



# **ACADEMIC MATTERS**

## **– Section III**

### **Educational Progress Policy**

# **POLICY FOR EDUCATIONAL PROGRESS**

## **Basic Information**

### Objectives

Taunton School is committed to identifying and providing for the additional educational needs of all its pupils. This is a responsibility shared by all staff and focused through the Educational Progress Department. The department is staffed and resourced adequately to meet the needs of individual pupils who have long term learning difficulties and to provide for those pupils whose need may be of a short term nature. Support may also be required for pupils who have permanent or temporary social, emotional, behavioural or physical needs.

This policy is in line with the Special Educational Needs Code of Practice (2001) which defines special educational needs as follows;

*'Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.*

*Pupils have a learning difficulty if they;*

- *have a significantly greater difficulty in learning than the majority of children of the same age;*
- *have a disability which either prevents or hinders a child from making use of educational facilities;*
- *Have emotional or behavioural difficulties;*
- *regularly achieve significantly more than the majority of pupils of the same age.*

*Pupils must not be regarded as having a learning difficulty solely because the language, or form of language, spoken at their home is different from that in which they are taught.*

*Additional needs may develop from within the pupil them self, from their family and home situation, or from practice within the school and it is important to recognise the source of the additional needs before provision is made for the pupil's care.'*

To meet the needs of those pupils at Taunton School who have learning difficulties and to ensure they are integrated as fully as possible, the school will, through its Educational Progress Department;

- assess and diagnose the nature of the learning difficulty;
- prepare and implement strategies and programmes of work for individual pupils;
- liaise with all staff as appropriate;
- respond to referrals from teachers, parents, pupils, partner schools and outside agencies;
- utilise the support of outside agencies when appropriate;
- implement review and reassessment procedures where appropriate;
- liaise with other schools and colleges as appropriate.

The Educational Progress Department operates as an open access area for all pupils, ensuring the integration of those with additional educational needs (AEN). The department is an integral part of the academic and pastoral system of the school and its policies and practices ensure a common philosophy in support of the school aim that all pupils are equally valued, irrespective of ability.

## **Education & Health Care Plans (EHCPs)**

When a student who has an EHCP applies to come to Taunton School, the Educational Progress Department works with the student and their family in order to establish whether the school can provide everything the student requires. If all relevant parties feel that we are able to meet the specific

needs of the student we advise them to proceed with their application. However, if for reasons outside the school's control which do not fall under 'reasonable adjustments', we do not feel that we can meet the needs of the student, we advise them to apply to a more suitable school. If the student and their family require assistance with finding a suitable school, we do our best to provide it.

When a student who has an EHCP plan joins Taunton School, they have regular contact with the Educational Progress Department. The amount and type of contact depends on the student's individual needs. The department also liaise regularly with parents and staff in order to monitor progress. Individual support programs are reviewed and tailored as necessary.

### Roles and Responsibilities of Staff

The Department has one full time member of staff who oversees the day-to-day operation of the School's Learning Support Policy.

The key responsibilities of the Head of Educational Progress are;

- liaising with and advising fellow teachers at department and individual level;
- coordinating provision for and teaching pupils with AEN;
- maintaining the school's AEN register and overseeing the records of all pupils with AEN;
- responsibility for routine testing and referrals to the Educational Progress department;
- liaising with parents of pupils with AEN;
- contributing to the in-service training of staff;
- liaising with partner schools and outside agencies.

In addition the Head of Educational Progress is a tutor in a boys' boarding house and takes an active part in extra curricular activities.

### Department staff

Mrs Kate Walters, MA Special Education, is Head of the Educational Progress department. She has taught English in a variety of state secondary schools since 2002 and began specialising in AEN in 2006. She is registered with the British Psychological Society and is certified to assess students for specific learning difficulties such as Dyslexia and access arrangements for exams.

The department has two further specialist teachers (Mrs Deborah White and Mrs Sally Hale) who provide 1 to 1, paired and small group sessions for pupils with specific needs. Alongside this, they provide in class support for a range of pupils. The department also has a range of other staff: two Teaching and Learning Assistants (Mrs Tracy Hallows and Mrs Eliane Norman); two Graduate Resident Assistants (Miss Rosie Spurway and Mr Riven Earle); and a department administrator (Mrs Laura Wright).

## **Identification, Assessment and Provision**

### **Identification**

Pupils receiving Educational Progress are normally identified by partner preparatory and other schools before they come into year 9; other senior schools if the pupil moves post 13. In some cases teachers become aware of developing difficulties and pupils can be referred to the Educational Progress Department for assessment. These difficulties may be general such as failing assessments, or specific such as spelling, reading or writing; and lack of personal organisation. In all cases it is important to bring the problem into the open and teachers have a responsibility to pass information on to the Educational Progress Department. The Head of Educational Progress will liaise with house staff and department staff to obtain a wide picture of the pupil.

At the beginning of each year a register of, and detailed information on, individual pupils who have learning difficulties is issued to all staff. This is updated each term.

### **Assessment**

Pupils in years 10, 11 and sixth form are assessed for public examination special arrangements (commonly extra time and/or the use of a word processor). Year 10s are tested during the first months of their GCSE course and sixth formers in the first weeks of their AS courses.

When a pupil is identified as needing an assessment, a battery of tests is used to discover the extent of their learning difficulty; results are shared with parents and staff and an Educational Progress session is arranged if appropriate. On occasion the pupil's difficulty will not be sufficient to warrant an individual session. The Head of Department will then arrange for staff teaching the pupil to have special regard for that pupil in their lessons.

### **Provision**

Once assessed, pupils and their families will be advised whether or not they should have a timetabled Educational Progress lesson. Depending on their needs, and in agreement with their families, pupils will be allocated either an individual, paired or very small group lesson. Each pupil receiving a weekly Educational Progress session will have an individual programme drawn up which will develop their literacy, numeracy or other specific skills.

Students in the sixth form are encouraged to use the department as a resource on an ad hoc basis but are welcome to have a timetabled lesson if they wish.

## **Staff support and partnerships**

### **In-service training**

The Head of Educational Progress has an important role in the development of additional needs practice across the school. Individual teachers and whole departments meet with the coordinator to discuss policy and practice. In addition, whole staff training is given as part of the pre-term in-service training programme throughout the year. This training reminds staff of their responsibilities towards pupils with AEN.

### **Partnership with parents**

Parents are encouraged to help and support their children and they should contact the Head of Educational Progress whenever they feel a difficulty is arising. Parent consultation meetings are an important way of discussing individual needs.

### **Links with other schools**

An important link is that with partner school in the area and beyond. Learning support and AEN staff from these schools are an invaluable link when a pupil comes to the school. The department is also linked to the Learning Success Department in the Taunton Preparatory School.

### **Links with outside agencies**

From time to time a pupil will have had access to an outside educational or medical agency; for example, county-based support agencies and independent educational psychologists and other practitioners. The strong link built up with these professionals is an important part of the Head of Educational Progress role in maintaining channels of communication between home, school and agency.

## **Charging policy** (At October 2016)

Pupils are charged at the rate of £31.40 per individual session. Pupils who are timetabled in a pair or small group are charged £19.60 per pupil per session.

The department can also provide students with specific resources to aid learning. For example, right or left handed Dyslexia pens, eye level coloured reading rulers, spellcheckers and revision kits. Each of these items are individually and competitively priced. Purchases will be included in end of term invoices.

## **Department development plan**

- Development of in class support;
- Develop the resources available for other departments;