



BRYANSTON LEARNING SUPPORT POLICY

Including Bryanston Preparatory School, The Orchard Pre-prep and EYFS

The Learning Support 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 Learning Support Departments, including those pupils who might be identified as having SEN.

The policy is part of the teaching system at Bryanston and Bryanston Preparatory School, which seeks to create a learning environment whereby every individual pupil may fulfil his or her full potential. At Bryanston Senior School the policy aims, in accordance with the modified Dalton Plan, to equip pupils with the necessary skills to help them become increasingly independent learners and to ensure consistency of inclusive practice across the curriculum. Bryanston and Bryanston Preparatory School have high expectations for all pupils and aim to ensure the development of the whole child, helping each pupil fulfil their full potential through effective teaching and learning. Personalised programmes of support are designed based on discussions with subject staff, pupils and parents in order to develop individual skills and address areas of difficulty.

This policy has been formulated with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (amended January 2020), the Equality Act 2010, the Children and Families Act 2014, the Teachers' Standards July 2011 and the Special Educational Needs and Disability Regulations 2014. The policy is implemented in accordance with current government guidance. Bryanston and Bryanston Preparatory School as independent schools, have no statutory duty to comply with the guidance. The ethos of effective inclusive practice, however, does inform the school's Learning Support Policy.

1 Responsibility for Policy Implementation

The Learning Support Policy is the responsibility of the school's governing body, the Senior Management Team (SMT), all tutors, Housemaster/Housemistress (Hsms) and teachers, and all adults working directly with pupils in an educational capacity within the school. The Head of Learning Support (H of LS) 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. The H of LS 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.

The policy is reviewed annually by the H of LS in conjunction with the Head Teacher and the nominated School Governor for Inclusion and Learning Support. All teachers are teachers of pupils with ALN/SEN 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 tutor.



Tutors should ask parents of new pupils whether there has been a history of ALN and, if so, share this with the H of LS in case it has been missed during the admissions process. They must inform the H of LS of their tutorial pupils who are a cause for concern and must liaise with parents about concerns and actions proposed. Tutors take primary responsibility for communication with parents and the H of LS when a formal assessment is required.

3 The Academic Support Department

The Learning Support Departments are led by the H of LS and includes a team of qualified Learning Support teachers, each with specialist knowledge and experience and two Learning Support Assistants. The H of LS manage the departments and ensure effective communication between the departments and the respective Common Room staff body. In addition to the responsibilities described above, the H of LS supports the Admissions Registrar in matters relating to the smooth transition of new pupils with additional learning needs to the school in line with the Learning Support Protocol for Admissions. **Parents are advised to consult the school's Admissions Policy to familiarise themselves with the school's expectations and necessary IT equipment.** All members of the Learning Support Departments are included in the weekly Learning Support Department meetings which are conducted in the respective schools. Accurate records of pupils' learning activities and outcomes are kept. Staff complete end of term reports, enter comments and data on the weekly eCharts, participate in professional development opportunities, contribute towards the development of departmental objectives set out in the annual departmental development plan, and liaise with colleagues and parents about the progress of pupils in their care.

APPENDIX

4 Pupils with Learning Difficulties

Monitoring and Evaluation of the Learning Support Department.

The H of LS submits a Departmental Development Plan annually to the Deputy Head Academic and meets with the Deputy Head Academic to review departmental progress against the development plan. The H of LS works in conjunction with the Admissions Registrar to process admissions to the school of new pupils with ALN, and with the Exams Administration Officer during the processing of examinations access arrangements. The actions of the H of LS are monitored informally through interaction with these colleagues.

All members of the Learning Support department will participate in the school's annual appraisal cycle. EAL provision is monitored through meetings between the EAL teacher and the EAL Co-ordinator.

4.1 Identification and Assessment of Pupils with Additional Learning Needs:

Government Guidance and Statutory Requirements

The Equalities Act 2010 (Statutory) defines a disability and the Equality Act 2010: (Statutory) definition of disability is usually considered cumulatively in terms of:



- identifying a physical or mental impairment.
- looking into adverse effects and assessing which are substantial.
- considering if substantial adverse effects are long term.
- judging the impact of long-term adverse effects on normal day to day activities.

The clear starting point in the statutory guidance is that disability means ‘limitations going beyond the normal differences in ability which may exist among people’. ‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial. ‘Long term’ means the impairment has existed for at least 12 months or is likely to do so.

‘Normal day-to-day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of ‘day to day activities.’)

