



LORD
WANDSWORTH
COLLEGE
HAMPSHIRE

CURRICULUM SUPPORT INFORMATION FOR PARENTS

Additional Learning Support (ALS) and English as an Additional Language (EAL)

Contents

About the Department	2
A Graduated Approach to Support	2
Assessing, Planning, Providing and Reviewing Additional Needs	3
Diagnostic assessments for Dyslexia and other Specific Learning Differences, ADHD, and ASC	3
Additional Learning Support (ALS)	3
Support for Spelling and Reading	5
One-Page Profiles for Students with SEND	5
English as an Additional Language (EAL)	5
Charges for Additional Learning Support (ALS) and English as an Additional Language (EAL)	6
Exam Access Arrangements (EAA)	6
Use of Laptops	7
Transition to LWC – Preparation for a Successful Start	8

About the Department

The Curriculum Support Department at Lord Wandsworth College (LWC) manages both Additional Learning Support (ALS) and English as an Additional Language (EAL). It aims to equip students with skills needed to study confidently and independently in our school environment. To meet the learning needs of students who require Additional Learning Support, LWC endeavours to offer both small group and one-to-one additional teaching, subject to available space. We have several teaching rooms providing a welcoming and relaxed environment for students to prosper both socially and academically.

The Curriculum Support Department is committed to:

1. Encouraging students to become aware of their learning strategy strengths and to use them to help with their studies, so that they can fully demonstrate their knowledge and skills.
2. Motivating students to become independent learners and collaborators beyond their LWC years. Learning to use a wide range of assistive technology in the 21st century is important for working independently and prepares students to manage in further and higher education and the workplace. With this in mind, students must be willing, with encouragement, to use computer readers, reading pens and speech-to-text tools (see below for further detail) as they shift from the human help which may have been available in their previous schools at a younger age, to the self-help strategies necessary for life beyond school.
3. Promoting personalised learning, which involves tailoring the curriculum and teaching methods to the needs of the students to promote achievement and participation, whilst tracking progress. It strengthens the link between teaching and learning by engaging students, parents and guardians in the teaching and learning process, and by empowering subject teachers as they model inclusive classroom practice.

In addition, the Curriculum Support Department can offer:

- Consultation on SEND (Special Educational Needs and Disabilities).
- Signposting to external professional services: Specialist Assessors, Educational Psychologists, Behavioural Optometrists, Autism Consultancy, Speech and Language Consultants, Occupational Therapists; Clinical and Child Psychologists.

The Head of Department is Veronique Morris-Aloni ably assisted by Lisa Mahoney, SEN (Special Education Needs) and Exams Administrator. All queries should be emailed to both at: morris-aloniv@lordwandsworth.org and mahoneyl@lordwandsworth.org

A Graduated Approach to Support

At LWC we adopt a graduated approach to Additional Learning Support (ALS), reviewed at each Key Stage. There are three waves of support for students with a learning difference (such as dyslexia) or a medical condition (such as ADHD or ASC).

Please note that, as per our Admissions Policy we consider the needs of all students prior to offering a place at the College and therefore the suitability of the College is based on information provided prior to admission. Should a student's needs be identified as more complex whilst enrolled at the College, a review of whether the College is the right setting for the student is at its discretion. Parents considering an application for an EHCP (Educational Health Care Plan) for their child must approach the Head of Curriculum support with regard their intentions in the first instance.

- **Wave 1** supports students through High Quality Teaching in lessons taught by subject teachers.
- **Wave 2** supports students by providing opportunities to access smaller-group teaching through The Curriculum Support Department, small subject-specific class sizes or subject-

specific clinics (usually for older year groups and taught by subject teachers). Consideration might also be given to a reduced timetable giving access to Supervised Private Study (SPS).

- **Wave 3** supports students through one-to-one Additional Learning Support. Most students at LWC with a diagnosis of dyslexia fit the **Wave 1** model, with their needs being met through high-quality adaptive teaching in the classroom. All teachers are teachers of SEN students and lessons should be delivered with differentiated levels of support to those requiring it. When a student's needs cannot be completely met through Wave 1 or Wave 2, teachers might make referrals to The Curriculum Support Department for advice and further action. This applies at any Key Stage.

