



**James Allen's Girls' School**  
**including**  
**James Allen's Preparatory School**

**LEARNING DIFFICULTIES AND DISABILITIES (LDD) (JAGS Senior School)**

Our first school aim is to encourage pupils to develop their full potential and in order to fulfil this we must take cognisance of pupils' individual needs. JAGS is an academically selective school to which entry is achieved through a competitive examination. There will, however, always be within the school a small number of pupils with identified special educational needs (SEN) or learning difficulties and disabilities (LDD). Currently we have one statemented pupil (severe hearing impairment) in the Senior School and a few other pupils with LDD such as mild dyslexia, dyspraxia, hearing disability and limited sight. We do not withdraw pupils from lessons for specialist teaching but endeavour to cater for such pupils alongside their peers by adopting appropriate classroom strategies. We do not have any provision of SEN specialist support teaching and all pupils are expected to cope within mainstream classes.

Our SENCo (Learning Support Co-ordinator) keeps an up to date register of pupils who have been identified as having SEN or LDD and is available to advise other teaching staff on the appropriate classroom strategies to adopt.

Some pupils with dyslexia use laptops for their classwork and the school provides printing and back up facilities. All those with dyslexia (identified by a professional psychologist) are given extra time in public examinations and in some internal school examinations. Extra time is also available for such candidates sitting the JAGS entrance examination.

Our School Nurses are readily available to deal with pupils with physical disabilities and to offer support and counselling to those pupils who suffer from other health problems.

We aim to work in partnership with pupils and parents to ensure that those with SEN or LDD are able to fulfil their true potential and to play a full part in the life of the school.

Our SENCo (Learning Support Co-ordinator) will:

- deal with pupils whom teachers have identified as possibly having a specific learning difficulty, carrying out a basic initial screening test and/or evaluation and, if appropriate, advising that testing by an educational psychologist should take place
- interpret reports from educational psychologists and advise staff about the learning disabilities and difficulties which have been identified for the pupils
- keep clear up-to-date records and make sure that information is shared with all who should know, while respecting the need for a certain degree of confidentiality
- provide support and information to those who teach SEN & LDD pupils (including peripatetic music and drama teachers), including carrying out training and providing updates to staff at staff meetings
- maintain good communication and liaison with SEN & LDD pupils, including holding regular meetings to set targets and monitor progress, when this is appropriate

- carry out an “annual progress interview” with all LDD pupils at the end of the summer term
- liaise (in conjunction with the Section Heads) with the parents of SEN & LDD pupils, in particular, sending SEN or LDD summaries to all parents for approval at the beginning of the school year and attending information evenings and parents’ evenings where necessary
- maintain good communication and liaison with the Examinations Officer concerning access arrangements for candidates to have modified papers, extra time or use a laptop in public examinations, where appropriate
- ensure that SEN & LDD pupils are able to participate as fully as possible in school life and appropriate modifications are made where necessary
- provide information to Year 12 pupils about the provision of SEN or LDD support in the next stage of their education (University or College)

We will endeavour to ensure that we conform to current legislation and government guidance concerning provision for statemented pupils and those with identified specific learning difficulties and disabilities within the independent school sector.

*Date: June 2007*

*Review arrangements: overview by Governors annually  
full review by Management June 2009 (or earlier if major legislative change)*