



## LEARNING DEVELOPMENT POLICY

<b>Document History</b>	
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Linked External Documents:	<i>Equality Act, 2010; JCQ adjustments for candidates with disabilities and learning difficulties, 2020; IB access and inclusion policy, 2018.</i>

## Roles and Responsibilities

The **Head of Learning Development** is responsible for creating, implementing and maintaining this Policy, as well as being responsible for all of the operational matters associated with this Policy.

The **Head of Learning Development** will (together with Heads of Year) monitor academic progress of all pupils identified as having SEND and provide termly reports to the Deputy Head Academic which will then form part of the report to the Education Sub-Committee of the Governing Body.

The **Deputy Head Academic** approves the Policy and ensures that all of the teaching staff understand the Policy and their responsibilities within it and that the Policy is consistently implemented in all departments, including identifying training needs.

The **Deputy Head Pastoral** ensures that all of the HMs understand the Policy and their responsibilities within it and that the Policy is consistently implemented in all departments.

All **teaching staff** must understand their responsibilities defined in the policy and seek to carry out the requirements, seeking support from the Head of Learning Development where needed.

The **Education Committee** of the Governing Body are responsible for approving this Policy and monitoring its effective implantation by means of termly reports from the Deputy Head Academic and the Head of Learning Development.

The **Sub-Warden** will use information from the Head of Learning Development as part of the report on Disability and Equality and Diversity which is prepared for the Safeguarding Committee of the Governing Body.

## Policy Statement

St Edward's is an inclusive school that recognises that pupils will have learning challenges for a variety of reasons and this fundamental understanding is accepted and valued by all staff. Effective teaching should be at the heart of all support for all pupils. A number of pupils accepted into St Edward's each year will have a profile of learning strengths and weaknesses that require us to make reasonable adjustments to ensure, as far as possible, barriers to learning and achievement are removed.

It is our overriding aim to encourage all of our pupils to be self-regulating learners and so the Learning Development Department works very closely with *all* staff to support *all* pupils in their capacity as an advisory body. The following are available:

- coaching for individual pupils to aid their metacognitive skills, which underpin their learning
- to provide information and advice to subject teachers, tutors and Housemasters and Housemistresses and also to communicate closely with parents.
- departmental or individual bespoke training to aid professional development
- liaison with outside professionals
- liaison with prep schools.

The pupils categorised with SEND (Special Educational Needs and/or Disabilities) are primarily those who have an additional need, when compared to their peers. This is most likely to be a reasonable adjustment made to ensure they have full access to lessons, and exams (such as extra time). A pupil with the following learning needs or disabilities may or may not require a high level of intervention:

- Pupils with physical difficulties such as hearing and visual impairment
- Pupils with a mild specific learning difficulty (SpLD) such as non-specified dyslexia or dyspraxia and those with a medical diagnosis of ADHD or ASD
- Pupils who suffer from a Mental Health illness

These pupils may have been pre-identified before entry or during their time at St Edward's. It is the intention of the school that this identification is purely to enable everyone to support the pupil effectively and for that pupil to be aware of their own learning strengths and weaknesses and the challenges they may face.

The normal way of working within the School is for all pupils, regardless of learning difference, to be supported in the classroom through effective teaching, and their own learning. This support encompasses explicit skills teaching within the classroom; from year group input such as study skills to aid revision and from individual tutors, led by the Heads of Year.

## Practice

An important feature of our practice is that we do not encourage segregation of pupils who may require additional coaching by organising any 1-1 withdrawal sessions. Our aim is to avoid 'learned helplessness' that can be quite deeply embedded by the time a pupil is 13, particularly if that pupil has received a significant amount of 1-1 support. Our experience is very much that the successful pupils are those who are good self-regulators and know the right questions to ask. They also learn to take responsibility for their learning

If a pupil does have an identified SEND, or indeed is failing to progress as expected, then LD can be a useful and effective addition to the excellent pastoral and academic care delivered to every pupil in the school via the House and tutor/teacher structure. It may be that one or more individual coaching sessions with a Learning Development (LD) teacher can be very productive. These will only occur after conversations with the pupil, appropriate teacher, Head of Learning Development, tutor and/or HM. Most importantly it will only be effective if the pupil is engaged with the process. This may mean one session or more. Very rarely do pupils see LD teachers for longer periods.

