

## **Section B: Curriculum; Teaching & Learning; Academic Progress; Assessment & Reporting**

### **B.8 Learning Support Policy**

#### Introduction and Aims

Within the broader context of supporting and encouraging wider learning, the primary aim of the Learning Support Department is to support the school in its core purpose of encouraging each pupil to achieve the highest standards possible and to gain the greatest fulfillment from his/her particular academic skills. The school respects the individuality of each pupil and is committed to helping pupils overcome any barriers to learning that they may encounter.

The Learning Support Department aims to identify and support pupils with specific educational needs or disabilities and to collaborate with all staff in the provision support for learning. In keeping with whole school policy, the department assesses, records, monitors and evaluates pupils' progress in order to ensure that it is comparable to other pupils of the same age and ability. We believe that this involves a proactive partnership between learning support staff, other teaching and pastoral staff, parents, pupils and other professionals. The department offers assessment and advice, plus individual and small group teaching for pupils experiencing difficulties. Intervention is planned and structured to meet the particular needs of individual pupils. Consultation with parents and pupils forms an important part of this process.

The Learning Support Department aims to look beyond exam success and to consider how to engage and motivate learners and to create in them an appetite to learn. Fostering the habits and attitudes that best support learning and developing the reflective and metacognitive skills, which allow pupils to apply their knowledge and understanding confidently are central to the work of the department. We believe that active learning, the ability to question and make connections and to review and assess one's own progress are all essential learning skills.

The department considers that a collaborative approach towards support for learning is a key component of its provision and, therefore, aims to support teachers in their day-to-day roles within the classroom, communicate information about pupils and provide advice and training about the needs of particular learners.

#### Legal Context for the Provision of Support

The School subscribes to the ethos and requirements of the Equality Act 2010 and actively seeks to eliminate discrimination in all forms and to advance equality of opportunity. It seeks to ensure that all pupils with specific learning difficulties or disabilities are as fully integrated into the life of the School and its educational programmes as is possible, with all reasonable adjustments to alleviate disadvantage having been made.

Under the Equality Act (2010), a person is deemed to have a disability if they have a physical or mental impairment which has a substantial and long term effect upon their ability to perform normal day to day activities. 'Substantial' is considered to mean more than minor or trivial and 'long term' means that the effect of the impairment has lasted, or is likely to last, for at least twelve months.

Under the act, discrimination can take the form of direct or indirect discrimination, harassment and discrimination arising from, or as a consequence of, a disability.

All staff are, therefore, required to maintain an up to date awareness of pupils' individual learning needs and to cater proactively for students' specific learning difficulties or disabilities.

The school selects pupils for entry on the basis of their academic ability and breadth of interest. It is equipped to deal with mild learning difficulties but, due to the academic pace and the small size of the Learning Support Department, the school is not able to accommodate pupils with moderate and severe learning difficulties.

There are currently 2 pupils in the school with statements of Special Educational Need. There are 103 other pupils in the school who are on the Learning Support Register; this includes pupils with indicators associated with dyslexia, dyspraxia, attention deficits and obsessive compulsive disorder. Between 10 and 20 pupils per year qualify for special concessions in public examinations. Between 5 and 12 pupils per year are granted concessions to word process their work in public examinations.

### English as an Additional Language

The school aims to provide equality of access to the curriculum for all its pupils, including those for whom English is an additional language. It aims to ensure that the language and learning needs of all pupils are identified and that they are supported in overcoming any obstacles which might prevent them from achieving their full potential.

The term EAL is normally used to describe pupils who have either lived or been taught in an English-speaking environment for less than two years. The number of UCS pupils for whom this is the case is generally very small. The main need for pupils for whom English is an additional language is to develop specialized, subject-specific vocabulary and an academic style of writing. In the year 2011-2012, prior to the new screening results, we have do not any EAL pupils.

We have no specialist EAL unit or EAL teacher, but are prepared to arrange and fund specialist provision tailored to individual need.

Information about EAL pupils entering the school is passed by the admissions secretary to the pupil's Deme Warden and Form Teacher and to the Head of Learning Support.

The screening tests taken by all new pupils in the first half of the Autumn term, and in particular the Edinburgh Reading Test 4, are helpful in identifying levels of need for EAL pupils.

- Where an EAL need is identified, the pupil is added to the Learning Support Register so that all teachers are clearly informed of the need.
- Arrangements are made for the use of extra time and the use of bi-lingual dictionaries in tests and examinations.
- Advice is provided to teaching staff on strategies which may benefit the pupil.
- Teachers provide time for one-to-one sessions outside normal lesson time to help to check understanding and provide additional explanations.
- The pupil is placed on 'Update reporting' to ensure very regular feedback on his/her progress.

