



Learning Support Handbook Prep and Senior School

This policy applies to:

Prep and Senior School pupils

Person responsible for the policy:

Director of Learning Support

Review Dates:

Policy reviewed July 2024

Next review July 2025

Ardingly College Learning Support Handbook

Contents

| | | |
|---|-------|---------|
| The Ardingly College Aim | ..... | 2 |
| The Learning Support Department Aim | ..... | 2 |
| Physical Accessibility and Disability Provision | ..... | 3 |
| The Learning Support Staff and their Responsibilities | ..... | 3 |
| Admissions | ..... | 4,5 |
| On-Entry – Screening | ..... | 5 |
| Identification | ..... | 6 |
| Assessment | ..... | 6,7 |
| Levels of Support – the Graduated Approach | ..... | 7,8,9 |
| Individual Learning Support Lessons | ..... | 9 |
| Types of Support | ..... | 9,10,11 |
| Learning Support Information | ..... | 12 |
| Measurement of Progress | ..... | 12 |
| Access Arrangements for Examinations | ..... | 12 |
| Pastoral Support | ..... | 13 |
| Partnership with Students | ..... | 14 |
| Partnership with Parents | ..... | 15 |
| The Graduated Approach – Flowchart | ..... | 16.17 |

Contact us at: learning.support@ardingly.com

Reviewed and updated June 2022

The Ardingly College Aim

The aim of the College is to provide an excellent 21st century education by being a forward-thinking and high-achieving co-educational school with a strong academic focus, excellent student support and a global outlook.

Ardingly welcomes all students 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 students with a specific learning difficulty and/or disability, provided that our Learning Support Department and College resources can provide them with the support they require. At Ardingly, we believe that all students should be treated equally, irrespective of age, race, gender, religion or disability. Our Learning Support Policy has been drawn up in accordance with the 2010 Equality Act and we are committed to making all reasonable adjustments to ensure that every student is able to take a full part in the academic and activities programmes available. We do not, however, have the facilities to offer highly specialised and intensive treatment.

The Learning Support Department Aim

The aim of the Learning Support Department is to enable students to learn and develop the independent skills, knowledge and confidence needed to make progress in their learning. We seek to identify those students who demonstrate a specific learning difficulty and/or disability and to make available the appropriate level of support from subject and specialist teachers. We monitor differentiation (an approach to teaching that helps to ensure that all students learn well, despite their many learning differences) in the classroom, working closely with students using Universal Support strategies to help them overcome the barriers that their difficulties present. In addition, we can offer intervention groups for foundational skills and specialist one-to-one or small group lessons and help with study skills and other specialist skills. Apart from teaching, one of our most important functions is to maintain a continuous liaison with all relevant staff together with parents and the students themselves.

Physical Accessibility and Disability Provision

We recognise that some students 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 students, parents, and visitors with a disability.

In addition to physical accessibility issues, we would discuss with parents the provision that could reasonably be made to meet other disabilities through which a student may be disadvantaged, including sensory impairment with vision or hearing. The College seeks to work with parents, medical specialists, and other health care professionals to find a way forward within the means of the College to improve the provision of information, teaching and learning to disabled students. Such ways may include the use of tablets with specialist apps, voice recognition software, reading software within lessons and other dedicated, specialist electronic devices.

The Learning Support Staff and their Responsibilities

Learning Support

| | |
|-------------------------|---|
| Mrs Julia Cook | Director of Learning Support |
| Miss Lucinda Cook | Assistant Director of Learning Support Teacher |
| Ms Elizabeth Malcolm | Speech and Language Therapist/ EYFS Lead |
| Mrs Amy Kelly | Learning Support Maths Teacher |
| Mrs Minu Chaudhuri | Classroom Specialist- Maths |
| Mrs Emma Francis | Access Arrangements Co-ordinator and Specialist Teacher Assessor |
| Mr Ian Nicholls | Learning Support Teacher |
| Ms Elisabetta D'Addario | Language And Communication specialist |
| Mrs Charlotte Hand | Specialist Literacy Teacher |
| Mrs Clare Dolder | Specialist Maths Teacher |
| Mrs Rachel Mackenzie | Learning Support Assistant- Specialist Literacy Teacher |
| Mrs Carole Critchlow | ELSA/learning Support Assistant |
| Ms Victoria Bigg | Learning Support Assistant |
| Ms Vicky Burstow | Learning Support Assistant |
| Ms Joanne Woodward | Learning Support Assistant |
| Miss Alisha Farrell | Learning Support Assistant |

Visiting Professional Staff

Mrs Linda Dalgleish

Speech & Language Therapist

The Learning Support Department - What We Do

Admissions

We advise parents of students with a specific learning difficulty and/or disability to discuss their children's requirements with the school before they sit our entrance exam so that we can make suitable provision for them. Parents should provide a copy of a report from an educational psychologist, specialist teacher or a medical report, along with confirmation from their current school of any access arrangements/adjustments to support their request, for example for extra time or word processing, so that we can make sure that the appropriate arrangements can be made. Parents of pupils below Year 1 intake are asked to complete a Parental Questionnaire.

