



REIGATE GRAMMAR SCHOOL

Learning Support and EAL Policy

ISI Code:	Learning Support and EAL
Policy Author:	Mary-Ann Collins, Deputy Head
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Learning Support

Aim

This policy has been written in accordance with the Code of Practice 2015. Reigate Grammar School is an inclusive institution which embraces equal opportunities for all. We aim to provide all students with an outstanding education which will enable them to fulfil their potential and succeed at the highest levels, based on the Code of Practice 2015. The Learning Support department exists to give support to those students who, for a variety of reasons, may experience difficulties with learning. All students are valued as individuals and we seek to build on their strengths, enabling them to overcome barriers to learning which may be mild or more significant, temporary or long term.

This policy should be read in conjunction with our Equal Opportunities policy and our EAL Policy, as well as related policies such as Safeguarding, Behaviour and Sanctions, Admissions and Accessibility.

Staffing

Governor:	Mr D Cole
Head of Learning Support:	Ms S E Clarke
Specialist Teachers:	Mrs G Dexter Mrs A Fullalove
Teaching Assistants:	Ms B Channon Mrs R Hogarth Mrs L Sileo

Key responsibilities of Head of Learning Support

- Manage appropriate support of students;
- Tracking of both individual and cohort progress;
- Identification of students with learning difficulties through screening and assessment;
- Regular review of support provided, progress made and any adjustments required;
- Communication with parents;
- Examination access arrangements;
- Seeking early help for students;
- Making contributions to accessibility planning;
- Liaise with external agencies e.g. CAMHS
- Continual professional development of the team.

Identification

On entry to RGS we aim to identify any pupils who might benefit from Learning Support. We liaise with their previous school and all pupils sit baseline tests which help screen for any additional learning needs. In addition, any pupil who is not making progress in line with their ability is highlighted by the pastoral team, who then liaise with Learning Support if the need for additional assessment and support is indicated.

Accessing Learning Support

The progress and wellbeing of our students are carefully monitored by subject teachers, Heads of Department, Heads of Year and the Head of Learning Support. If it is felt that a student is experiencing difficulties with an aspect of learning the Head of Year will liaise with the student and his or her parents with a view to exploring what needs to be done to help the student to progress.

If additional support is indicated, the Head of Learning Support will contact parents to discuss what assessment and/or provision might be suitable. We aim to work in partnership: it is vital that the views of the student and his or her parents are sought when considering what action to take.

We carry out on-going recording of attainment and progress in line with agreed school reporting and tracking.

Where support is substantial, long-term, or involves the employment of specialist external professionals, costs may be passed on to parents at a subsidised rate; where a pupil receives a significant bursary there may be financial assistance available.

Areas of Support

We believe that all teachers in the school have a fundamental role to play in enabling our students make good progress according to their age and ability. With high quality teaching which is differentiated to suit the range of learning styles, fewer students will need learning support. Where there is a need for additional support we adopt a graduated approach with the first level of help usually being provided by subject teachers, and sometimes Teaching Assistants, in the class-room. However, some students benefit from further intervention as follows:

- **Learning Support:** small group or 1:1 tuition in study skills, touch-typing or organisation skills.
- **English as an Additional Language:** see separate information below.
- **Gifted and Talented:** RGS is an academically selective school and therefore the vast majority of its pupils are gifted or talented in at least one area of school life. Every pupil is given the opportunity to make the most of those talents and abilities through challenging teaching, lesson-related activities outside the classroom, and the School's extensive extra-curricular programme.
- **SEND:** a small number of our students might be identified with Special Educational Needs or Disabilities. We currently support students with mild learning difficulties such as: dyslexia, dyspraxia and autistic spectrum conditions. In each case, support is tailored to individual need. Where a student has a statement or an Education, Health and Care Plan, we work with due regard to the SEND Code of Practice: 0 – 25 years, and follow the requirements laid out in the plan.
- **Exam Access Arrangements:** some students have specific difficulties which have a substantial and long term effect on their studies. For these students, reasonable adjustments may be made in order to help them overcome that disadvantage. In making adjustments, we adhere to the regulations laid out by the Joint Council for Qualifications. The school is required to recommend appropriately qualified professionals to carry out diagnostic assessments. We cannot accept independently sought assessments. The assessor must be in receipt of a completed Section A JCQ form 8 (provided by the school) prior to the assessment, and must carry out the assessment in line with the student's current difficulties as observed and described by the school. A psychologist/assessor's recommendations cannot be used to award Exam Access Arrangements. Following consultation with teachers and receipt of the assessment results, the Head of Learning Support will apply for appropriate adjustments to be made in exams. The final decision rests with the examination boards.

English as an Additional Language (EAL)

The DFE defines EAL as: *A pupil's first language is defined as any language other than English that a child was exposed to during early development and continues to be exposed to in the home of community. If a child was exposed to more than one language (which may include English) during early development, a language other than English should be recorded, irrespective of the child's proficiency in English.*

This policy should be read in conjunction with our Equal Opportunities policy and our Learning Support Policy.

Identification

When pupils join the school their parents are asked to identify where English is not the primary language spoken at home.

In addition, each pupil's ability to communicate in English is assessed on application to the school, this may be through our Entrance Test and/or through reports from their current school, as well as the interview process.

The language skills of pupils who have recently moved to the UK will be formally assessed by our EAL specialist teacher.

Support and monitoring for pupils with English as an Additional Language

Where we identify a need, individual language tuition will be offered by our specialist teacher or other members of the Learning Support Department. In addition, teachers will be provided with a range of practical strategies to support language development in the classroom. Where appropriate, support from one of our teaching assistants may be offered.

The policy is available to parents of pupils and parents of prospective pupils. It may be found on the school website.