

KELLY COLLEGE PREPARATORY SCHOOL

Learning Development

Policy

Kelly College has an inclusive policy regarding pupils who may have specific learning needs and statements, such as dyslexia and dyspraxia. It accepts pupils of a wide range of ability and talents, and evidence shows that most of these pupils achieve creditable results – both academic and non-academic – according to their potential. Sometimes particular needs are not identified until a pupil is already at Kelly. The school's aims, therefore, with regard to specific needs, are to: offer continuing learning support, if considered beneficial. To identify and assess any previously undiagnosed learning difficulty. To provide specialist tuition and learning support to all pupils with learning development requirements, so that they fulfil their potential and benefit from what Kelly College has to offer.

Entry Procedure

When applying for admission to Kelly, parents who are aware that their son/daughter has a learning difficulty *must make this known to the school*. It may be that he/she is entitled to extra time in the entrance exams to the Senior School, but more importantly, an appointment can be made with Mrs. Robinson. The purpose of this meeting is primarily to discover whether Kelly is the best environment for the pupil, and that the school is able to meet his/her particular needs. It is important for parents to make available any recent school reports and/or assessments from Educational Psychologists or Learning Development Co-ordinators, in order to discover the nature of the difficulty and the kind of provision required.

Liaison With Parents

Contact with parents is a vital ingredient in the success of the tuition given to pupils. Parents are welcome to contact Mrs. Robinson by telephone, via her school number: 01822 612919 or by e-mail on robinsonl@kellycollege.com. They are equally welcome to make an appointment to come into school and discuss any concerns. A written report on the pupil's progress, and a brief outline of the work covered, is included in the end of term reports. She is always available at the relevant Parents' Meetings. There are regular review meetings for all parents of children with specific learning requirements. Parents are always informed, involved and welcome to contribute to their child's specific learning programme (IEP), if one is required. This information and liaison commences from the date of referral and involves Early Years through to the end of the required support.

Specialist Tuition

The aims are to: Improve the pupil's ability to express him/herself more clearly and accurately, both orally and on paper, thus narrowing the gap between potential and performance. Encourage effective study and organisational methods that will be of lifelong benefit. Help pupils to acknowledge their strengths and to give them the confidence to overcome their difficulties. Sometimes specialist Dyslexia programmes may be used. Tuition is either on a one-to-one, small group, or in class with support basis. Each pupil referred for tuition is assessed, and an Individual Education Plan (IEP) is drawn up. The pupil's teachers are given a version of this as a guide to planning classroom work, as well as discussion with the Learning Development Co-ordinator. Help covers a wide spectrum of approaches, but is largely based on multi-sensory techniques. These include some excellent computer software aimed at improving spelling, phonics, mathematical concepts and study skills. As much as possible, the IEP is related to what the pupil is currently doing in other areas of the curriculum, thereby making it more meaningful and relevant. Where appropriate, a pupil with learning difficulties may be entitled to special arrangements in internal examinations and entrance to the Senior School.

'Gifted and Talented'

This register is based on several criteria, including scores on tests and recommendations in the areas of Academic as well as Artistic, Creative, and Sporting achievement. The 'Gifted and Talented' programme also runs throughout the Curriculum, raising the standard of teaching and independent learning for all. Children showing the 'promise' of potential well above average in one or more areas of school life may be referred by staff, to be placed upon the school's Gifted and Talented register. There are also specific club opportunities, trips and activities designed to encourage the children on the register. Parents are liaised with and informed on the developments of the programme.

Timetabling

Pupils are seen during the normal school day within lesson time and can be withdrawn from class to work in the Learning Development Classroom or they can have in-class support depending on age and suitability. On occasions this is during French lessons for which Learning Support is an alternative; and parents request this.

English as an Additional Language (EAL)

At Kelly Prep we recognise that cultural and linguistic diversity is a rich resource for the whole school. We recognise that pupils' achievements are linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and language will support EAL learners in becoming confident speakers and writers in English in all areas of the curriculum. EAL pupil requirements will be met and developed within the classroom and all subject areas; with appropriate support if needed. Class teachers, in discussion with the Learning Development Co-ordinator, will monitor EAL pupils. Parental liaison and review meetings will take place regularly when appropriate or required.