All prospective students take an entrance assessment to ensure that they will be able to cope with the academic demands of the curriculum. Tests involve cognitive testing, reading, writing, group observation and a speaking and listening. Appropriate arrangements for the tests will be put in place where necessary; these are based on recommendations from an educational psychologist or specialist teacher, information from a previous school and from parents and students themselves. The Director of Learning Support will provide a report detailing strengths and weaknesses of such students and discuss report findings and provision pathways with parents.

Into the Prep School (year 3 to year 6)

Before a prospective student attends an Assessment Session, parents are asked to inform the School as to whether their child has any learning support or other individual needs and to provide any relevant background information so that necessary accommodations can be made for the session. Information provided at this point helps the Learning Support Department to consider the programme of learning support that the school would be able to provide. On receipt of information of particular needs, the Learning Support department will liaise with parents to outline support pathways the school could offer. Throughout this

procedure our aim is to ensure that the views, wishes, feelings and needs of students and their parents are fully considered in order to plan the provision that will help the students achieve the best possible outcomes during their time at the school

Following testing, a decision will be made by the Head, Deputy Head- Academic/ Sixth Form based on assessment results, reports from previous schools and interviews. While the College provides support and specialist teaching to students who demonstrate special educational needs, a specific 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 students whose needs it cannot meet after reasonable adjustments have been considered. The Head's decision will be final in all cases.

Each student with a specific learning difficulty and/or disability requires individual consideration and treatment. We discuss thoroughly with parents (and their medical advisers if appropriate) what adjustments can reasonably be made for their children once they have accepted the offer of a place and before they become students at the school.

Throughout this procedure our aim is to ensure that the views, wishes, feelings and needs of students and their parents are fully considered to help the students achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

On Entry - Screening

So far, we have dealt with students who arrive at Ardingly with a known difficulty. But, of course, we also encounter a number of students whose difficulties had not been apparent at their previous school.

All students are screened on entry into the school, even if they have been previously diagnosed as having a specific learning difficulty. In their first term all students write under controlled conditions and take baseline assessments in literacy and language processing. The Learning Support Department collates all results from which it is often possible to identify a student who may be underachieving.

Year group testing is also carried out in Years 3-Lower Sixth so students entering the College in different year groups will still take the screening tests.

Screening tests can include:

Prep school: writing, language and speech

Lower School Michaelmas Term; Writing speed, reading comprehension. Delayed Listening Memory

Shell: Michaelmas Term: CAT Written task
Reading Comprehension

Remove: Michaelmas Term: Writing speed Speed of Processing Reading Comprehension

L6 Michaelmas Term Speed of Processing/Writing/reading comprehension

CAT testing provides baseline testing to help identify strengths and weaknesses across the curriculum and to track progress against potential.

Identification

The screening process is thorough but not fool-proof and students may come to the Department's attention at any time during their school career through various channels. The usual route for parents and students is initially through the Tutor or HoMM, who complete a "referral" note on TEAMS. However, all members of the community, especially the students' own subject teachers, are encouraged to voice any concerns about academic (and other) difficulties.

We set great store by the free and frequent flow of information through the regular reporting system, year group parents' evenings, individual meetings with Learning Support and tutors. Contact can be made in person, by phone, email, TEAMS call, and the Parent Portal, Ardingly's online information service.

Assessment

All stages of an intervention are documented so that Learning Support has a full profile of a student's history. Subject teachers are the usual route to referral as they observe and assess are part of teaching and learning. If an individual assessment is to be carried out, the Department will have a full discussion with the student and parents both before the assessment and afterwards to discuss any further action; this may involve careful monitoring, specialist individual teaching, referral to an external specialist such as an educational psychologist, speech and language therapist or occupational therapist. There is a charge of £145 for in-school assessments to cover testing materials and assessor's time.