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment.
- persistent distractibility or difficulty concentrating.
- difficulty understanding or following simple verbal instructions.
- Higher than normal levels of anxiety
- factors that might reasonably be expected not to have a substantial adverse effect include:
 - minor problems with writing or spelling
 - inability to fill in a long, detailed, technical document, which is in the person’s native language without assistance
 - inability to concentrate on a task requiring application over several hours.

THE SEN Code of Practice, 2020 definition of special education needs

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views of the pupil and the parents. This should help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.”

Government guidance, Every Child Matters (2004)

(Guidance only) has five main principles:

1. that children stay safe
2. that they are healthy
3. that they enjoy and achieve
4. that they make a positive contribution
5. that they achieve economic well-being.

OFSTED has extended this to identify 14 groups of pupils about whom schools should analyse data:

Girls and boys, pupils who need support to learn English as an additional language (EAL), pupils with special educational needs, gifted and talented pupils, pupils at risk of disaffection and exclusion, other children such as ‘sick children’, children from families under stress, young carers, travellers, asylum seekers, refugees, pregnant schoolgirls and teenaged mothers, children ‘looked after’ by the local authority and ‘vulnerable children’.

Admissions

Bryanston selects pupils on the basis of ability. Many pupils identified as having learning difficulties have been assessed at previous schools prior to entry to Bryanston. As part of the Admissions Protocol, the H of LS and Admissions Registrar liaise with prep school counterparts to request educational psychologists’ and specialist teachers’ reports during the Autumn and Spring terms preceding a pupil’s first term at Bryanston. On rare occasions where there may be some doubt about a pupil’s ability to cope with academic demands at the school, then a pupil may be invited for a pre-assessment prior to possible entry.

Information about new pupils enrolled at Bryanston is shared with tutors and teachers via the school’s register of Learning Support accessed via ISAMS and PowerBI at the start of the academic year and updated when appropriate.

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

The majority of Bryanston pupils with ALN/SEN have mild specific learning difficulties of a dyslexic or dyspraxic (DCD) nature, Attention Deficit (Hyperactivity) Disorder (ADD or ADHD); or more rarely, mild Asperger’s Syndrome; or a (usually temporary) medical condition leading to an impairment. Some pupils’ difficulties are characterised by a discrepancy between verbal and non-verbal assessment scores detected during an



assessment. Other pupils attend individual Learning Support lessons to gain study or revision skills.

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 does not 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 exams; a clear disparity between a 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 H of LS. A concern may be raised in one or more of the following ways:

- During analysis of results of Learning Support Department baseline assessments for all new pupils in Reception in the Preparatory School and D in the Senior School. These are conducted in the September when they join the school (standardised reading, spelling, maths, and timed free writing assessments).
- By the Head of Teaching and Learning during analysis of CAT, MidYIS and Yellis assessments.
- By class teachers and HODs through routine assessment and observations.
- By tutors through regular tutorial sessions and monitoring of pupils' electronic charts, end of term reports and informal liaison with teaching colleagues.
- By Hsms (as above).
- By Learning Support teachers' observations of those pupils already in receipt of one-to-one academic support.
- By parents who share their current concerns or a history of need after discussion with tutor.
- By pupils themselves who recognise a difficulty or challenge and who seek advice from tutors and the Learning Support Department directly.

Actions, from Concerns to Provision

The needs of pupils with ALN/SEN are met through differentiated teaching approaches within lessons, and for some pupils on request from parents through individual Learning Support lessons provided by the Learning Support Department. Learning Support lessons are taught during pupils' non-contact assignment periods, avoiding their withdrawal from curriculum lessons.

- Any concern raised with the Learning Support Department is always brought to the attention of the pupil's tutor if they are not already informed.
- The tutor may be asked to gather additional information from subject teachers, the Hsm 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 H of LS if the concern continues despite a change in approach.

