

HIGHGATE

Learning Support Policy

This policy applies to pupils in Key Stage 1 and the EYFS.

1 Background

Highgate is an academically selective school which admits pupils into its Pre-Prep, Junior and Senior Schools on the basis of ability shown in tests and interviews. The School is keenly aware that addressing individual learning needs is the key to pupil success and this policy therefore aims to provide a framework for the support of learning throughout the school. The School maintains a Learning Support List.

2. Aim of the School's policy [ISSRs 2014 Part1, Paragraph 2 (1) (b)(i); Part 1, Paragraph 2 (2)(h), Paragraph 3 (d)]

The School aims to enable pupils with special educational needs (SEN) or learning difficulties and/or disabilities (LDD) to achieve their full potential by:

- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best programmes of study for each pupil;
- Working with outside agencies, where necessary, to enable the greatest access to opportunities for pupil progress in their schoolwork, in their programmes of examination, and in their future study or careers.

3. Objectives of learning support provision

- To provide appropriate material resources, dedicated support and suitable advice to support pupils with LDD who are on the Learning Support List
- To provide support and advice to pupils, where appropriate, who do not have a specific LDD, and yet have been identified as having specific difficulties with the curriculum
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning of those with LDD
- To maintain close links with the parents/carers regarding the progress of those who are on the Learning Support List

4. Staffing

The Director of Learning Support for the whole school is Dr Patrick Johnston and the Acting Head of Learning Support is Ms Sue Bambrough. She has specific responsibility for pupils in Years 7-13 and is assisted by one full-time and one part-time colleague (Gurjap Dhillon and June Hamilton). Pupils in Years 3-6 are specifically assisted by Mrs Ramita Anand (Learning Support Coordinator) and Ms Deborah Blackburn (Assistant Principal Academic), and pupils in the Pre-Prep School by Ms Jessica Bagenal. Ms Bambrough is responsible for the coordination of the Learning Support policy across the School.

5. Admissions Policy

Admission to each section of the School is selective. The School must feel confident that a prospective pupil will benefit from the education offered so that there is no reasonable doubt at the time of admission that s/he will have a complete, happy and successful school career.

Both at the application stage and also later in the admissions process parents/carers are given the opportunity, and indeed urged, to notify the School of any disability or special educational needs affecting their son or daughter of which the School should be aware.

A meeting may be arranged with the parents of the child, the Principal of the Pre-Preparatory School and the Learning Support Coordinator, so that, if necessary, reasonable adjustments can be made to accommodate the child well in advance of admission.

If a pupil is accepted into the School with a known learning difficulty/disability, the School (acting on the advice and guidance of the Learning Support Coordinator and the Director of Learning Support) will make reasonable adjustments to meet his/her needs. The School will agree with the parents how the needs of the child can best be met. If a pupil is accepted into the School and their needs become identified at a later stage, the School will assess how best to meet those needs in consultation with the parents and any external agencies which are felt appropriate.

Failure to disclose information regarding LDD or SEN issues may result in the School being unable to offer an adequate level of support.

6. Identification of pupils with LDD

The School aims to identify pupils with LDD or those for whom learning support would be valuable in the following ways:

- By the receipt of information from a previous school or other educational establishment
- By the provision of information by parents as described above
- By the raising of concerns from members of staff about the learning progress of a pupil. In these cases all staff should be aware of their responsibility to refer concerns to the learning support coordinator by means of the procedure identified below.

7. The Learning Support List

The Learning Support List records the current status of all those pupils within the school who are under the responsibility of the Learning Support Coordinator. The List is reviewed regularly and includes the following information for each pupil: name, class, date of birth, area of concern, summary of support, the date they were added to the List and the review date.

The List is circulated to all staff at the beginning of each academic year and following each update. It is available for staff inspection on the Pre-Prep shared drive and a hard copy is kept by the Learning Support Coordinator.