Please note that we do not offer in-class 1-1 support via Teaching Assistants or otherwise.

After a change of teachers at each Key Stage, feedback on a student's progress informs the required intervention and provision.

Assessing, Planning, Providing and Reviewing Additional Needs

During the first term at LWC 1st, 3rd and L6th students take an online literacy assessment (Lucid Exact) in word reading, reading comprehension accuracy, reading comprehension speed, and spelling. New students joining the school in other year groups will also take this test. It gives an indication of students who might have barriers to learning and exams. Students in these year groups also undertake MidYIS, Yellis or ALIS tests. Measuring aptitude, potential and progress, the tests provide Individual Pupil Records (IPRs) to inform teaching and learning.

When a teacher referral is received, the information provided, together with Lucid Exact scores, helps us to consider whether further diagnostic assessment and Additional Learning Support may be required. For students arriving at LWC with a history of learning support provision from their previous school, we usually give time to settle into the unfamiliar environment, become familiar with the new school routine and make friends before arranging any Additional Learning Support. For new students, this is usually half a term. This also gives teachers time to evaluate their needs and refer them to our department if there are concerns.

Diagnostic assessments for Dyslexia and other Specific Learning Differences, ADHD, and ASC

The school has a working relationship with several specialist teachers who carry out SASC-approved assessments for **Dyslexia**. From the 3rd Form, any educational report for Dyslexia that parents/guardians wish the school to rely on must be carried out by an assessor known to the school. It is advisable to ensure that the assessor holds a current Assessment Practicing Certificate (APC) so that the report can be used to access support at university. If plans for assessing a prospective student prior to 3rd Form are being considered, then please contact the Head of Curriculum Support for advice. Any commissioned report should demonstrate a school's contributions.

For **ADHD** and **ASC**, we can provide a list of clinicians who have carried out assessments for students at LWC, but parents should make their own informed decisions about which clinician to use. In general, there is no requirement for the school to have a working relationship with assessors for these conditions, but they should follow NHS NICE guidelines and meet the DSM-5 criteria as specified. It is also important that the school attended at the time of the assessment is asked to provide background information about the young person from an academic and social perspective.

Assessments undertaken by students, which do not include a school's involvement, may not be accepted.

Additional Learning Support (ALS)

Learning Support is an integral part of the teaching and learning at LWC and subject teachers use High Quality Teaching strategies to address common difficulties. Additional Learning Support is mostly available to students with a diagnosis of a **specific learning difference or medical**

condition. However, we work closely with subject teachers so that all students can access additional support if a concern is identified, and support required.

We are happy to discuss ALS with new parents before the start of the academic year where a child is due to start, bearing in mind that new students are normally given half a term to settle and to allow their subject teachers to evaluate their needs before Additional Learning Support starts. If you would wish to have a discussion in preparation for September, please could you complete this form first:

[Click Here](#)

Additional Learning Support at LWC may 'look' different from any support received previously. Schools work in different ways. At secondary school, students need to **read to learn** and **write to express**, rather than **learn to read** and **spell accurately**. Whilst it remains important to monitor reading and spelling accuracy in secondary school, support moves away from specialist support to improve spelling and reading accuracy and focuses on the skills required to demonstrate knowledge under pressure of time. An Additional Learning Support lesson lasts for 50 minutes, and this limits what can be covered in each session. Students will therefore find it useful to make the most of assistive technology to compensate reading and spelling difficulties. They can access all tools during subject lessons. This may require using an earpiece if requiring e-text to be read aloud. Parental support and encouragement to make the most of these tools is welcomed.

At LWC, we collaborate with a team of Additional Learning Support Consultants who specialise in English, mathematics, and study skills. They work on a freelance basis delivering specific support as required and report to the Head of Curriculum Support. The aim is to give wider access to the curriculum to those referred to them. We do not offer a subject-specific private tuition service at LWC.

