



The Peterborough School Individual Learning Policy

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Review Date:	April 2025
Reviewed by:	Deputy Headmaster Head of Individual Learning
Next Review:	April 2027
Review Frequency:	Two Years



Rationale

We are committed to providing a broad and balanced education consistent with the Woodard Ethos, which aims to unlock the potential of each and every child, taking into account their age, aptitudes and needs, including those with individual needs, and enabling them to be happy and successful adults through the acquisition of suitable skills and attributes.

The Individual Learning Policy explains the actions taken to ensure inclusion throughout the school for all pupils who require additional support, and those with a formal diagnosis of special educational needs and disabilities (SEND), those with English as an additional language (EAL) and the Able, Gifted and Talented.

The Individual Learning Department aims to equip pupils of all abilities with the skills necessary to help them become increasingly independent learners and to ensure consistency of inclusive practice across the curriculum.

Documents that support this policy include the following:

- The Admissions policy
- The SENDA policy and accessibility plan
- The Able, Gifted and Talented policy
- The English as an Additional Language policy

Responsibility for Policy Implementation

The Individual Learning policy is the responsibility of the school's governing body, the Senior Leadership Team (SLT), Heads of Departments, all tutors and teachers, and all adults working directly with pupils in an educational capacity within the school.

The Head of Individual Learning (HIL) has responsibility to ensure effective communication of the special educational needs of those pupils identified under the school's identification and assessment procedures. They also ensure the School's register of pupils with SEND is kept up to date and that, where applicable, access arrangements for external examinations are processed appropriately in conjunction with the schools Examinations Officer and the Head of the Preparatory School.

The policy is reviewed biannually by the HIL in conjunction with the SLT and the School Governing body.

All teachers have a responsibility to support SEN students, and maintain up-to-date knowledge about the pupils in their care, ensuring that their teaching approaches enable all pupils to achieve their potential.

The Admissions Department asks parents of new and prospective pupils whether there has previously been a history of SEND or support, and shares this with the HIL.

Teachers, Form Tutors and Heads of Key Stage must inform the HIL of pupils who are a cause for concern.

The primary responsibility for communication with parents will vary, depending on the age and stage of schooling the pupil is currently at. Within the Preparatory School the Form Teacher will generally take primary responsibility for communication with parents but the HIL may become involved to provide additional support and information as and when seen appropriate.



In the Senior School the HIL will generally take responsibility for communication with parents with regards to SEND or any other support. In conjunction with the Heads of Key Stage or Form Tutors as appropriate.

The Communication of the Individual Learning Policy and Inclusive Practice

The policy is included in the staff handbook and shared with new staff when they are first employed. The Head of Individual Learning disseminates the school's SEND policy and practices to new staff as part of their induction programmes.

Information relating to the policy or its implementation is shared with colleagues via the Heads of Department Meeting (HOD's) or via involvement of the HIL in departmental meetings as required. The HIL disseminates any updated or amended information on individual pupils to staff as required. All individual SEND pupil information is stored on the School's management information system and intranet

The Individual Learning Department

The Individual Learning Department is led by the HIL and they are supported by further specially trained members of staff. Teachers will provide individual learning support for pupils in their teaching groups. Where possible, this support will be in line with specialist knowledge and experience. Teaching Assistants may also provide individual learning support to pupils.

At times, other School staff may provide individual learning support, in line with their specialist knowledge and experience and timetable capabilities, such as members of the MFL department for pupils with EAL.

In addition to the responsibilities described above, the HIL supports the Admissions Department and members of the SLT to ensure effective integration of all pupils with special educational needs.

All staff are aware of their responsibilities for supporting the work of the IL department.

Monitoring and Evaluation of the Individual Learning Department

The HIL submits a Departmental Development Plan each year to the Deputy Head. The HIL reports annually to the SLT and governors to review departmental progress against the development plan and the School development plan.

The HIL meets with the Deputy Head, the Head of the Preparatory School and the Heads of Key Stages 3 & 4 on a regular basis to monitor and review pupil progress. Regular meetings also take place with the Head of Sixth Form and Head of Pastoral Care.

The HIL works in conjunction with the Admissions Department and with the Examinations Officer during the processing of access arrangements.

The actions of the HIL are monitored informally through interaction with these colleagues. Regular informal pupil evaluation of the Individual Learning Department is undertaken by the HIL.