- The pupil has regular mentoring sessions with the Head of Learning Support to ensure that his/her needs are being met.
- Access to a specialist EAL teacher is arranged by the school, as the need arises.

### Staff and Responsibilities

The person responsible for coordinating the provision of Learning Support in the three schools, which form the UCS foundation, is Susan Thale, the Head of Learning Support (HLS). She has regular meetings with the Learning Support teacher at the Junior Branch and the Senco at the Phoenix School. In the Senior School she reports to the Academic Deputy Head, Simon Marshall, over matters of learning strategy, with the Headmaster taking overall responsibility.

The responsibilities of the HLS in the Senior School are as follows:

- Overseeing the screening of all new pupils
- Drawing up and updating a Learning Support Register (LSR)
- Coordinating provision for pupils on the LSR
- Maintaining the records of pupils on the LSR
- Conducting annual reviews of pupils on the LSR
- Liaising with and advising the parents of pupils on the LSR
- Providing individual tutorial support for pupils
- Communicating with and advising fellow teachers about pupils' individual needs
- Supervising the use of laptops by certain pupils on the LSR
- Gaining permissions for access arrangements in exams and consulting with examinations' officers over special arrangements for public examinations.
- Contributing to the in-house training of staff and the induction of new members of staff
- Liaising with external agencies (e.g. educational psychologists)

From September 2009 the HLS has been supported by one Learning Support Teacher, Tracey O'Neill, who, in addition to her role as Coordinator of PSHE, has particular responsibilities for the Entry and Shell year groups. Her main focus is to support the organisation and literacy skills of pupils who have been identified as experiencing difficulties in these areas. She also assists in the screening of new pupils in Entry and Shell.

In addition, a Learning Support Assistant, Adam Spensley, has been appointed for the academic year 2011 to 2012, primarily to work for two hours each day with one of the statemented pupils.

### Accommodation

The Learning Support Department has exclusive use of a spacious room accessed from the crypt. This is used by the HLS for individual support and for group sessions for pupils and for teachers. Tracey O'Neill has exclusive use of a room in the crypt near the Year Wardens of Entry and Shell. She holds some sessions in the Lower Library and some in classrooms as available.

## Resources

The department has built up an extensive collection of printed resources and self-generated information and worksheets. It also has copies of schemes of work and of many of the standard textbooks used by pupils plus an extensive range of assessment tools.

The department's annual budget currently stands at approximately £17,000. This covers homework diaries for all pupils within the school, plus teacher diaries as well as resources and consultancy for the department and the provision of typing courses for the Entry year group.

## Outside Agencies

The department consults with Andrea Smollan (educational psychologist) once a term and may refer pupils to her for assessment. Sarah Geiger (educational psychologist) has also taken referrals and assisted with staff training.

Stephanie Egerton (teacher specialising in assessment of SpLD) undertakes the majority of assessments to provide evidence for special access arrangements in public examinations.

Where problems in the visual system are suspected, referral is made to Simon Barnard & Associates (behavioural optometrists) or to the Institute of Optometry at the Elephant & Castle.

Referrals have also been made to Maximum Potential (a pediatric occupational therapy practice) the LearnWrite Centre in Nottingham, which specializes in retraining handwriting and the New Learning Centre in West Hampstead which gives advice and training in matters related to learning and parenting.

## Support for Pupils - Identification

The identification of need for additional support begins with the entry procedures.

## Admission of New Pupils

Feeder schools are asked to give details of any special learning requirements when supplying information to support an application to UCS. To qualify for extra time and/or the use of a word processor in entrance examinations, UCS requires a statement of support from the pupil's current school and evidence from an appropriately qualified professional (specialist teacher or educational psychologist).

The parents of new pupils entering the school are asked to give details of any special need or disability which might affect learning, on the registration forms. Where relevant, these are passed to the HLS by the Admissions' Secretary. The HLS will contact parents to discuss their child's needs and, where appropriate, the pupil's name and details will be added to the Learning Support Register.

## Transition from the UCS Junior Branch

The HLS has access to data used for tracking all pupils in the Junior Branch and makes use of this data when pupils transfer to the Senior School. The Learning

Support files of pupils in Year 6 at the Junior Branch who have received individual help, or are on the Junior Branch Learning Support Register, are passed to the HLS during the second half of the summer term. This information is shared with the Entry Warden. The parents of those on the register are contacted and these pupils are placed on the Senior School Learning Support Register.

