

# ADDITIONAL LEARNING SUPPORT POLICY

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## Preface

Guildhouse School London is an independent international school in central London. The school offers a range of programmes, primarily in the sixth form years (A Level and the University Foundation Programme). There are also students on a pre-A Level course as well as students on a high school term experience. The transient nature of the school means that the average length of time a student is with us is less than one year.

The school recognises that our students are often vulnerable young people, away from home for the first time, learning in a language which is not their first.

Students come from diverse cultures and backgrounds and bring with them an enormously wide set of experiences, values and beliefs.

The school recognises that it has a duty to have regard to the 0-25 SEND Code of Practice (2014), the Children and Families Act 2014, SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015) and guidance issued by the Secretary of State meaning that it must:

- Co-operate as required with the local authority on arrangements for children and young people with SEND;
- Endeavour to secure the provision that any students with SEND requires, whether or not the student has an EHC plan;
- The school must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage.

This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage.

## Our Aims

We are committed to ensuring that students are enrolled on the correct academic programme so that they are able to move onto a course or other academic or vocational course that they aspire to. We are also committed to providing them with a secure and enriched environment in which they can develop their academic abilities and also acquire language, cultural and social skills that will enable them to adapt to the UK. We aim to support them to grow into resilient, creative, confident and independent learners who can face challenges head on and who have a strong sense of responsibility for their learning and future.

At the heart of the school's ethos is a commitment to recognise and celebrate the diversity of the students in our care and to provide an environment of equality and fairness in all activities and aspects of school life.

We aim to ensure that none of our students will be subject to discrimination on the grounds of race, colour, gender, disability, ethnic origin, nationality, religion, age, sexual orientation, family status or any other factor.

Central also to our ethos is the recognition that students bring a wide range of experiences, beliefs, concepts and values to their learning and that, as individuals, they will learn at different rates and with different levels of ease or difficulty.

We recognise that any barriers to their learning or difficulties they may experience in acquiring knowledge and skills may originate from a number of different issues, either permanent or temporary such as language skills, lack of experiences, ill-health, bereavement, lack of self-esteem and confidence or be due to an underlying neuro-developmental condition such as dyslexia or dyspraxia.

We take the view that neuro-developmental diversities, such as dyslexia and dyspraxia, may present barriers to learning which can be addressed by specialist teaching input.

We also recognise there are other conditions which may need additional support including ADHD, ASD, Cerebral Palsy, Visual Impairment and Speech and Hearing Impairment.

We recognise that each student has a unique set of strengths and weaknesses whether or not they have a recognised condition, and it is our responsibility to accommodate each student's preferred learning style and make any necessary arrangements to facilitate learning.

We aim to offer all students equally the opportunity to learn in a variety of ways that suit their individual needs best by being able to offer them different and personalised teaching and learning approaches.

The school acknowledges that a number of students will have an underlying difficulty that has a neurological basis, which has not yet been diagnosed.

Our aim is to identify barriers to learning and underlying difficulties and to provide support so that the individual has the opportunity to fully access the curriculum we are offering and the opportunity to realise his or her potential.

We recognise that some individuals may be extremely sensitive to being identified with a learning need because they may perceive that makes them different to their peers and in some cases that it creates a stigma.

We therefore aim to educate our staff and students to respect and celebrate learning diversity without prejudice and to judge everyone on their merits and positively encourage disclosure by providing opportunity at the time of admission and through our personal tutoring system.

We recognise that support for students with learning needs should be individual and personal but at the same time be integrated and inclusive. To meet students' individual needs requires adjustments to classroom teaching approaches, environment modifications or work methods. The curriculum plans, schemes of work and resources take account of the needs of all students, in terms of ability, need and aptitudes.

The provision of support may involve coordinated input by a team of providers or professionals.

We also recognise the importance of the student's views and participation in the formulation of targets and the nature of support.

The school encourages a positive approach to Additional Learning Support as a provision that any student may need at any time during their time at Guildhouse.

