Godolphin & Latymer

Individual Learning Policy



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1 Introduction

1.1 The School takes very seriously its commitment to educate every pupil who is able to take up a place, and to meet the learning needs of all pupils through a balanced, stretching and stimulating curriculum which is accessible to all, including those with special educational needs and/or disability, with reasonable adjustments made where required, whatever their learning profile and needs.

1.2 We aim to treat each pupil as an individual with a unique profile of talents, strengths and weaknesses, interests, aptitudes and preferences. We aim to use adaptive teaching approaches which respond to these individual profiles, enabling all pupils to be stretched and supported, in order for all to reach their potential in all areas of the curriculum.

1.3 We consider all pupils at the School to be gifted and talented, although all are not equally talented in all spheres. We endeavour to provide extension and challenge to develop the pupils' strengths and to ensure that all pupils experience both struggle and mastery. At the same time, we recognise that in any class there will be a range of abilities and there will also be variation between abilities at different tasks. Teachers should be willing to explore ways of adapting, minimising and substituting tasks to meet pupils' individual needs. For example, a pupil with slow handwriting might be allowed to give an oral or typed response to a research task. Suggestions for ways of reducing the burden for such pupils are provided by the Individual Learning department, who are happy to discuss the needs of individuals, and are also available in the Individual Learning Needs (ILN) section of the Academic area of the Staff Handbook.

2 Special Educational Needs and Disabilities (SEND)

2.1 The School uses the definition of SEND in the *Special Educational Needs and Disability Code of Practice: 0 -25 years* (January 2015), according to which:

2.2 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.3 A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them 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.

2.4 A pupil is 'disabled', in the context of the Equality Act 2010, if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities. 'Long-term' means lasting, or likely to last, for at least 12 months and 'substantial' is defined as 'more than minor or trivial'. HIV, multiple sclerosis and cancer are considered disabilities regardless of their effect.

2.5 Four broad areas of need are identified:

- Communication and Interaction needs (including speech and language needs and autism);
- Cognition and Learning Needs (including Specific Learning Difficulties such as dyslexia);

- Social, Emotional and Mental Health difficulties (including attention deficit disorders); and
- Sensory and/or Physical needs.

3 Individual Learning Needs at Godolphin and Latymer

3.1 In the context of Godolphin and Latymer, individual learning needs arise when aspects of a pupil's profile and/or abilities necessitate adjustments in teaching in order to enable the pupil to access the curriculum alongside their peers. Individual learning needs within the School are most likely to derive from a pupil's cognitive profile or from a sensory impairment, physical disability or physical or mental health condition.

3.2 At application, parents are asked to notify the school if they are aware or suspect that their child has a learning difficulty, special educational need or disability and to provide the school with written reports and all other relevant information. Prior to September entry, parents of all new pupils complete a screening form indicating any identified or suspected learning needs or differences, as well as medical conditions or extra-curricular activities which may impact a pupil's ability to access the curriculum. Individual learning needs may also be identified by the School after admission.

3.3 All pupils in Year 7 complete a literacy screener which assesses reading, spelling and writing speed levels. Those whose scores are lower than expected or indicate discrepancies will be followed up individually to explore what literacy support might be needed.

3.4 All teachers are responsible, and accountable, for the progress of pupils within their classes, including those who receive support from the Individual Learning department. Where pupils' progress is less than expected, given their age and individual circumstances, subject teachers will seek to understand the barriers to learning and discuss with the pupil and, where appropriate, with the pastoral teams and/or Individual Learning department how best to support the pupil in improving their attainment.

3.5 Every child with individual learning needs, whether due to a diagnosed special educational need or disability or otherwise, is entitled to individual consideration.

3.6 The school is committed to promoting an inclusive, anti-discriminatory culture in which pupils with individual learning needs are supported and treated fairly, and any barriers to their participation are identified and addressed.

