

LAVANT HOUSE SENIOR SCHOOL CURRICULUM POLICY

This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.

The Senior School refers to all staff and students at Lavant House in the senior school which includes: Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).

Rationale and Aims

The Aims and Objectives of Lavant House speak of providing 'within a caring community... an academic education which will enable each individual to develop her abilities to the full.' Through Junior Department and Senior School the aim is to offer a curriculum which, though academic at its core, offers abundant opportunities for creative and practical activities and encourages social and spiritual development, physical fitness and self-confidence. We foster an atmosphere in which staff and pupils share the values of hard work, mutual co-operation, good manners and respect; so that each member of the school feels that she or he is part of a joint enterprise.

Lavant House School is committed to providing an academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into Higher Education and into the careers of their choice.

All pupils of compulsory school age receive a full-time supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects with subject matter appropriate for the ages and aptitudes of pupils, including those with statements. Where a pupil has a statement our aim is to provide an education which fulfils its requirements.

Lavant House is committed to recognising and providing opportunities for pupils to thrive under the Every Child Matters framework:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

For Years 7-11, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These

are further developed in their other subjects. Pupils are taught between 40 and 43 periods per week (40 minute periods) below the Sixth Form.

In Years 7, 8 and 9, all pupils receive a broad introductory curriculum which gives them experience in all of the aspects outlined above. Thereafter an element of choice is introduced to enable pupils to explore those subjects more fully for which they have a natural enthusiasm and/or aptitude. Specific details of the subjects studied follow.

Years 7, 8 and 9

All pupils study Maths, English, French, Geography, Science, History, Religious Education, Information and Computer Technology, Latin, Drama, Music, PE, PSHE and Art. Spanish is introduced in Year 8. The Sciences diverge into three separate strands with specialist teachers in Year 9. Not all girls continue with Latin in Year 9 depending on their ability. Commencing in 2012 GCSE courses will be started in the summer term of Year 9, allowing more time to cover the GCSE work and also giving girls the opportunity to experience all of the option subjects at GCSE level before making their final choices.

Years 10 and 11

Quite deliberately, the school chooses each year to construct Years 10 and 11's timetables around pupils' choices, and not the other way around; thus there are no predetermined "Option Bands". The School aims to run any course in which there is sufficient demand. Specific details of the subjects studied follow.

Pupils continue with the core subjects of Maths, English, Biology, Chemistry and Physics. Four options are then chosen from: Geography, History, Latin, Drama, Music, Art, French, Spanish and PE. Pupils are encouraged to choose a Modern Foreign Language although it is not compulsory for every pupil. All pupils continue with Games lessons.

There is an additional compulsory subject called Personal, Social and Health Education (PSHE) for years 7-13. These are one period per week lessons.

Years 12 and 13

At Sixth Form, a similar policy applies to pupils' choice of A Level subjects as with the GCSE options. The school aims to run any course in which numbers are economically viable. A Levels run over a two year period with AS examinations being sat at the end of Year 12 and A2 examinations at the end of Year 13. The results are aggregated at the end of the course. Advice is given to all students regarding their A Level choices and this advice includes an interview with each Year 11 pupil by the Headmistress and Head of VIth form. It is usual for all pupils to study four subjects to AS Level, with the option of continuing to A2 with all four

or dropping one subject at the end of the AS course in Year 12. The British Horse Society qualification is also offered at Lavant House.

Pupils opting for A Levels

Pupils opting for A Levels will usually take four AS Levels. However, it is possible to cater for pupils' individual needs such as the option to study a combination of AS levels and GCSE's. We offer Mathematics, Biology, Business Studies, Chemistry, Classical Civilisation, Latin, English Literature, French, Spanish, Geography, History, Art and Design, Textiles, Drama and Physical Education, Psychology, Communication and Culture and Media Studies.

In some subjects there is coursework. Pupils sit their formal AS exams in June of Year 12 and their A2 exams in June of Year 13.

In the Sixth Form, as at other stages of school life, the range of subjects on offer is affected by the number of pupils opting for them, and the school may not run a particular subject if the group size is not viable. However, such cases are very rare.

