



Glendower Preparatory School

Learning Difficulties Policy

2009-2012

References:

- A. The Education (Independent School Standards)(England) Regulations 2003 as subsequently amended (SI2003/1910)
- B. Special Education Needs and Disability Act 2001(SENDA)
- C. Special Education Needs – A Guide for Parents and Carers
http://www.teachernet.gov.uk/doc/3755/parents-carers_PRESS%20READY.pdf
- D. Special Education Needs Code of Practice
www.teachernet.gov.uk/wholeschool/sen
- E. www.drc-gb.org
- F. <http://www.equalityhumanrights.com/en/Pages/default.aspx>
- G. <http://www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda/>
- H. <http://nationalstrategies.standards.dcsf.gov.uk/node/150541>
- I. The Education (Special Education Needs) (Information Regulations) 1999/2506
www.opsi.gov.uk

INTRODUCTION

One of the main principles behind the Government’s policy for children with Special Educational Needs (SEN) is that they should attend mainstream schools where appropriate. The Education Act 1996 sets the framework and is further strengthened by the SEN and Disability Act 2001 (SENDA). Guidance is contained in the article “Making Schools more Accessible to Disabled Pupils: Addressing the Issues and Preparing Action Plans” by Farrer & Co located in the ISBA web site’s Model Document section, under “SENDA Guidance”. That note points out that, independent schools are not required by law to provide more than an Accessibility Plan. However, the ISI’s 2007 Regulatory Checklist for Inspectors requires Inspectors to confirm that the school fulfils its duties under the Special Educational Needs and Disability Act (SENDA). Where an independent school has a pupil with a statement, ISI Inspectors are required to comment on whether the school fulfils its educational requirements.

DEFINITION OF DISABILITY

The guidance documents referred to above state that:

“Legally a child is defined as having special educational needs if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.”

A school’s learning difficulties policy should be available on its web site and in the written material given to current and prospective parents.

RELATED POLICES

- Disability Policy
- Accessibility Plan
- Bullying
- Administration of Medicines
- Disability: Employment Policy and Procedures

The first three documents describe a school's policy for promoting equal opportunities for disabled pupils and pupils with learning difficulties; the fourth policy includes provision for pupils with medical needs. The fifth policy relates to staff employed at a school.

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ADMISSIONS

We are an academically selective school and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Glendower school. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with learning difficulties to discuss their child's requirements with Glendower school before he or she sits our entrance exam so that we can make adequate provision for her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

ON ENTRY

Each pupil with a learning difficulty requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before she becomes a pupil at the school.

Our Learning Support Department is staffed by fully qualified specialists who are able to support pupils with mild specific learning difficulties.

MONITORING AND REVIEW

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer some specialist one to one lessons outside the normal curriculum either on a withdrawal basis or in lessons. We work closely with the child and/her parents and to help her to overcome the barriers that her difficulties present.

Our Learning Support Department will prepare an Individual Education Plan for each child setting achievable targets. The child, together with her parents and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to set his/her own targets in school.

PHYSICAL ACCESSIBILITY

We recognise that some children with learning difficulties may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Glendower's school's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes.

ENGLISH AS A SECOND LANGUAGE

In order to cope with the high academic and social demands of Glendower school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

STAFF TRAINING

All staff (including teaching and support staff) are given regular training on working with disabled pupils. Our teaching staff receive training on the learning needs of pupils with learning difficulties and disabilities.

CHARGING POLICY

Specialist learning support assessments and lessons are not charged as extras. Where a specialist assessment is required the parent will be charged on an individual basis directly by the assessor.

We may advise parents with dyslexic or dyspraxic issues for their child to seek a short term, intensive course at a specialist centre such as Emerson House if this is seen to be in the child's best interest.