



Policy Title: Learning Support Statement of Provision	Reviewed: October 2022
School Section: Whole School	Reviewer: BKM
	Revision: 1.6
Audience: Whole School	

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 Once pupils are attending learning support lessons, targets are set and pupil profiles are completed so that any relevant information can be passed to staff.



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- 1.5 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 undertaken when appropriate. Miss Monk and the Deputy Head will seek out good training opportunities depending on school need.
- 1.6 Mrs Rebecca Vernon is the Head of Wellbeing and part of the safe-guarding team. She has a particular responsibility for pupils' mental health. There is no school counsellor at Woodhouse Grove School but recommendations can be made regarding local services available.
- 1.7 Mr Anthony Cadman is our Designated Safeguarding Lead and is responsible for online safety and ensures appropriate training is offered to pupils regarding online safety. Much of this work is covered through our PSHEE curriculum.

(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 three main components to our entry procedure: primary/prep school report, pupil interview and the entrance exam. The report from the present school is very important; the entrance exam less so. 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.
- 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.



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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 several times a year.

4.2 Whole school cognitive baseline testing takes place in years 7, 9 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.

4.5 A 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

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



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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



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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
- 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 from a language. 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.



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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. Learning Support 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 6th 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 th 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 th formers. Essay structure and planning considered. Assessment reports when necessary.						✓



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(6) ESOL PROVISION

6.1 ETHOS

1. It is the aim of the ESOL department to engage students in as interesting and useful classes as possible.
2. Students should feel that ESOL is special for them, a place where they can practise their English in a relaxed and friendly environment.
3. Students are to be encouraged to develop their English capabilities in the following areas: composition (grammar and vocabulary), reading, listening and speaking; all of these elements are important.
4. Written work should be set at regular intervals and, where possible, students must be encouraged to incorporate new grammar and vocabulary.

6.2 LEVEL TESTING

At the start of the year, all students are level tested. These results, with comments, can then be circulated to other members of staff if needed.

Not all overseas students will attend ESOL lessons. Should a student have achieved grade C/4 at GCSE level English or a 6.5 in IELTS, they may not require lessons. Some students have such a level of English that they do not need lessons. If unsure, the student will be tested and options discussed.

6.3 LESSON STRUCTURE

ESOL students in years 7 to 11 should attend at least one lesson of ESOL per week. If staffing and timetabling allows, this could be more. **The main emphasis must be on improving grammar, vocabulary and writing skills.**

Listening and speaking skills can also be focused on; however, these skills can and should be developed outside the classroom during normal social interaction.

Grammar and vocabulary can be delivered through the core text books that are used for each year group. Teachers have a choice of text books for each year group. Each text book offers suitable material delivered in an interesting and structured manner. Grammar and vocabulary learnt through the text books should be developed through regularly set written work.



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(7) PARTICULARS OF THE EDUCATION AND WELFARE PROVISION FOR PUPILS WITH AN EHC (EDUCATION, HEALTH AND CARE) PLAN.

At Woodhouse Grove School we believe that every child is an individual with their own unique personality, talents and skills; and it's this individuality that we encourage to grow at all stages of their education.

All our children are important and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing. We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences, encouraging them to be the best version of themselves they can.

It is the entitlement of all children to access certain areas of learning and thereby to acquire the knowledge, understanding, skills and attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is therefore to help to ensure that we meet all the needs of those children who have EHC plans.

Provision

In the case of pupils who have an EHC Plan, all reasonable adjustments and adaptations are made to support a child's needs as outlined in their plan.

It is the responsibility of the SENCO to:

- work together with the Deputy Head (academic) and all other relevant staff to monitor the provision as outlined in the EHC plan and ensure that all needs are met;
- ensure that all relevant staff are aware of the range of the child's strengths and difficulties and the implications for curriculum delivery;
- ensure that all staff are aware of the child's needs and the programmes to be followed;
- offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate;
- monitor and record the child's progress;
- ensure a full Annual Review takes place within 12 months of the issue of an EHC plan, and every subsequent 12 months, or sooner, if there are any serious concerns about progress, or any suggestion that the child's needs have considerably altered. This Annual Review incorporates input from the school, the child, outside agencies and the parents;



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- ensure that close and effective liaison is maintained between the School, the child's parents, the child, the local authority and any other agencies involved, in terms of a regular exchange of information about the child's work and progress.

Approach

Woodhouse Grove School offers a balanced approach to supporting children with EHC plans, adapting to the needs of each individual.

Inclusion

We value the diversity of individuals within the school and do not discriminate against any child. Each child is treated fairly regardless of race, religion or abilities. All pupils and their families are valued within our school. In our school we believe that all of our pupils matter. We give each child every opportunity to achieve his or her best.

(8) STAFF RESPONSIBILITY

Head of Learning Support: Miss Beth Monk

Assistant Head of Learning Support: Mrs Claire Jemmett

Deputy Headmaster (Academic): Mr Ed Wright

Head of Wellbeing & PSHEE: Mrs Rebecca Vernon

Designated Safeguarding Lead: Mr Anthony Cadman