## Identification of Specific Learning Differences

### At the time of Enrolment and/or admission.

Guildhouse has agents in a variety of countries acting for the school. They have a responsibility to select the students for their suitability to participate in the programmes offered at the school.

Most students are interviewed and are required to sit tests to determine their level of ability in English.

Parents are required to fill in an admissions form in which they have the opportunity to disclose any particular medical or educational need. Students are also given the opportunity to disclose a particular need or if they have received additional support in the past as part of their enrolment.

### Through ALIS testing

Students will take the ALIS tests as appropriate in their first term at the school, and this will be used to help set target grades in all subject areas. These target grades will be analysed to identify students who may have particular challenges.

### As a part of English as a Second Language Assessment

All students are required to take the school test to determine their level of English. thereafter, the data is used to determine how best to support the student through differentiation, or possible change in programme of study.

### Through Observation by Teachers and Personal Tutors

Guildhouse recognises that under the revised Code of Practice 2014, when School Action replaced Stage 1 of the Disability Discrimination Act, subject teachers have a duty to identify individual learning needs in their classrooms and put in place adjustments that will include and facilitate access to the curriculum for those learners.

If a teacher or personal tutors suspects that the student may have a SEND need, they will raise this with the Access Arrangements Officer and the Pastoral Director.

### Through analysis of Academic Data

Academic staff will periodically analyse data to identify underachieving students and those who may be academically able and set up appropriate follow up actions to meet those needs, for example, individual Learning Plans.

## Assessment of Specific Learning Differences

Guildhouse respects the importance of students' views in the process of identification and support. We are sensitive to the fact that some students may have a negative perception of learning difficulties or even a fear of diagnosis, probably derived from cultural norms at home.

We work hard with our screening process and in meetings with students to counter any negative perceptions.

The Access Arrangement Officer will determine whether a student requires an Educational Psychologist assessment to investigate further their specific needs. Parents are involved where possible bearing in mind the international nature of the school.

The first step may be through a meeting with the Access Arrangements Officer to discuss/analyse needs, or to screen the student for dyslexic tendencies. This screening procedure can also highlight tendencies of dyspraxia and weaknesses in other cognitive functions. The student will then be recommended for referral to an Educational Psychologist.

The purposes of further specialist assessment are:

1. to determine if the student qualifies for Access Arrangements and other reasonable adjustment.
2. to provide information to support recommendations for individual support and inclusive classroom practice.

Assessment of Access Arrangements may include a variety of relevant tests.

Referrals will be made to the external agencies, Head of Centre or Examination Officer for Access Arrangements.

In ensuring that we comply with the JCQ guidelines, students who join Guildhouse with prior examination access arrangements in place, wishing for their arrangements to continue, will need to be reassessed in-house, or by our recommended assessor.

## **Nature of Additional learning Support – Specific Learning Difficulties.**

The school operates a tutorial system with each student allocated to a Personal Tutor. In their first term at the school, students participate in an analysis of their strengths and needs. Reports are produced and targets are set, with follow up discussions on student reflection days.

If they require further assistance to meet these targets or specialist support in other areas of their learning, they are referred to the appropriate member of the academic team (the curriculum director/ teacher and/ or the Access Arrangements Officer).

The targets for Additional Learning Support (ALS) for students on the SEND register aim to promote and reinforce the student's personal learning targets. However, there may also be specific and specialist areas that may also need to be addressed. Students are consulted about the nature of support they need and their views are reflected in individual learning plans.

We recognise that confidence can be a major barrier to learning and aim to not only provide instruction and demonstration to help students acquire the skills they need to facilitate their learning, but we also encourage them to become independent, confident, and resilient learners who do not perceive their difficulties as inadequacies but differences that may also have benefits.

The school's small class sizes allow students maximum access to individual attention by staff. Reasonable adjustments for students with difficulties are provided through these small class sizes and effective differentiation.

All students follow mainstream courses with subject combinations suitable for them to move to higher education or employment.

Where additional support is required beyond what the permanent school staff can offer, the school will work with the student and their parents to secure the services of external specialist services and expertise. These may include educational psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and therapists. These services can be involved at any point for help or advice on the best way to support a student with SEND needs.