### Whole School Initial Assessment and Screening

All new pupils undertake a series of screening tests and assessments at whatever age they enter the school. Information from the tests is used to identify areas of strength and possible weaknesses. In particular, significant discrepancies between tests are noted as possible indicators of specific difficulties which may affect aspects of learning.

### The Tests

All new pupils in Entry and Lower Remove sit the *MidYIS test* which has been developed by the Centre for Evaluation and Monitoring (CEM) at the University of Durham.. The test is comprised of four parts: Vocabulary, Maths, Non-verbal and Skills (accuracy and attention to detail), plus an overall score. The tests are designed to measure ability and aptitude for learning and provide baseline data which is used to track and monitor progress as well as to inform the nature of any specific support which may be required.

In addition, pupils up to the age of 16 take a computerized screening assessment, Lucid Assessment System for Schools (*LASS Secondary*) which is designed to give a summary of core cognitive skills and attainment levels in reading and spelling. The test is useful in identifying pupils who may have a specific learning style, such as dyslexia. The assessment is comprised of eight-sub-tests and takes about 45 minutes. A standardized graphical profile is produced which enables areas of strength and weaknesses to be identified.

Pupils of 16+ take the Lucid Adult Dyslexia Screening Test (*LADS*); this is a computerised assessment which is comprised of four tests which provide a summary of key cognitive skills such as working memory, non verbal reasoning and literacy achievements. The test results are also useful in identifying pupils with a specific learning profile such as dyslexia.

All new pupils also take the *Edinburgh Reading 4* test. The test gives a breakdown of scores for skimming, vocabulary, reading for facts, understanding points of view and comprehension.

Scores for the LASS, LADS and Edinburgh Reading Tests are distributed to staff and information regarding the MidYIS results is available on the school's information and management system (SIMS).

Results of the screening tests are also discussed with an educational psychologist who is able to offer specialist advice regarding the best support for the particular needs of individual pupils.

Parents are informed about the assessment and screening process by letter and where a pupil's profile shows unusual features, the HLS will contact parents in order to discuss the results and possible courses of action. Pupils are also invited to discuss the results with the HLS.

### Referrals from teachers, tutors or Wardens

All staff are encouraged to discuss their concerns about the learning effectiveness of individual pupils with the HLS, or to pass on concerns raised by parents. The progress of pupils and their support needs is a regular agenda item in all department meetings; where concerns are raised, these are communicated to the HLS by the relevant Head of Department or individual teacher. In addition, the HLS attends a meeting with each department once a year at which the progress of individual students and matters of strategy and support are discussed.

Concerns may be raised because a particular aspect of a pupil's learning may be out of line with the rest of his or her abilities and progress. Lack of learning confidence, low motivation, poor behaviour and lack of focus are all legitimate reasons for raising concerns.

A referral is made by communicating the nature of the concern to the HLS and, where appropriate, providing samples of work. The majority of referrals come from Deme and Year Wardens who have an overview of the progress of pupils in their care.

The school counsellor may also make referrals to the HLS where she judges that a pupil's learning competence or confidence is causing significant anxiety.

Sixth Form pupils may seek support from the Learning Support Department of their own accord, although referral is usually done on the advice of a Deme Warden or Sixth Form tutor.

Upon receipt of a referral, the HLS will gather further information, including the views of other teachers; review reports, test and examination results, screening and tracking data and invite the pupil to discuss his or her perception of the need for support. A plan of action will be agreed; this may take the form of support strategies being provided; the implementation of a process of monitoring and regular reviewing of progress, or a series of support meetings being established.

Where additional support is recommended, agreement will be sought from parents. Form Teachers and Wardens are informed; a Learning Support Profile is created and details of the pupil's need and support are placed on the Learning Support Register. There is no charge for additional support.

### Individual Support Lessons

Learning support lessons are planned and structured to meet pupils' individual needs. At the start of each half term, a specific area of focus or target achievement is identified and agreed upon; progress towards this is monitored and reviewed at the end of each half term. Evidence of achievement might come from quantifiable data such as improved test scores or more qualitative responses in the form of teacher feedback on a pupil's progress.

Support programmes often have as their focus the improvement of a particular skill set such as planning or editing written work, organisation and time management, taking notes, listening and following instructions, asking and answering questions or learning for tests and exams. Wherever possible material or topics are designed to relate closely to work the pupil has done recently, or will do in the near future to aid the transfer of skills to work in subject areas.

