

WAKEFIELD GRAMMAR SCHOOL FOUNDATION

LEARNING SUPPORT POLICY

ADMISSIONS AND SPECIAL NEEDS

The schools of Wakefield Grammar School Foundation are academically selective schools and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment we provide. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Departments 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 the school before he or she sits the entrance exam so that we can make adequate provision for him/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 he/she becomes a pupil at the school.

Our Learning Support Departments are staffed by fully qualified specialists who are able to support each pupil with a specific learning difficulty.

MONITORING AND REVIEW

We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and help with study skills outside the normal curriculum. We work closely with the child and his/her parents and to help him/her to overcome the barriers that his/her difficulties present.

Our Learning Support Department will prepare an Individual Education Plan for each child setting achievable targets. The child, together with his/her parents

and teachers reviews the plan regularly, and the child is encouraged to take ownership of it and to set his/her own targets.

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 the Foundation's Disability Accessibility Plan from the Foundation website or the Governors' 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 high academic and social demands of the Foundation's schools, 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

Staff are given regular training on working with disabled pupils. Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

SCHOOL POLICIES

Separate Learning Support Policies exist for the QEGS Schools and the WGHS Schools. Please refer to the appropriate policy for your child in order to obtain more specific information and detail about the approach to Learning Support in each school.