



MARLBOROUGH COLLEGE MALAYSIA

LEARNING SUPPORT POLICY

Aims

Marlborough College Malaysia seeks to promote a whole school policy approach through which all Common Room are aware and informed of the needs of all pupils with learning support needs. Our practices are designed to detect the presence of a specific learning difficulty, to enable a pupil with learning support needs to access the curriculum and public examinations, and to help the pupil improve his/her academic skills and learning strategies, take responsibility for their own learning and understand his/her learning profile.

We are committed to ensuring that all pupils have a fair opportunity to demonstrate what they know and can do in assessment and examination. The provision for suitable access arrangements for candidates with learning difficulties or other disabilities, which can significantly affect their performance during examinations (and in some other kinds of assessments) is therefore a priority.

Policy Statement

MCM expects parents to declare any concerns and provide documentation relevant to any special educational need and to agree, if necessary, to assessment as part of the interview procedure and/or to subsequent screening for specific learning difficulties.

Provision

The provision offered to pupils with a Specific Learning Difficulty includes private individual tuition for preliminary diagnostic assessment and specialist teaching to enhance literacy and study skills across the curriculum. Lesson provision is co-ordinated by the Head of Department and a specialist teacher delivers lessons. It may be necessary to seek referral to an Educational Psychologist for a full psychometric assessment. Lessons and any further assessment undertaken by an outside agency incur an additional cost to parents. The Structure for Referral and Support of Pupils thought to have Special Educational Needs (SEN) is outlined in Appendix A

Implementation and Procedures

The Learning Support Department will keep a record for pupils entering the College with a history of special educational need (SEN), such as a specific learning difficulty or physical disability. Where appropriate, the Department will also hold pre-assessment interviews for potential entrants.

The College will screen all pupils new to MCM and will take appropriate action to support entrants with identified difficulties.

Following the screening test, the Learning Support Department will post a confidential list of pupils with specific learning difficulties on the College's information management system (iSAMS). The Report is kept electronically, updated regularly and distributed to Common Room, Housemasters and Housemistresses, and tutors via the iSAMS information management programme. The Report records SEN Type, whether the pupil receives extra time in internal or external assessments, and if the pupil has the option to word process their examinations. It also indicates if the pupil is currently receiving lessons and which member of the Learning Support department is working with the pupil. It is the responsibility of individual beaks not only to be sensitive to the learning difficulties of pupils they teach, but also to endeavour to adjust their teaching style so that these particular children are not disadvantaged.

Since learning difficulties can become evident under a wide range of circumstances, any member of the College community, parents or pupils themselves may make a referral at any time during a pupil's career at the school. The protocol to follow (attached) requires first approaches to be made to the Learning Support Department. The HM in Senior School and Section Head in Prep School will remain central to communication with pupil and parents throughout the identification and support of a child with learning difficulties.

Once a referral has been made, the LS Department may circulate a questionnaire (see Appendix B) to the pupil's beaks or review the pupil's most recent report. The intention here is to gather a full picture of the pupil's academic position before considering how best to proceed.

With full consultation between HM in Senior School and Section Head in Prep School, parents and pupil at each step, further action typically might be any or all of the following:

- An informal assessment in the Learning Support Department.
- A full Educational Psychologist's assessment, parents bearing the cost.
- Learning Support lessons either individual or on a small group basis.
- An application to public exam boards for access arrangements.
- Information and suggestions to beaks who teach the individual pupil.

Policy For Pupils with an Individual Education Plan (IEP)

The Learning Support department will devise the first Individual Education Plan (IEP), in consultation with the pupil's parents and, where appropriate the pupil, within two months of arrival at Marlborough College. The pupil's achievements, in the light of the IEP, will be reviewed at least twice a year by the school, where further targets may be set.

Learning Support Lessons

Pupils attending the Learning Support department are offered regular one-to-one 45-minute lessons, usually on a weekly basis depends as age appropriate. Sixth form pupils negotiate a lesson time outside their academic and co-curricular/sporting commitments. In the Shell to Hundred a programme of rotating lessons is organised. One lesson per week is usually delivered; the number of lessons is more flexible in the Sixth Form. The fee is added to the parents' bill at the end of each term. Half a term's notice is required in writing to terminate Learning Support lessons. Pupils are required to give 24 hours notice if they are unable to attend a lesson.

The learning support schedule is published the Friday before the week of lessons. Beaks and pupils are emailed reminders. The lessons are also scheduled and published in iSAMS. The Senior School and Prep School PAs adjust registers accordingly.

Learning Support tutors may recommend referral to other specialists and/or work alongside other programmes of treatment or therapy at the parents' request.

Consultation

Learning Support teachers attend Parents' Meetings and are happy to discuss parents' concerns by phone, email or by appointment. The Head of Department liaises closely with other Heads of Department over the provision of schemes of work, textbooks, examination results and the general academic performance of pupils in the Learning Support department. There is also close consultation with Housemasters and Housemistresses and tutors as necessary.