The sessions are based on a 'coaching' approach, which seeks to bring about change and development through questioning, emphasising strengths, and building intrinsic motivation and stamina for learning. Pupils are encouraged to set their own goals and targets and where appropriate these are shared with the relevant teaching staff.

Pupils in Entry, Shell and Lower Remove are withdrawn from class according to a rotating timetable. Older pupils from Remove upwards are normally seen in free periods, before or after school, or at lunchtime.

In general, individual support lessons tend to be required for a short term period in order to enable a pupil to develop strategies to address a specific area of difficulty.

A small number of pupils who opt to take nine rather than 10 GCSEs will have regular, weekly individual sessions throughout their GCSE programme of study.

Some students, particularly at GCSE level and above, seek support on a 'drop in basis', often on the advice of a subject teacher or Warden, to address a specific problem or difficulty.

Pupils with a low average reading score are provided with a programme of individual support in order to improve their reading comprehension.

The concerns and wishes of pupils are given a very high priority at every stage of learning support process. They are consulted during the information gathering stage and in the review process. They are encouraged to develop a good understanding of their learning strengths and weaknesses and to develop effective strategies for overcoming or circumventing specific areas of weaknesses.

### Group Support

Tracey O'Neill runs Guided Reading Groups for pupils in Entry and Shell plus an after school homework group for pupils in the Lower School who struggle to establish good homework habits.

### Learning Support Register and Handbook for Staff

The Learning Support Register is issued at the start of the academic year and updated each term. The register identifies the nature of pupils' learning difficulties, key areas of weakness, the level of support or need, examination concessions and access arrangements, plus brief suggestions for support. The Learning Support Register is also included in the Learning Support Handbook provided for staff which is issued at the beginning of the academic year. The handbook also contains information about staff responsibilities and more detailed suggestions for supporting learners with particular needs or specific difficulties.

## Learning Support Profiles

Learning Support Profiles for pupils who are on the Learning Support register are available in SIMS. The Profiles include details of pupils' screening scores; strategies for support and summaries of reviews with both parents and pupils.

## Support from Teachers

Teachers are required to be aware of which pupils are on the Learning Support Register and to have identified strategies to support their learning and well being both within a classroom and wider school context.

Teachers should accommodate individual learning differences in class by using their department's recommended differentiation strategies and those listed in the Staff Learning Support Handbook.

Many staff give individual consultations to pupils, outside normal lesson times in order to help them to overcome difficulties which they are encountering with particular pieces of work.

Form teachers and Deme and Year Wardens provide extra monitoring and support for pupils who experience difficulties with organization and establishing productive learning habits by means of the school's report cards and update reports.

## Responsibilities of Teaching and Pastoral Staff

Subject teachers have a responsibility to:

- Note which pupils are on the Learning Support Register, highlight their names or annotate their mark books accordingly, and check pupils' Learning Support Profiles in SIMS
- Discuss any concerns they have about the level of attainment, progress or engagement of their pupils with the HLS, as necessary
- Complete update reports, commenting on specific areas, as requested
- Plan and deliver lessons and mark work with the needs of pupils' specific needs and difficulties in mind. The advice sections in the Staff Learning Support Handbook are offered as guidance

Heads of Department have a responsibility to:

- Ensure that department policies and handbooks contain subject-specific guidance on how to support pupils with specific difficulties
- Ensure that all department members follow the guidance given
- Monitor the progress of Learning Support pupils in their subject area
- Regularly discuss the needs and progress of pupils on the Learning Support register in Department Meetings
- Arrange a meeting of their department with the HLS once a year
- Suggest and consult over any training deemed necessary

Form teachers have a responsibility to:

- Note which members of their form are on the Learning Support Register
- Read the Learning Support Profiles in SIMS

- Pass on relevant information from parents to the HLS.
- Attend Learning Support meetings as requested
- Monitor and help to support pupils through the use of report cards and by giving extra support with organisation.

Deme and Year Wardens should:

- Share concerns about pupils' level of attainment, progress, behaviour and motivation and agree action with the HLS

### Lesson observations by the Head of Learning Support

As part of the process of enhancing teaching and learning, the Learning Support Department recognizes the value of observing classroom based lessons in order to extend and share good practice, support pupils in the development of their own learning skills and to increase knowledge and awareness of individual pupil's specific learning needs. The HLS welcomes the opportunity to observe teachers' lessons, particularly those in which pupils on the Learning Support Register are present.