Sixth Form pupils have provision for Private Study which includes use of the Study areas of their Common Rooms, the Library, the Careers Room, the Computer Room (with the permission of staff) and specialist areas (with the permission of the appropriate Head of Department). In some cases, the Deputy Headmistress or Head of Sixth Form may insist that a pupil attends Supervised Private Study in the Main Library.

Gifted and Talented pupils

A copy of the school's policy on Gifted and Talented pupils can be found at the end of this document

PSHE (Personal Social & Health Education)

In the Junior School, PSHE is delivered by form teachers on a weekly basis with their classes. In the Senior School, PSHE is delivered by a number of different teachers.

The PSHE co-coordinator liaises with other subject staff such as Science, R.E. and P.E. to ensure a full programme is delivered. The Deputy Headmistress is involved in planning the Assembly programme which links in to the PSHE lessons. Visitors, such as Community Police Officers, Magistrates and special days, such as Road Safety Day, complement the schemes of work.

Many aspects of the school's aims in personal and social education are expressed informally in the general ethos of the school, and in the attitudes and expectations of the staff in their daily dealings with pupils.

Girls have the opportunity at school to be part of a purposeful community where they have responsibilities and can influence outcomes in many activities.

Assembly provides an opportunity for drawing pupils' attention to spiritual and moral issues.

In the Senior School, PSHE is delivered in one lesson per week. A full programme of PSHE is provided and outlined in the PSHE Handbook (s.o.w. & PSHE handbook included at the end of this policy).

Purposes of PSHE at Lavant House

PSHE and Citizenship lessons should integrate with and supplement the rest of the curriculum. There are currently four main areas of study, though there is considerable overlap between them:

1. **Citizenship and society** in which the aim is to;
 - Widen pupils' awareness of the world around them, and foster *an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.*
 - Help pupils to understand their rights and responsibilities as members of the school, local, national and global communities, including *distinguishing right from wrong and respecting the law.*
 - Provide a *broad general knowledge of public institutions and services in England.*

2. **Health education** in which the aim is to;
 - Equip pupils with the knowledge they need to follow a healthy lifestyle.
 - Enhance pupils' self-esteem and promote a positive body image.
 - Enable pupils to develop skills and strategies to carry through their decisions, and to deal with the pressures of everyday life.

3. **Study skills, progression and careers** in which the aim is to;
 - Encourage pupils to develop as learners by exploring strategies to promote effective study.
 - Provide support and information on subject and examination choices, and Further Education options.

- Identify and develop pupils' strengths as learners and potential employees.
- Enable the construction of strategies to aid the planning and management of career paths.

4. **Getting on with myself and others** in which the aim is to;

- Encourage pupils to *accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.*
- Enable pupils to *develop their self-esteem, self-knowledge and self-confidence*, so that they are able to cope with the challenges they will meet at school and in their adult lives.

Delivery of PSHE and Citizenship Lessons

Although there is a formal programme of PSHE lessons at Lavant House, PSHE and Citizenship are also delivered through a range of other activities such as subject lessons, assemblies, tutorials, the School Council and Form Time. In the Senior school all girls receive one 40 minute period of PSHE every Wednesday morning, and have a 20 minute period of Form Time every Tuesday morning.

The course content reflects the regulatory requirements (in italics in the 'purposes' section), the specific needs of the pupils, and the interests and expertise of the staff. There is a course review in June each year in which staff involved meet to discuss progress and achievement, following which the PSHE coordinator adapts the programme as necessary.

PSHE in the VIth Form

The Sixth Form programme is organised separately by the Head of Sixth Form, and is principally directed towards preparing for Higher Education.

PSHE sessions are held weekly and are chiefly concerned with preparation for higher education. It includes subjects such as subject selection, UCAS forms, interview practice and surviving independent life and the world of work combined with a number of curriculum enrichment activities. Visiting speakers from various walks of life are encouraged for example, women from business, law, local magistrates, old girls, police, safety awareness and university interview practice with representatives from well respected universities. Additional sessions on subjects ranging from money management to study skills, careers and current affairs are included. Time in the PHSE programme may also be used for assembly preparation and to discuss pupil's monthly grade cards with sixth form tutors.