3.7 The School recognises that pupils with SEND may need additional help and protection from harm. Pupils with SEND can face additional safeguarding challenges, both online and offline, and there may be additional barriers to recognising or reporting abuse, neglect and exploitation. These can include assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to a pupil's SEND without further exploration; pupils with SEND being more prone to peer group isolation or bullying; and communication barriers or difficulties in managing or reporting these challenges. Any report of abuse involving a pupil with SEND will require close liaison between the Designated Safeguarding Lead and the Individual Learning Coordinator. The School will also consider whether additional pastoral or communication support is required. This policy should be read alongside the School's Safeguarding (Child Protection) Policy.

3.8 ***Communication and Interaction***: Pupils may have communication and interaction needs which require individual support or adjustments. Having English as an additional language (EAL) is not in itself an individual learning need, although some pupils with EAL

may have an individual learning need in relation to their use of English which affects their achievement and progress. Provision is made as needed. See the School's English as an Additional Language policy for further details.

3.9 ***Cognition and Learning***: All pupils at Godolphin and Latymer are of high cognitive ability. A number of pupils in each year have Specific Learning Differences such as dyslexia or dyspraxia. Information on such learning profiles is available in the Staff Handbook and staff are expected to familiarise themselves with these, whilst considering each pupil as an individual with a unique profile.

3.10 ***Social, Emotional and Mental Health Difficulties*****:** These may arise at any point in a pupil's school career and may give rise to individual learning needs. Responsibility for supporting pupils with such issues sits with the pastoral staff in the first instance, who will communicate with the pupil's teachers to ensure that their needs are met as fully as possible. Where social, emotional and mental health difficulties create a need for access arrangements, pastoral staff will liaise with the ILN department to ensure appropriate adjustments are suitably evidenced and provided.

3.11 ***Sensory and/or Physical Needs*****:** The School is committed to enhancing its accessibility to children with disabilities who have the academic skills to thrive within the school community. See the School's Disability Policy and three-year Accessibility Plan for more information. In accordance with its duties under the Equality Act, and in consultation with parents, the School will consider and make reasonable adjustments for a disabled where appropriate, taking account of the individual pupil's needs and circumstances.

4 Individual Learning Support

4.1 The Individual Learning Coordinator and Individual Learning teachers, some of whom hold Level 7 qualifications in teaching and assessing children with Specific Learning Difficulties, work with teaching colleagues to ensure that provision for all pupils with individual learning needs is appropriately targeted. This may be through the medium of whole-school, departmental or pupil-focused INSET or through individual conversation. However, all teachers are expected to take account of pupils' individual learning needs and make reasonable adjustments where required, having familiarised themselves with the pupil's Pupil Passport.

4.2 The Individual Learning department maintains a list of pupils with individual learning needs which all teachers are required to consult at the beginning of each academic year and at regular intervals throughout the year. Most pupils with ILN have a Pupil Passport, which enables their needs to be explained using their own words, setting out strategies and adjustments to support them in School. A link to each pupil's passport is embedded in the Individual Learning Needs list. Teachers are notified of relevant findings following an assessment and of any changes to the support or adjustments required.

4.3 All pupils on the Individual Learning Needs register are seen at least once a year by a member of the department; some will have a weekly lesson, either during form time or during non-core curriculum time. Sessions are normally devised as part of a six to twelve week programme focusing on a specific area of difficulty. Some pupils with more complex difficulties may be seen for a longer period or throughout the whole academic year as needed. The impact of the support provided on a pupil's progress is monitored and any changes to the support required are made as appropriate.

4.4 Individual support may be offered in specific subjects where the pupil is unable to access the curriculum in the expected way: for example recorded materials will be replaced by a live speaker for pupils with a hearing impairment where this is feasible.

4.5 Teachers are encouraged to consider a range of learning needs when planning and delivering lessons and to teach using a range of approaches. Where appropriate, adjustments are made in terms of teaching methods, response formats, tasks and assessments for pupils with individual learning needs.

4.6 It is recognised that some pupils may struggle with certain subject areas and tasks. Where this happens, the pupil is encouraged to focus on the essentials and to develop their skills progressively. It is understood that relatively low current attainment may indicate a need for differentiation in the short-term but does not entail low long-term expectations.

