



The Peterborough School Individual Learning Policy

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Review Date:	September 2020
Reviewed by:	Deputy Headmaster/Head of Individual Learning
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Review Frequency:	Annual



Rationale

The Peterborough School is an academically high achieving school and we welcome children who can make the most of the opportunities that we offer and can flourish in the caring environment of our school.

The Individual Learning Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs (ALN), including those with formally diagnosed special educational needs (SEN). The term Additional Learning Need is used as an umbrella term within the school to incorporate ALL pupils known to or attending the Individual Learning department, including those pupils identified as having SEN.

The policy is part of the teaching and learning ethos at The Peterborough School, which seeks to create a learning environment whereby every individual pupil may fulfil his or her full potential. The policy aims to equip pupils with the necessary skills to help them become increasingly independent learners and to ensure consistency of inclusive practice across the curriculum.

Documents in support of this policy are:

- Admissions policy
- SENDA policy
- SENDA accessibility plan
- Able, Gifted and Talented policy

Responsibility for Policy Implementation

The Individual Learning policy is the responsibility of the school's governing body, the Senior Leadership Team (SLT), Heads of Departments, all tutors, and teachers, and all adults working directly with pupils in an educational capacity within the school.

The Head of Individual Learning (HIL) has responsibility to ensure effective communication of the additional learning needs of those pupils identified as having such under the school's identification and assessment procedures. She also ensures the school register of pupils with additional learning needs is kept up to date and that, where applicable, access arrangements for external examinations are processed appropriately, in conjunction with the schools Examinations Officer and the Head of the Preparatory School.

The policy is reviewed annually by the HIL in conjunction with the SLT and the School Governing body.

All teachers are teachers of pupils with ALN and all teachers have a responsibility to maintain up to date knowledge about the pupils in their care, to ensure their teaching approaches enable all pupils to achieve of their best, and to bring concerns to the Form Tutor, Head of Key Stage or HIL.

The Admissions Registrar asks parents of new pupils whether there has been a history of SEN / ALN and shares this with the HIL.

Form Tutors and Heads of Key Stage must inform the HIL of pupils who are a cause for concern and must liaise with parents about concerns and actions proposed. This is done by completing an Early Alert Form to show a concern has been formally registered.

The primary responsibility for communication with parents will vary depending on the age and stage of schooling the pupil is currently at. Within the Preparatory School the Form Teacher will generally



take primary responsibility for communication with parents but the HIL may become involved to provide additional support and information as and when seen appropriate.

Within the Senior School the HIL will generally take responsibility for communication with parents with regards to SEN or ALN concerns. In conjunction with the Heads of Key Stage or Form Tutors as appropriate.

The Communication of the Individual Learning Policy and Inclusive Practice

The policy is included in the staff handbook and shared with new staff when they are first employed. The Head of Individual Learning disseminates the school's SEN policy and practice to new staff as part of their induction programmes.

Information relating to the policy or its implementation is shared with colleagues via the Heads of Department Meeting (HOD's) or via involvement of the HIL in departmental meetings as required. The HIL also emails out any updated or amended information on individual pupils to staff as required and all individual SEN/ALN pupil information is stored on PASS/ 3SYS and in the Teaching and Learning folder for all staff to access at any time.

The Individual Learning Department

The Individual Learning Department is led by the HIL and she is supported by further specially trained members of staff. In the Preparatory School teaching staff will also provide individual learning support in year groups other than their main teaching group. Where possible, this support will be in line with specialist knowledge and experience. Preparatory Teaching Assistants will also provide individual learning support to pupils within the Preparatory School.

In the Senior School EAL or ALN support may be provided by staff from within the Modern Foreign Languages Department or other staff with appropriate specialist knowledge and experience. At times, other Senior School staff may provide Individual Learning Support, in line with their specialist knowledge and experience and timetable capabilities.

In addition to the responsibilities described above, the HIL supports the Admissions Registrar and the Head of the Preparatory School and Head of Pastoral Care and Head of Sixth Form in matters relating to the smooth transition of new pupils with additional learning needs to the school.

Any staff working within the Individual Learning remit maintain accurate records of

pupils' learning activities and outcomes, participate in professional development opportunities and may contribute informally to the development of departmental objectives set out in the annual departmental development plan. The primary responsibility for this lies with the HIL however. Any pupils that receive curriculum time support from the HIL or other members of staff working under the Individual Learning department remit for an SEN need will have an end of term report for this area.



Monitoring and Evaluation of the Individual Learning Department

The IHL submits a Departmental Development Plan each year to the Deputy Head. The IHL reports annually to the SLT to review departmental progress against the development plan and school development plan.

The IHL meets with the Deputy Head, the Head of the Preparatory School and the Heads of Key Stages 3 & 4 on a regular basis to monitor and review pupil progress. Regular meetings also take place with the Head of Sixth Form and Head of Pastoral Care.

The IHL works in conjunction with the Admissions Registrar to support admissions to the school of new pupils with ALN; and with the Examinations Officer during the processing of examinations access arrangements.

The actions of the IHL are monitored informally through interaction with these colleagues. Regular informal pupil evaluation of the Individual Learning Department is undertaken by the IHL.

The Identification and Assessment of Pupils with SEN and/or Additional Learning Needs at The Peterborough School

The majority of pupils with special educational needs (SEN) have mild specific learning difficulties of a dyslexic or dyspraxic (DCD) nature, Attention

Deficit (Hyperactivity) Disorder (ADD or ADHD); or mild autistic spectrum disorder, working memory or processing issues; or a (usually temporary) medical condition leading to impairment. Pupils with emotional or behavioural difficulties may also need assessments from the IHL.