PSHE 2011-2012

This is an outline only of your lessons - watch the notice board and whiteboard for any changes.
 Most lessons will be in your **form room**, but ask your teacher. **Health Matters** is in the **Biology Lab**.
 In addition to timetabled sessions, PC Packe will talk to all forms separately. Time will be advised.

	Term 1			Term 2		Term 3	
	2 lessons						
Form 1	Form Matters Mrs Rice	Settling Into the Senior School Mrs Rice Library x1 Mrs Thurston	Learning to Learn Mrs van Beek Library x1 Mrs Thurston	How Our Behaviour Affects Society Mrs Rice	Keeping Your Body Healthy Miss Cawte	Citizenship Current Affairs Mrs Bartholomew Library x1 Mrs Thurston	Outdoor Activities Miss Cawte
Form 2	Form Matters Mrs Adams Library x1 Mrs Thurston	Citizenship I Your Place in Society Dr Cook	Citizenship II The Global Society Mrs Dowle	Careers Mrs Adams	Learning to Learn Mrs van Beek	Health and Safety Drugs and Medicines Miss Cawte	Friendships and Self-esteem Dr Cook
Form 3	Form Matters Mrs van Beek	Careers Investigating Your Strengths Mrs Adams	Team Building Working Successfully in Groups Miss Cawte	Choosing Your Options Mrs Martin Library X 2 Mrs Thurston	Health Matters Conception and Contraception Mrs Marks	DofE Award Mrs Marks	DofE Award Mrs Marks
Form 4	Form Matters Miss Cawte	Health Matters I Physical and Emotional Aspects of Sex Mrs Marks	Living in a Multicultural Society Mrs Rice	Health Matters II Drugs and Alcohol Miss Cawte	Citizenship I You and the Law Dr Cook	Careers Mrs Adams EXAMS	Citizenship II Current Affairs Mrs Adams
Form 5	Form Matters Mrs Mack	Learning Skills for GCSE Mrs Mack	A-level Opportunities Mrs Martin	MOCK EXAMS Health Matters Sexual Relationships Mrs Marks	Careers Mrs Mack	GCSEs	GCSEs

Games

The Games programme involves the use of the outdoor and indoor facilities. In the Senior School, each pupil, regardless of age, participates in a full Games programme during the week. Pupils in Years 11–13 who are not enthusiastic about sport may opt alternatively for a dance and fitness programme taught by a specialist dance teacher.

Careers

Careers guidance is provided by a well-resourced Careers Library which is available to all pupils and by the Careers Teacher who provides support and advice as well as organising additional visits by outside agencies, speakers and advisers. The Careers Department supports the organisation of work experience for Year 11 pupils. For University application, there is a rigorous process which is organised by the Head of Sixth form and overseen by the Headmistress. (A copy of the Senior school policy for careers education and guidance is at the end of this policy).

Further Details

Further details of the curriculum can be found in Department Handbooks.

Learning Support

Lavant House School is an independent day and boarding school, educating pupils of a wide level of ability from Nursery through to Sixth Form.

Both the Junior School and the Senior School accept pupils based on their performance in assessment tests (Senior School) and at interview.

Lavant House School fully supports the general principles set out in the Special Educational Needs and Disability Act 2001 and the 2010 Equality Act. It has its own Admissions Policy which is available on the website. In philosophical terms, we aim to enable all pupils who are accepted into the school to have access to the full curriculum, to achieve their academic potential and to ensure that no pupil's progress is held back by any kind of learning difficulty.

We aim to integrate our learning support systems with the curriculum, to aid learning and the acquisition of skills in all subject areas that involve literacy and numeracy. In practical terms, support is provided by both internal staff and external professionals. Support lessons may be provided within the academic timetable or outside it. The need and allocation of support lessons for each pupil are regularly reviewed. Some provision is provided free of extra charge, some at parental expense and this, too, is kept under review. (a copy of the Policy for pupils with learning difficulties and/or disabilities can be found towards the end of this document).