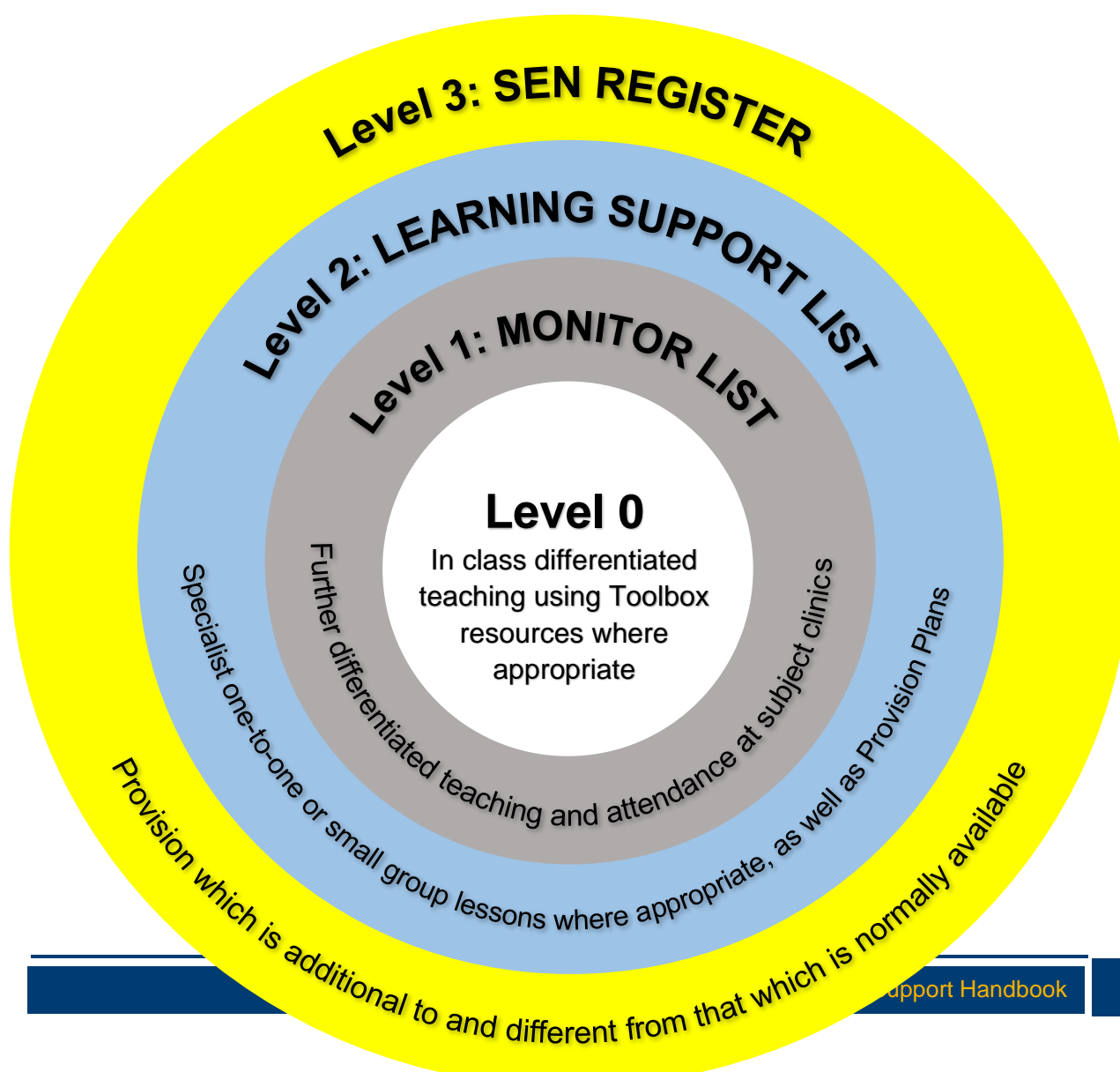
The cost of any external assessment is borne by parents though the department will complete any supporting paperwork and or documents, including a Form 8 without charge. It is worth noting that privately commissioned external assessment without supporting school evidence and documents cannot be used to apply to exam boards to access arrangements. Parents and students are encouraged to speak to the Learning Support department in the first instance.

Levels of Support

Some students with an identified specific learning difficulty do not need any additional regular intervention apart from differentiated teaching in class; they are recorded on the Learning Support List and will have a Provision Plan.

We follow a four-stage graduated approach to support for an individual, ranging from differentiated teaching in class by the subject teacher to adaptations to the curriculum which are additional to and different from our normal provision.

Graduated Approach



Level Zero: Normal classroom; provision of Universal Support strategies and teaching

In class the emphasis is on personalised learning and high-quality teaching, differentiated for individual students using universal support strategies. We set high expectations for everyone, and the progress of all students is monitored carefully. Where necessary and appropriate, accommodations such as the use of Universal Toolbox resources, can be made in class to help overcome barriers to learning.

Level One: Monitor List, Group Intervention Sessions and /or Subject Clinics

If students do not show satisfactory progress or concerns have been raised by members of the teaching/medical staff, by parents or the students themselves, they will be provided with Intervention support, including use of drop-in support clinics. Subject teachers will discuss recommendations for further differentiation during department meetings and may additionally suggest attendance at relevant subject-based clinics. If the required improvement is not achieved, then students will be referred for assessment to the Learning Support Department.

Level Two: Learning Support List, possible individual specialist lessons

The student is referred to the Learning Support Department and, if appropriate following investigation, put on the Learning Support List. Specialist lessons may be recommended to support learning either on an individual basis or in small groups. A Provision Plan will be completed with each student, and this is available to all the teaching staff and parents. The Plan outlines strengths and weaknesses and will recommend support and accommodations. Referral may additionally be made to an external specialist, such as an educational psychologist, speech & language therapist, physiotherapist, or counsellor. The cost of learning support lessons is borne by parents. Similarly, the cost of external assessment and support is borne by parents.