8. Support for pupils – procedure

Pupils receive support for their learning at Highgate Pre-Prep as follows:

Learning Support Level 1:

A class teacher identifies that a child requires support which is additional to or different from that provided by the School's usual differentiated curriculum and strategies. The class teacher fills out a referral form and meets with the Pre-Prep Learning Support Coordinator to discuss the child's needs. The Pre-Prep Learning Support Coordinator will liaise with the class teacher to plan support and identify strategies which can be implemented in class. These may include different teaching strategies, additional resources (e.g. word banks or counters for maths) or physical aids such as a foot rest, pencil grip or sloping board. The class teacher and Pre-Prep Learning Support Coordinator will monitor the child's progress and the effectiveness of the strategies.

Learning Support Level 2:

If, despite the interventions provided during Learning Support Level 1, the child fails to make adequate progress within a reasonable period of time (usually no more than one term), the provision will move to Learning Support Level 2. At Level 2 the Pre-Prep Learning Support Coordinator will carry out a detailed assessment of the child and their needs. Depending on the age of the child and the nature of their needs this assessment may include observation in class, games and practical activities and standardised tests. Based on the outcome of the assessment, the Pre-Prep Learning Support Coordinator and class teacher will draw up a Target Plan for the child which will identify short term targets, teaching strategies and provision, when the plan is to be reviewed and success/exit criteria. The TP will be reviewed three times a year and the Pre-Prep Learning Support Coordinator and the class teacher will meet with the parents to report on the child's progress. The delivery of the intervention in the TP is the responsibility of the Pre-Prep Learning Support Coordinator and the class teacher. The child's name will be added to the Learning Support List. The Pre-Prep Learning Support Coordinator will continue to liaise with the class teacher to ensure appropriate differentiation during lessons, the child may also begin to have additional teaching from the Pre-Prep Learning Support Coordinator either individually or in a small group with other children.

Learning Support Level 3:

Through ongoing assessment or as part of a TP review meeting, the Pre-Prep Learning Support Coordinator, class teacher and parents may identify that it is necessary to obtain specialist help from external agencies, for example: speech and language therapists, educational psychologists or occupational therapists. Parents will usually contact the specialist directly; however, depending on the nature of the input needed, some parents may prefer to ask for a referral from their GP. The Pre-Prep Learning Support Coordinator and class teacher will liaise with the specialist to ensure provision in school is as effective as possible and the specialist may be involved in suggesting targets and strategies for the TP. Where necessary, the child will have regular sessions with the specialist in addition to the support they receive in school. The TP will be reviewed three times a year and the LSC and teacher will meet with the parents to report on the child's progress. The delivery of the intervention in the TP will continue to be the responsibility of the Pre-Prep Learning Support Coordinator and the class teacher.

9. Support for Teachers

All teachers are supported in their teaching of pupils with LDD in the following ways:

- Staff INSET (at regular intervals)
- Information contained in the Learning Support List
- Advice given in staff meetings

- In-class observation of pupils with LDD and subsequent feedback from the Pre-Prep Learning Support Coordinator
- Provision of TP's, teachers are aware of these TP's for the pupils they teach, must read them and act on the advice and strategies

10. Assistance from outside agencies

Highgate Pre-Prep School has links with a number of Educational Psychologists and other advisers who are able to assist when required in additional support for pupils with LDD. It is the responsibility of parents to engage the services of an external Psychologist and to cover all costs relating to the consultation and report.

Where a pupil has an Education, Health and Care Plan or Statement of Needs provided by the local authority, the School will work with this body to ensure that the provisions of the plan or statement are addressed and that the relevant TP's are prepared and enacted according to the relevant statutory requirements. [ISSRs 2014 Part 1, Paragraph 2 (1)(b)(i)].

For any pupil with SEN or with a severe LDD (including an Education, Health and Care Plan) or EAL issue, we take every reasonable step we can to ensure his/her welfare. Such pupils, in the interests of their welfare, will sometimes require an amendment to the normal programme of study, whilst at the same time being given equal access to the academic curriculum. The Director of Learning support is responsible for the welfare of these pupils, liaising closely with the Pre-Prep Learning Support Coordinator and the pupils' class teachers; he also chairs a full annual review, with, in attendance, representatives from the local authority, for each child with a statement of need/EHCP. He liaises with the Bursar when necessary over matters of access and SENDA legislation, and he encourages parents/carers to deal directly with him or the Pre-Prep Learning Support Coordinator when they have concerns about any aspect of their child's learning.