Guidance

Pupils sit an entrance examination to the Senior School. Staff are expected to ensure that they teach their subject(s) with commitment and enthusiasm and maintain the highest standards at all times. Teaching styles must be appropriate to the ability, age and nature of the pupils. It is the responsibility of each subject teacher to ensure that non-achieving pupils are identified at an early stage. Form teachers should be notified and swift action taken which may include monitoring progress, referral to Learning Support department or meetings with parents.

In the Senior School, emphasis is placed upon examination success (most pupils will obtain between 8 and 10 GCSE's and 3 A Levels) though it is important that as much attention is given to those who find academic work challenging as to the high-fliers. Colleagues are expected to monitor academic performance closely and take remedial action promptly in the case of those pupils who are at academic risk, whether it be through setting additional homework, providing supplementary lessons, requiring pupils to re-sit examinations, running pre-examination revision classes or whatever. All pupils are expected to give of their best and to be encouraged to develop their natural talents to the full, whatever their natural level. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally gifted.

Revised September 2011

Review September 2012

WHOLE SCHOOL POLICY FOR GIFTED AND TALENTED PUPILS

This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.

The Whole School refers to all staff and students at Lavant House in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).

1. From The Aims and Objectives of Lavant House School

'To provide within a caring community.... an academic education which will enable each individual to develop her abilities to the full...'

2. The Junior School

In Junior Lavant, teachers are aware of the need to challenge and extend pupils whom they identify as gifted and/or more able. Once a gifted pupil has been recognised, the York Reading Assessment and the Progress in Mathematics test scores will be used to confirm this.

In class, we are able to differentiate tasks and make pupils aware of expectations specific to them. Through regular whole staff pupil discussions, teachers can ensure appropriate, challenging and purposeful work is set.

3. The Senior School: Identification of the Gifted and Talented Pupil

The small scale of the school and its small classes enable teaching staff and form tutors to get to know the pupils in their charge well. The Headmistress in the first instance will relay all relevant background information to staff to ensure as smooth an entry as possible for new pupils. In all but very special circumstances an assessment will have been made of the new pupil before entry, as for example on Assessment Day for entry to Year 7 or through standard tests in literacy and numeracy administered on taster days at other times. Specific gifts and talents are noted on the pupil record and made available to staff, initially through the Form Tutor. Skill, expertise and promise in areas not normally manifest within the school are also noted. Inevitably, some talents emerge in the course of the pupil's career at Lavant House, and teachers recognise and respond to such developments. Encouraging and developing the gifted and talented is organic in the institution.

4. MidYIS Testing

At the beginning of Year 7 entrants to the Senior School are assessed using the MidYIS Year 7 tests administered by CEM at the University of Durham. Pupils joining after this time are assessed with the Year 9 test. For the purposes of Lavant House, pupils recording a score of 120 or more on any component of these tests is entered on the register of Gifted and Talented. The 120 threshold may be perceived as rather low to determine 'Gifted and Talented' but nevertheless in relation to the typical range of ability of pupils entering the school it serves as a useful threshold to alert teaching staff that strategies for developing the skills of the individual in question may be appropriate. MidYIS data is, in any case, used for monitoring the progress of all pupils.

5. Recording

Every year in the first half of the Autumn Term a list of the Senior School's Gifted and Talented is prepared with whole staff input and circulated to form staff and to every department so as to inform teaching.

6. Extension and Enrichment

The aim is that extending and developing the Gifted and Talented should be organic in the approach to teaching and learning at the school. Within normal academic lessons differentiation will naturally be used to respond to the differing abilities of members of the class, the more able in many activities moving on naturally to extension work. The needs of those identified as especially able in a particular area should have been anticipated. For these extension and enrichment may also take place outside the classroom, as in suggestions for further reading, websites, radio or television programmes. In many cases enrichment rather than extension by means of working exercises may be more appropriate: the more able pupil may not wish to be 'rewarded' with what she perceives as more work. Each girl is an individual, however, and (for example) the talented musician may enjoy the challenge of learning a new instrument inside or outside school; and a strong Latinist may need little encouragement to enrol in a Greek Summer School. In other areas, such as Drama and PE, opportunities for extension and enrichment may also lie outside the school. The Chichester Youth Theatre is vibrantly active, and talented sportswomen are taken to county trials and put in touch with local clubs.