Level Three: SEN Register

Despite accommodations and support being put in place, little or no progress has been made in the area of concern and students have continuing or increasing difficulty in accessing the curriculum independently. Parents and students have been involved in all decision-making processes. An academic/pastoral meeting will be held involving all relevant members of staff and further help will be planned, providing strategies which are additional to, or otherwise different from that which is normally available. Further advice from external specialists may be sought.

At this stage, an Education and Health Care Plan (which now replaces the Local Authority Statement) may be required and will be drawn up in consultation with parents, students, and external specialists.

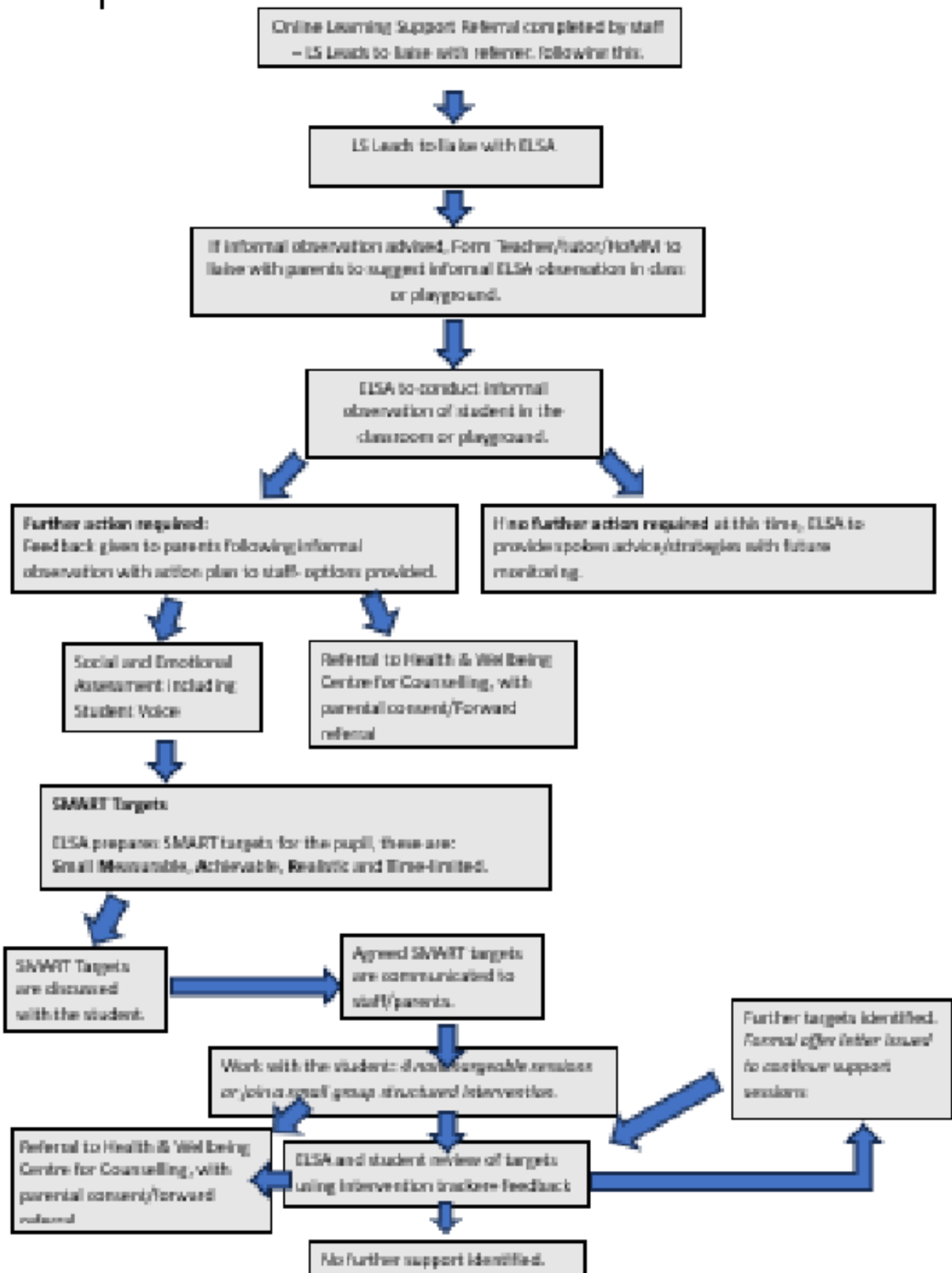
Individual Learning Support lessons

A specialist support teacher works closely with a student and appropriate staff to provide an individual programme tailored to each student's requirements. These lessons may include support with literacy, Maths, study skills and organisation, revision and exam strategies and may often include an element of mentoring. The cost of individual learning support is borne by parents.

