



Learning Support Policy

Ardingly College is an independent, co-educational boarding and day school and has a whole-school policy which includes both academic and pastoral objectives. The aim of the College is to enable boys and girls to develop their love of learning, academic potential and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life. It is an academically selective school.

This policy is drawn up in accordance with the Special Educational Needs Discrimination Act 2001 (SENDA); the Special Educational Needs Code of Practice and SCHEDULE 10 of the 2010 Disability Act

ACCESSIBILITY FOR DISABLED PUPILS

(2) An accessibility strategy is a strategy for, over a prescribed period—

- (a) increasing the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled" p179

Appropriate definitions include:

1. Disability: a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
2. Discrimination: For any reason which relates to his or her disability, the school treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply
3. Learning difficulty: a learning difficulty means that a child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability that requires help which is additional to or otherwise different from what is normally available.

Policy Objective:

To set out the rationale and methodology for Learning Support at Ardingly College

Policy Aims:

1. To identify those pupils who have a learning difficulty and/or disability;
2. To ensure appropriate support is provided for those students with a learning difficulty and/or disability to enable them to achieve full access to the curriculum;

3. To monitor those students who have a learning difficulty and/or disability through careful target setting and evaluation;
4. To ensure that less favourable treatment does not occur and that the College offers equality of opportunity for all of its applicants and pupils.

Admissions and Special Needs

Ardingly College is an academically selective school and welcomes all children who can make the most of the opportunities that are offered and can flourish in the caring environment of the school. Treating every child as an individual is important to us, and we welcome pupils with a learning difficulty and/or disability, provided that our Learning Support Department can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with a learning difficulty and/or disability to discuss their child's requirements with the school before he or she sits our entrance exam so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

On Entry

Each pupil with a learning difficulty and/or disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he/she becomes a pupil at the school.

Our Learning Support Department is staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty in the following areas: dyslexia, dyspraxia, dysgraphia, ADHD, ADD, and mild Aspergers.

Monitoring and Review

1. Ardingly College has established a professionally staffed Learning Support Department. Its aim, throughout the whole school, is to identify those pupils who demonstrate a learning difficulty and/or disability and to make available the appropriate level of support from subject and specialist teachers, working in close consultation with parents, tutors and medical staff, together with any relevant outside agency. It offers specialist one to one or small group lessons and help with study skills outside the normal curriculum, working closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present. Other adjustments can be arranged, such as the use of laptop computers in class. It is also responsible for determining and organising appropriate access arrangements for both internal and external examinations, such as extra time, use of word processing facilities for appropriate examination papers.
2. While the College provides support and specialist teaching to pupils who demonstrate a learning difficulty and/or disability, Ardingly College is not staffed to support children with advanced or complex educational or psychological difficulties. The College reserves the right not to admit pupils whose needs it cannot meet after reasonable adjustments have been considered. The Headmaster's decision will be final in all cases.
3. The Policy has regard to the Code of Practice on the identification, assessment and support of pupils with learning difficulties and/or disabilities. It is, however, unlikely

that pupils at the College will be statemented and thus a three stage approach has been implemented:

- a. Initial identification and monitoring
 - b. In-School assessment and individual tuition
 - c. Educational Psychologist assessment and possible external intervention.
4. The Department believes that close liaison between pupil, parents, pastoral and teaching staff is essential in order that the School:
- a. provides a stimulating, reassuring and stable environment where the pupil can gain full and equal access to the curriculum and all aspects of school life.
 - b. caters for the specific needs of each individual pupil.
5. Pupils are screened during their first few weeks in the Senior School and Preparatory School and receive regular attainment tests in the Pre-Preparatory. Pupils judged to be at risk throughout the Schools will be monitored by the Department and the appropriate action taken, ranging from careful monitoring over a longer period, to an assessment and possible extra lessons from a specialist teacher, or to a formal assessment from an educational psychologist or other specialist agency. Parents and guardians are closely consulted at all stages and the views of the pupils themselves are also taken into account. The progress of these pupils is monitored closely with at twice yearly reviews.
6. The screening process is thorough but there are some pupils whose problems appear at different stages or who are referred by another source - be it by parent, teacher or tutor. The Department will monitor, assess where necessary and recommend the appropriate action. Teaching staff are actively encouraged to voice any concern, either formally or informally to a member of the Department.
- In the Pre-Preparatory School, the emphasis is on constant monitoring of pupils by the form teacher, who responds quickly to apparent weaknesses or causes for concern. Referral is made to the Department and the same procedures then apply as for the other schools.
7. Individual Education Plans (IEPs) are drawn up yearly for each pupil and updated where necessary by the specialist teacher in consultation with other members of staff.
8. Learning Support plans are produced by the SEN department and sent to all teaching staff to ensure that a pupil's progress is regularly reviewed and that the appropriate level of support is given.
9. The provision of formal educational assessments and extra specialist tuition is provided at an extra cost to parents.

Physical Accessibility

We recognise that some children with learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the College's Accessibility Plan and Disability Policy from the website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

English as an Additional Language

In order to cope with the academic and social demands of the College, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive tuition in English as an Additional Language.

Objectives

1. To ensure that the curriculum accommodates the individual pupil's learning difficulty, enabling access to a broad and balanced education in which he/she can participate fully with peers.
2. To create a whole school learning atmosphere in which the pupils can access the appropriate pastoral support.
3. To promote the individual's self esteem in order to achieve the College's goals of academic potential and independent learning.
4. To acknowledge fully the importance of the parents' role in supporting their children's education.
5. To monitor the pupil's progress through careful evaluation and target setting and to make this information available to all staff concerned with the pupil's education.

Monitoring:

Directors of Studies
Head of Learning Support
Heads of Department
SENDA Committee

Policy Review:

Last reviewed and revised Jan2012
Next review September 2012

Person Responsible:

Senior School Director of Studies