The Head of Learning Development is available to advise all pupils and teachers on issues related to specific learning needs,

In summary, the key points of our practice are:

- See the child in front of you, not the label
- Have high aspirations for all pupils
- Good teachers of pupils with SEND are good teachers
- Enable not disable

## Identification

Due to the classroom, tutoring and pastoral layers of support and information it would be rare for a pupil to move through St Edward's and not feel supported. We do not over-identify mild difficulties if the pupils are continuing to make expected or better progress. We use baseline data to help us to assess the progress already made by some pupils with a history of need and also to highlight some weaknesses in literacy and processing that may have been hidden. In particular, it is known that some high achieving pupils may have a SpLD, for instance, that has been 'hidden' due to their innate abilities and self-supporting strategies. It may be that these strategies start to break down under the pressure of GCSE, A Level or IB study. We will endeavour to assess and identify pupils in this category, most likely from teacher referral, involving discussion with tutor and HM discussions. Parents will also be informed and can of course provide important background information.

It may be that a pupil arrives at St Edward's with a history of need and this will be reviewed. At present no pupil in the school has an Education, Health and Care Plan (EHCP).

Around 25-30% of a new Shell cohort arrive with some history of need and/or earlier assessment of a SpLD and/or SEND. Apart from access arrangements (see below) the vast majority of these pupils will need no additional support during their time here. Information will be kept on these pupils, however, for awareness. Around 15% of each year group usually require extra time for GCSE/IGCSE.

## Referrals

The Learning Development Department operates an 'open door' policy. The Head of Learning Development is very happy for any pupil in the school to make an appointment to discuss any concerns they may have, as it is important for the pupil that they are involved in their learning and decision making. This process may lead to some specific coaching sessions with an LD teacher on an individual basis or indeed further assessment.

In addition, subject teachers, tutors and HMs are also encouraged to seek the advice of the LD department, initially through the Head of Learning Development

## Reasonable Adjustments

Under the Equality Act 2010, schools, and therefore teachers, are required to make reasonable adjustments within the classroom if a pupil does have an identified SEND. This is likely to mean that a pupil with a specific processing difficulty, for instance, will need extra time both in the classroom for completing some tasks; in school timed-tests; for prep tasks as well as eventually in external assessments as an Access Arrangement.

We consider this not just a requirement but also good practice and in the best interests of all pupils.

The Head of Learning Development maintains a list of all pupils who have come into the school with a diagnosed SEND or history of need. This is reviewed and additions will be made as pupils are identified through in-house assessments. This information is maintained on the School Management Information System and is accessible to all teachers. This information may include:

- Learning strengths and weaknesses where appropriate from an in-house specialist teacher assessment and/or School screening/or from an external professional report
- Details of access arrangements for internal and external examinations e.g. extra time, typing concessions etc
- Classroom support strategy suggestions when appropriate
- The information must be regarded as confidential and must not be left where it may be seen by pupils. It is the individual teacher's responsibility to refer to these documents.

The Head of Learning Development will make appropriate general information on classroom strategies and understanding of learning differences available to all teachers and will regularly provide INSET training on current issues or simply to share good practice.

## Access Arrangements (AA)

A reasonable adjustment for a pupil with a SEND may include an access arrangement for internal school and public examinations. Often this will involve extra time or a typing dispensation. Where other needs are manifested we will try to equip pupils with arrangements which are sustainable in the long term (such as dictation software, immersive reading software) although scribes/readers, will be essential in some cases. The criteria for these are set out by the JCQ for GCSE, Edexcel for IGCSE and GCE exams. The IBO have very similar criteria for IB, as do the CIE for their IGCSE and A level exams. These rules and regulations must be strictly adhered to. The Head of Learning Development oversees the procedures to ensure all those pupils who are entitled to the appropriate AA receive it, in consultation with the Exams Officers. It is essential that all teachers are aware of their role in providing evidence that is required by the JCQ, as well.

## Tracking and Monitoring

All pupils identified with SEND are part of the overall School progress tracking system and we monitor their progress compared to their peers. Those falling behind will be supported by the usual School support processes by individual tutors, co-ordinated by the appropriate Head of Year, and with support from the Head of Learning Development as appropriate.

Improving the way in which we monitor progress of pupils identified with SEND is a priority in the Learning Development Action Plan, which is maintained by the Head of Learning Support and monitored by the Deputy Head Academic.

The School will record any instances of pupils with identified SEND needs who are involved in serious behavioural issues, including bullying. This will be reported to the Safeguarding Committee.