



# Highclare School

## LEARNING SUPPORT POLICY

### A. Introduction

Highclare School will provide additional support for those pupils who are identified as requiring such assistance in the curriculum. Support may be required for academic, behavioural, pastoral, linguistic and medical needs.

The Learning Support Department is committed to implementing the major elements of the SEND Code of Practice 0-25 (2014) and its recommendations for students needing additional support. Many of the requirements of the SEND code 2014 do not have direct application to independent schools but it is good practice to update our provision for pupils with SEN in line with legislation. Therefore, the Learning Support Department will implement all of the statutory requirements of the SEND code 2014, make any necessary changes to current SEN practice and follow the ISI (Independent Schools Inspectorate) recommendations for pupils with special educational needs. For a list of staff with responsibility for learning support, please see Appendix 1.

### B. Aims and Objectives

The aims of the policy are:

1. To identify pupils requiring support, signposting parents / carers to assessors if necessary.
2. To provide support for these pupils.
3. To formulate Individual Support Plans (ISPs) or Individual Target Plans (ITPs) for identified pupils, with specific targets outlined.
4. To review the support provided for pupils.
5. To liaise with parents, teachers, heads of departments, site heads, heads of key stages, curriculum heads, other key staff and external agencies as necessary.
6. To identify the roles and responsibilities of staff in the Learning Support Department.
7. To maintain a register/audit of pupils requiring support on SIMS.
8. To support and advise departments and teachers with regards to new legislation which affects pupils with special educational needs or disabilities.

### C. Identification

Pupils may be referred to the Learning Support Department from a variety of sources: teachers, form tutor, personal tutor or following information from a previous school, following blanket testing, diagnostic tests, individual interviews, data tracking and lesson observations.

Pupils with Education and Health Care plans (EHCP) will automatically be put on the Learning Support Register and other pupils with special educational needs and disabilities (SEND) will be identified as having SEN intervention. All of these pupils will have an ISP or ITP.

On SIMS, pupils with an EHCP will be identified with the code **E** for EHCP. Those pupils receiving intervention will be identified with a **K**. This is in line with the Code of Practice 2014.

Some pupils will receive group support, others one-to-one or have in-class support. Support may be daily, weekly, half termly, depending on the individual's needs.

Sometimes a pupil will need input or advice from an outside agency. If a pupil is required to have an external assessment of their needs, for example, by an educational psychologist, this will be at a cost to the parents and will be a private arrangement between parents and the assessor. However, the Learning Support Department can provide contacts for parents and names of professionals to carry out external assessments.

#### **D. Education Provision**

1. Learning Support will include pupils with English as an Additional Language (EAL).
2. Different strategies for teaching will be required for some pupils on the Learning Support Register.
3. Regular reviewing and monitoring of the provision for pupils on the Learning Support Register will take place. The statutory requirements and procedures for Annual Reviews of pupils with EHC plans will be fully complied with.
4. In the Senior School, the Learning Support Department will liaise with the School's Examination Officer regarding examination concessions and access arrangements for pupils and will ensure staff are informed.
5. Learning Support will make appropriate provision for pupils who require additional support when taking part in school trips and will liaise with the school's Health and Safety representative when carrying out any necessary risk assessments.

#### **Policies linked with this Policy:**

- EYFS Policy for Special Educational Needs and Disability
- EAL Policy

<b>Written by:</b>	<b>Approved by Board</b>	<b>Review Cycle</b>	<b>Most recent Review</b>
KJ/September 2009	September 2013	3 yearly	Oct 2021

#### **Appendix 1:**

##### Staff

- Mrs C Roberts (Learning Support Coordinator), Highclare Senior School - Key Stages 3, 4, 5
  - Mrs K Castle (Teaching Assistant)
  - Learning Mentors:
    - Miss H Johnson
    - Miss S Beard
    - Miss S Holyman
    - Miss N Chaudhry
    - Miss R Lambert
    - Miss J Holmes
- Mrs J Stoney (Learning Support Coordinator), Highclare Preparatory School – Key Stages 1 and 2
- Mrs J Harris and Mrs P Mitchell - EYFS