



5.1.9 SKILLS DEVELOPMENT

The Skills Department supports pupils with specific learning difficulties to achieve their potential in public exams and become successful independent learners.

Pupils receive support and teaching programmes dependant on their needs. This might include literacy programmes, numeracy programmes, specific subject support or study skills.

Identifying need

- Initial contact is made by parents who visit the school with or without the prospective pupil, who indicate or possess known learning difficulties and possible future requirements for additional support
- Parents are asked to supply copies of any Educational Psychologists' Assessments and specialists' reports, where appropriate
- Prep schools are contacted to discuss the needs of the pupil further
- Common entrance papers provide additional information
- All new pupils entering the Third Form are 'screened' during their first two months. MidYis/CATs test indicate underlying ability, whilst reading, spelling and writing speed tests indicate level of skill. Currently used are the WRAT spelling, the Edinburgh Reading Test, and 10 minutes free writing.
- The publication of the Academic Progress Grades (APGs) after five weeks of term also indicates pupils who are struggling. In addition, staff may refer a pupil who is [displaying learning] difficulties
- Once a pupil is identified further testing may be carried out to ascertain the impact of their specific learning difficulty, and Skills lessons (to aid remediation) are discussed with the pupil. Parents are contacted. Once lessons begin targets are set with the pupil and recorded on Apollo

Lessons

Stowe offers its pupils a continuum of provision. Which provision a pupil will access is based on identified need. An individual programme will be drawn up for each pupil which will include some, or all, of the following:

- In class support to enable enriched access to the curriculum
- Small group lessons focusing on developing individual skills where needs arise. These will often be taught outside the teaching timetable, during activities or prep time. Parental agreement is sought before commencement, as these are charged for.
- For some pupils with individual specific needs, a course of one to one lessons takes place to overcome this difficulty. Parental agreement is sought before commencement as these are charged for.

The provision a pupil receives will be reviewed regularly and will be discussed with parents via letter, email and at parent teacher consultations. Where a pupil is deemed to have made sufficient progress in overcoming the problems caused by their learning difficulty, support will cease.

All lessons and timetables are organised by the Head of Department in conjunction with individual teachers in the department. Pupils' other commitments are taken into consideration where possible.