### Examinations

As part of pupils' preparation for examinations, revision, examination and test taking techniques are covered during individual learning support lessons. In the second half of the summer term time is spent with individual pupils analysing and reviewing examination techniques and setting future targets. In addition, Susan Thale provides training in revision and examination techniques for specified pupils on request from Form teachers and Deme Wardens. A half-day revision workshop, open to all Upper Remove pupils, is held at the end of the Spring term.

### Access Arrangements and Examination Concessions

If it is judged that a pupil may be eligible for a time concession in public examinations, his or her parents are contacted in the summer term before the start of the GCSE or A Level course and advised about procedures for assessment. Assessment for examination concessions is not generally carried out within school, but referred to appropriately qualified outside agencies. Candidates who are eligible for extra time are given advice regarding how to use the concession effectively. Candidates who are eligible for other examination concessions or access arrangements are advised of the procedures and regulations regarding their specific concession. All staff who are involved in the provision or supervision of specific concessions or access arrangements are also informed about the regulations regarding the arrangements.

Extra time is awarded in internal school exams to pupils whose reading, writing and processing speed and accuracy are judged to qualify them for concessions in public exams.

If a pupil has had an external assessment indicating a specific need, or a parent has concerns that their son or daughter may be eligible for examination concessions, the school asks that evidence is provided *at the beginning* of the GCSE, AS or A2 course. Parents are alerted to this requirement during the process of making subject choices and responses are passed to the HLS.

The school is required by the Joint Council for Qualifications (JCQ) to monitor the progress of pupils with specific learning needs throughout their courses and to vouch for a pupil's eligibility for examination concessions. Access arrangements and examination concessions have to reflect a pupil's normal way of working and to be catering for a specific need. The JCQ issues deadlines by which requests for access arrangements and examination concessions have to be made. Acceptance of late requests for concessions cannot be guaranteed.

### Use of a Laptop Computer

Some pupils may find it necessary to use laptops for classwork and examinations. Any pupil who considers that they need access to a lap top for classwork and in examinations will be required to have a formal assessment in order to confirm their eligibility and need. A pupil's typing speed should be at least equivalent to their writing speed and the use of a word processing facility should not have an adverse effect upon the clarity of their expression. Advice on typing courses is provided by the department. Word processing in public exams must be approved by the HLS.

### Examination Results

The Learning Support Department the examination results of pupils on the Learning Support Register with their MidYIS results, as part of the process of evaluating the work of the department. On average, pupils on the LSR achieve at least as highly as their peers in public examinations and generally well beyond their MidYIS predictions.

Performance in school examinations, particularly in English and Mathematics, is also scrutinized by the HLS in order to identify any pupils who may be in need of additional support.

### Annual Reviews

Pupils on the Learning Support Register are reviewed as follows:

- Transitus and Sixth Form – first half of Autumn Term
- Shell – first half of Spring Term
- Upper Remove – second half of Spring Term
- Remove and Lower Remove – second half of Summer Term

Each review comprises a scrutiny of reports and examination results, plus individual discussions with the pupil, a parent and the Deme or Year Warden. As a result of these reviews, information on a pupil's Learning Support Profile is updated.

### Reporting, Feedback and Reviews

The HLS has access to the reporting system in SIMS and can add pupils from the LSR to the list for *Update Reports* at any time. Update reports provide feedback on pupils at roughly three-weekly intervals. All pupils on the LSR receive the first update report of the year. Thereafter they can be added to the list as necessary.

The Wardens contribute information to the annual reviews. There is frequent communication of pupil information both informally (usually before school in the mornings) and formally in the Pastoral Committee Meetings.

In addition to the more formal feedback in reports and department meetings, there is much informal feedback from teaching staff, particularly within the English department. Meetings are held with the Head of English and the Head of Mathematics at least three times per year, in addition to the annual meeting with each whole department.

### Meetings

The HLS has weekly meetings with the Academic Deputy Head and separately with the Head of PSHE. She also has meetings at least each half term with the school counsellor. She attends all meetings of the Academic Board (Heads of Department) and of the Pastoral Committee (Deme & Year Wardens and Heads of Sixth Form). Meetings are held with each subject department once a year in the Learning Support Room to discuss matters of mutual interest. The HLS also has opportunities to make brief contributions to whole school staff meetings.

### Training

The HLS holds a meeting for all new members of staff at the start of each year to explain the duties of staff in relation to learning support pupils. The annual meetings with departments also provide opportunities for discussing pupils' needs and possible strategies for support.