7. In Conclusion

The staff, both teaching and boarding, are well placed in a small school to identify and respond to the talents and potential of the pupils in their charge. Guidelines and procedures ensure that this data is collected and disseminated to all teaching and boarding staff so that the appropriate actions may be taken with a view to enabling each pupil to 'develop her abilities to the full'.

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SENIOR SCHOOL POLICY FOR CAREERS EDUCATION AND GUIDANCE.

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Introduction and Aims

All young people need a planned programme of activities to guide them in their career path from learning to work. This should begin in the lower Secondary years (at Lavant House we commence teaching CEG in the IInd Form), and it should prepare a young person to manage their career throughout their lives. The new 14-19 perspective acknowledges the pivotal role of CEG in guiding pupils to manage their own progress through learning to work.

Although not bound by national policy (the 1997 Education Act and 2003 Education Regulations), Lavant House is committed to providing a planned programme of lessons and consultations, and all girls are encouraged to undertake Work Experience.

The programme is underpinned by the PSHE policy, and it supports citizenship learning, health and safety awareness and the inclusivity ethos of the school.

Objectives

The programme is designed to meet the needs of pupils at Lavant House. It ensures progression through activities that are appropriate to the pupils' stages of learning - these being based on the National Guidelines and derived (in part) from the 'Steps' programme of lessons.

All pupils are entitled to receive CEG that is professionally delivered, impartial and confidential where required. It is envisaged as a partnership between the school, its pupils and their parents or carers.

One of the great strengths of a small school, such as Lavant House, is that each individual pupil is known to the staff delivering CEG. This is, in fact, a major recommendation in the National guidelines, as it promotes effectively targeted advice – or 'personalisation' (which has been described as the 'Every Child Matters' agenda in action).

Staffing

The careers programme is managed and taught by Ms Jane Adams; UCAS applications are guided and organised by Mrs Lisa Ayling.

It is recognised that all staff contribute to CEG through their roles as tutors and pastoral carers. On occasion, further support is given by outside speakers and presenters. Older peers are also invited to contribute to lessons; this is particularly effective during the IVth Form's preparation for Work Experience.

Resources

University and College prospectuses are now kept in the main library. Further careers information is available in the Careers room sited in the main building next to the library. This room is freely available to all girls. This information is regularly updated, and includes guidance books and pamphlets.

The Geography room houses teaching resources for use in PSHE lessons. There is a considerable body of material which we have received through national funding initiatives. Included in this are guidance documents, lesson plans and schemes of work, along with CD-ROMs procured by the school. A designated display board for Careers is sited in the main teaching block, outside the History room.

Teaching Styles

Delivery of lessons tends to be less formal than elsewhere in the curriculum. Although, as is recommended, all girls have individual portfolios to record their thoughts and progress, there is a good deal of group work and short presentations. Use is also made of videos and CD-ROMs, psychometric tests and role play. When we entertain visiting speakers, girls spend time preparing questions in advance of the presentation.

It is recognised that activities that involve fun and imagination can motivate young people to learn effectively, so lessons usually begin with engaging Starters. Main activities vary in approach, as well as in resourcing; some challenge, others inform, promote analysis, involve brainstorming or even physical activity. Class forums allow all to have their say, and the more relaxed atmosphere can be seen to empower pupils who are usually reticent in group situations.

Assessment

Although (as in the National Framework for CEG) there is no formal assessment of pupils' attainment, it is possible to compare progression of individual girls with the stated learning outcomes for each session. It is intended that both individuals and the group make progress – some of this may be achieved by opportunities found within and outside the school, and which yield certification. Examples include music lessons and the Duke of Edinburgh Award scheme. Within CEG, we award certificates to those girls who have undertaken Work Experience (including those with part-time jobs).