## **Record Keeping, Communication and Confidentiality**

Students who have been identified as requiring additional support will be included on an Access Arrangements record maintained by the Access Arrangements Officer/ Examinations Officer.

All students on the register (whether or not they are receiving additional learning support) will have their own confidential file which will be kept with the Access Arrangements Officer/ Examinations Officer and contain at least the following documents:

- Student Record;
- Assessment Records;
- Psychometric or Educational Psychologist Reports;
- Personal targets and copies of reports for teachers;
- Correspondence;
- Additional Support Progress records and reviews (not daily teaching records);
- Request for Access Arrangements and Access Arrangements allowed;
- Data Protection Notice;
- ILPs;
- Medical confirmation from a hospital consultant, therapist, or psychiatrist to confirm a students need and access arrangements.

## **The duty for 'reasonable adjustments'**

Staff must be aware of the provisions of the Equality Act 2010 and the school policy on the Equality Act 2010. The form in appendix 1 from the ISC does not have to be filled in for every student but provides a useful guide as to whether adjustments are reasonable and if parents may be required to pay for any adjustments made.

## Preparing students to leave school

We recognise that preparing students to leave school and progress is an important part of the school's role. As well as personal tutors, there is a progression team, which has excellent knowledge of the possible destinations open to students with varying needs.

All students are allocated a member of the progression team who will provide personalised one-to-one support in advising on next steps.

## Related Policies

Equality & Diversity Policy



## Appendices

### Appendix 1: Reasonable adjustments decision-making checklist (non-examination)<sup>1</sup>

<sup>1</sup> For examination access arrangements see the JCQ Pink Book.

Ultimately only an adjudicating body can determine whether a person meets the definition of “disabled” and what is a “reasonable adjustment” in a particular context. But most cases will not go to a court or tribunal.

This form aims to take you through a structured decision making process similar to that followed by adjudicators to enable you to come to a view yourself.

By recording your decisions and evidence in this structured way, you should be well-prepared to explain your view to others if you are ever challenged on your conclusions.

Name of Student:		Date:	
Programme of Study:		Tutor:	
Residence:			

### If the answers to all the questions below is “yes”, a pupil has a disability<sup>2</sup>

<sup>2</sup> Note that “disability” is a context specific judgement. A person could be disabled in one context and not another.

Paragraph 3 of the guidance states: “In the vast majority of cases there is unlikely to be any doubt whether or not a person has or has had a disability, but this guidance should prove helpful in cases where the matter is not entirely clear.” This indicates that you would not normally expect to find this a difficult judgement.

A few conditions and diseases are automatically deemed disabling without having to show that they have a substantial, long-term adverse effect on the ability to carry out normal day-to-day duties, as follows in this form. These conditions are: blindness and partial-sightedness, cancer, HIV, multiple sclerosis. By contrast, other conditions are potentially disabling depending on the impact which they have in the individual case. Potentially disabling mental impairments include learning disabilities such as dyslexia, dyspraxia and autism

Question	Yes/No Comments and evidence
Does the pupil have a physical or mental impairment? NB - If the answer is not clear, read the government <a href="#">guidance</a> discuss these questions with parents and/or pupil seek professional advice e.g. medical, educational psychology, legal.	
Does the impairment have an adverse effect on their ability to carry out normal day-to-day activities <sup>3</sup> , including accessing education?	(Give examples of which activities are impacted and how.)
Is the impact substantial <sup>4</sup> ? (More than the normal differences between people, and more than minor or trivial.)	(Describe the impact.)
Is it long-term? (Over 12 months.)	
<b>Conclusion:</b> Does the pupil meet the legal definition of “disabled”?	

<sup>3</sup> See pages 47-51 of the Guidance for a non-exhaustive list of examples.

<sup>4</sup> Account may be taken of, for example, the time taken to carry out an activity, the way in which it is carried out, cumulative effects of impairment, how far a person can reasonably be expected to modify his behaviour, effects of environment.

