



**THE
PORTSMOUTH
GRAMMAR SCHOOL**

**ANNEX OF
SCHOOL POLICIES**

2007



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The Portsmouth Grammar School seeks to be transparent in its dealings with pupils and parents. This annex to the school's Guide sets out a number of policies which enable the school's broader aims to be achieved.

Any parent who would like further clarification on any of the following, or other, school policies should write to the Second Master for the Senior School or Mr A Rowley in the Junior School.

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Admissions

Pupils are admitted on the basis of ability as determined by written assessment, interview and the Headmaster's discretion.

At 11+ pupils sit assessments in English, Mathematics and Verbal Reasoning. Pupils are interviewed on a separate occasion from, and prior to, the day of the entrance exam. In adopting this assessment pattern the school aims to put pupils at ease and, in doing so, increase the prospect that an applicant's true potential is reflected in their written assessment. Pupils with diagnosed conditions requiring additional time or other special measures are treated in accordance with the school's policy on disability and SEN. The admissions selection panel will, in addition to considering pupils' interview and assessment performance, take notice of all references provided in support of a pupil's application.

At 13+ pupils either sit Common Entrance or the school's own tests in English, Maths, a Modern Language and Science. All pupils at Common Entrance are interviewed by the Headmaster, other candidates are interviewed by the Headmaster or a senior member of staff. References are required for all pupils applying for admission.

At 16+ pupils are made conditional offers based on GCSEs following two interviews at the school.

At intermediate points of entry, a selection of the above methods is used in accordance with individual circumstances.

Details of scholarships and bursaries are published separately and made available to all applicants.

All pupils receive formal notification of acceptance or otherwise in accordance with HMC guidelines.



Behaviour and Discipline

The school seeks to prepare its pupils for the wider and longer experience of life beyond school and thus to educate them in certain qualities and values. These, amongst others, include: self-discipline, diligence, acceptance of responsibility and challenge, regard for proper authority, honesty, unselfishness, courtesy, fairness, trustworthiness, loyalty, sensitivity to the needs and views of others, courage, the capacity to look to the future.

The school aims to set high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement, by recognition and appreciation of achievement and by using a fair and consistent system of sanctions. Whilst it is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils and to deal with any unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

Appreciation and Reward

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive, and designed to enhance a pupil's feeling of self-worth and not to dispirit.

Achievement in the Junior School is celebrated by the awarding of Honours Book signings and Head Teacher's Awards. Pupils in KS1 can earn Achievement certificates and KS2 House points and Form stars. There is also the award of colours at KS2 and yearly celebration of achievement at Prizegiving.

Support Systems

The school aims to support the management of behaviour by:

- publishing school rules and anti-bullying policies,
- the delivery of a comprehensive programme of PHSE,
- pastoral support from Form teachers, Senior Teachers, counselling and medical staff if appropriate,
- Care List meetings

Sanctions

Sanctions are applied when believed to be appropriate. All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the punishment should be constructive.

Sanctions include:

- Punishments imposed at the discretion of individual members of staff, but in accordance with the principles outlined above, for minor disciplinary matters to include:
- KS1 pupils loss of Golden Time
- KS2 issue of referral slips
- Head Teacher's Detention (one hour after school)*
- Exclusion (temporary and permanent)*

Other sanctions may be deemed necessary which fall outside the main sanctions listed above e.g. removal from the group/class or particular lesson, withholding participation in educational visits or sports events which are not essential to the curriculum.

The school will seek to ensure that all rewards and sanctions are applied fairly, consistently and in accordance with the school's equal opportunities policy.

Corporal Punishment

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of The Portsmouth Grammar School not to use corporal punishment.

* See also School Exclusion Policy



Discipline and Exclusion

The school publishes a Behaviour and Discipline Policy that explains the school's overall values and approach as well as detailing sanctions for misbehaviour. The following policy specifically deals only with major disciplinary issues.

The Governing Body make available to the Head Teacher of the Junior School three sanctions. These are:

- Head Teacher's Detention, which takes place for one hour after school,
- Suspension from School (also known as Temporary Exclusion) and
- Expulsion (also known as Permanent Exclusion).