Every opportunity is sought to encourage positive self-esteem and develop confidence, and self-coaching is regularly advocated.

Visits

In previous years, some VIth Formers have attended University Fairs (for example, at the University of Sussex). Re-assessment of the usefulness of such time-consuming events

has concluded that learning outcomes are very limited. It is envisaged that contacts will be established with local schools whose larger size enables them to stage more appropriate exhibitions with less travelling involved.

Development Planning

In addition to the contacts mentioned above CEG needs well-trained staff who can deliver professional advice, and there are frequent (free) training sessions which Ms Adams attends if at all possible. These have proved invaluable in developing our provision of up-to-date advice and current practice. Presentations have included those given by some of the UK's senior advisers and inspectors, such as Janet Donoghue and Anthony Barnes.

Work Experience

Work Experience is now a majority activity, and it is hoped that, by raising its profile through certification, the numbers involved will increase still further. At Lavant House we do not ask the girls to undertake Work Experience during term-time, as we find there are constraints on the time-table; instead, they make private arrangements during the summer holidays. The advantage here is that they may be able to access opportunities directly linked to career ambitions. This is also an area for community linkage which we are intending to expand through our connections with the local Rotary Group.

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Whole School Policy for Pupils with Learning Difficulties and/or Disabilities

This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.

The Whole School refers to all staff and students at Lavant House in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).

Aims

The Pupils with Learning Difficulties and/or Disabilities Policy, known as the Learning Support, is an integrated part of the School's overall teaching policy which aims to help each girl reach her academic, sporting, musical and artistic potential. We try to identify those girls needing support as early as possible and thereafter provide specialist tuition, teaching to each girl's strengths while remediating their weaknesses, in order to develop self-confidence and a positive attitude to work.

Admissions and Special Needs

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Lavant House. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with special educational needs to discuss their child's requirements with Lavant House before she sits our entrance exam so that we can make adequate provision for her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

On Entry

Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before she becomes a pupil at the school.

Staffing

The Learning Support Department is staffed by teachers holding recognised qualifications to teach students with Specific Learning Difficulties from primary age through to A level, using well researched and proven multi-sensory methods. The Department's activities are

co-ordinated by Mrs Sue Jones who has provided Learning Support at the school since 2003.

The Code Of Practice

We follow the code's main principles summarised as follows:

- The needs of pupils with Special Educational Needs, (SEN), are addressed and there is a continuum of needs and provision.
- Children with SEN require the greatest possible access to a broad and balanced education.
- The needs of most pupils will be met in mainstream teaching and without statutory assessment or statement of SEN. Children with SEN should be educated alongside their peers in mainstream schools to the fullest extent possible.

The Learning Support Co-coordinator provides assistance to parents, form and subject teachers as well as members of the Learning Support Department in order to identify each child's needs, assist their teachers and organise one-to-one teaching or small groups as appropriate.

Partnership With Parents

Parents are encouraged to work together with the School to identify and support the needs of their daughters. No child starts individual lessons without the permission of the parents who are responsible for providing the costs of tuition and assessment by specialist teachers and/or an Educational Psychologist.

Principles Of Provision By Lavant House Learning Support Department

The Department provides support and specialised teaching on a one-to-one basis during school hours to those students identified and assessed as needing help with reading, spelling, maths and study skills.

All girls will be screened on entry using the LUCID Rapid Dyslexia Screener programme. Should this highlight a potential problem, parents will be invited to discuss the result with the SENCO. Initially, support and monitoring of progress may be sufficient action but parents may be asked to have their daughter formally assessed by an Educational Psychologist or Specialist Teacher to ascertain the level of difficulty. Furthermore, for pupils studying for external exams (GCSE and A Levels) a formal assessment is essential in order to obtain evidence of need for special exam arrangements such as extra time, use of a reader, amanuensis or a lap top computer.

Initial enquiries are made to the Learning Support Co-coordinator, either by the parents, form or subject teacher and the child is then assessed, initially by a member of the Learning Support team, with permission of the parents. The Department aims to assess each child as quickly as possible and implement the Code of Practice within a month of the first enquiry.