The Identification and Assessment of Pupils with SEND

The majority of pupils with SEND have specific learning difficulties, such as Dyslexia or Dyspraxia, Attention Deficit (Hyperactivity) Disorder (ADD or ADHD); or Autistic Spectrum Disorder (ASD), working memory or processing challenges. Pupils with emotional or behavioural difficulties may also need assessments from the HIL.



When a specific learning difficulty, or disorder, necessitates an intervention (e.g. differentiation or exams concessions) and has been identified by an Educational Psychologist or other appropriately qualified specialist, then the school recognises such pupils as having SEND.

How New Concerns are addressed

Any concern about a pupil will be raised with the HIL via an Early Alert Form. A concern may become apparent in a number of different ways, such as:

- A persistent difficulty over time
- organisational or communication difficulties
- retention and recall difficulties
- slow pace of working or handwriting
- difficulty in completing tasks within the time allowed
- a clear disparity between a pupil's oral and written abilities
- co-ordination, gross and fine motor difficulties

These concerns may become apparent through a variety of channels, such as:

- through routine assessment and observations.
- through regular tutorial sessions and monitoring of pupils' planners,
- Through half-term or end-of-term reports
- Through informal liaison with teaching colleagues
- Through parents sharing their current concerns or a history of need
- Through pupils themselves recognising a difficulty or challenge and seeking advice from tutors or the Individual Learning Department.

Actions: from Concerns to Provision

The majority of pupils SEND needs are met through differentiated teaching approaches within lessons. For some pupils, Individual Learning Support lessons will be provided by the Individual Learning Department.

- Any concern raised with the Individual Learning Department is always brought to the attention of the Deputy Head or Heads of Key Stage or Head of the Preparatory School if they are not already informed.
- The HIL or Form Tutor may gather additional information from subject teachers, and parents to investigate the perceived need. Sometimes, discussion of a pupil's needs with their tutor and subject teachers and suggestions of possible teaching and learning strategies is the most appropriate response in the first instance. The tutor monitors the situation and informs the HIL if the concern continues.
- If concerns continue, then a Pupil Profile (PP) will be drawn up to ensure that pupils have specific support strategies that relate directly to the area of concern. Parents will be informed if the Individual Learning Department intends to talk to their child to draw up or share a Pupil Profile. The PP is always drawn up with or shared with parents and pupils and agreed by all. The aim of the PP is to give the pupil a 'voice' and to ensure all staff, parents and pupils know the area that needs extra support and how this is going to be individually achieved for the pupil. A PP will continue to be drawn up and reviewed until the area of concern is no longer perceived as hindering expected progress.
- Some pupils will have targets as part of their Pupil Profile via Assess/Plan/Do/Review cycles; others will have support strategies' and areas of concern only. The specific content and timings of review of the PP will relate directly to the individual needs of the pupils to enable the best support possible.



- Pupils transferring from TPS Preparatory School with a PP will automatically have their PP reviewed in the Autumn Term of Year 7. Parents will be informed that this will take place.
- Pupils with specific learning difficulties will receive individual learning support within the parameters of the normal curriculum.
- The school requires that all applications for examinations access arrangements must be supported by a report from an appropriately qualified individual (such as an Educational Psychologist) and for GCSE or higher a Form 8 must be signed alongside the report. Parents must give a hard copy of the assessment report to the HIL.
- Pupils with English as an Additional Language are identified via a separate policy and procedures overseen by the Head of Individual Learning.
- Able, Gifted and Talented pupils are identified via a separate policy and procedures overseen by the Head of Individual Learning.
- Pupils with medical, emotional or social difficulties or needs are supported through the school's pastoral system and medical provision. The Individual Learning Department may be consulted about their care or asked to ensure appropriate examination concessions are in place.

Examination Access Arrangements

Some pupils may be tested for examination access arrangements to support their achievements in external examinations. This responsibility lies with the HIL. Testing will take place during the school day and parents will always be asked for consent before this takes place. Additional charges will apply as per the Schools' fee list.

Results of this testing will be stored in accordance with data protection requirements and all information pertaining to assessments will be kept securely. Copies will be provided for pupils' parents. They will not be made available to any other party without relevant permission. They will not be used for any other purpose. Handwritten notes related to assessments will be kept for a period of three months after which they will be shredded. An electronic copy of any reports will be securely kept until the subject is 26 years old.

The criteria for examination access eligibility will be judged according to the JCQ 'Access Arrangements and Reasonable Adjustments' in the Senior School, and according to the Key Stage 2 Examination Access Arrangements that are based upon the guidance provided by the STA. In Key Stage 1 or EYFS, a criterion to support pupils with examination access eligibility will be drawn up when needed.