Students with an identified Specific Learning Difference or medical condition which impacts on educational progress, will be prioritised for Additional Learning Support. Lessons usually last 50 minutes, and for a minimum of 30 minutes, and take place during lunchtime or after-school. This is because we firmly believe that it is important for students to attend all subject lessons and to not withdraw them for ALS during that time. Older students may have Supervised Private Study periods on their timetable which can be used for ALS lessons. Resources are limited so we cannot always guarantee availability or one-to-one. In addition, weekly boarders are prioritised for after-school support over other students because they are unable to access an external private tutor.

ALS lessons are charged in addition to standard school fees. Details are given at the end of this document.

ALS sessions will be visible on the school timetable if they are scheduled during periods 1 to 6. For lessons beyond the school day, a notification can be set up on the Outlook Calendar as a reminder to students to attend.

Our consultants draw upon student information made available to them (with parental permission), liaise with subject teachers and the Head of Curriculum Support to plan lessons which support the specific needs of the student/s they teach. However sometimes students request ad-hoc help to complete PREP, which can disrupt the plan of an intended lesson or series of lessons. We like to know your views on this so they can be shared.

Referrals: Some students join LWC with an identified learning difference. For many students, subject teachers can support these differences in lessons through High Quality Teaching and reasonable adjustments. However, if a parent has any concerns about the level of support given in class and their child's progress, academic tutors should be the first port of call. Academic tutors liaise with their tutees' subject teachers who may be able to implement new classroom strategies over a period to facilitate progress. If difficulties continue to persist, the subject teacher will relay their concerns to the academic tutor who will then approach The Curriculum Support Department for consultation.

Sometimes, the need for support arises mid-year, or at a later Key Stage when the demands of the curriculum and skills required evolve. 'Hidden' differences can be hard to spot in busy classrooms

especially when bright students rely on self-devised coping strategies to make progress. When teachers notice differences themselves, they refer their concerns to the Academic Tutor at any time. The Curriculum Support Department may investigate this further following a student referral from the tutor or Head of Year. The level of support is reviewed regularly and termly reports provided by the consultant.

Additional Learning Support vs. Private Tuition: Parents should consider their child's best interests when deciding whether to access in-house Additional Learning Support or to arrange support via a private provider at home. As a character school, LWC is 'full on' and for some students with differences in the way they learn, Additional Learning Support lessons in addition to the typical school day can cause 'overload.' Some students do better when learning support is provided at home in the evenings, weekends, or holiday periods.

Support for Spelling and Reading

For specialist dyslexia intervention to address spelling and reading accuracy, it is best to continue with or access private support at home. In school all students have access to spelling software called Spellzone (www.spellzone.com) which provides a multisensory course for improving spelling and reading. Once the students have been taught to use the programme, they should build daily practice into their prep routine. In Junior House, the aim is to give students practice using the software once a fortnight under the supervision of their Academic Tutor. However, Spellzone benefits all students, and not only those with spelling vulnerability, as it includes subject specific unfamiliar vocabulary which most students would need to practise spelling accurately.

Any student with ongoing reading difficulties has access to assistive technology which supports them in accessing complex texts.

One-Page Profiles for Students with SEND

Students with a learning difference or English as an Additional Language contribute their voice in preparing a One-Page Profile together with their parents, Houseparent, tutor, and the Head of Curriculum Support. This is an A4 document which aims to provide a joined-up approach to meeting academic and pastoral needs for a student with additional needs. It includes classroom strategies that inform teaching staff how best to support the student in their classes. It also includes details of any reasonable adjustments and access arrangements that may be provisional or final. The One-Page Profile is reviewed once a year. Any part of it which is asterisked (*) requires a response by the student/parent. We will send one to you by email. When it is complete, please return it to morris-aloniv@lordwandsworth.org and mahoneyl@lordwandsworth.org

English as an Additional Language (EAL)

Students joining LWC whose first language is not English arrive with varying levels of competence. Differing levels of support are therefore provided. Students' grasp of English as well as their future learning intentions are established once they arrive. Teaching is provided by EAL staff in a supportive environment where we strive to blend all cultures into the College community whilst allowing students to express their own identity in any way they would wish. Admissions will send you a questionnaire to complete prior to joining the school.

EAL lessons are mandatory for those who need to improve their level of English. EAL as a subject takes the place of another academic subject (chosen by the school). Lessons take place during the school day for 1st to 5th Form. An EAL student may also have timetabled Supervised Private Study depending on the number of EAL lessons they need. 6th form lessons take place during or after school depending on teacher availability.

