



DITCHAM PARK SCHOOL

Where every child is known and valued

Academic Support Policy

Compiled by	Head of Learning Support
Approved by	Head of Juniors
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Academic Support Policy

INTRODUCTION

This policy is an integral part of the teaching and learning of all pupils with specific learning difficulties (SpLD) and/or disabilities. It seeks to improve provision by guiding and clarifying practice and improving communication between all parties who are involved with the pupil who has specific learning difficulties and/or a disability.

This policy has been informed by the Equality Act of 2010.

Ditcham Park School recognises that all children have their own learning styles and needs, educational or otherwise. Some may entail individual consideration and specialist teaching support from time to time. These issues are more commonly known as Specific Learning Difficulties (SpLD). Presently Ditcham Park School caters for a number of pupils with mild to moderate dyslexia, dyspraxia, speech and languages disorders, autistic spectrum disorders and auditory processing problems. Where any pupil, including pupils of EAL, has any difficulty which inhibits his / her capacity to learn and make progress at a rate similar to that of their peers, then relevant additional support will be made available for as long as that difficulty persists.

This policy is implemented by all the teaching and Learning Support staff and is led and co-ordinated by the Headmaster, Senior Leadership Team and the Head of Learning Support.

It is central to the ethos of Ditcham Park School that all pupils are equally valued and share a right to a broad balanced curriculum which promotes personal development preparing them for increasing independence and responsibility. To this end all pupils are offered relevant help and assistance in their learning wherever and whenever a need is identified. In some circumstances, and with the agreement of parents, teachers and Learning Support staff, a pupil may receive one to one support from a specialist literacy or numeracy teacher to meet a specific learning need.

Please note that this 1:1 support entails a fee to parents.

AIMS

The broad aims of the policy inform a practice which aims:

- 1 To promote high quality practice and provision in relation to children with specific learning difficulties and/or disabilities.
- 2 To meet the learning requirements of all pupils and value all pupils.
- 3 To ensure early identification of learners with specific learning difficulties and/or disabilities and early intervention.



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- 4 To cultivate an ethos which promotes a creative, sensitive and secure environment which will enable pupils with specific learning difficulties to develop a growing confidence in their abilities.
- 5 To enable each pupil to learn and progress according to his / her full potential (academically, socially and emotionally).
- 6 To provide access to a broad, balanced and relevant education.
- 7 To ensure (within an independent school framework) that age, gender, race, culture, learning difficulties and/or disabilities or other individual needs do not constrain any educational entitlement.
- 8 To work in partnership with staff, external agencies, parents and pupils to these ends.

OBJECTIVES

These objectives support the broad aims of this policy and intend:

- 1 To seek and take into account the views of the pupils and to encourage pupils to participate in decision making, assessment, planning and reviews.
- 2 To encourage pupils with specific learning difficulties to become independent learners and to develop strategies for organisation, self-discipline and respect for their own and others learning.
- 3 To support pupils to develop and maintain self-esteem.
- 4 To ensure that all staff have high expectations of all pupils.
- 5 To encourage all pupils to aim for high standards.
- 6 To integrate pupils with specific learning difficulties into the school community, where practical, by making full use of specialist and support staff.
- 7 To encourage positive and constructive attitudes by all pupils towards those pupils with specific learning difficulties and/or disabilities.
- 8 To assist teachers to identify learners with specific learning difficulties and/or disabilities and take relevant and purposeful action to meet the needs as soon as possible.
- 9 To secure training and the necessary assistance for teachers working with pupils with specific learning difficulties and/or disabilities.
- 10 To monitor the progress of pupils with specific learning difficulties by setting appropriate targets, providing support, evaluating outcomes and maintaining consistent records. Pupils having learning support will have their own individual education plan.



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- 11 To assist the school to achieve the highest standards of provision by liaising with relevant outside agencies where appropriate.
- 12 To communicate effectively with outside agencies, professionals and Local Authorities where appropriate.

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