In some cases these sanctions will be evoked sequentially. However a single breach of school discipline of a major kind may justify permanent exclusion without any previous Head Teacher's sanction having been invoked.

The Head Teacher does not generally award Head Teacher's Detention more than three times, and will nearly always impose suspension or expulsion on any occasion when a fourth Head Teacher's Detention is merited.

Suspension (Temporary exclusion)

Only the Head Teacher or in his absence the Deputy or Assistant Head can suspend a pupil. Before deciding to suspend a pupil the Head Teacher will:

- Ensure that an appropriate investigation has been conducted;
- Ensure that all the relevant evidence has been considered;
- Give the pupil an opportunity to be heard
- Consult other relevant people if necessary

Work will generally be set for a pupil to do at home during the period when they are suspended. In addition, consideration will be given to any relevant problems of the suspended pupil and how they might be addressed in the interim together with reintegration post-suspension.

The Head Teacher or Deputy will inform parents without delay by telephone, followed up by a letter stating the length of suspension, and the reasons.

Suspension constitutes a clear warning about continued membership of the school and this warning should be regarded as final. The Head Teacher is in all cases reluctant to suspend more than twice. No pupil who is suspended for a second occasion may return to the school without the Head Teacher having obtained the approval of the Chairman of the Governing Body or, in his absence, another member of the Governing Body.

Expulsion (Permanent exclusion)

Since suspension should always be regarded as a warning that permanent exclusion may follow next, the Head Teacher considers that all pupils and their parents should clearly understand the consequences of expulsion. Some parents prefer, after due consideration, voluntarily to withdraw their child rather than school imposing expulsion. However, it must clearly be understood that the Head Teacher reserves the right to insist on permanent exclusion.

Only the Head Teacher can expel a pupil and before doing so the Head Teacher will follow the same procedure as for suspension.

In making decisions about exclusion the Headmaster will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, as well as an agreed list of issues relating to exclusion.

Appeal

A decision to expel a pupil is not taken lightly and before it is reached the Head Teacher will have given careful consideration to any representations by the parents. In the process, he will consult the Chairman (or in his absence the Deputy Chairman) of Governors and an agreed list of issues relating to exclusion.

If the decision is confirmed, the parents will be informed immediately and they may, if they wish, communicate with the Governors, by letter. Any such letter should be addressed to The Clerk to the Governors at the School. If parents wish Governors to review the case, they should set out the nature of their complaint in writing, detailing the nature of their grievance and the reasons they see for review.

Any review will be carried out by Governors who have up to that point had no involvement in the case. This review will not seek to re-examine all the circumstances of the case. This would be impracticable because the Governors could not hope to have the detailed knowledge of the background, the past behaviour of the pupil etc., which is available to the Head Teacher. The review will instead concentrate on such issues as whether the pupil was given proper opportunity to answer the charges made, and whether the decision was fair and reasonable.

The decision of the Governors will be communicated to the parents, and is final.

This note will be supplied on request to parents of pupils concerned.



Anti - Bullying

The Portsmouth Grammar School is committed to fostering a spirit of mutual trust between pupils and staff and to creating and sustaining a friendly, supportive, safe and structured environment in which pupils develop confidence and self-esteem and in which they show consideration for the dignity of others.

The School recognises that it must take bullying seriously and aims to:

- Demonstrate that bullying will not be tolerated.
- Take measures to prevent all forms of bullying in the school and on off-site activities.
- Support everyone in identifying and protecting those who might be bullied.
- Demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- Encourage pupils to tell someone if they or others are being bullied.

To achieve these aims all staff are issued with detailed information about procedures, and pupils informed of the following principles:

- Bullying is unacceptable.
- Every member of the school can expect to be treated with respect, dignity and tolerance irrespective of their religious beliefs, ethnic background, aptitude or disability.
- Pupils are expected to treat others as they would wish to be treated themselves.
- Members of the school community have both an individual and collective obligation to report any incident of bullying whenever or wherever it might occur, and have a right to expect that appropriate action will be taken to prevent its repetition.
- Those who bully should be aware that action will always be taken, though this may include help and guidance.
- Victims will be entitled to appropriate counselling and support.