EAL lessons are charged in addition to school fees. Details are given at the end of this document.

There may be the opportunity to prepare for EAL qualifications, such as the Cambridge PET, FCE (First Cambridge English) and CAE. iGCSE English as a Second Language is available in 4th and 5th Form and IELTS (International English Language Testing System) is on offer to all 6th-Form students to meet their language requirements at university.

The EAL Prefect aims to support the Head of EAL by organising termly social events and at LWC cultural celebrations are featured throughout the year. The most significant event in our departmental calendar is the International Student Induction Day in September. Our Integration Group, which consists of EAL students and native English speakers, aims to meet on a regular basis to discuss current issues and ways of solving them. We also aim to liaise regularly with the student-led Cultural Committee.

EAL students may sit a GCSE modern languages exam in their native tongue and should inform the Head of Curriculum Support that they wish to do so. However, some private tuition may be required to prepare them for this, and it is usually necessary for parents to arrange this.

Every EAL student has a One-Page Profile. When you receive the document, please complete all parts marked with an asterisk (*) and return to mahoneyl@lordwandsworth.org and morris-aloniv@lordwandsworth.org.

Charges for Additional Learning Support (ALS) and English as an Additional Language (EAL)

The cost of a lesson is as follows:

50 minutes 1:1 - £45	50 minutes small group - £60
30 minutes 1:1 - £27	30 minutes small group - £36

The cost for a group lesson is divided between the number of students involved. We cannot guarantee 1:1 support. Weekly and Termly boarders are prioritised for after-school support lessons.

Lesson charges are invoiced directly to the bill payer by the consultant/tutor.

In addition to visiting consultants, we can sometimes arrange **remote learning support** to meet demand and student availability. Some students prefer this as an option, particularly older students.

Exam Access Arrangements (EAA)

Subject teachers as well as the music and drama departments are informed of any students' exam arrangements needs. Exam arrangements for new students and those in 1st and 2nd Form loosely follow recommendations from prior schools or subject teacher observations. From the 3rd Form, arrangements are considered more closely from January of that year leading up to external GCSE exams.

There are strict regulations stipulated by The Joint for Qualifications (JCQ (Joint Council for Qualifications)) which can be found [here](#) All schools must adhere to these when granting access arrangements and reasonable adjustments in exams. Students with a history of difficulty which may have been supported through granting additional time in internal assessments require an Exam Arrangements Assessment (EAA) to confirm that they still qualify for it in GCSE and A-Level exams. The results of this short assessment, which lasts about one hour in total, covers GCSE and any exams undertaken in 6th form. It takes place at any time from 3rd Form during the academic year, subject to the availability of external assessors. There is a charge for this (currently £95), and parents will be notified as appropriate. The cost includes a table of scores with a short cover letter indicating which arrangements the student might be eligible for when considered together with teacher-based evidence. The Head of Curriculum Support reviews the suggestions and makes the final decision.

Access Arrangements (extra time, rest breaks and assistive technology) are granted when JCQ criteria are fully met. Please note that any access arrangement **must be the student's normal way**

of working in the centre and evidence substantiating a need must be available to an exam inspector. This means that teacher-based evidence is vital in addition to an exam arrangements assessment .

Please note that although a prior educational diagnostic report might sometimes recommend extra time for a student, students are only eligible with qualifying scores (from the EAA) and evidence of need, provided through internal exam scripts. **Access arrangements are granted at the school's discretion** Parents may contribute a history of difficulties they observe at home, but the ultimate decision rests with the school. Any medical evidence that recommends additional time or rest breaks for a student must be provided by consultants **and not GPs** .