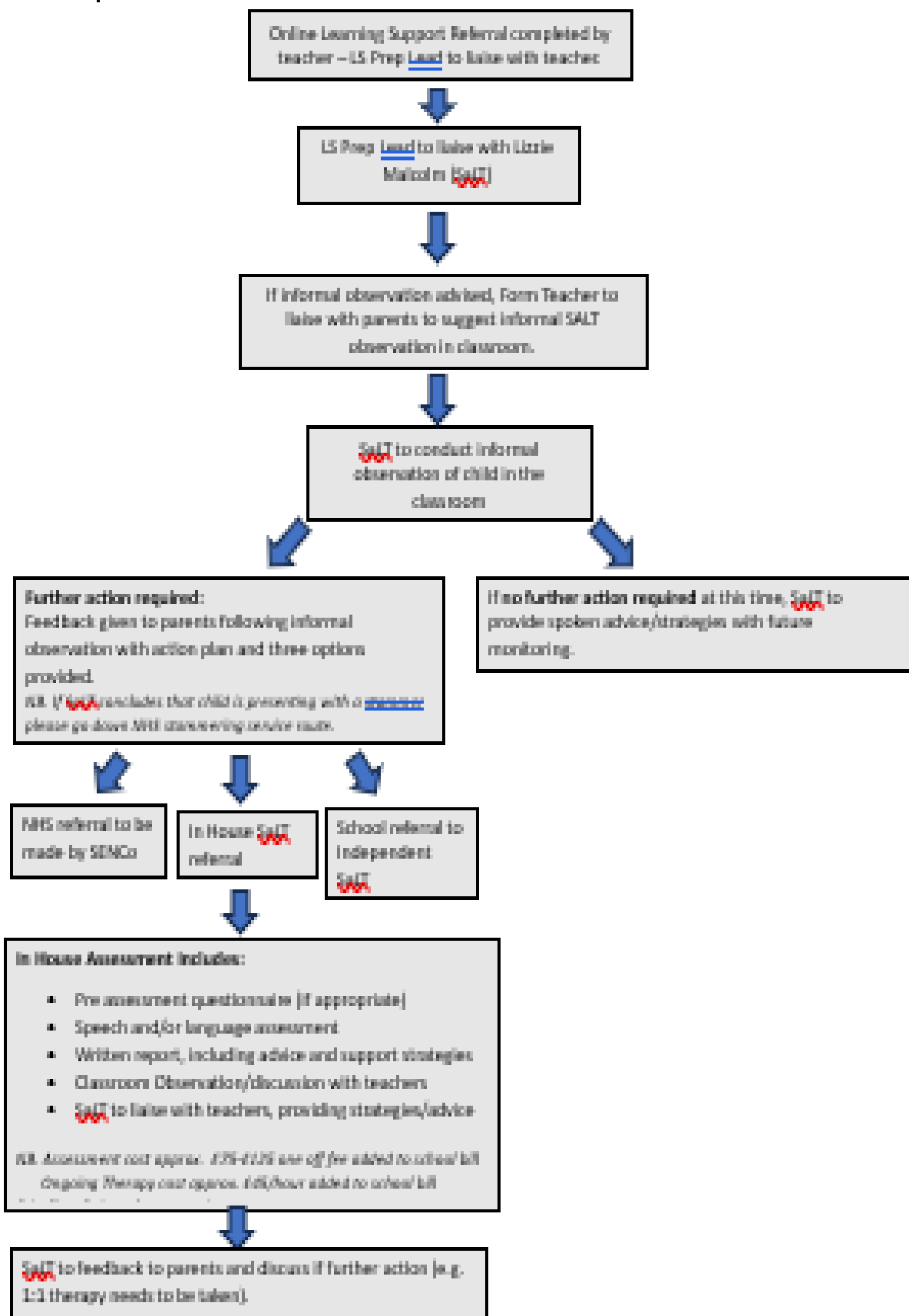
Maths Support

This area of Learning Support works closely with the Maths Department to ensure that students are given the appropriate support to enable them to understand and recall the various Maths procedures. All students are put on the Learning Support List while they are receiving Maths support, irrespective of whether they have a specific learning difficulty, but will be removed from it when they have made the necessary progress, and the Maths support lessons cease. Again, the cost of individual learning support is borne by parents.

Social, Emotional and Mental Health Support Pathway



Speech, Language and Communication Needs (SCLN) Support Pathway



Learning Support Information

A summary of information is available to all teachers on staff TEAMS and includes details of all students who have specific learning needs or disabilities, those who are having additional support but who do not have a specific learning difficulty. Linked to the summary are details of support lessons, relevant assessments, provision plans, and exam arrangements. Learning Support information is updated regularly by the Department.