Primary responsibility for handling alleged cases should lie with the Form teacher of the victim (though it is essential that any other relevant Form teacher, subject teachers and Senior Teachers are informed). A “no-blame” approach is strongly to be preferred over a punitive approach as long as it has any chance of success. A punitive approach will, however, be adopted if the “no-blame” approach fails to resolve the situation.

The principles of The Anti-Bullying Policy outlined above will be discussed in all year groups. The Worry leaflet will be issued to all KS2 pupils at the beginning of the academic year and discussed during Form Periods. This is in addition to the awareness-raising exercises carried out routinely in the PHSE programme.



Child Protection

The role of the school in cases of suspected abuse is not investigative or interventional but one of recognition and referral, usually, in the first instance, to the appropriate Social Services Department.

Teaching staff have been made aware of the signs of abuse and will report any concerns or suspicions to the Second Master who is the Designated Officer for Safeguarding Children (DOSC). It is the responsibility of the DOSC to coordinate action within the school and liaise with other agencies. The school has procedures for handling suspected cases of abuse of pupils and these are made clear to staff in the staff handbook. Of paramount importance is the welfare of the child and it is the school's policy to reassure pupils that their best interests are the prime concern. Where appropriate the school seeks to encourage pupils to talk to parents and will offer support to help them do so. Staff cannot offer unconditional confidentiality, but where confidentiality is broken the school aims to inform the pupil concerned first and to offer appropriate support. Pupils will be provided with sources of help such as the school nurse, counsellor, school doctor or local agencies. However, if at anytime there is any possibility of abuse then the school's child protection procedures will be followed which include referral to investigative agencies.



Complaints

The Portsmouth Grammar School seeks to foster good relations between parents, pupils and staff and it is expected that any Complaints Procedure will be informal in its first stages. The Yellow Book gives guidance as follows:

When parents have concerns they should always contact their child's Teacher in the first instance. The Teacher will, if appropriate, involve other members of staff such as the Year Group Coordinator, Senior Teacher for Pastoral Care, Deputy /Assistant Head and finally the Head Teacher. Should these referrals not deal fully with the concern, parents may contact the Chairman of Governors via the Clerk to the Governors, Mr Don Kent, who is also the Bursar. All informal complaints should be handled within a time scale that is reasonable, and preferably within two working weeks.

Should parents not be satisfied with the way in which their complaint has been handled by this informal process, they should complain formally in writing to the Clerk to the Governors. The complaint should be acknowledged within one week and a response made within a fortnight. If the matter is not then resolved, Governors will convene a panel of at least three individuals not directly involved in the matters that are subject to complaint, one of whom will be independent of the management and running of the school. A hearing will be held as soon as practicable and normally within fourteen days. Parents will be entitled to attend, accompanied, if they wish, by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. The findings, and recommendations, if any, will be made available in writing to the parents, the Head, the Governors, and, where relevant, the person complained of.

A written record is kept of all complaints, and of their resolutions. Correspondence, statements and records relating to individual complaints are kept confidentially.



Curriculum

The Portsmouth Grammar School is committed to providing a rigorous academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into Higher Education and into the careers of their choice.

All pupils of compulsory school age receive a full-time supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects. For Years 7 – 11, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their other subjects. Pupils are taught 40 periods per week (35 or 40 minute periods) below the Sixth Form.

In Years 7 and 8, all pupils receive a broad introductory curriculum which gives them experience in all of the aspects outlined above. Thereafter an element of choice is introduced to enable pupils to explore those subjects more fully for which they have a natural enthusiasm and/or aptitude.

For Years 9 – 11, therefore, whilst all pupils study a core curriculum of Mathematics, English, Science and a Modern Language until the end of Key Stage 4, there is also the opportunity for them to build around that a combination of other optional subjects. Quite deliberately, the school chooses each year to construct Years 9, 10 and 11's timetables around pupils' choices, and not the other way around; thus there are no predetermined "Option Bands". The School aims to run any course in which there is sufficient demand.