Whole staff training on matters related to Learning Support are organised approximately once each year and training for individual departments has also been arranged.

### Evaluating the Work of the Department

The work of the department is regularly reviewed in weekly meetings, as well as in an annual plenary, with the Academic Deputy Head.

The work of the department is also appraised by ascertaining the perceptions and views of pupils who have received additional support, by feedback from teachers regarding the achievements of pupils on the Learning Support register and, quantitatively, comparisons between pupils' MidYIS test results and their performance in examinations are also used to monitor and evaluate the performance of the department.

### Communication with Parents

The Learning Support Department recognizes that parents have a vital role to play in the identification and support of pupils with learning difficulties.

New parents are provided with a Learning Support Information Sheet which sets out how Learning Support works at UCS. They are also informed by letter of the school's screening policy and invited in to discuss the results, should they reveal an unusual pattern of strengths and weaknesses.

Parents with concerns about a pupil's academic progress should raise them initially with the pupil's Form Teacher or Deme/Year Warden. If appropriate these concerns will be shared with Learning Support.

Parents' views are used to help build and review a pupil's Learning Support Profile and parents may be invited to meet the HLS and other staff to discuss their son's progress. Parents can also contact the HLS by telephone or email for advice about how to support their child's progress or for information about outside agencies which may be helpful.

Parents of pupils who may be eligible for special arrangements in public exams are contacted by letter and advised of the necessary procedures.

### Enrichment

The Learning Support Department is committed to contributing to enhancing teaching and learning and the wider academic agenda of the school.

The HLS is a member of the Teaching and Learning Development Group and part of the 'Cosmos' lunchtime discussion clubs for the middle and lower school. These are run according to 'Philosophy for Children' (P4C) guidelines developed by *Sapere*. The meetings are well attended and tend to attract the more academically ambitious pupils in each year group. Pupils from the Transitus and Sixth form frequently return to chair or contribute to the group discussion.

In addition, the HLS also supports the Debating Society.

The Department organizes revision workshops for the Upper Remove to increase the confidence and efficiency with which they prepare for public exams.

Tracey O' Neill runs an early morning homework club for the lower school to encourage the development of positive homework habits. As Co-ordinator of PSHE and a member of the Learning support team, Tracey is ideally placed to liaise work with the HLS and pastoral teams in the development of effective study skills throughout the lower and middle school.

### Links with the UCS Junior Branch and Phoenix School

Susan Thale attends the weekly Monday morning staff meeting at the Junior Branch and follows this by a meeting with Sarah Miller (Learning Support Coordinator at the Junior Branch). She is also frequently invited to parent/teacher meetings for pupils in Year 5 and 6 and kept fully informed of the progress of pupils receiving individual learning support sessions.

Susan Thale visits the Phoenix School at least twice each term and consults over any pupils causing concern and advises on the use of outside agencies.

Learning Support Policy across the three schools of the UCS foundation is developed collaboratively in order to provide a similar standard of care and an effective transition between schools.

### Child Protection

The Learning Support Department takes full account of the school's Child Protection Policy and refers any matters of concern to the Pastoral Deputy Head, who is the school's Designated Teacher for Child Protection. The department is fully aware of the protocols for working with individual pupils and recognizes that this confers a

particularly important role in the identification and reporting of child protection matters.

### Use of ICT

The Learning Support Department is fully committed to the use of IT to enhance its own efficiency and pupils' learning. We use electronic programs as part of our screening procedures and pupils are encouraged to use ICT to facilitate their organization and academic work. Pupils who have specific needs, slow or illegible handwriting are able to apply to use laptops as their normal way of working. We encourage pupils to use the school's VLE as an everyday resource and, in particular, to access details of homework tasks which have been set.

### Complaints and Appeals

Complaints about the provision of Learning Support in the school should be addressed, in the first instance, to the HLS who will arrange a meeting to discuss the issues and inform a member of the Senior Management team. It is to be hoped that a resolution can be achieved by this means; however, if an individual believes that a decision under this policy has not been made correctly, they may appeal in the first instance to the Headmaster. The individual should set out in writing the grounds for their appeal and this should be sent to the Headmaster. The individual may be invited to attend a meeting at which the grounds for the appeal will be discussed. A further appeal may be made to the Board of Governors and the individual may again be invited to attend a meeting at which the grounds for the appeal will be discussed. The individual will then be informed of the governors' decision in writing. The decision of the governors will be final and there will be no further right of appeal.