



# Woodhouse Grove School

## Learning Support – Statement of Provision

This document should be read with reference to the Special Educational Needs and Disability (SEND) Policy.

At Woodhouse Grove we support and value the abilities of all our pupils.

We are committed to providing a balanced education for everyone.

We have a 'whole school' approach to pupils with Special Educational Needs and /or disabilities (SEND). In close consultation with pupils, parents and outside agencies, we endeavour to remove barriers to learning. In this way we optimise educational outcomes and seek to fulfil pupil potential.

It is our experience that timetable flexibility and personal confidence, built up through contact with a member of the Learning Support department, are effective in this.

We encourage our pupils to take advantage of the extra-curricular programme.

### **(1) STAFF RESPONSIBILITIES**

- 1.1 Our Learning Support Co-ordinator, Miss Beth Monk, is the primary contact for any enquiries about Learning Support provision. We operate an open door policy whereby pupils know they can speak to an adult at any time. Parents have a single email link in order to seek advice and receive support.
- 1.2 For any SEND pupil, Miss Monk (or Mrs Jemmett) will be a link teacher for parents and school staff alike. Enquiries about academic issues (through subject teachers and their Head of Department) and /or pastoral issues (through form teachers and Heads of Year) can be coordinated through them.
- 1.3 Miss Monk will ask families to write a short pupil profile which will be distributed to staff. This must contain strengths and weaknesses so that all staff have the fullest picture of any pupil with learning difficulties. We want to support weaknesses and play to strengths, so we need to know about both.
- 1.4 Staff training needs. In order that all staff can be aware of SEND issues it is important that good practice is shared (within academic departments), advice is sought from Learning Support staff (in- house) and that whole school training from outside specialists is regularly undertaken. Miss Monk and the Deputy Head will seek out good training opportunities depending on school need.

## **(2)ADMISSION ARRANGEMENTS**

- 2.1 We have accepted SEND pupils for nearly 40 years, pioneering such work within the Independent sector in the North of England. Pupils with a known learning difficulty account for approximately 10% of our intake and receive small group support at no extra cost. It is important that parents declare any known learning difficulties or disability on application to the school.
- 2.2 There are four components to our entry procedure: primary/prep school report, pupil interview, parent interview and the entrance exam. The report from the present school is very important; the entrance exam is the least important. We will already have met with pupil and parent(s) to discuss (1) known needs, (2) what support has worked so far and (3) if Woodhouse Grove can meet identified needs. The exam simply gives an indication of current functioning in English and maths. NB. Pupils at our prep school, Bronte House, move up to the Grove without an entrance exam.
- 2.3 Specialist reports, if available, will supplement school information gathering at this stage.

## **(3) IDENTIFICATION OF PUPIL NEEDS...A GRADUATED APPROACH**

- 3.1 A concern may be raised by pupil, parent or teacher.
- 3.2 The subject teacher has prime responsibility for curriculum content (differentiated where appropriate) and the monitoring of pupil progress. It is expected that Heads of Departments share good practice as part of the agenda of their meetings.
- 3.3 Should a pupil fall below their expected rate of progress, the Learning Support Co-ordinator will be consulted. They will collate an overview of current pupil progress with suggestions as to school based support strategies.

## **(4) PUPIL ASSESSMENT...A GRADUATED APPROACH**

- 4.1 The subject teacher will monitor class work and prep to give the best indication of progress. As each teacher differentiates work within their classroom a useful framework is **assess** (identify core problems), **plan** appropriate strategies, **do** (carry out the plan) and **review** how it has worked. Progress is reported to parents six times a year (i.e. half termly).
- 4.2 Whole school cognitive baseline testing takes place in years 7, 9, 10 and 12. The Director of Studies and Learning support Co-ordinator examine these tests and any discrepancy between the four test areas will trigger the next stage....

4.3 The Learning Support department has basic skills tests in reading, spelling and reading comprehension. These can be done at any time but are repeated annually for pupils with known learning difficulties for monitoring purposes. They are nationally standardised tests, accepted by the Exam Boards as evidence of a learning difficulty.

4.4 Any pupil assessments from years 7 to 9 will be collated as evidence towards support arrangements in public exams. This enables us to approach the GCSE years with a 'history of need' and a 'history of provision' clearly recorded. The following section shows clearly the information required for any pupil to qualify for access arrangements in public exams. Please refer to the Special Educational Needs and Disability (SEND) Policy for the national legal framework within which we are required to operate.

#### 4.5A Guide to Exam Access Arrangements for Parents

The term '**exam access arrangements**' means making **reasonable adjustments** to allow pupils with special educational needs, disabilities or temporary injuries to access an assessment in the same way that other pupils do. There are a range of access arrangements but generally they include the following:

- Supervised rest breaks
- 25% extra time
- Access to a reader
- Use of a word processor
- A prompter
- Use of a bilingual dictionary

As of September 2015, there is a new Special Educational Needs and Disability (SEND) policy. Within this, the Joint Council for Qualifications (JCQ) are changing the requirements we need to fulfil, and the evidence we need to collect, in order to apply for any access arrangements.

