



Pitsford School

School Policy Document

Name of Policy: Provision for Learning Support and Access Arrangements Senior School

Audience: Public

Date for Next Review: Autumn 2024

SLT Member(s) Responsible for Reviewing and Updating the Policy: FMK

The SENCO in the Senior School is the Deputy Head.

Pitsford School caters for approximately the upper 50% of the ability range by virtue of being an academically selective school. Nevertheless the School recognizes that in order to achieve their potential it may be beneficial for a pupil to have extra support. This support may be provided by the teacher in class; our small class sizes and the good relationships and understanding between teachers and pupils are helpful in this. Where need is identified, specialist provision is also available. Small group work and 1:1 specialist provision is provided at an extra cost in addition to School Fees. Any examination access arrangement assessment costs will also be charged to parents.

The aim of specialist support lessons is to give the pupil the tools and strategies needed to enable them to carry out independent study rather than provide a constant crutch on which they permanently rely. Therefore the sooner a need is identified the better.

New pupils joining the school into KS3 where a need for extra support has been identified via the Entrance Test assessment, will follow a LS programme. They will be offered the option to have this delivered during normal lessons instead of a second MFL, or if preferred can join a rolling timetable. Pupils already at Pitsford School will be able to join the LS programme by either dropping one MFL (KS3), or dropping a GCSE option (KS4).

Pupils who have extra study sessions who are not in a 1:1 lesson will be supervised and supported by a member of the study team in the library.

Procedures for identifying potential need:

Parents: Parents who are concerned about a child's learning needs should in the first instance speak with their child's tutor who will contact subject teachers to get feedback and then pass that feedback to the SENCo. If an assessment has already taken place or a need is already established from a previous school then parents can go directly to the

SENco. It is helpful if any documentary evidence can be provided to support the picture of need.

Teachers: If a teacher notices that a pupil is performing below the expected level of the class, or is believed to be their potential, one of the first indicators will often be a significantly lower work completion rate or discordant responses to task. The teacher's task at this initial identification stage is to observe and try to ascertain possible reasons for this. Some possible reasons may be slow writing speed, issues with reading speed, reading comprehension, difficulties with copying or following instructions in sequence. Equally there may be an issue with behaviour and/attitude that constitutes a social/emotional need that may be the cause of the problem but equally may be a symptom.

Teachers receive training through staff inset to identify concerns and in to consider different learning and teaching styles in order to support pupils as individuals. Teachers are not trained to diagnose a condition and this has to be done through a qualified professional.

Procedures and Responsibilities

Teacher will:

1. Observe and collect evidence.
2. Inform the tutor and SENCO if problems emerge that may indicate an SEN.
3. Complete an Initial Identification Questionnaire (IIQ) if required (A paper copy is in the appendix below but an electronic form is usually used*).

Tutor will:

1. Contact other subject teachers to raise concern
2. Will inform/discuss with SENCO (FMK) if two or more concerns are returned.
3. Will start a file for the pupil and continue to gather short term evidence.
4. Will pass file to SENCO and suggest an IIQ*.

SENCO/LST will:

1. SENCO will review short term evidence and discuss with the learning support tutor (JT).
2. Initiate an Initial Identification Questionnaire electronically, or Continuing Evidence of Need (CEvN) if appropriate.
3. A) Contact and discuss with parent or
B) Continue to monitor
4. Add pupil to LS list and continue to collect evidence from tutors/ teachers. If appropriate pupil will be offered 1:1 support and or reasonable adjustment for internal examinations.
5. Continue to monitor and if appropriate suggest Examinations Access Assessment after consultation with parents.
6. Support the LST in creation of Individual Education Plans; the sharing of these with parents and teachers and updating of SIMS logs. These are produced for pupils with 1:1 learning support.

Continuing Responsibilities of HOD/teacher/tutor

1. To familiarize self with targets on IEPs (teachers/tutors).
2. To make opportunity to discuss these targets at regular intervals with pupils(tutors)
3. To communicate with the LS teacher as appropriate (tutors).
4. To continue to send evidence of need and normal way of working to SENCO (teachers).
5. To make reasonable adjustments to classroom teaching and learning where practical (teachers).

Provision for Learning Support.

Support for children with learning needs can in many cases be provided within the normal teaching environment.

In the Junior School additional support may be offered in small groups.

In the senior school the learning support teacher is available at break times and lunchtimes for drop in help, some small group sessions are also offered for help with global issues like handwriting and basic mathematics. Please see the Parent Portal for details of these lunch time groups.

