considered on the basis of its entrance tests to merit a place, regardless of whether or not he has a recognised learning difficulty or disability.
2. It is the responsibility of the parents to inform the School well in advance about any authentic requirement for special circumstances in the entry assessment and to provide written justification for special circumstances.
3. The School undertakes to make whatever arrangements are deemed appropriate to ensure that a pupil with a learning difficulty or disability has every chance to fulfil his potential at school, academically, socially and emotionally. All pupils, whether or not they have SLD or EAL, will have access to the broad, balanced and relevant curriculum at Lyndhurst House School.
4. Lyndhurst House is not a specialist school for pupils with learning difficulties or disabilities. The School prepares boys for Common Entrance and scholarship examinations at the age of 13 to secure places to day and boarding senior independent schools. As such it is a school which maintains a strong academic tradition. Candidates for entry should be of sufficient ability and capacity to be able to progress comfortably at an appropriate pace, and to benefit from the whole educational experience offered by the School.
5. The School expects parents of pupils with learning difficulties or disabilities to co-operate in all arrangements judged to be to the educational benefit of the pupil. The School and parents will work in partnership in identifying and meeting individual needs. All parents of boys with SLD's should be treated as partners. They should recognise and fulfil their responsibilities as parents and play an active and valued role in their son's education. Parents are invited to discuss with the School, in advance of their child's admission to the School, his particular needs and educational history, and to disclose any known difficulty.
6. **English as an Additional Language** – the School will make reasonable provision for boys whose first language spoken at home is not English and keep an up-to-date EAL list (this is kept on the school network). Should a boy require support, and Individual Education Programme may be written and a boy may be supported in class, individually or in a small group with a Teaching Assistant.
7. **Identifying and measuring progress** – boys are assessed each term; this may take the form of a formal assessment or a teacher assessment. NFER Reading, Spelling and Maths tests are done twice a year, and INCAS are done for all pupils in Years 1 to 6 once a year. In addition, the QCA Optional tests are used at the end of year for Years 3 to 5, and Cognitive Ability Tests in Verbal, Quantitative and Non-Verbal Reasoning are done by pupils each year in Years 5 and 7.

8. The Form Teacher is responsible for the co-ordination of extra differentiation with the learning support staff, or for any support provided within lessons. In Reception and Year 1, there is one Teaching Assistant for each year group. Years 2 and 3 share a Teaching Assistant. Years 3, 4 and 5 have the equivalent of 3 mornings a week of Learning Support available. Duties of the Teaching Assistant include general class administration, general in-class support, working individually with identified boys and working with small groups of boys in the classroom or another area. Teaching Assistants are instructed on a day-to-day basis by the Class Teacher.
9. Pupils' special educational needs will be identified as early as possible. If aspects of a pupil's work or behaviour suggest the likely existence of some sort of learning difficulty or disability, then the School will invite parents to a discussion. The School may well find it beneficial to complete the Special Needs Assessment Profile (SNAP) in order to gain further information about a pupil. The School will not make significant decisions about a pupil's welfare without prior discussion with parents.
10. **Individual Educational Plans** (IEP's) are written for all pupils on the Special Needs Register, and regularly updated. (The IEP template is available in the "Staff" folder on the school network). Each IEP will focus on up to 3 or 4 key individual targets set to help meet individual needs and particular priorities; targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills; strengths and successes should underpin targets and strategies. Each IEP will consist of: short term targets set for or by the pupil, teachings strategies to be used, provision to be put in place, when the plan is to be reviewed, success and/or exit criteria, and outcomes. When each IEP is reviewed, the following will be considered: progress made, parents' views, pupil's views, effectiveness of the IEP, and any specific access issues that impact on progress.
11. If it is decided with the agreement of parents that further investigation needs to be made, involving a diagnosis by a qualified professional psychologist, then the School will discuss with the parents how this might be done. The School does not itself offer Educational Psychologist advice or support. The cost of all professional work done by a psychologist, or any special tuition performed by a qualified professional not on the staff of the School, shall be met by the parent. The Learning Support Coordinator keeps an up-to-date list of recommended educational psychologists and occupational therapists on the school network to whom parents, upon the advice of the School, may wish to take their son for assessment.
12. **Exam procedures** – some children with SLD may require extra time to read the questions and proofread their work. Up to 25% extra time can be given for those who have had an assessment.
13. **Learning Support Resources** – these are kept in individual classrooms and the Learning Support Coordinator's room. A list of available resources is provided on the school network in the "Staff" folder.
14. **Study Skills and Revision Techniques** – these are introduced by class teachers as and when children need them. In addition, "Study Skills" is taught as a discrete subject in Years 6, 7 & 8 by the Director of Studies.

15. The School reserves the right to withdraw the place of a pupil whose parents do not co-operate reasonably with arrangements that it considers are essential for the benefit of the pupil.
16. The School undertakes to respond positively to any appropriate recommendations made in any psychologist's report, wherever it is reasonably possible to do so.
17. The School undertakes to monitor the progress of all pupils who have a learning difficulty or disability, and to report regularly to parents on their progress.
18. The School will maintain a list of all boys who receive learning support, together with details of their history and progress and any relevant reports from qualified professionals. The School will communicate information about the difficulties and needs of an individual pupil in whatever way it thinks fit.
19. Complaints about any aspect fo the Learning Support Policy will be dealt with in the same way as any other complaint against the School through the School's Complaints Procedure.
20. The effectiveness and appropriateness of the policy will be evaluated annually by the Learning Support Coordinator and the Headmaster in order both to update the policy and plan further improvements and development. The use of resources, assessment, identification, planning, IEP effectiveness and quality, pupil progress, pupil participation, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

29<sup>th</sup> March 2010.