- Often, through experience and knowledge of a family's preference, individual Learning Support lessons are arranged at this point, sometimes as a temporary measure but more often as a longer-term arrangement. Decisions to move towards individual learning support may come from tutors, parents, the H of LS or more occasionally, at the request of the pupils themselves.
- Tutors and class teachers (in the Preparatory School) must always inform parents of additional charges for Learning Support lessons and gain their consent before lessons can be arranged.
- The H of LS will either allocate a pupil to the most appropriate member of the department or may decide that further investigation is necessary either before or in addition to Learning Support lessons being arranged. This further investigation usually takes the form of informal assessments to examine reading, spelling, working memory, verbal and non-verbal skills. If these informal assessments indicate that a specific learning difficulty may be present, the H of LS may recommend formal assessment by an independent educational psychologist.
- Not all pupils receiving 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 an educational psychologist's or a fully qualified educational assessor's report which may be included in a Form 8 where appropriate. Assessment by an independent educational psychologist or educational assessor who assesses within the school or online may be arranged by the H of LS. Parents may prefer to arrange an assessment outside school, but it must be noted that JCQ, who administer exam concessions, would prefer this to be undertaken within the school where possible. This must be undertaken by a suitably qualified person, recognised as such by the school and accepted with the school's agreement. At all stages, it is the responsibility of the tutor to ensure accurate communication between parents and the H of LS with decisions confirmed in writing and/or via e-mail. Parents must send a hard copy of the assessment report to the H of LS the tutor and the Hsm.
- 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 separate procedures overseen by the Deputy Head Academic.
- Pupils with medical, emotional or social difficulties or needs are supported through the school's pastoral system, medical provision and counselling service. The Academic Support Department may be consulted about their care or asked to ensure appropriate exams concessions are in place.

The Communication of Individual Pupils' Learning Needs

Teachers receive class lists at the beginning of each academic year, which denote pupils known to have ALN/SEN. Teachers have access to individual pupil profiles; these provide a description of individual needs and recommended inclusive classroom strategies. If a pupil's needs change part way through an academic year, the profile is updated, the tutor



and Hsm are informed via e-mail and the internal iSAMS messaging service by the H of LS. As far as possible, communication about pupils' additional learning needs may happen informally through discussions during break and lunch times, but fluid and regular communication between the department and the rest of the teaching staff is integral to the department's practice. E-mail, Teams and iSAMS are used as the primary tools for sharing information in this way.

Monitoring the Progress of Pupils with Additional Learning Needs.

- An individual pupil profile is maintained in the school's central MIS, accessible to members of the Common Room. These profiles describe the individual pupil's difficulties together with recommended teaching and learning strategies, where appropriate. The school's data for these pupils is therefore stored in its centralised records of all pupil data.
- A pupil record is maintained for each pupil receiving individual Learning Support lessons. This records individual lesson aims, details of lesson activities and notes on pupil progress.
- Pupils' Common Assessment results, internal and external exam results and individual subject reports are used by the department to monitor progress and set pupil targets for improvement.
- Learning Support teachers have access to individual pupil electronic charts and can track a pupil's progress week to week.
- The H of LS regularly meets with Learning Support staff to discuss the progress of the pupils they teach.
- The Learning Support Department meets each week to share good practice and to discuss pupils' progress and concerns.

Examinations Access Arrangements for JCQ, CIE and Pearson and IB

Criteria must be met in support of each case, as set out in the JCQ's (Joint Council for Qualifications), 'Access Arrangements, Reasonable Adjustments and Special Consideration' document, which is updated annually. Examination access arrangements are granted by the Head of Centre, i.e., the Head, Teacher with their administration carried out by the H of LS and the Examinations Officer. The most common access arrangement is up to 25% extra time in exams. An assessment report may also recommend use of a word processor although this maybe generated by teacher referrals and requests. On very rare occasions a different access arrangement may be awarded in response to individual circumstances. It is the policy of the school that exams' access arrangements may only be granted if supported by:

- an educational psychologist's report
- an educational assessor's report
- or in exceptional circumstances a medical certificate.

JCQ prescribes that the educational psychologist's or educational assessor's assessment must have been undertaken from Year 9 onwards and prefers this assessment to be conducted in the school environment (as far as possible). An alternatively commissioned report must meet the stringent requirements of JCQ that it should be conducted by a



practitioner with whom the school has an established working relationship. The school has to be confident that teaching staff can, through in-class observations, support any findings with Teacher File Notes for a candidate's examination folder.

JCQ requires that an assessment must indicate that a candidate is unable to complete an assessment in the time allowed. This will be indicated by two below average scores (i.e., less than SS84) in the assessment of processing speed, reading and/or writing speed or below average reading comprehension. At the same time JCQ require the centre to 'paint a picture of need' and the candidate's 'normal way of working' by supplying evidence to demonstrate difficulties are significant and persistent and there is a genuine need for an arrangement that is reasonable.