In Year 9, all pupils study the core curriculum of English, Mathematics, Science, History, Geography, at least one Modern Language, PRS, PE and Games which is supplemented by a choice of four further subjects. In Years 10 and 11, the core curriculum is English Language and Literature, Mathematics, Science and a Modern Language as well as PE and Games and PRS. Pupils study Science as three separate subjects in Year 10 and then for Year 11, a choice is made as to whether they opt for the Dual Award or continue all three sciences to GCSE. All pupils study PRS, either to GCSE Level or as an additional course in Years 10 and 11. To this core is added a further three subjects selected by the pupils. The core curriculum provides continuity and progression of learning, supplemented by additional subjects.

At A Level, a similar policy applies to pupils' choice of A Level subjects as with Years 9, 10 and 11 options. The school aims to run any course in which numbers are economically viable. Both A Level and AS Level courses run over a two year period and results are aggregated at the end of the course. Advice is given to all students regarding their A Level choices and this advice includes an interview with each Year 11 pupil by the Headmaster. Most pupils study three subjects to A2 Level and one subject to AS Level, but other combinations are not unusual. The Sixth Form curriculum of examination subjects is supplemented by an innovative General Studies Course for the Lower Sixth which is non-examined and has numerous contributions from non-teaching specialists in their own field.

Sixth Form pupils have provision for Private Study which includes use of the Memorial Library, the Careers Library, the Sixth Form Centre including the Ayling Room, Computer Rooms (with the permission of staff) and Specialist areas (with the permission of the appropriate Head of Department). In some cases, the Second Deputy may insist that a pupil attends Supervised Private Study in the Main Library.

PSHE is delivered in Tutor Group sessions, with specialists and within the curriculum for Years 7 -11. A full programme of PSHE is provided and outlined in the PSHE Handbook. The Head of PSHE co-ordinates teaching and, together with Heads of House (for Years 9-11) and the Head of the Middle School (for Years 7 and 8), ensures that all areas of the programme are covered.

Each pupil, regardless of age, participates in a full Games programme on one afternoon of the week. Pupils in Years 11 –13 who are not enthusiastic about sport may opt alternatively for a programme of practical work in the community.

Careers guidance is provided by a well-resourced Careers Library which is available to all pupils and by the Careers Department which provides support and advice as well as organising additional visits by outside agencies, speakers and advisers. The Careers Department supports the organisation of work experience for Year 11 pupils. For University application, there is a rigorous process which is organised by the UCAS Co-ordinator and overseen by the Second Deputy.

The school has a Learning Support department which is responsible for screening all pupils in Year 7 and all new entrants up to Year 11 for special educational needs. Parents of pupils who are identified as having a special educational need are then informed and can arrange additional support by private agreement. The appropriate information is passed to the Tutor, Head of House and to subject teachers. Tutors and the Learning Support department assemble Individual Education Plans for these students. The Learning Support department will also arrange provision for any pupil identified for whom English is a second language.

A summary of the curriculum is provided (Appendix 5) and further details can be found in Department Handbooks and the Curriculum Guide for Parents.



Data Protection

General Statement of the School's Duties

The school is required to process relevant personal data regarding pupils and their parents and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this policy. Processing may include obtaining, recording, holding, disclosing, or otherwise using data. In this policy any reference to pupils includes current, past or prospective pupils.

Data Protection Controller

The school has appointed the Bursar as Data Protection Controller (DPC) who will endeavour to ensure that all personal data is processed in compliance with this policy and with the principles of the Data Protection Act 1998.

The Principles

The school shall, so far as is reasonably practicable, comply with the Data Protection Principles ("the Principles") contained in the Data Protection Act to ensure that all data is:

- Fairly and lawfully processed;
- Processed for a lawful purpose;
- Adequate, relevant and not excessive;
- Accurate and up to date;
- Not kept for longer than necessary;
- Processed in accordance with the data subject's rights;
- Secure;
- Not transferred to other countries without adequate protection.

