



THE PERSE
SCHOOL
CAMBRIDGE

POLICY ON LEARNING SUPPORT CHARGES

This policy applies to the Perse School (“the School”) which comprises the Relevant Schools (the Perse Pelican Nursery and Pre-Preparatory School including the EYFS setting (“the Pelican School), the Perse Preparatory School (“the Prep School”) and the Perse Upper School (“the Upper School”).

1. Aims

The School aims to meet the individual needs of all pupils in its care so that they benefit as fully as possible from the education they receive and fulfil their individual potential. Reference should be made to the School’s Learning Difficulties Policy which is available in the policies section of the School website.

2. Accessibility

This policy is available in large print or other accessible format if required.

3. Learning Support

3.1 Tutors, teachers and Learning Support staff in partnership with parents and, where necessary, the Local Authority, have particular responsibility for:

- Pupils with statements of special educational needs or Education Health and Care Plans.
- Pupils with emotional, social and mental health difficulties.
- Pupils who are gifted.
- Pupils who have identified special educational needs.
- Pupils who fall behind the general progress of the year group.
- Pupils who have sensory, medical or physical difficulties.
- Pupils for whom English is an additional language.

3.2 The main aims of Learning Support with particular reference to pupils who require additional support are:

- To ensure a learning environment which meets the statutory requirements,
- To encourage a high level of achievement by all pupils within their ability range,
- To render the curriculum accessible to all pupils through recognising the need for differentiation and by employing a range of teaching styles,
- To educate all staff in identifying pupil needs and relevant learning support developments,
- To provide staff support for pupils with learning difficulties and/or disabilities.

3.3 The School recognises its duty to provide reasonable adjustments for pupils with a disability in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage. In making reasonable adjustments the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

4. Statement of Special Educational Needs and Education Health and Care (EHC) plans

The formal statutory assessment is intended to be an equitable way of establishing what assistance a pupil requires in order to access education without discrimination because of his or her identified special educational needs, and then to protect that pupil's right to access the necessary support by means of a Statement of Special Educational Needs or EHC plan. Once a Statement of Special Educational Needs or an EHC plan is in place, it is the local authority's ("LA") legal duty to ensure that the pupil receives what is identified as necessary provision to meet the pupil's special educational needs

5. Charges

5.1. Learning support provided by Perse School Employees

Where appropriate, Learning Support Charges may be incurred by parents for regular additional teaching/support from either Learning Support teachers or Learning Support assistants employed by the School. Such regular additional teaching/support will vary according to the needs of each pupil, but may amount to more than one hour of support each week.

In all cases, the first hour of such learning support each week is covered within the standard school fee.

In cases where more than one hour of learning support each week is required, the Parents will meet with the School to agree an appropriate course of action, taking into account the School's duty to make reasonable adjustments for disabled pupils.

Parents who are required to fund additional learning support beyond the one hour provided in the standard school fee, and who experience financial difficulty meeting the costs should contact the Deputy Bursar to discuss their situation; some means tested financial assistance may be available.

Pupils with a Statement of Special Educational Needs or EHC plan: Prior to the pupil being placed at the School, the School will provide the LA with details of all costs for the provision required to meet the pupil's needs. Any additional services that are needed to meet the requirements of the Statement or EHC plan will need to be charged to the local authority if the authority is responsible for the fees and the School is named in Part 4 of the Statement or Section I of the EHC plan. In all other circumstances charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Under current arrangements, if a pupil living within the administrative area of Cambridgeshire LA with a Statement of Special Educational Needs or an EHC plan applies for a place at the School and the Statement names the School in Part 4 or Section I of the EHC plan, the School must admit the pupil (the LA will only name the School if the offer of a place has already been made).

Pupils whose needs change: For those pupils whose needs change significantly after they have accepted a place at the School or develop significant learning difficulties and/or disabilities during their time at the School, the School will encourage parents to seek a formal statutory assessment of special educational needs, if appropriate. If an EHC plan is not issued and thus financial support is not forthcoming from the LA, the School may charge the parents the cost of any regular additional teaching/support provided, subject to the School's duty to provide reasonable adjustments. One hour of learning support per week is always included in the standard school fee in any event.

5.2 Learning Support provided by external learning support specialists

Occasionally, a pupil may require an external learning support assessment or regular one to one support at school from an external learning support specialist eg a speech therapist. Where the responsibility for payment lies with the parent (see section 6.2 of the School's Learning Difficulties Policy), the parent will be required to pay for the specialist service direct to the learning support specialist.

Authorised by	Sir David Wright On behalf of the Board of Governors
Review Date	15 th March 2017
Date of next review	March 2018 (or earlier if required)

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