11. Pupils with EAL needs

The School conducts its learning in English and there is an expectation that all pupils are able to communicate effectively in English. There are a number of pupils in the School who have learnt English as an Additional Language (EAL). These pupils may be added to the Learning Support List for additional assistance, although they are in most cases included in full lessons for all classes in the school, including English. To enable us to provide all necessary support from the point of entry, we ask at application for details from parents of their son's/daughter's language background.

12. Pupils with an Educational Health and Care Plan (EHCP)

Where a pupil has an EHCP, the School will work with this body to ensure that the provisions of the statement are addressed and that the relevant IEPs are prepared and enacted according to the relevant statutory requirements. [ISSRs 2014 Part 1, Paragraph 2 (1)(b)(i)]. It is the duty of the Director of the Learning Support to advise teachers on the particular needs of the pupil and the recommended strategies for teaching him/her.

The Director of Learning Support will chair a full annual review, with, in attendance, representatives from the local education authority for pupils with an EHCP. Furthermore he liaises with the Bursar when necessary over matters of access and the Special Educational

Needs and Disabilities Act (SEND), as well as the Special Educational Needs and Disability Code of Practice.

13. Reporting to parents/carers

The Pre-Prep Learning Support Coordinator reports directly to parents/carers when there is an issue to be resolved and parents/carers are encouraged to contact her directly if they have a concern or require information. She is available to parents/carers daily to discuss any concerns.

14. Referral of a pupil to the Learning Support Coordinator at the Pre-Prep School

Teachers who wish to refer a pupil to the Learning Support Coordinator complete a referral form. Copies of this form are available from the Learning Support Coordinator and can also be downloaded from the Pre-Prep shared drive.

15. The Role of the Pre-Prep Learning Support Coordinator

- Manages the day-to-day operation of the Learning Support Policy.
- Coordinates the provision and oversees records for children with learning difficulties and/or disabilities and those with SEN
- Supports and advises colleagues
- Acts as the link with parents, external agencies and other support agencies
- Acts as the link with Junior School staff to ensure learning support information and pupil records are transferred when pupils leave the Pre-Prep
- Monitors and evaluates Learning Support provision and reports to the Principal
- Manages resources to enable appropriate provision for children requiring Learning Support
- Contributes to the professional development of staff

16. Role of Class Teachers

- To monitor the progress of individuals and groups of children in accordance with the Assessment Policy.
- To inform the Pre-Prep Learning Support Coordinator at the earliest possible opportunity if a child is failing to make adequate progress (see list of triggers in Appendix 2)
- To provide differentiated work for these children and liaise with the Pre-Prep Learning Support Coordinator to ensure appropriate provision is made including TP's where necessary
- To ensure the delivery of the intervention in the TP
- To attend TP review meetings and liaise with external agencies if necessary

17. Evaluation and Review of Policy

This policy is formally reviewed every two years to update both legislative elements and also functional aspects of its content.

Appendix 1: Terminology

| Terminology | Meaning |
|---|---|
| Learning Support (LS) | Support for any child which is <u>additional to</u> or <u>different from</u> that provided by the School's usual differentiated curriculum and strategies. This includes provision for pupils with learning difficulties and/or disabilities. |
| Pupils with special educational needs (SEN) | Pupils aged 5 to 16 who have statements or Education Health and Care Plans |
| Pupils with learning difficulties and/or disabilities (LDD) | Pupils without an EHCP or statements who require interventions that are <u>additional to</u> or <u>different from</u> those provided by the school's usual differentiated curriculum and strategies |
| TP | Target Plan |
| DDA | Disability Discrimination Act |
| EAL | English as an additional language |
| EYFS | Early Years Foundation Stage |
| KS1 | Key Stage One |

Appendix 2: Identification of children who require learning support**Examples of triggers for the identification of children with learning difficulties and/or disabilities in the EYFS and KS1:**

Despite receiving appropriate early education experiences the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning

PJ/DH

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