Measurement of progress

A student's progress is continuously monitored by Academic Management staff through tracking grades on the reporting system, checking progress through working and target grades on the twice-termly school reports, and through trials, classroom observation and assessment results. Grades and exam results are compared with ALIS predictions for the VIth Form and CAT scores for the Middle School. The Director and Assistant Director of Learning Support monitors reports and grades for students on the Learning Support List and discusses other students whose performance gives cause for concern with tutors, subject teachers, Academic Management, and parents. It is expected though not automatic for pupils to transfer from Year to Year 3, Year 6 into the senior school and Fifth into the Sixth form. Parents are welcome to discuss any concerns they may have about transition with any member of staff.

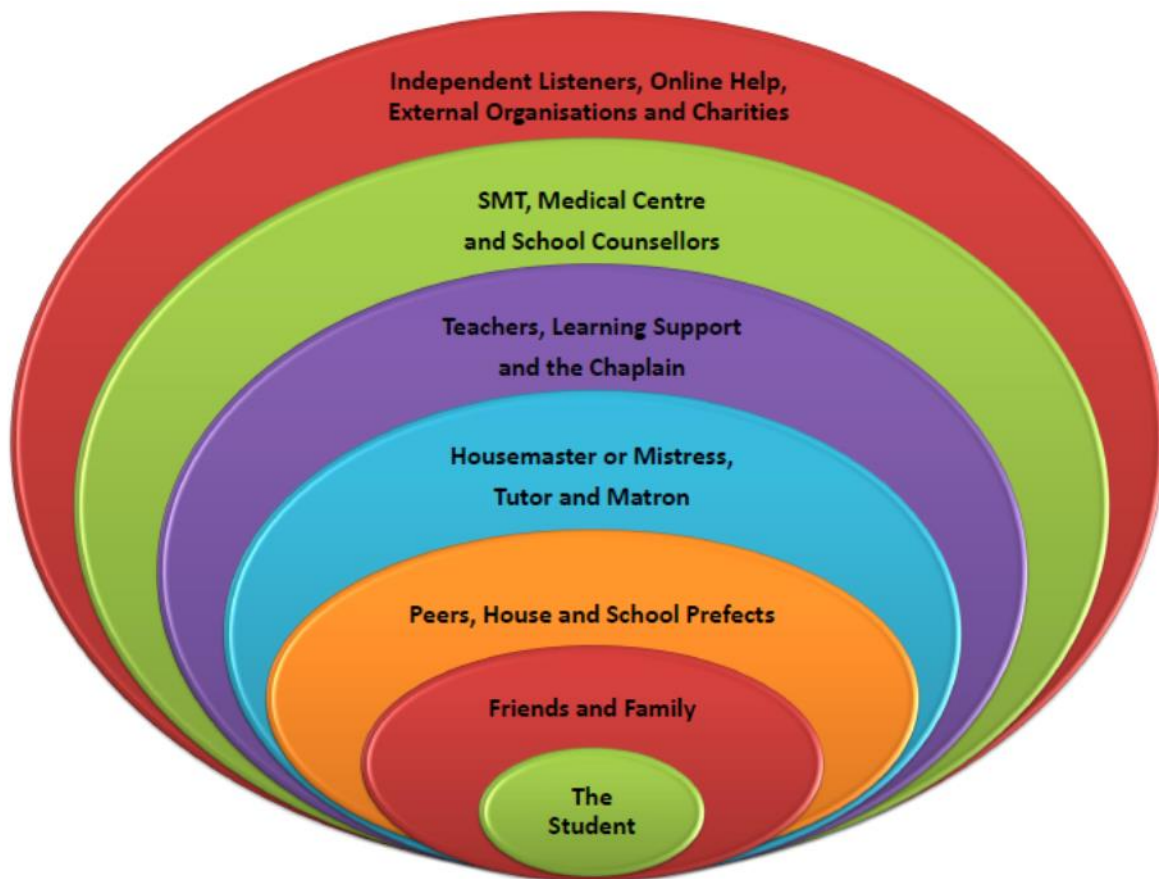
Access Arrangements for Examinations

Access Arrangements are at the discretion of the school based on substantial evidence from subject teachers and are given on a subject-by-subject basis. Privately commissioned assessments cannot be used to apply to exam boards for access arrangements. Any parent considering a specialist assessment is invited into school to meet with the appropriate staff support team to discuss their thoughts and concerns as there is no requirements to have a diagnosis in place as the school can support a student and "treat as if". Any diagnosis alone is insufficient eligibility for an access arrangements and evidence must be collated as to the impact of a diagnosis or need. Access arrangements are to be trialled and evidenced as to the extent to which they reduce/mitigate a candidate's need. for The Learning Support Department is responsible for

organising access arrangements (exam concessions) for public exams and for ensuring that the exam boards' criteria are met for each arrangement. There is an Access Arrangements Policy, and this should be read and understood. The Department carries out any necessary assessments in Shell so that any arrangements allowed for I/GCSE are put in place before a student begins a I/GCSE course. A similar exercise is carried out for the LVIth. Substantial proof of need of any arrangement in each subject is required by exam boards and is obtained by the Department, such as monitoring the use of extra time in class tests as well as exams. Access Arrangements may also apply for those taking LAMDA and/or music exams or ACTs. All agreed exam arrangements are listed on the Learning Support section of staff TEAMS.

