



# Curriculum Support Policy

## Introduction

The Peterhouse Group is sympathetic to the needs of pupils with a learning difficulty.

This Curriculum Support policy sets out the measures which are taken across the Peterhouse Group to ensure that pupils with curriculum support needs are properly supported. Curriculum support needs includes:

- i. Pupils who have a learning difficulty (dyslexia, dyspraxia, dyscalculia, Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD)) which has been formally diagnosed by an Educational Psychologist and which necessitates curriculum support and possibly access arrangements (e.g. additional time) in Public or internal examinations.
- ii. Pupils in receipt of curriculum support who have not been formally diagnosed with a learning difficulty but benefit from support for their learning needs (e.g. helping with literacy, numeracy, study, revision skills or organisation).

## Admissions

Applications from parents of children with curriculum support needs are welcomed at all levels. Parents of incoming pupils with identified curriculum support needs are expected to meet with the relevant Head of Curriculum support prior to entry to The Peterhouse Group and to provide educational assessment reports, specialist reports (e.g. educational psychologist reports) or medical reports so that the School is fully informed of the pupil's needs. It is the specific responsibility of the parents to provide this information and not that of the previous school. Failure to supply this information may subsequently result in the offer of a place being withdrawn.

## Identification and Assessment

The Peterhouse Group aims to identify pupils with curriculum support needs at the earliest opportunity. The identification of pupils can come from a variety of sources but specifically:

- i. Class teachers at SVH raise concerns they have at an early stage with the school's Headmaster and, if necessary, parents are advised to refer their children to an Educational Psychologist for formal assessment.
- ii. All D Block pupils at PHB/PHG are 'screened' for curriculum support needs during their first term and, if necessary, parents are advised to refer their children to an Educational Psychologist for formal assessment.
- iii. Teachers/tutors at PHB/PHG raise concerns they have with the school's Head of Curriculum Support.

Parents are encouraged not to arrange for their son/daughter to be assessed without referring the matter in the first instance to the School.

A Curriculum Support register is collated by the Head of Curriculum Support in each school and distributed to all teaching staff shortly after the start of each academic year (i.e. by the end of January at the latest). The register is formally updated at the start of each term. The register provides relevant information (i.e. specific learning difficulty etc.) on each pupil with a curriculum support need.

Curriculum support needs are also listed on individual pupil's profiles on iSAMS, the central management information system for the Peterhouse Group.

## Curriculum support provision

Curriculum support provision for pupils in need will include one or more of the following:

- i. Lessons in the Curriculum Support Department provided either in small groups or individually to target specific needs. This may include support with literacy, numeracy, revision or study skills or subject specific support.

- ii. Occasional “drop in” sessions in the Curriculum Support Department to target a specific difficulty. In some cases a pupil may need a one off session or possibly a couple of sessions during the course of a term to target a specific learning area e.g. formulating a glossary of subject specific terms or support with essay planning.
- iii. The Head of Curriculum support working closely with academic departments to ensure that the needs of pupils are known and met. Teachers are advised on the best way to assist pupils with learning needs in the day to day environment of the classroom.
- iv. Appropriate access arrangements in public and internal examinations for pupils with a formally diagnosed learning difficulty. This is managed by the Director of Studies at PHB/PHG. Curriculum support lessons are arranged so that they minimise disruption to the curriculum as a whole but from time to time pupils do miss other lessons to receive curriculum support; this is kept to a minimum and under no circumstances are pupils withdrawn from English, Maths or Science lessons.

### **Curriculum Support Department**

Each school in the Peterhouse Group has a modern Curriculum Support Department which is well resourced and staffed by properly qualified/experienced teachers who deliver individual and group support to pupils with a variety of learning needs. The Head of Curriculum Support attends Heads of Department meetings (PHB/PHG). The Head of Curriculum Support is also expected to:

- i. Maintain accurate records of pupils’ learning activities and outcomes.
- ii. Participate in professional development opportunities.
- iii. Liaise with tutors and teachers about the progress of pupils with curriculum support needs.

### **Staff training**

Staff training is arranged either by the Curriculum Support Department or by external consultants:

- i. To raise awareness of the needs of pupils with curriculum support needs.
- ii. To develop an understanding of the different types of curriculum support needs.
- iii. To enable teachers to differentiate within the curriculum and to take into account the pupils’ learning difficulties.
- iv. To enable teachers to have a clear understanding of access arrangements.
- v. To enable teachers to gain an understanding of professional educational assessments and reports (specifically Educational Psychologist reports).

### **Partnership with Parents**

The Peterhouse Group believes that a good partnership with parents is essential and recognises, encourages and values the participation of parents in the process of identifying, assessing and meeting the needs of their child. Parents are therefore encouraged to approach the School about any concerns they may have about their child’s progress.

### **Access Arrangements:**

#### **i. Public Examinations**

In some instances pupils who have a learning difficulty are eligible for access arrangements (i.e. additional time, reader, scribe etc.) in accordance with the regulations and guidance set out by the CIE Board; such arrangements can only be organised if the candidate concerned has had a formal assessment by a recognised specialist assessor. The cost of this assessment is borne by the parents.

The Curriculum Support Department, working in close partnership with the School’s Examination Officer, processes and submits applications for pupils who meet the criteria for access arrangements for public examinations as specified by the CIE Board.

#### **ii. Internal Examinations**

In internal examinations additional time will be given to pupils who are eligible for it but a reader or scribe will only be provided for pupils in B Block and above.

#### **iii. Classroom**

Special arrangements are not made for informal classroom based tests, but teachers are required to be sensitive to the needs of pupils with learning difficulties or disabilities.

### **Fees/charges**

- i. There is no charge for individual or small group lessons in the Curriculum Support Department.
- ii. D block screening tests (PHB/PHG) are carried by Peterhouse at no cost to parents.
- iii. Any charges for specialist medical or Educational Psychologists reports are met by the parents.