The child's specialist teacher works closely with the form or subject teacher in order to:

- Plan a programme of work and define accessible targets. Teaching plans for all children are kept in the Department and are available at any time to parents and teachers.
- Identify a lesson time within the school timetable which will be least disruptive to the child.
- Give advice on the best ways to manage the pupil in the form room.
- Maintain an exchange of ideas and progress reports on an informal basis throughout the year.

Identification:

Some girls enter the School with an identification of need already having been made by an Educational Psychologist or another professional but the School has introduced a screening policy in September 2010. All girls will be screened on entry to the School using the LUCID Rapid Dyslexia Screener. Should this highlight a potential problem, parents will be invited to discuss the result with the SENCO. Initially, support and monitoring of progress may be sufficient action but parents may be asked to have their daughter formally assessed by an Educational Psychologist or Specialist Teacher to ascertain the specific nature of the difficulty.

In line with paragraph 5.11.SEN Code of Practice 2002, we do not regard identification of need as a single event but rather a continuing process.

Referrals to the Learning Support Department may be made at any time by teaching staff as a result of concerns observed in the classroom or because of girls' poor performance in tests or exams.

Girls, or their parents, may request intervention from the Learning Support Department.

Procedures:

Provision for girls with a learning difficulty or disability is a matter for the School as a whole. All members of staff have important day- to- day responsibilities and are expected to be aware of the learning needs of all the girls that they teach and to take reasonable steps to address each girl's need.

All girls with identified special educational needs and those who have received support from the Learning Support Department are listed on the Learning Support Register which is distributed to all members of the teaching staff. All teachers are expected to access this in order to keep fully informed of the nature of each girl's specific learning difficulty.

Disabled Students:

Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning will aim to include students with disabilities. Specific arrangements will be made for students with hearing or visual impairment, following the advice of expert

agencies. Parents are urged to discuss any reasonable adjustments that would need to be put in place well in advance of application for a place in the school.

Statemented Pupils:

Lavant House School will comply with the requirement to conduct an Annual Review of Statement, in conjunction with LEA advisors, for all girls with an LEA statement of need.

Intervention:

Girls requiring additional help will attend lessons in the Learning Support Department individually or in small groups. They are withdrawn from the School timetable in agreement with subject staff, parents and the pupil's wishes if possible. Core curriculum subjects are usually avoided. Some girls from the same forms attend with a rolling programme to minimise the effect of missing a particular subject.

Specialist teachers liaise with girls' Form and Subject teachers in order to plan a programme of work and define accessible targets. An Individual Education Plan will be drawn up to include Specific, measurable, achievable, relevant, timed (SMART) targets. Girl's progress is monitored on an ongoing basis and targets are reviewed termly. Pupils are encouraged to participate in target setting.

Decisions on the continuity of lessons are based on the pupil's ability to access the curriculum without support. Girls are encouraged to be independent learners.

As well as encouraging parents to discuss the child's needs and progress informally at any time during the year, each member of the Department tries to attend a parent-teacher evening twice a year, at which time parents, who have been unable to meet the specialist teacher earlier, can discuss the child's progress and satisfy any queries they may have.

Physical Accessibility

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of Lavant House school's Accessibility Plan and Disability Policy on request from the school office. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

English As A Second Language

In order to cope with the academic and social demands of Lavant House, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

Staff Training

Our teaching staff receives training on the learning needs of pupils with special education needs and disabilities.

Charging Policy

Specialist learning support assessments and lessons are charged as extras. Current rates are available on the school website.

Our charges for individual tuition in English as an additional language are also listed on the school website.

Conclusion

The Learning Support Department at Lavant House has grown over the last 15 years from a staff of one, teaching seven pupils, to a staff of two teaching between thirty and forty pupils at any one time, reflecting the School's active interest and commitment to providing effective support for girls whose problems can be wide-ranging and demanding. Our results show the progress those students can make; most of the students receiving learning support achieved A-C grades in English and Maths in the GSCE examinations.

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