

ADDITIONAL LEARNING INCLUDING EAL (LDD)

Our aim is to provide an environment which enables all girls to make the most of their potential, in whatever direction it may lie. To this end, girls are encouraged to consult staff about any particular difficulties they are having and to ask for extra help or extension work without hesitation. Within the constraints of what is reasonable and practicable, we believe in flexibility and in making decisions about the kind of help offered on an individual basis.

We aim to promote a wide range of activities inside and outside the classroom to challenge, support and develop the learning of girls who show exceptional ability or talent in any particular field, encouraging high expectations and greater independence.

The school follows the DCSF Code of Practice on the Identification and Assessment of Special Education Needs. We recognise that the term special educational needs encompasses those who are exceptionally gifted, those who have specific learning difficulties, those who have short or long term physical disabilities and those for whom English is an additional language.

All teachers at Channing aim to stretch the most able girls while meeting the needs of those who may face difficulties in their learning.

All teaching and non-teaching staff are responsible for being alert to the possibility that a girl may have learning difficulties and for the Headmistress or Head of Fairseat if there is cause for concern. The school has Additional Learning Support Co-ordinators at Fairseat (the Junior School) and the Senior School. The Additional Learning Co-ordinator advises teaching staff on the appropriate classroom strategies to adopt to suit the aptitudes and needs of girls at the school.

Girls who require additional learning support will be identified in a number of ways:

- Prior to selection, parents will be asked if a girl has an identified SEN/disability or has English as an additional language. For special arrangements in the selection for admission process for girls with dyslexia and/or dyspraxia a report from either an Educational Psychologist or doctor will be required.
- Advice from previous school or from her parents.
- The encouragement of parents to use independent Educational Psychologists to gain a thorough assessment of girls' learning problems.
- The use of a range of screening and assessment tests.
- Referral by any members of staff.

If our assessments show that a pupil may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The pupil's subject/class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. We will record the strategies used to support the pupil within an Individual Education Plan (IEP). The IEP will show the short term targets set for the pupil and the teaching strategies used.

Within the classroom, each teacher will have his/her own techniques for ensuring that effective learning takes place. Techniques of grouping, task-setting, use of resources and methods of reinforcement vary according to subject, but all require an awareness of the capacities of individual girls. Teachers will be expected to tailor their approaches to suit individual girl's different learning needs and styles. Within the school all staff will be responsible for monitoring the progress of girls within their class/tutor group/department.

The School Nurse is readily available to deal with girls with physical disabilities and to offer support to those who suffer from other health problems.

We aim to work in partnership with girls and parents to ensure that those who require additional learning support are able to fulfil their true potential and to play a full part in the life of the school.

Identification of special needs

Early identification and intervention by the school is vital. All teaching and non-teaching staff are responsible for being alert to the possibility that a girl may have learning difficulties and for informing the ALC and the Headmistress/Head of Fairseat if there is cause for concern.

If our assessment shows that a pupil may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The pupil's subject/class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

Parents are advised by the Headmistress/Head of Fairseat when outside support from professional educational agencies is required to aid the girl's progress.

The ALC should ensure that all subject staff are fully aware of the condition and any limitations it might cause, so that girls may be given necessary support in the classroom.

We will record the strategies used to support the pupil within an Individual Education Plan (IEP). The IEP will show the short term targets set for the pupil and the teaching strategies used. An up to date list of girls who have been identified as having special educational needs or as learners with difficulties and/or disabilities is kept. This list, which is available to all teaching staff, includes an outline of the girl's difficulty and the action taken by the school.

A girl may benefit from learning support if she:

- has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided in schools for pupils of the same age.
- is insufficiently challenged as a result of being significantly more able than the majority of girls of the same age.
- has English as an additional language

Parental Involvement

Whenever parents contact the school to voice concerns about their pupil, their concerns are recorded and investigated by the appropriate members of staff. If the concern arises at school, parents are involved at the earliest suitable time. Parents' views are incorporated when assessing a pupil and when subsequent reviews are held. Parents are involved in the Individual Education Planning process and in meetings with the Additional Support Coordinator to review targets and discuss the effectiveness of strategies being used.

Screening and Monitoring

Pupils at Fairseat (the Junior School) are tested in July. Results are scrutinised and new lists of girls with special educational needs are compiled. CAT scores are also scrutinised closely by the Head of Fairseat. All Y7 girls are assessed on entry to the Senior School using appropriate MidYis tests. Also all Y10 girls are assessed using the Yellis Test and all Y12 girls are assessed using the Alis Test. These are co-ordinated by the Director of Studies. Ann Arbor Group Screening Tests are currently used by the ALC in the senior school to help identify pupils at risk of specific learning difficulties.

Support sessions

Individual support sessions may be held by the ALC before or after school, or at lunch-time. At Fairseat (the junior school) withdrawal lessons are offered at an appropriate time in agreement with the class teacher as well as the pupil. Withdrawal lessons may be individual or in small groups, depending on the pupil needs at the time and last approximately 10-20 or 40 minutes. Withdrawal lessons may span an entire year or merely a few weeks, depending on the problem. Both parents and pupil are made aware of the targets set and these are reviewed regularly. Progress is carefully monitored and work in each lesson noted. Withdrawal lessons are made special and enjoyable and are intended to boost morale as well as skills.

Teaching strategies

If there is a physical handicap every possible help is given in the form of specially adapted seating, equipment etc. as long as the pupil is happy to use it. Efforts, however, are made to ensure that the pupil does not feel different. Pupils with hearing and visual problems are placed near the front of the class where the teacher can give extra guidance. Pupils with dyslexic tendencies are taught in a multi-sensory way to facilitate understanding, a method that helps others in the class as well.

Public examinations

All pupils diagnosed as dyslexic are entitled to extra time in external exams, up to a maximum 25% of the published time allowed. Pupils sitting mock exams will also be allowed extra time. It will not, however, be possible to give extra time in all internal examinations.

Record keeping

Copies of Individual Education Plans are available to staff through the school's computer network, accessed through Shared Documents, available in the staff-room folder and are distributed to all relevant subject staff in the Senior School. In the Junior School copies of Individual Education Plans are given to the Form teacher and are held in the Deputy Head's Office.

Responsibilities

The Headmistress and Head of Fairseat are responsible for formulating the learning support practices and procedures carried out in the School. The Additional Learning Co-ordinators are responsible for the day-to-day management of the Learning support provision for all girls in the school.

The role of the Additional Support and G&T Co-ordinators includes:

- Managing the day-to-day operation of the policy
- Maintaining an up-to-date list of girls with specific needs
- Supporting and advises colleagues
- Acting as a link with parents together with the Form teacher/Head of Section.
- Drawing up, implementing, evaluating and reviewing the Individual Educational Plan (IEP)
- Acting as a link with external agencies
- Monitoring and evaluating the quality and effectiveness of the school's provision and reporting to the Head of Fairseat /Headmistress

Process for review and development.

The teachers responsible for Additional Support decide on targets for the school. The Headmistress, Director of Studies and Head of Junior School (Fairseat) monitor this policy regularly and review it annually.

(July 2011)