Pastoral Support

The well-being of all our students is very important to us and pastoral support is available through Tutor, Housemaster or Housemistress, Chaplain, Medical staff, Learning Support, matrons, peer groups and older students. We work closely with the medical department to make sure that the appropriate support is available where necessary. Details of the counselling are confidential between counsellor and student.



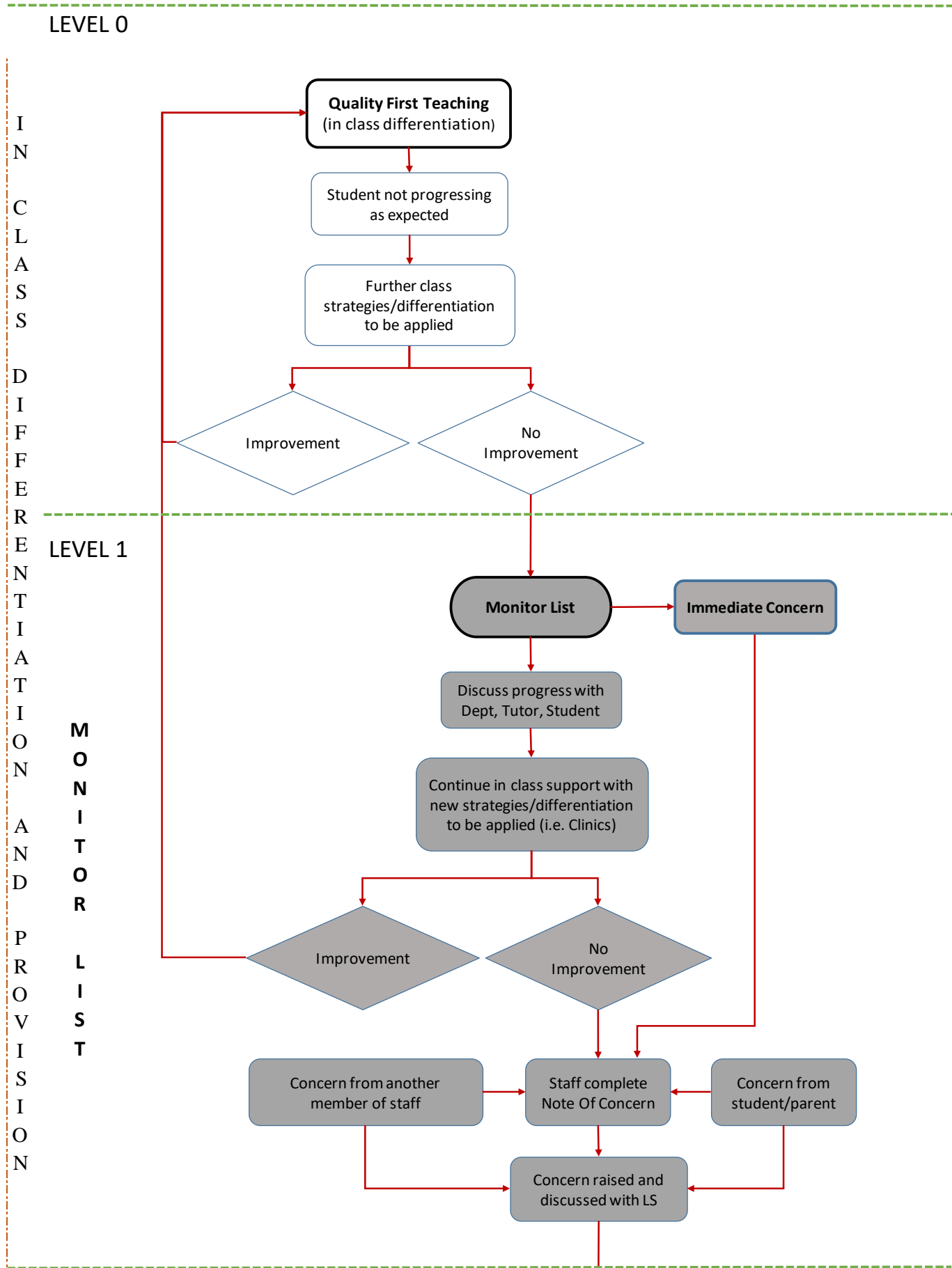
Partnership with students

We believe that students should be involved in their own educational pathway. Each student has a personal tutor, and regular meetings are held between them to discuss progress. A Provision Plan is completed for all students on the Learning Support List and each Plan is discussed individually with students before being uploaded to staff TEAMS where staff access it. Target grades as well as achievement grades are recorded on school reports completed each term, where students can see their progress and areas which they need to address. In addition, students complete a Self-Reflective Report, where they reflect on past performance and set themselves new targets with their tutors; these targets can cover academic, pastoral and wellbeing