When a specific learning difficulty, or disorder, necessitates an intervention (e.g. differentiation or exams concessions) and has been identified by an Educational

Psychologist or other appropriately qualified specialist, then the school recognises such pupils as having a special educational need (SEN).

Some pupils' difficulties are characterised by a discrepancy between verbal and nonverbal assessment scores detected during an assessment, yet sometimes these assessment scores lie within the normal range and are not statistically significant enough to warrant concessions in examinations or to be termed as a special educational need.

Other pupils attend Individual Learning Support sessions for well-being support or to gain study or revision skills and do not have an identified SEN. These pupils are described as having an Additional Learning Need (ALN) rather than a SEN.

How New Concerns are addressed

A reasonable concern might be about a difficulty persisting over a period of time, e.g. half a term (a single observation would not really provide enough evidence). The difficulty might take the form of: organisational or communication skills; seemingly persistent literacy difficulties affecting reading, writing or spelling; slow pace of working or handwriting and difficulty completing tasks within the time allowed; persistent numeracy or mathematical difficulties; essay planning and structuring weaknesses; retention and recall difficulties for tests or examinations; a clear disparity between a

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pupil's oral abilities and their written output; co-ordination, gross and fine motor difficulties. This list is not exhaustive and any concern regarding the pupil's ability to make expected progress should be shared with the HIL.

Any concern over a pupil should be raised formally by completing an Early Alert Form and given to the HIL. A concern may become apparent:

- To class teachers and HODs through routine assessment and observations.
- To Form Tutors or Heads of Key Stage via regular tutorial sessions and monitoring of pupils' planners, half term or end of term reports and informal liaison with teaching colleagues.
- Parents may share their current concerns or a history of need.
- By pupils themselves who recognise a difficulty or challenge and who seek advice from tutors or the Individual Learning Department.

Actions, from Concerns to Provision

The majority of the needs of pupils with SEN/ ALN are met through differentiated teaching approaches within lessons. For some pupils, Individual Learning Support lessons will be provided by the Individual Learning Department.

- Any concern raised with the Individual Learning Department is always brought to the attention of the Deputy Head or Heads of Key Stage or Head of the Preparatory School if they are not already informed.
- The HIL or Form Tutor may be asked to gather additional information from subject teachers, and parents to investigate the perceived need. Sometimes, discussion of a pupil's needs with their tutor and subject teachers and suggestions of possible teaching and learning strategies is the most appropriate response in the first instance. The tutor monitors the situation and informs the HIL if the concern continues despite a change in approach.
- If concerns continue then a Pupil Profile (PP) will be drawn up for the pupil to ensure they have specific support strategies identified that relate directly to the area of concern. Parents will be informed if the Individual Learning Department intends to talk to their child to draw up or share a Pupil Profile. The PP is always drawn up with or shared with parents and pupils and agreed by all. The aim of the PP is to give the pupil a 'voice' and to ensure all staff, parents and pupils know the area that needs extra support and how this is going to be individually achieved for the pupil. A PP will continue to be drawn up and reviewed until the area of concern is no longer perceived as hindering expected progress. Some pupils will have targets as part of their Pupil Profile via Assess/Plan/Do/Review cycles; others will have support strategies' and areas of concern only. The specific content and timings of review of the PP will relate directly to the individual needs of the pupils to enable the best support possible.
- Pupils transferring from TPS Preparatory School with a PP will automatically have their PP reviewed in the autumn term of Year 7. Parents will be informed that this will take place.
- Pupils with specific learning difficulties will receive individual learning support within the parameters of the normal curriculum.
- Not all pupils receiving individual learning support lessons have a history of learning difficulties or are a cause for concern in this respect. Some pupils are referred to the department for support with revision or study skills, rather than for support related to a specific learning difficulty.
- The school requires that all applications for examinations access arrangements must be supported by a report from an appropriately qualified individual (such as an Educational Psychologist) and for GCSE or higher a Form 8 must be signed alongside the report. Parents must give a hard copy of the assessment report to the HIL. The needs of pupils with English as an Additional Language are met according to the protocol outlined below.



- Gifted and Talented pupils are identified via a separate policy and procedures overseen by the Head of Individual Learning.
- Pupils with medical, emotional or social difficulties or needs are supported through the school's pastoral system and medical provision. The Individual Learning Department may be consulted about their care or asked to ensure appropriate examination concessions are in place.

Pupils with English as an Additional Language

The needs of pupils with English as an Additional Language (EAL) are identified as part of the School's admissions procedures. Pupils almost exclusively have a high degree of fluency in English but require additional support to develop subject specific vocabulary, and sometimes their written grammar, for their academic study.

In order to cope with the high academic and social demands of The Peterborough School, pupils in the Senior School must be fluent English speakers. Normally pupils should have been educated in the English medium for a number of years before coming to the School.

Examination Access Arrangements

If deemed appropriate some pupils may be tested for examination access arrangements to support their achievements in external examinations. This responsibility lies with the HIL who is qualified as an educational psychological tester for exam access purposes. Testing will take place during the school day and parents will always be asked for consent before this takes place. Additional charges will apply as per the Schools' fee list.

Results of this testing will be stored in accordance with data protection requirements and all information pertaining to assessments will be kept securely. Copies will be provided for pupils' parents. They will not be made available to any other party without relevant permission. They will not be used for any other purpose. Hand written notes related to assessments will be kept for a period of three months after which they will be shredded. An electronic copy of any reports will be securely kept until the subject is 26 years old.

The criteria for examination access eligibility will be judged according to the JCQ 'Access Arrangements and Reasonable Adjustments' in the Senior School, and according to The Peterborough School Key Stage 2 Examination Access Arrangements which are based upon the guidance provided by the STA. In Key Stage 1 or EYFS, a criterion will be drawn up when needed, to support pupils with examination access eligibility.