4.7 Some pupils may benefit from a modified curriculum, although it is anticipated that almost all pupils accepted into the School will be supported in accessing the full range of subjects. Such modifications are always the outcome of discussions involving parents and are not undertaken unilaterally by the School.

4.8 All pupils in Year 7 have some initial contact with the Individual Learning department through two PSHE lessons, which focus on inclusion, neurodiversity and learning differences.

4.9 Where a pupil, parent or teacher identifies that a pupil's learning profile may be creating barriers to learning, an appropriate screener may be carried out. Depending on the presenting problems, the screener is likely to look for dyslexia traits and difficulties with processing speed and working memory. In exceptional circumstances, a more in depth assessment may be required, testing visual-motor skills, handwriting speed and perceptual organisation, as well as vocabulary and non-verbal reasoning, reading (words, non-words and passages of text), spelling and writing skills and phonological skills. No charge is made for this assessment. The assessment is written up and reports circulated to parents and relevant pastoral staff. In some cases, where an assessment is inconclusive or the pupil's needs does not lie within the expertise of the Individual Learning Coordinator, parents are advised to pursue a referral to an Educational Psychologist, speech and language therapist, psychiatrist, occupational therapist or other relevant professional.

4.10 Where a pupil is to be assessed by an external specialist, the School will collaborate in this process, providing teacher comments and completing questionnaires as required. Where recommendations in an external assessment are not supported by evidence from the School, the School may not be able to accept those recommendations for the purposes of access arrangements. In all such decisions about access arrangements, the School will abide by JCQ regulations and provide parents with explanations regarding the approach taken.

4.11 Where appropriate, the Individual Learning Coordinator offers support for pupils without identified learning differences who are experiencing difficulties in their studies. This may take the form of help with study skills (e.g. organisation, note-making, revision techniques, essay-writing) or more general academic counselling. Such support is usually time-limited and specific rather than open-ended and ongoing throughout a pupil's whole school career.

5 Baseline Testing

5.1 The Senior Deputy Head (Academic) has responsibility for baseline testing. All Year 7 pupils sit the Cambridge Insight MidYIS test in their first term and this information is used to give a snapshot of the ability of the year-group as well as to measure value-added to GCSE. Due to reservations about the validity of such testing, this data is not used extensively on an individual level but informs monitoring of individual progress and target-setting without individual scores being divulged to pupils or parents.

5.2 All pupils take the CEM ALIS test at the start of the Sixth Form, which provides an update of scores and informs our understanding of their skills profile as they embark on this stage of their school career.

6 Admissions

6.1 We welcome applications from all pupils who can benefit from the opportunities that we offer. as long as we can provide them with the support they need. We are committed to enabling all pupils to realise their potential, although we do not have the facilities to offer intensive or highly-specialised remediation work.

6.2 Reasonable adjustments may be made to the 11+ entrance assessment for disabled applicants where required. Parents should provide relevant supporting information or evidence so that the School can consider what adjustments are appropriate. Adjustments may include:

- extra time
- separate accommodation with a dedicated invigilator
- rest breaks
- coloured paper or enlarged font size

6.3 In order to cope with the high academic demands of our curriculum, candidates must write and speak English fluently. See the School's English as an Additional Language Policy for further information.

7 Access Arrangements for examinations

7.1 Pupils with a diagnosed special educational need or a disability impacting on ability to work in timed conditions will be eligible to apply for access arrangements in public examinations in accordance with the JCQ or International Baccalaureate Organisation (IBO) guidelines. An up-to-date assessment report by a qualified assessor, detailing evidence of significant and persistent disadvantage, is required to support such arrangements, as is teacher evidence of need.

7.2 Reasonable adjustments may involve allowance of up to 50% extra time (25% is usual), rest breaks, use of a laptop computer and/or individual accommodation for examinations. Other adjustments will be made, where required, taking account of the candidate's normal way of working.

7.3 Access arrangements will normally also be used in internal School examinations and assessments where they reflect the pupil's normal way of working and are appropriate to the assessment. Where access arrangements are required for university admissions tests or other entry procedures, these will be considered in accordance with the requirements of the relevant provider.