



Shrewsbury School

LEARNING SUPPORT POLICY (including Welfare Provision)

GENERAL: Although Shrewsbury is not a specialist school for pupils with special educational needs, it is pleased to offer learning support to pupils for whom it is likely to be of real benefit.

All pupils who enter Shrewsbury must have performed satisfactorily in our entrance tests. As a guide, we expect boys taking Common Entrance to achieve an average score of not less than 55% across the subjects.

Shrewsbury's Learning Support Department consists of six members of staff with specialist qualifications. Each works at the school to a weekly part-time timetable under the responsibility of Mrs Kath Balcombe, head of the department. The work of the department is primarily geared to helping pupils whose academic progress is informed by dyslexia or a specific learning difficulty (usually associated with dyslexia).

Tuition is offered outside the teaching timetable and takes place in one of the specialist rooms occupied by the Learning Support Department.

IDENTIFYING A NEED: There is a number of ways in which it may be decided that a pupil could benefit from Learning Support. In some cases a specific educational need may have been identified prior to entering Shrewsbury. In others, the fact that a pupil may have a special need could come to light (through our routine setting and marking of written work, for example) while he or she is here and during the course of an academic year.

If a known or possible need is brought to our attention, the Head of Learning Support will undertake her own screening test. Where no formal report already exists, she will recommend referral to an Educational Psychologist who is regularly in contact with our Learning Support Department and who knows us well. Alternatively, parents may decide to have their child assessed by an Educational Psychologist of their choice.

In each instance, the decision to implement an individual Learning Support programme is taken in close liaison with and with the approval of the parents of the pupil concerned.

We do not undertake a formal screening for dyslexia of all pupils who enter the school.

LEARNING SUPPORT IN ACTION: A pupil identified as likely to benefit from Learning Support is assigned to a member of the department team who confirms arrangements for a weekly lesson in the department. The lesson usually takes place at the same time each week and is organised in such a way as to minimise any clash with other commitments.

In most cases Learning Support lessons take place outside the teaching timetable. The exception to this is pupils for whom it is agreed that a full, mainstream curricular programme of foreign languages lessons would be inappropriate. In some cases it may be also possible for a pupil to drop one of his GCSE disciplines and, thereby, attend Learning Support lessons within the timetable.

THE COST: The cost of Learning Support lessons (once per week, as described above) is charged as an item on the termly bill to the parents of pupils receiving such lessons.

The charge, for the 2011/12 academic year is £37.15 per hour. It is usual for pupils on one-to-one tuition to have up to ten lessons per term.

It is not unusual for Learning Support in the third form to result in sufficient individual progress to render continuing support, in the fourth form and beyond, unnecessary.

The full cost of an Educational Psychologist's assessment and report, if deemed necessary, is paid by the parents of the pupil in question.

RESPONSIBILITIES: Whilst the Learning Support team at Shrewsbury will always do its very best to assist pupils to whom it offers tuition, it does not guarantee particular results or outcomes.

Nor does the Learning Support Department undertake pro-actively to identify every instance of special educational need existing in the school.

Rather, it seeks to respond thoroughly, professionally and supportively to any case of actual or possible educational need brought to its attention by whatever means.

Although parents will always be consulted closely over significant Learning Support issues affecting their children, it must be understood and accepted that the Head of our professionally-qualified Learning Support Department is entitled to remove a pupil from the Learning Support list if, in her considered view, the pupil is no longer in need of specialist assistance.

STATEMENTS: The school will respond accordingly to any pupils with statements of Special Educational Needs.

WELFARE PROVISION: Pupils with special education needs (including those with statements) are fully integrated into the life of the school. All pupils are attached to a House and this forms the focus of welfare provision. The Housemaster has primary responsibility for a pupil's welfare at Shrewsbury, but all pupils will also have a member of staff as their personal Tutor. The Tutor will meet regularly with the pupil, offering advice and support both academically and in a wider school context. The Housemaster and Tutor will be fully aware of a pupil's special education needs, and will be in regular contact with specialists in the Learning Support Department.

APPENDIX – INFORMATION ON “ACCESS ARRANGEMENTS”

“Access arrangements” are the way in which examination bodies allow candidates with special educational needs, disabilities or temporary injuries to access examinations and other assessments. The rules are laid down in the JCQ document “Access Arrangements, Reasonable Adjustments and Special Consideration”, which is updated on an annual basis.

The JCQ document states:

- Access arrangements should reflect what help is usually given to the candidate in the classroom, and the normal way of working should reflect what is going to be available in the examinations.
- Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding.

ACCESS ARRANGEMENTS AT SHREWSBURY SCHOOL

(This document relates to ongoing special educational needs and disabilities only. Temporary injuries are treated separately on a case-by-case basis.)

1. Provision of Extra-Time

In order to apply for extra time of up to 25% for a pupil, the school will need:

- to take into account evidence of need in the normal working arrangements made for the candidate and performance in internal assessments such as mock examinations.
- confirmation from a qualified teacher or educational psychologist of a learning disability relating to secondary education. The assessment must confirm that the candidate is unable to complete a timed assessment in the time allowed.

2. Provision of Word Processors

Pupils may apply to use Word Processors in examinations when they have a need and when it is their normal way of working in class. In most cases, this will be as a result of diagnosed learning disabilities. Alternatively, and only in extreme cases, it may be because a pupil's writing is so messy that it will be hard to decipher.

The school will provide word processors where possible, but the provision available in any exam session will be limited and, if necessary, will be allocated by the Examination Officers on the basis of severity of need.

3. Provision of Readers and Scribes

Shrewsbury School cannot normally provide readers or scribes in the classroom environment. This means that pupils will not normally be allowed readers or scribes in public examinations, as the exam boards will only allow readers or scribes when it is that pupil's usual way of working.

4. Other Access Arrangements

Other access arrangements will be considered on a case-by-case basis.

(Pupils already in the school as at July 2011 may be subject to existing access arrangements. These arrangements will be honoured until the end of the pupil's current course.)

5. Deadlines for application for Access Arrangements for public exams 2011/12

The deadlines for application are as follows:

Month of Examination	Exam board deadline	School deadline
November	4 October	27 September
January	21 October	14 October
May/June	21 March	14 March

Applications received in the Exam Office after the school deadline cannot be processed.

6. Deadlines for application for Access Arrangements for internal exams (i.e. Mock Exams and Lower School End of Year exams)

The deadline will be one month before the examination.

7. Access Arrangements for overseas pupils

Pupils whose first language is not English, Irish or Welsh may use bilingual translation dictionaries in examinations (subject to restrictions in certain subjects). However, given that all overseas pupils at Shrewsbury School will have shown sufficient facility in the English language to have passed the entrance examination to Shrewsbury School, they will not be eligible for extra time to enable them to use the dictionary.

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