Personal Data

Personal data covers both facts and opinions about an individual. The school may process a wide range of personal data of pupils, their parents or guardians as part of its operation. This personal data may include (but is not limited to) names and addresses, bank details, academic, disciplinary, admissions and attendance records, references, examination scripts and marks.

Processing of Personal Data

Consent may be required for the processing of personal data unless the processing is necessary for the school to undertake its obligations to pupils and their parents or guardians. Any information which falls under the definition of personal data, and is not otherwise exempt, will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual or under the terms of this policy.

Sensitive Personal Data

The school may, from time to time, be required to process sensitive personal data regarding a pupil, their parents or guardians. Sensitive personal data includes medical information and data relating to religion, race, or criminal records and proceedings. Where sensitive personal data is processed by the school, the explicit consent of the appropriate individual will generally be required in writing.

Rights of Access

Individuals have a right of access to information held by the school. Any individual wishing to access their personal data should put their request in writing to the DPC. The school will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event within 40 days for access to records and 21 days to provide a reply to an access to information request.

(Please note that the school may charge an administration fee of up to £25 for providing this information.)

You should be aware that certain data is exempt from the right of access under the Data Protection Act. This may include information which identifies other individuals, information which the school reasonably believes is likely to cause damage or distress, or information which is subject to legal professional privilege. The school is also not required to disclose any pupil examination scripts.

The school will also treat as confidential any reference given by the school for the purpose of the education, training or employment, or prospective education, training or employment of any pupil. The school acknowledges that an individual may have the right to access a reference relating to them received by the school. However, such a reference will only be disclosed if such disclosure will not identify the source of the reference or where, notwithstanding this, the referee has given their consent or if disclosure is reasonable in all the circumstances.

Whose Rights

The rights under the Data Protection Act are the individual's to whom the data relates. The school will, however, in most cases rely on parental consent to process data relating to pupils unless, given the nature of the processing in question, and the pupil's age and understanding, it is unreasonable in all the circumstances to rely on the parent's consent. Parents should be aware that in such situations they may not be consulted.

The school will only grant the pupil direct access to their personal data if in the school's reasonable belief the pupil understands the nature of the request.

Pupils agree that the school may disclose their personal data to their parents or guardian.

Where a pupil seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents or guardian, the school will maintain confidentiality unless it has reasonable grounds to believe that the pupil does not fully understand the consequences of

withholding their consent, or where the school believes disclosure will be in the best interests of the pupil or other pupils.

Exemptions

Certain data is exempted from the provisions of the Data Protection Act which includes the following:

- The prevention or detection of crime;
- The assessment of any tax or duty;
- Where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the school.

The above are examples only of some of the exemptions under the Act. Any further information on exemptions should be sought from the DPC.

Disclosure of Information

The school may receive requests from third parties to disclose personal data it holds about pupils, their parents or guardians. The school confirms that it will not generally disclose information unless the individual has given their consent or one of the specific exemptions under the Data Protection Act applies. However, the school does intend to disclose such data as is necessary to third parties for the following purposes:

- To give a confidential reference relating to a pupil to any educational establishment which it is proposed that the pupil may attend.
- To give information relating to outstanding fees or payment history to any educational institution which it is proposed that the pupil may attend.
- To publish the results of public examinations or other achievements of pupils of the school.
- To disclose details of a pupil's medical condition where it is in the pupil's interests to do so, for example for medical advice, insurance purposes or to organisers of school trips.

Where the school receives a disclosure request from a third party it will take reasonable steps to verify the identity of that third party before making any disclosure.

Use of Personal Information by the School

The school will, from time to time, make use of personal data relating to pupils, their parents or guardians in the following ways. Should you wish to limit or object to any such use please notify the DPC in writing.

- To make use of photographic images of pupils in school publications and on the school website. However the school will not publish photographs of individual pupils with their names on the school website without the express agreement of the appropriate individual.
- For fundraising, marketing or promotional purposes and to maintain relationships with pupils of the school, including transferring information to any association, society or club set up for the purposes of establishing or maintaining contact with pupils or for fundraising, marketing or promotional purposes.