Please be aware that access arrangements and adjustments must be in place at the start of the course studied to provide ample opportunity for a student to practice using them. There are strict deadlines for making formal applications guided by the JCQ and these must be adhered to. Evidence of normal way of working will be apparent for most students by the end of 4th and L6th Forms and therefore some arrangements may stand, whilst those not used are eliminated. **Applications to exam awarding bodies for access arrangements in external exams are normally made following mock exams for 5th and U6th.**

N.B. The JCQ stipulates that **EAL students** are not entitled to additional time because of English not being their first language but might be entitled to exam arrangements if they have an identified learning difficulty in their first language or a medical condition which impacts on education. They may however use a bilingual dictionary in some external exams but not those testing spelling. If they struggle with reading, they may use a computer reader or reading pen if it is established as their normal way of working in the centre.

Form 8s, Diagnostic Assessment Reports and Reports for Medical Conditions

Students joining LWC in 4th form upwards who already have formal exam arrangements in place at their current school must provide a copy of their: 'Form 8', 'Detailed File Note' or 'Concise File Note' from the school's Special Educational Needs Coordinator (SENCo) or equivalent and share this with us so that these arrangements can be continued. Please send a copy to mahoneyl@lordwandsworth.org and morris-aloniv@lordwandsworth.org.

We also require copies of any historic educational diagnostic reports or consultants' medical reports.

Use of Laptops

Use of a laptop in assessments or exams might be granted due to a learning need, but not because of a student's preference to use one. Some students join LWC with a diagnosis of a specific learning difference which recommends the use of a laptop for extended written work and exams. However, for some students this arrangement must be reviewed to ensure that the student's use of a laptop fits the criteria stated in the LWC exam word processor policy. This policy clearly states that even though LWC uses surface devices in lessons, students are expected to maintain legible handwriting at an average speed. Where there is a medical condition and a consultant recommends the use of a laptop, this will be given consideration.

We aim to ensure that no student is disadvantaged in exams, but we must always comply with JCQ regulations.

Transition to LWC – Preparation for a Successful Start

This section includes reference to the following:

- Student information – Additional Learning Support Questionnaire, One-Page Profiles
- Eyesight and Hearing Checks
- Developing Typing Proficiency through a Touch-Typing Course
- Microsoft Teams and OneNote applications
- Microsoft Immersive Reader and Dictate and Read Aloud Tools
- Installing Texthelp Read and Write Software (if required) and familiarisation with its use.

There are several actions to complete so that transition from any current educational setting to LWC runs as smoothly as possible. **It is helpful to have as much information as possible that highlights** any historical difficulties or additional needs, whether academic or non-academic, that a student may need to be considered. Please complete all questions and the One-Page Profile (if sent one).

Students should have **an eyesight/hearing check** to rule out any visual/auditory challenges that may influence learning.

If typing skills are an area of vulnerability, new students may find it hard to adjust to the digital aspects of learning at LWC. Therefore, ahead of joining LWC, it would be advisable for your child to undertake **a course in touch typing** . Proficiency in typing is an important life-skill.

It would be helpful if they have knowledge of **Microsoft Teams and OneNote** .

In addition, developing familiarity and competency with **Microsoft tools such as Immersive Reader, Read Aloud and Dictate** is invaluable to any learner.

How to:

Use Microsoft Immersive Reader in Word: [Click Here](#)

Use Microsoft Immersive Reader in OneNote: [Click Here](#)

Students can also download **Texthelp Read and Write** software if required. It would be helpful to review the following videos to learn what this offers a learner with reading and writing difficulties. This can include a reduced speed of reading. [The Student Room | Texthelp](#)

To install the software, click here: [Texthelp Read and Write Installation link](#)

Then,

- Scroll down to ‘How to Get Read and Write’ At home and select Windows or Apple depending on the device you are using.
- You may need to add the following extensions by clicking [here - Support for Read and Write Desktop in Chrome](#) and [here OrbitNote - Chrome Extension](#)

In addition, parents of students whose reading skills are a hurdle to academic engagement may wish to consider equipping their child with an OrCam device which can read text aloud from any surface, as well as listen to - and evaluate – a student’s reading and comprehension. Visit <https://www.orcham.com/en-gb/home>. Some students will be permitted to use this device in GCSE and A-Level exams.

I hope that this document helps you to understand the support available at LWC to ensure that every child can learn and make progress.

If having read this information you have any questions or would like further clarification on any points made within it, do not hesitate to contact the department.

We look forward to hearing from you!

Veronique Morris-Aloni
Head of Curriculum Support