***We are governed by the regulations set out by JCQ and while some parents choose to provide a report from an educational psychologist to support an application for access arrangements, it must be noted that on its own, this will not guarantee the arrangements requested.***

We must show that a pupil suffers from a **substantial** impairment which causes **significantly** greater difficulty in learning than the majority of pupils their age (i.e. they are in the bottom 15% of the ability range).

Within school, the general process we have to follow is:

- A concern can be raised by a pupil, parent and/or teacher.
- Teachers monitor and assess the impact of the difficulty in the classroom.

- Teachers collect evidence showing that, in timed conditions, work is not being completed to the standard expected.  
*As we need to prove that the effect of the difficulty is **long term, at least two terms** of evidence must be collected.*
- This evidence is passed to the learning support department.
- The learning support department carries out appropriate testing to support the evidence collected in order to make an application to JCQ for access arrangements.

### **Supervised Rest Breaks & Extra Time**

Extra time is the most commonly requested access arrangement. However, we first have to consider whether supervised rest breaks are more appropriate. These could be provided based on:

- behavioural, social and emotional difficulties
- cognition and learning needs
- communication and interaction needs
- a medical condition
- a physical disability
- a psychological condition
- a sensory impairment

If rest breaks are not appropriate, the school has to show the following:

- the pupil has an impairment which has a **substantial** and **long term** adverse effect on their speed of processing
- the pupil has **persistent** and **significant** difficulties when accessing and processing information
- how the disability/difficulty has impacted on teaching and learning in the classroom
- the involvement of teaching staff in determining the need for extra time
- the pupil would be at a **substantial** disadvantage without extra time
- extra time is the pupil's **normal way of working** within the school as a direct consequence of their disability

This evidence can be supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant, a psychiatrist; or
- a letter from the Local Authority Educational Psychology Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist; or
- a Statement of Special Educational Needs relating to the pupil's secondary education, or an Education, Health and Care Plan, **which confirms the pupil's disability.**

**As with a report from an Educational Psychologist, a letter from the above on its own does not guarantee the arrangements requested.**

**PLEASE BE AWARE THAT IF EXTRA TIME IS NOT USED, IT CAN BE TAKEN AWAY AS WE NEED TO CONTINUE TO PROVE THAT IT IS NECESSARY.**

### **Word Processing**

Pupils may be allowed to use a word processor in exams, though it should be noted that spell check will be disabled if marks are to be awarded for spelling, punctuation and grammar (SPaG). In order for the school to permit the use of a word processor, we need to show that it is the pupil's **normal way of working** and that it is appropriate to their needs. For example, they have:

- a learning difficulty which affects their ability to write legibly
- a medical condition affecting their handwriting
- a physical disability
- poor handwriting which is extremely difficult to read

### **(5) PUPIL PROVISION....A GRADUATED APPROACH**

5.1 The subject teacher will deliver their material using multi –sensory teaching methods, differentiating tasks according to pupil ability and accepting pupil work in a variety of formats. This recognises that pupils learn by hearing, seeing and doing. Staff can help everyone by planning work in small, logical, steps and by establishing that SEND pupils in particular, are clear about instructions. Help and advice within lessons is the bedrock of pupil progress.

5.2 Withdrawal from mainstream classes in the lower school is typically, but not exclusively, from French. The Learning Support department operates small groups which reinforce basic skills, give prep advice, provide revision tips and help with personal organisation. Pupils can join these groups at any time from year 7 to year 9. They operate in a suite of four rooms called the Unit.

5.3 In the GCSE years (10 and 11) pupils select four option subjects to go alongside the core curriculum of English, maths and sciences. The Unit can be an option choice, giving 'space and time' to consolidate work in other subjects. Staff supervise private study and encourage collaborative learning. Experience tells us that the mature use of this time, accepting staff guidance and support for school work and future study placements beyond Woodhouse Grove, is a key factor in GCSE success.

5.4 Support in the 6<sup>th</sup> form is a matter of cross referencing staff and pupil timetables. Help is still at hand, from guidance in essay structure planning to advice on assessments needed in order to receive support for moving on to College or University.

Provide	Pre WGS	Year 7	Year 8	Year 9	Year 10/11	6 <sup>th</sup> Form
Parent/pupil advice during primary years – our provision possibilities – primary to secondary transition routes and a simplified interpretation of Ed Psych’s report.	✓					
Watching brief –pupil profile to all teachers and an overview collated of strengths and weaknesses every half term.		✓	✓	✓	✓	✓
Withdrawal to Learning Support (typically from French). Small group work on English basics, revision, planning, study skills and personal organisation.		✓	✓	✓		
Thinking Group – two groups offering an alternative to German. Meta-cognition, e.g. mind maps, chucking tasks, thinking hats.			✓			
In GCSE years, Learning Support is an option choice. Guided private study plus some career advice for post-16 vocational college courses.					✓	
Informal help provided for 6 <sup>th</sup> formers. Essay structure and planning considered. Assessment reports when necessary.						✓

## (6) STAFF RESPONSIBILITY

Head of Learning Support: Miss Beth Monk

Assistant Head of Learning Support: Mrs Claire Jemmett

Deputy Headmaster (Academic): Mr Wright