



Highclare School

LEARNING SUPPORT POLICY

A. Introduction

Definition of SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and / or education support, we shorten this to SEND.

Highclare School will provide additional support for those pupils who are identified as requiring such assistance. Support may be required for academic, behavioural, emotional, communication, and/or medical needs.

The Learning Support Department is committed to implementing the major elements of the SEND Code of Practice 0-25 (2014). Some of the requirements of the SEND CoP 2014 do not have direct application to independent schools but it is good practice to adhere to it where able. All teachers are teachers of SEND. Every teacher is responsible and accountable for the progress and development of all pupils in their class.

For a list of staff with additional 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) in the Senior school, or Individual Target Plans (ITPs) in the Preparatory school for identified pupils, with specific targets outlined.
4. To review the support provided for pupils through APDR cycles – Assess, Plan, Do, Review
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.

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

Cognition and Learning

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Anxiety and depression
- Attachment Disorder

Communication and Interaction needs

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

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 will be identified as having SEN Support. 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 support will be identified with a **K**.

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, learning support colleagues and senior leadership can provide contacts for parents and names of professionals to carry out external assessments.

D. Education Provision

1. Learning Support may include pupils with English as an Additional Language (EAL), though EAL in itself is recognised as not being SEND.
2. Different strategies for teaching will be required for some pupils on the Learning Support Register. 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.

3. 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.
4. In the prep school this is done via the learning success coordinator and the deputy head of prep school.
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

Written by:	Approved by Board	Review Cycle	Most recent Review
K.J/September 2009	September 2013	3 yearly	September 2022

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 Kim	Barrow
Mrs Charlotte	Bayliss
Miss Nabeeha	Chaudhry
Miss Samantha	Holyman
Ms Sandra	Morrison
Mrs Laura	Shergold
Mrs Georgia	Tsaippourdhi
- Mrs J Stoney (Learning Support Coordinator), Highclare Preparatory School – Key Stages 1 and 2
- Mrs T Tweedie and Mrs P Mitchell, Highclare Preparatory School - EYFS