Partnership with parents

Also important is involvement of parents in their children's education planning and formal Parents' Evenings are held each year for each year group – students are welcome to attend these and discuss their progress with parents, teachers, and tutors together. The Learning Support staff also attend these. We encourage parents to keep in close contact with tutor, HoMM and the medical staff by individual meetings, email, or telephone. We encourage regular contact with Learning Support and are always available to meet in person to discuss students with their parents. During the Shell year (Year 9) and Vth (Year 11), meetings are held to outline the syllabus options for I/GCSE and A Level/IB and teachers and tutors are available to discuss programmes for individual students with them and their parents.

The Graduated Approach - Flowchart

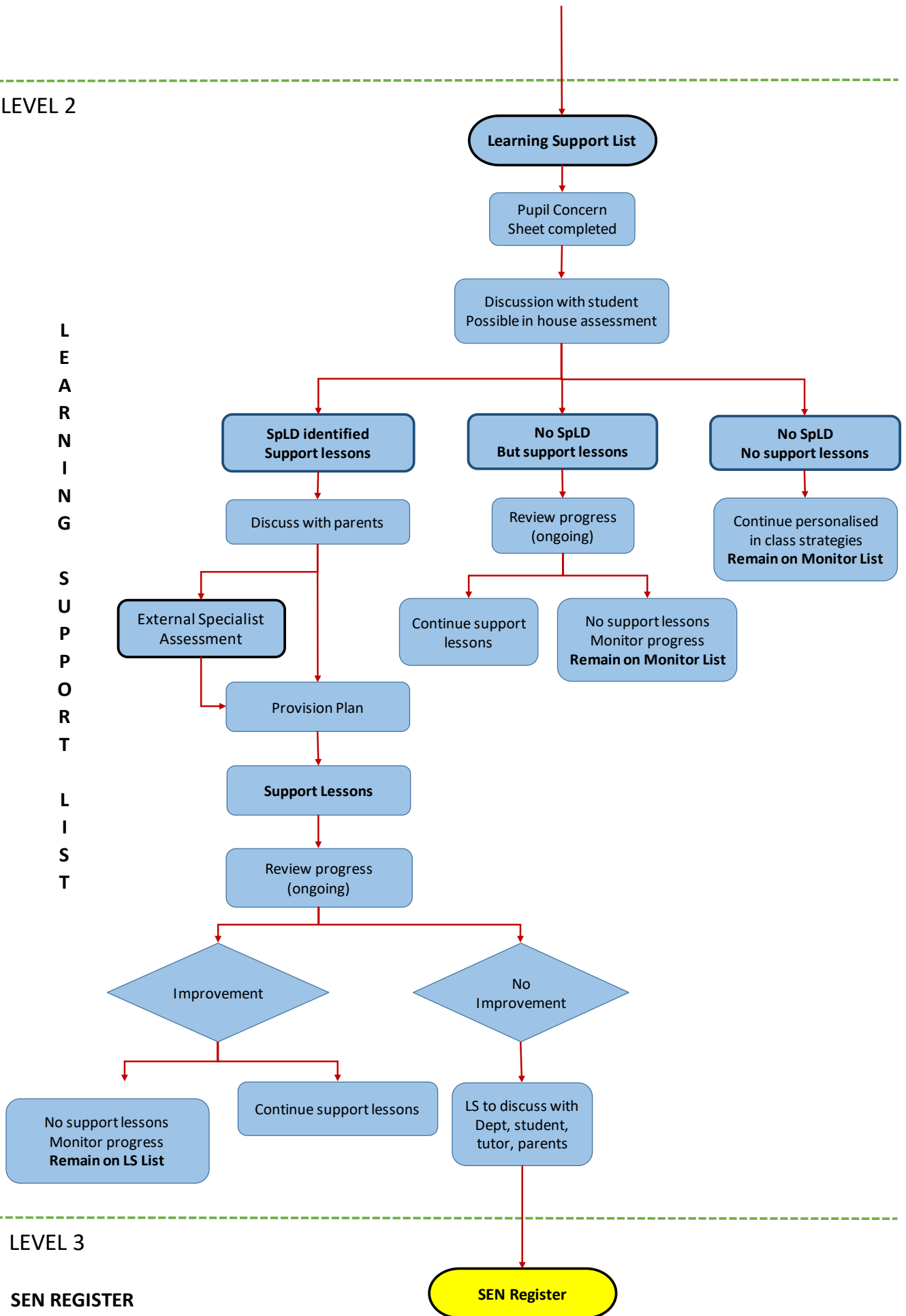


LEVEL 2

L
E
A
R
N
I
N
G

S
U
P
P
O
R
T

L
I
S
T



LEVEL 3

SEN REGISTER