Additionally 1:1 support is available at an extra cost. Please contact the SENCo.

Access Arrangements and Reasonable Adjustments in Public examinations.

Once it has been agreed with parents that an assessment for an exam access arrangement is needed, the SENCO will prepare JCQ Form 8, Section A, and suggest possible assessors. Pitsford School can facilitate the assessment to take place in school or parents may prefer to have an assessment at another location. This arrangement will be between the parents and the assessor. It is preferable to organise an Exam Access Assessment in the summer term of Year 9 where possible.

There should be a minimum lead up time of 12 weeks between identification of pupil and an Access Assessment being conducted in order to collect evidence of need.

Evidence statements from subject teachers should include answers to the following questions.

1. What difficulties does this pupil experience in your subject?
2. How do these difficulties affect the pupil's learning? (and have you noticed this pupil using any strategies to help?)
3. How do these difficulties affect your teaching of this pupil? (and what extra support do you provide?)
4. What is the pupil's normal way of working?
5. Do you support an examination arrangement and if so what do you believe appropriate?

After the assessment the assessor should return the Form 8 section B to the school. This is usually, but not always, done online through the exams access portal.

The SENCO will obtain consent from the pupil to share their data with JCQ.

The SENCO will make the application and return outcome and documentation to file for inspection.

SENCO will communicate outcomes of Access Arrangement Assessments direct to parents and the assessor will send parents a copy of the Section C Form 8.

SENCO will communicate outcomes of Access Arrangement Assessments to teachers so that they can apply those in internal exams and ETTs where appropriate.

Teachers should continue to provide evidence of need for pupils in order to keep arrangements current.

It is the policy of the School for pupils with Exams Access Arrangements and reasonable Adjustments to sit their exams with other pupils unless there is a specific reason that an individual should need a separate room.

Exams Access Arrangements can include:

Extra time at 25% (and in exceptional circumstances more)

Supervised rest-breaks

Prompt

Lap top

Reader/ Electronic Reader Pen

Modified Paper

Scribe

Evidence needs to be provided both for the need as a long term condition, and that this is used by the pupil as the normal way of working. The application should be made at the beginning of the course (Year 10/ Year12) unless exceptional circumstances dictate.

The provision for access arrangements is offered when scores related to speed of processing are at a standard score of 84 or below. In some cases two or more scores between 85 and 89 may be sufficient to fulfill the requirements. A medical condition or disability can also support and application and will need a letter from a medical professional to confirm the need for an arrangement.

Lap tops will be offered based on speed of processing that affects writing or a long term condition that affects the legibility of the pupil's hand writing that would render it difficult for an examiner to understand the pupils' writing and thus adversely affect the pupil's results. A scribe is only offered where a lap top is not a suitable adjustment, if for example pupils' IT skills were not sufficient to manage using a lap top. We may recommend voice recognition technology to be trialed.

A reader pen/reader may be considered where evidence of reading speed or comprehension is a significant barrier to learning.

The provision of any arrangement will always consider the needs of the pupil as an independent learner and aim to promote the pupils' autonomy.

Pupils whose native language is not English will have EAL support given by Junior School classroom assistants and Senior School EAL teachers as required. Pupils who are not native speakers may only use bi-lingual dictionaries in examinations if they have been studying in English as their primary language for two years or less.

Pitsford School has a legal duty to be non-discriminatory towards pupils with special educational needs, medical needs and disabled students* and to provide equal access and opportunity to the curriculum.

The provision of extra support will be discussed with parents as will any associated costs or resources.

**Please refer to SENDA accessibility plan.*

Appendix one: Sample Initial identification Questionnaire (questions may be adapted to suit the learner).

Student:	Teacher:	Date:
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	Yes	No	Unsure
Does this pupil appear to write more slowly than others in the class?			
Does this pupil appear to read aloud more slowly than others in the class?			
Does this pupil appear to read more slowly than other pupils in the class when required to read silently?			
Does this pupil appear to have problems when copying text from the board or from books?			
Does this pupil appear to have problems when copying diagrams from the board or from books?			
Does this pupil have significant issues with the spelling of common words?			
Does this pupil struggle to scan and search for information in text books?			
Does this pupil have problems following complex verbal/written instructions in a sequence?			
Does this pupil need instructions repeated or rephrased?			
Does this pupil often stop mid task or have problems starting?			
Does this pupil lack confidence?			

Please provide any other information that may be needed to qualify your answers above, comment on any strategies that you use, and/or the effect this pupil's difficulties appear to have on their learning or the learning of others.

Attach any work samples