Learning Support teachers' comments are added to Orders and Full reports on pupils receiving learning support lessons.

Provision for Examinations

Access Arrangements are available to pupils whose special educational needs are severe enough to warrant them in order not to be disadvantaged in comparison with their peers. Requests for Access Arrangements are processed by the Head of Examinations on the basis of documentation collected by the Learning Support Department.

The Access Arrangement most commonly deemed appropriate to pupils with learning difficulties is that of 25% extra time in written exams. For this, the College requires the recommendation of a qualified Educational Psychologist, supported in the form of a written assessment report. The Exam Boards stipulate that this assessment must be carried during Year 9 (Shell) or above. In addition, the Boards expect to see a history of identification and support.

Parents pay for an educational psychologist's assessment. The College retains a list of recommended Educational Psychologists for parents to contact directly.

The coordination of the assessment of pupils for the purpose of applying for Access Arrangements in public examinations is the responsibility of the LS department and is governed by the rubric set out in Appendix C. Similar access arrangements are available for all internal examinations. The arrangements for these are dealt with by the Head of Learning Support in liaison with the beak coordinating the examinations and the office of the Head of the Senior School or Head of Prep School.

Word Processing

Occasionally, application is made for candidates to word-process their examinations. To request this Access Arrangement, the College requires evidence that this is the pupil's normal way of working. The Boards may ask to see a history of identification and support, together with samples of handwriting and typing.

It is the College's policy to expect pupils, who, as a consequence of learning difficulties, word process their work, to acquire very good typing skills.

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Appendix A

STRUCTURE FOR REFERRAL AND SUPPORT OF PUPILS THOUGHT TO HAVE SPECIAL EDUCATIONAL NEEDS (SEN)

1. Identification
2. HM or Section Head to make referral to SENCo. The SENCo may use a Referral Questionnaire to gather information from the pupil's beaks, or review the pupil's most recent report
3. HM, tutor parents, pupil and the Learning Support Department will agree the best way forward which might, initially, be one or some of the following:

- Learning Department informal diagnostic assessment
 - Referral to an Educational Psychologist or other outside expert
 - Alert pupil's beaks to difficulties and strengths, and monitor progress
 - Take no further action
4. Meeting to be arrange with SENCo and HM or Section Head to discuss whether or not learning support lessons should occur
 5. Meeting with parents to be arranged with HM or Section Head and SENCo - to discuss referral and Individual Education Plan. NB parents to be notified about cost of learning support lessons
 6. Parents to agree lessons; review date to be agreed by SENCO, HM or Section Head and parents
 7. Learning Support lessons to start. The Learning Support Department will circulate a short description of the difficulties with suggestions for help to the individual's beaks (To be entered onto iSAMS)
 8. Review at the end of each term: HM or Section Head; parents/ child and SENCO. Meeting to be arranged by SENCO.

Appendix B

**Marlborough College Malaysia
REFERRAL FORM – Learning Support**

Please submit this form to Ms Amy Church, Head of Learning Support, Senior School
ACHurch@marlboroughcollege.my

ONLY COMPLETE THE FIELDS MARKED WITH AN ASTERISK *

* Name of student:	* M /F	* Year/Tutor Group:	Date of birth:
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* In your opinion, in which area/s is the student experiencing difficulties? Literacy skills (Reading, Writing, Spelling)/ Maths/ Organisational skills/ Study Skills/ Social and communication skills, any other?	
* Summary of concerns: (give examples and attach work sample/s if appropriate):	
* Strategies already tried (if any):	
* Name of person making the referral:	
* Signature:	* Date:
* Head of Year:	
* Signature:	* Date:

Appendix C

Candidates Eligible for Access Arrangements in Public Examinations

1. Candidates eligible for Access Arrangements in public examinations are those with permanent or temporary physical disabilities and those with a specific learning difficulty. For candidates with physical disabilities, appropriate medical evidence must verify the extent and nature of each candidate's problem. In the case of learning difficulties, evidence of need must be confirmed by a report from an educational psychologist derived from psychological assessment and giving evidence of a history of difficulty. An educational psychologist arranged by the College can make such assessments.
2. Consideration of the use of a word-processor in examinations will be given where, in addition to 1. above, it can be shown that this is the candidate's usual method of working in the classroom and that (s)he is more proficient with the keyboard than with a pen. Spell-check and thesaurus facilities, etc. must be disabled. The School will make these arrangements. (The Board will not permit use of a word processor where a significant proportion of marks are allocated for presentation.)

3. The Exam Board may grant permission for the use of a bi-lingual dictionary by those whose first language is not English.
 4. Responsibility for interpreting the Regulations of external examinations for ensuring that arrangements are fair to all candidates rests solely with the Centre.
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