**If the pupil has a disability (see section one above), has the duty to make reasonable adjustments arisen?**

**If the answers to all the questions below is “yes”, then the duty to make reasonable adjustments has arisen.**

Question	Yes/No Comments and evidence
Will the pupil be put, or is the pupil being put, at a disadvantage at school in comparison with pupils who are not disabled?	
If “Yes”, is the disadvantage substantial? (More than minor or trivial.)	
a) Is the disadvantage caused by a provision, criterion or practice of the school? AND/OR b) Is the disadvantage caused by the lack of an auxiliary aid or service?	
<b>Conclusion:</b> Has the duty to make reasonable adjustments for a pupil with disabilities arisen?	

## Reasonable steps

If the answers to sections one and two above are both “yes”, consider:

Question	Comments
What steps could be taken to avoid putting the pupil at the substantial disadvantage(s) identified?	
What steps could be taken to provide the auxiliary aid or service?	

## Is it reasonable for this school to have to take these steps?

Checklist of Considerations (Examples – others may be included.) <sup>5</sup>	Comments
The extent to which support is available from the local authority or health service	
Overall resources of the school and the availability of financial or other assistance	
Financial or other cost of making the adjustment(s) or providing the aid or service	
Effectiveness of step(s) to avoid or overcome the disadvantage	
The practicability of the adjustment(s)	
The effect of the disability on the individual	
Health and safety requirements	
The need to maintain academic, musical, sporting and other standards	
Interests of other pupils or prospective pupils	
Interests of and impact on the staff <sup>6</sup>	
Overall charging policy of the school e.g. are charges levied on other categories of pupil <sup>7</sup>	
Other regulatory or legal requirements	
Other	
<b>Conclusion:</b> In the light of the above, is it reasonable for this school to have to make this adjustment or provide this auxiliary aid or service for this pupil?	Yes/No

<sup>5</sup>Guidance on these many of these matters is available from the Equalities and Human Rights Commission. Note that “reasonableness” is a context specific judgement. Just because it might be reasonable for one school to have to do something, does not mean that it is reasonable for another to have to do it as the two schools might be operating in quite different circumstances.

<sup>6</sup>E.g. physical or mental health or working hours

<sup>7</sup>If the school does not levy additional charges for other services, such as elite sports coaching or scholarship classes, it would be unlikely to be reasonable for additional charges to be levied only on services and support for pupils with disabilities

**If you have concluded after this thorough process of consideration, supported by conversations with parents and the pupil, and anyone else (e.g. class teachers and other experts) that the pupil is disabled and at a substantial disadvantage but for the provision of an auxiliary aid or service, and that it is reasonable for the school to have to take the step or provide the auxiliary aid or service, then you may not charge for so doing. For these adjustments are “reasonable adjustments” and it is unlawful to charge for reasonable adjustments.**

Note: Considerations of cost will have been taken into account in the process of deciding what is reasonable for the school to have to do or provide without charge.

If you have concluded that it is not reasonable for the school to have to take the steps or provide the aids or services identified for the pupil in question, then ostensibly the school is not obliged to do so<sup>8</sup>. This is because these adjustments are not “reasonable adjustments”.

<sup>8</sup>If the school were to be challenged on its conclusion, parents could take the school to a tribunal. The tribunal would follow the same, or a very similar, process to that set out above and would examine the evidence on which the school had reached its decision.

In this case, if the school decides to go ahead and make the adjustment or provide the service, then the school may pass on the charge as this is a charge for an adjustment which goes beyond “reasonable” for this pupil in your school context.

NOTE: The school’s Disability Access Policy should be used to plan and implement ways to increase access to the school so that adjustments which you are not currently able to make may become reasonable in future.

If a tribunal were to reach a different decision to that reached by the school, it would instruct the school on what it should do. In so doing it can make any appropriate order. This might include, for example, an order to make a certain type of provision for the particular child or make an apology, review policies or train staff. But it is not punitive; the tribunal may not order payment of compensation (damages), impose fines or impose criminal sanctions.



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LONDON



Creating tomorrow's change makers.