

Learning Support Policy

JUNIOR SCHOOL: YEARS 3-6

1. Background

Highgate School 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 register.

2. Aim of the School's policy (DCSF Standard 1. (2) (b), (e), (i); 1. (3) (d))

- Highgate School aims to enable pupils with Special Educational Needs (SEN) 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 SEN provision

- To provide appropriate material resources, dedicated support and suitable advice to support pupils with SEN who are on the Learning Support Register;
- 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 SEN;
- To maintain close links with the parents/guardians regarding the progress of those who are on the Learning Support Register.

4. Staffing

The Learning Support Coordinator for pupils who acts as the SENCO for the whole School is Mr Dan Jones. He has specific responsibility for pupils in years 7-13. Pupils in Years 3-6 are specifically assisted by Ms Deborah Blackburn, and pupils in the Pre-Prep School by Mrs Janet Mills.

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.

JUNIOR SCHOOL

Both at the application stage and also later in the admissions process parents 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.

The parents of a pupil with an existing SEN, an Educational Psychologist's report and/or an Educational Statement are requested to submit copies of such papers to the Head Master, or Principal of the relevant School, who will then consult with the Learning Support Coordinator / Learning Support department. Failure to disclose this information may result in the School being unable to offer an adequate level of support.

If a pupil is accepted into the School with known specific educational needs, the School (acting on the advice of the Learning Support Coordinator) will do all it can to meet those needs. The School will agree with the parents and pupil how the needs of the pupil 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 the pupil.

6. Identification of pupils with SEN

The School aims to identify pupils with SEN 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 department by means of the procedure identified below.

7. The Learning Support Register

The Learning Support Register records the current status of all those pupils within the School who are under the responsibility of the Learning Support department. The Register is reviewed regularly and includes not only the nature of the pupil's difficulty, but also guidance for teachers about how to offer support.

The Register is issued to all relevant staff at the beginning of the academic year and updates are then available for staff inspection on the staff-only section of the School intranet, as well as a hard copy in the relevant School office.

8. Support for pupils

Pupils receive support for their learning at Highgate as follows:

Stage 1: Concern raised. Concerns may be raised by any member of staff at any stage in a pupil's career in the School using the referral system outlined below.

Stage 2: Appraisal meeting. The Learning Support Coordinator will aim to meet with the pupil as soon as possible and usually within two weeks of

JUNIOR SCHOOL

receiving the referral form. This meeting is likely to include a selection of diagnostic tests as well as a pupil interview.

- Stage 3: Assessment of pupil needs.* In the light of the appraisal meeting the teacher from the learning support team will discuss the needs of the pupil with the Form Tutor or referring teacher and the relevant senior teacher. At this stage it will be usual for some feedback to be given to parents on the outcome of the appraisal. The pupil will then be placed on the Learning Support Register and the level of support required will be determined.
- Stage 4: Pupil in Learning Support.* Pupils may be offered learning support lessons on either a regular or occasional basis. These lessons will be offered on a one-to-one or small-group basis and will require the pupil to be withdrawn from scheduled academic lessons. Staff are expected to release pupils from scheduled lessons in order to take part in Learning Support lessons.
- Stage 5: Preparation of IEP.* At an early stage in the work carried out by the Learning Support teacher, an Individual Education Plan will be prepared and circulated to relevant teachers. This will aim to highlight targets for both the pupil and his/her teachers in order to enable learning to be more effective.
- Stage 6: Consideration of extra assistance.* As part of the assessment of a pupil under the Learning Support department, it may be necessary that further assessment of need be carried out with the aim of checking that all assistance possible can be offered. This may include the use of an Educational Psychologist.
- Stage 7: Conclusion of programme of support.* At the end of a defined period, the regular lessons of support for most pupils are concluded and a review is carried out of their progress. They will continue to be recorded on the Learning Support Register and, where appropriate, their IEPs will continue to be reviewed on a regular basis. Whilst they do not continue to be seen by the Learning Support Coordinator on a weekly basis it is possible for them to be assessed or reviewed by the department at any subsequent stage in their school career.

9. Support for teachers

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

- Staff INSET (at regular intervals; all new staff receive an induction session on SEN from the Learning Support Coordinator early in their first term in the school)
- Information contained in the Learning Support Register
- Advice given within whole-school or year group meetings, by the Learning Support Coordinator, when it is clear that there are particular issues relating to a child

JUNIOR SCHOOL

- In-class observation of pupils with SEN and subsequent feedback from the Learning Support Coordinator (especially when particular learning or behavioural issues are identified)
- Provision of IEPs for pupils who are receiving regular support from the Learning Support Department; teachers are aware of these IEPs for the pupils they teach, must read them and act on advice and strategies recommended by the Learning Support Coordinator, insofar as they are relevant to their pupils.

10. Assistance from outside agencies

Highgate School can provide parents with names of a number of Educational Psychologists and other advisers who are able to assist when required in additional support for pupils with SEN. It is the responsibility of parents to engage the services of an external Psychologist or other professional and to cover all costs relating to the consultation and report.

Where a pupil has a Statement of Needs prepared by the LEA, 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. (DCSF Standard 1. (2) (e)). It is the duty of the Learning Support Coordinator to advise teachers on the particular needs of the pupil and the recommended strategies for teaching him/her.

11. Pupils with EAL needs

The School conducts its learning in English and there is an expectation that all pupils will be able to communicate effectively in English. There are a number of pupils in the School who have learnt English as an additional language in addition to their mother tongue. These pupils may be added to the Learning Support Register for additional assistance, although they are included in full lessons for all classes in the School, including English.

12. GAT pupils

While no official register is kept and no standardised method of identifying such pupils is used, pupils who are recognised as Gifted and Talented in their learning are given the opportunity to extend their learning by means of additional support. It would be usual for such pupils to be offered extension work in many of their lessons, and there are other opportunities for Gifted and Talented pupils to learn beyond the curriculum: the weekly extension Maths classes, for pupils in Years 4 and 5, which are held in partnership with St Michael's Primary School, and the after-school clubs programme, which includes activities such as Chess and Debating. In the past academic year (2008 – 9), gifted and talented pupils were also chosen to attend small trips and workshops, at other schools and in central London, in poetry writing, creative writing and Art. In Years 3 and 4, children who are gifted in numeracy are taken out of lessons for 'Brain Academy' booster activities, which are of a problem-solving nature.

13. Referral of a pupil to the Learning Support department in the Junior School

JUNIOR SCHOOL

The following procedure is to be followed by teachers who wish to refer a pupil to the Learning Support Department.

1. A teacher who believes that a pupil would benefit from Learning Support should initially check the Learning Support Register on ADM4/Learning Support to see if a pupil is already included on the Register. If they are already on the Register, please see the Learning Support Coordinator for advice and a possible referral.
2. If there is no record that a pupil has received Learning Support previously the teacher should complete a form located on the School network at ADM4/Junior/Learning Support/Referral Form and pass to the Form Tutor who has the responsibility for liaising with the pupil's parents and for providing supporting information regarding the pupil including timetables, recent report information.
3. The form is then passed to Deborah Blackburn who will arrange for an assessment at the earliest opportunity.
4. The Principal is then informed of the referral

Pre-Prep SEN arrangements

There is supplementary guidance for the Pre-Prep, supplied by Janet Mills.

D. Jones
(Learning Support Coordinator)
September 2008

Director of Studies' extended version (December 2008)

Director of Studies (Junior School)'s amended version (July 2009)