Accuracy

The school will endeavour to ensure that all personal data held in relation to an individual is accurate. Individuals must notify the DPC of any changes to information held about them. An individual has the right to request that inaccurate information about them is erased or corrected.

Security

The school will take reasonable steps to ensure that members of staff will only have access to personal data relating to pupils, their parents or guardians, where it is necessary for them to do so. All staff will be made aware of this policy and their duties under the Data Protection Act. The school will ensure that all personal information is held securely and is not accessible to unauthorised persons.

Enforcement

If an individual believes that the school has not complied with this policy or acted otherwise than in accordance with the Data Protection Act they should utilise the school complaints procedure and should also notify the DPC.



Disability Discrimination

This policy has been formally adopted by the Governing Body of The Portsmouth Grammar School. It is the intention of the Governing Body that the policy should be reviewed annually and that it should accord with national legislation.

This policy incorporates the duties of schools under the Disability Discrimination Act 1995 (DDA) and the DDA 1995 Part IV (as amended by the Special Educational Needs and Disability Act 2001) (SENDDA) and takes full notice of the Code of Practice for Schools published by the Disability Rights Commission (2002).

PGS recognizes that a person, whether staff or pupil, has a disability if he/she has a physical or mental impairment, which substantially and in the long term adversely affects that person's normal day to day activities. However, having a disability does not imply that a pupil has for that reason alone "special educational needs" under the terms of the Education Act 1996 and the Code of Practice. Each pupil with a disability will be given separate consideration and treatment. It is the school's policy not to treat a disabled person less favourably for a reason related to his/her disability than a person who does not have a disability, without justification.

The school will also undertake to make reasonable adjustments to admission and curriculum arrangements, and in relation to education and related services, so that disabled pupils are not disadvantaged in comparison with pupils who are not disabled, without justification. The school recognizes that less favourable treatment may be justified if the reasons are material to the circumstances and substantial. In addition, non-admission to the school will be deemed to be justified if it results from the school's selection procedure which does not include criteria to only exclude disabled pupils. In making reasonable adjustments The Portsmouth Grammar School will, within the constraints of financial resources, seek to:

1. make improvements in access to the curriculum for disabled students;
2. make physical improvements to increase access to education and associated services (e.g. extra-curricular activities);
3. make improvements in the provision of information in a range of formats for disabled students.

The school aims, within the constraints of resources, to enable each pupil to fulfil his or her potential, within an educational programme that has development of the whole person at its core. The school will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs. This will include exploring whether or not behaviour issues have an underlying cause resulting from a disability.

The school will produce an annual (Disabled Pupils) Accessibility Plan which will be reviewed by the relevant committees of the full Governing Body. Regular liaison with parents of disabled pupils will take place. The school recognizes that through the provisions of SENDDA it is not required to provide “auxiliary aids” (i.e. special equipment or additional personal support), nor make “physical alterations to the buildings” (such as provide lifts). However, to meet its obligations, the school will seek to ensure that the needs of disabled staff and pupils are fully considered in any strategic planning for the development of the school. In all of this, the school will bear in mind health and safety requirements and the interests of other pupils.

Annual training will be given to senior staff to ensure understanding of the Disability Discrimination Act and SENDDA so that continued actions may be undertaken to ensure the inclusion of disabled pupils. Regular staff training will also be undertaken in relation to the needs for learning of particular disabled pupils.

This policy and the Accessibility Plan will be available to all parents and prospective parents on request. The school will monitor separately the progress, attainment and exclusion of pupils with disability and the Governing Body will review the effectiveness of its policies and the school’s procedures to ensure full compliance with the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001).



Statement on Philosophy and Provision of Learning Support

The Portsmouth Grammar School is a selective independent day school, educating pupils of average to high-level ability from Nursery through to Sixth Form. Both the Junior School and the Senior School accept pupils based on their performance in assessment tests and at interview.

