



WINCHESTER COLLEGE

Provision for pupils with Special Educational Needs at Winchester College June 2019

Overview

Winchester College is committed to supporting pupils with a wide range of Special Educational Needs. Within our context, these will typically include pupils with specific learning difficulties (particularly those with dyslexia and dyspraxia), AD(H)D issues, ASD, a hearing impairment, a visual disability, hypermobility, and slow processing.

Prior to arrival at Winchester College

The Head of Learning Support, Mr Christian Schofield, regularly meets prospective parents and pupils with Special Educational Needs to discuss the potential support and provision available. A meeting can be arranged by emailing him directly: cs@wincoll.ac.uk

The school understands that certain pupils with substantial and long-term difficulties may require additional time, or other access arrangements, in order to show their understanding and intelligence in either their ISEB Pre-tests in Year 6 and/or their Entrance / Election examinations in Year 8. Supporting evidence, such as educational psychologist reports or recommendations from a medical professional, should be emailed to the Head of Learning Support at least three months in advance of their examination. External recommendations will generally be supported, provided that they are in line with public exam board recommendations (for example, a pupil with a learning difficulty requesting extra time will need to have at least one below average standardised score in an area relating to working speed, and evidence that extra time is his normal way of working).

On arrival at Winchester College: Year 9

Using information provided by previous schools, including assessment reports, teachers of pupils with Special Educational Needs are emailed an 'SEN Pupil Summary', which is also available within the school database system. This provides an at-a-glance guide to a pupil's difficulties, with some pertinent, concise teaching strategies. Additionally, pupils with Special Educational Needs are flagged up within the class register (which is only seen by teachers).

Pupils with learning difficulties do not generally have extra time during their first year in the school. This policy allows the school to determine, and gather potential evidence for public exam boards, as to whether extra time is both a pupil's normal way of working and whether such an arrangement is appropriate within the secondary school context. In practice, given the majority of Year 9 tests are approximately 30 minutes long, the lack of extra time rarely impacts significantly upon a pupil's mark,



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and all teachers are asked to monitor very closely the performance of pupils with Special Educational Needs.

In the first month, a member of the Learning Support department will aim to arrange a one-to-one meeting with every Year 9 pupil with Special Educational Needs, in order to establish how well the pupil is settling in, and whether they are having any particular difficulties which need to be addressed.

Following a period of settling in, a pupil with Special Educational Needs will generally commence a series of personalised study skills lessons with a tutor in the Learning Centre. Although these sessions are potentially available to any pupil in the school, there is no question that pupils with Special Educational Needs benefit particularly from work focusing on areas including: effective organisation; learning and revising strategies; note-taking; motivation and focus; efficient use of time. The number of sessions that a pupil will have is flexible, and dependent on need. However, a pupil with Special Educational Needs will typically have approximately 8 one-to-one sessions within their first eighteen months at the school, before returning to revisit key principles at regular intervals during their time in the school (in particular, in the run-up to public examinations).

Year 10

Towards the very beginning of Year 10, the department will begin to complete specialist teacher assessments for those pupils who have previously been assessed by an educational psychologist, and have achieved a below average standardised score in working speed. There is no charge for these assessments, which can potentially confirm eligibility for access arrangements in the longer Year 10 examinations, and beyond. Parents are emailed copies of the report, and a revised 'SEN Pupil Summary', containing an up-to-date summary of the pupil's difficulties, and appropriate teaching strategies. This report is typically valid for up to three years.

Throughout a pupil's time at Winchester College, but particularly in the second and third years (Year 10 and Year 11), the department routinely monitors academic data to determine both whether a pupil with Special Educational Needs may require further intervention, or whether another pupil in the school may benefit from some personalised one-to-one learning support. This policy helps us to be pro-active flagging up struggling pupils, although teachers are also quick to get in touch to share their concerns.

Year 11

Given the pressures and academic demands of IGCSEs, pupils in Year 11 are given priority in terms of scheduling Learning Support lessons. Unlike in earlier years, pupils are not taken out of timetabled academic lessons, and instead the tutor and the pupil work together to find the most mutually convenient, and least disruptive, slot. This might be during a non-examined lesson, such as Division, or in the afternoon. The Head of Learning Support delivers a lecture on revision, use of time, and



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appropriate learning strategies to the entire year group towards the end of the first term (Christmas term), before emailing all boys a template which can be used to help them plan their revision (during both the Christmas and the Easter holidays). Support is potentially available to any pupil in the school, but particularly those with Special Educational Needs, who would like help mapping out their revision plans for the holidays.

Year 12 and 13

Learning Support continues for pupils within the sixth form, and typically takes place during one of the pupil's free periods. Whereas younger pupils may complete a more generic study skills course, pupils in these year groups tend to have support focussed more explicitly on their subject choices e.g. support with essay-writing, discussions about analysing and evaluating etc. Many pupils also find it helpful to work with their Learning Support tutor to plan their week in advance, to help improve their overall efficiency, and explore psychological barriers to learning.

Conclusion

Winchester College is committed to helping pupils with Special Educational Needs achieve their potential. We get to know pupils with Special Educational Needs extremely well, and care deeply about their progress. Please do contact the Head of Learning Support, Mr Christian Schofield, via email on cs@wincoll.ac.uk if you would like further information.