If a pupil has been awarded use of a Word Processor in their Prep School then this concession will 'roll over' into the Senior School. For the majority of pupils who use a word processor in examinations, **the spell check will be disabled**. Only those who have compelling evidence from a current full assessment with recommendations, will be permitted the use of a word processor with **spell check enabled**.

Applications for the use of a Word Processor in examinations will need to be supported by evidence from a combination of the computer-based LUCID assessment and The Detailed Assessment of Handwriting Speed (DASH). Scores will need to comply with the requirements of JCQ, CIE and IB before permission is granted. Use of a word processor in examinations can be granted on medical grounds with supporting evidence.

The H of LS oversees the collection of supporting evidence to ensure it is available for inspection, usually annually at the time of public examinations, and carried out by a JCQ inspector. The body of such evidence must demonstrate the nature of ALN/SEN over a span of time to support that an ALN/SEN is significant and persistent. The January mock exams (plus two weeks for marking exam scripts and reviewing pupil use of and need for access arrangements) will be regarded as the cut off for new applications. Applications thereafter will not reflect 'normal way of working within the centre' and will need to be supported by a full assessment by a centre approved assessor. No JCQ applications can be processed after the deadline of 31st March for May/ June examinations.

The Examination Officer works closely with the Learning Support department in order to closely monitor access arrangements and ensure compliance surrounding the administration of JCQ/Pearson and CIE examinations. The Examination Officers keep detailed records of pupil use of exam arrangements and as such the H of LS reserves the right to withdraw unused Access Arrangements.

It is important to keep in mind that an assessment captures an individual's performance on a given day and may not always reflect their 'normal way of working within the centre' at the secondary phase of education.

EXAMPLE

- A pupil who does not usually use a word processor, does not qualify for one in their final exams as they have not used this consistently during their time at Bryanston. Access to a word processor in public exams is based on the scores derived from a



standardised assessment, teacher referral and /or a history of ongoing use over time.

- A candidate qualified for extra time based on the recommendations of a previous assessment and history of need at their prep school but has always finished an exam before or within normal limits during their time at Bryanston. There is no evidence to support the access arrangement and therefore they do not fulfil the criteria supporting ‘reasonable adjustments’ and ‘normal way of working within the centre.’ This pupil is therefore not eligible for the ongoing concession of extra time for their final GCSE/GCE examinations.

NOTE:

- Assessments conducted by external practitioners, unknown to the school, must be supported by evidence of the practitioner’s qualifications and a full assessment report. It is unacceptable for additional assessments to be conducted if an internal assessment has already yielded results that reflect extra time is inappropriate for a pupil.
- It is a requirement of JCQ that the option of Rest Breaks must be thoroughly exhausted by the SENCo before a formal online application is made for extra time.
- It is unacceptable for unused access arrangements to be called upon in the final run up to public exams and the H of LS will only authorise access arrangements, used and evidenced within the centre.
- The International Baccalaureate operates slightly different procedures for processing access arrangements. All access arrangements require authorization by IBIS (Pg8 ibo access and inclusion policy). Unlike the UK based examination bodies there are no centre delegated access arrangements. All access arrangements must be supported by evidence of assessment and a report from a suitably qualified individual. Access arrangements including extra time, and use of a word processor must be supported by evidence of at least one standardized score below SS90 for either speed of cognitive processing, handwriting speed and reading speed. The deadline for online processing of access arrangements is 15 November for May examinations and 15 May for November examinations. Accompanying reports submitted to IBIS must clearly outline evidence of need through appropriate standardized scores and ‘normal way of working’ within the centre’. The processing of access arrangements is the responsibility of the IB coordinator.

Tutors are advised for these access arrangements to be awarded at university, although some institutions require a full adult assessment. Pupils are advised to check with individual institutions. This can be arranged at Bryanston for pupils of 16 years and over. At the time of writing, such an assessment may be used as evidence to support an application to the pupil’s LEA for a Disabled Student’s Allowance, a financial grant.

If a pupil has an educational psychologist’s or educational assessor’s report recommending an exams access arrangement, supported by evidence from day to day working in the classroom, this is put in place throughout the pupil’s school career as they sit each set of internal exams. Parents and pupils are advised that whilst access arrangements may appear helpful, they may not always be in the pupil’s best interest and are not a substitute for thorough revision or effective exam technique, for which the Learning Support Department and subject teachers can provide support.



Pupils with English as an Additional Language (EAL) may qualify for the examinations access arrangement of a bi-lingual translation dictionary in accordance with JCQ regulations.

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