The Portsmouth Grammar School fully supports the general principles set out in the Special Educational Needs and Disability Act 2001. It has its own Disability Discrimination Policy, available on the website. In philosophical terms, we aim to enable all pupils who are accepted into the school to have access to the full curriculum, to achieve their academic potential and to ensure that no pupil's progress is held back by any kind of learning difficulty.

We aim to integrate our learning support systems with the curriculum, to aid learning and the acquisition of skills in all subject areas that involve literacy and numeracy.

In practical terms, support is provided by both internal staff and external professionals. Support lessons may be provided within the academic timetable or outside it. The need and allocation of support lessons for each pupil are regularly reviewed.

Some provision is provided free of extra charge, some at parental expense and this, too, is kept under review.

The school's policy is to put parents in touch with experts whom they can find helpful; but we are always looking at ways of improving our procedures and do hope that parents will not hesitate to come forward with suggestions for improvements to the system set out below.

1. The school conducts screening tests and the Learning Support Co-ordinator liaises with parents afterwards as appropriate. This constitutes the school's main diagnostic provision, and is intended to ensure that all pupils are given an equal opportunity to gain help with this special need as soon as possible.

2. Any subject teacher who may notice signs of dyslexia in any pupil not identified by the diagnostic test will take the advice of the Learning Support Co-ordinator who will investigate and may contact parents to conduct further school-based testing or advise referral to a qualified professional.
3. Once referral has been advised, the school's standard recommendation is that parents contact an Educational Psychologist to arrange a diagnostic assessment. The school will provide the contact details of locally-based Educational Psychologists used to working with PGS pupils. The parents arrange the test, settle the fee direct and receive a written report.
4. Parents send the report to the school office which ensures that the child's name is added to the Dyslexia List and that the information is contained on the child's file. The school office passes on a copy of the report to the Learning Support Co-ordinator.

5. The Learning Support Co-ordinator sends a summary of the report and its recommendations to the pupil's tutor and all subject teachers. The Tutor and Learning Support team create an Individual Education Plan with agreed targets. Parents are asked to sign this to indicate their support. The pupil copies targets into the Homework Diary and shows agreed targets to subject teachers. The Learning Support Co-ordinator also sends a summary report to the Teacher in Charge of Examinations, Mrs Lesley Spofforth, if the test has been conducted within two years of a public examination. Parents may have to have their child reassessed at a later date to qualify for extra time in public examinations.
6. One of two qualified teachers with special needs qualifications in the Senior School can give specialist help to children dependent upon time available. These are Mrs Sue Palmer or Mrs Jean Edwards. These lessons may be arranged through the Learning Support Co-ordinator. A fee is charged.
7. For logistical reasons, there is usually no time allowance for those with special needs in school examinations, though in mock examinations some special arrangements are usually possible in some subjects at the discretion of the Teacher in Charge of Examinations (Mrs Lesley Spofforth).

In public examinations, however, where there is a suitable recommendation from the qualified external consultant, it is possible to apply for a range of allowances such as extra time for reading through examination answers. The Teacher in Charge of Examinations, if informed officially in writing in good time by parents, is happy to make all such arrangements for parents direct with the relevant examination boards.



Trips and Excursions

General Guidance

The school places a high value on fieldwork, excursions, visits and organised holidays. Such trips are of enormous benefit. It is a central part of the ethos of the school to provide the opportunity for educational visits and school excursions.

Pupils' physical and moral safety is of paramount concern. The school accepts that trips, visits and outdoor activities cannot be completely without risk but it requires that those staff in charge take all reasonable precautions to protect staff and pupil health, safety and welfare and minimise the risk of untoward or dangerous situations.

The Senior Teacher for Extra Curricular is the Educational Visits Co-ordinator for the Junior School. His job is to ensure that staff are adequately prepared to safely organise and run trips. The Surmaster supports trip leaders by monitoring plans and procedures, assisting with risk assessments and where necessary arranging appropriate training. The Surmaster advises the Second Master and Headmaster in drawing up of policy for approval by the governing body and assists in measures to ensure activity guidelines are followed.

Guidelines and procedures for organising trips are published in the Staff Handbook in accordance with the DfES guidance published in "Health and Safety of Pupils on Educational Visits".