

HIGHGATE PRE-PREPARATORY SCHOOL

**Learning Support Policy**

**I 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 (ISI Regulatory Requirements Part I (2.2) (b), (e), (i); Part I (3) (d))**

Highgate 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 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 LDD
- To maintain close links with the parents/guardians regarding the progress of those who are on the learning support register

**4. Staffing**

The Director of Learning Support for the whole School is Mr Dan Jones. He has specific responsibility for pupils in years 7-13 and is assisted by one part-time colleague with responsibility for KS3 (and who will manage the transfer of information about pupils moving from year 6 to year 7). Pupils in years 3-6 are specifically assisted by Ms Deborah Blackburn, and pupils in the Pre-Prep School by Mrs Janet Mills (Pre-Prep School Learning Support Coordinator).

**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 are given the opportunity, and indeed urged, to notify the School of any disability or

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special educational needs affecting their son or daughter of which the School should be aware.

The parents of a pupil with an existing LDD, an Educational Psychologist's report and/or an Educational Statement are requested to submit copies of such papers to the Principal of the Pre-Preparatory School, who will then consult with the Learning Support Coordinator. 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 of 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.

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 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 Coordinator. The Register 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 register and the review date.

The register 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

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 an IEP 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 IEP will be discussed with parents and, depending on the age and level of understanding of the child, they will also be made aware of their targets and given the opportunity to have input. The IEP will be reviewed at least once a term by the Pre-Prep Learning Support Coordinator, the class teacher and the child's parents and the outcome of the review will be recorded. The delivery of the intervention in the IEP 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 Register. 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.

Through ongoing assessment or as part of an IEP 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 IEP. Where necessary, the child will have regular sessions with the specialist in addition to the support they receive in school. The IEP will continue to be reviewed at least once a term and the delivery of the intervention in the IEP 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 register
- Advice given in staff meetings
- In-class observation of pupils with LDD and subsequent feedback from the Pre-Prep Learning Support Coordinator
- Provision of IEPs, teachers are aware of these IEPs 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 a Statement of Needs provided by the local authority, 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. (ISI Regulatory Requirements Part I (2.2) (e)).

For any pupil with SEN or with a severe LDD 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. He liaises with the Bursar when necessary over matters of access and SENDA legislation, and he encourages parents 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 register 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. Reporting to parents**

The Pre-Prep Learning Support Coordinator reports directly to parents when there is an issue to be resolved and parents are encouraged to contact her directly if they have a concern or require information. She meets with parents termly to review IEPs and may also attend parent consultation meetings.

### **13. 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.

### **14. The Role of the Pre-Prep Learning Support Coordinator**

- Manages the day-to-day operation of the Learning Support and Special Educational Needs 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

### **15. 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 IEPs where necessary
- To ensure the delivery of the intervention in the IEP
- To attend IEP review meetings and liaise with external agencies if necessary

## Appendix 1: Terminology

<b>Terminology</b>	<b>Meaning</b>
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
Pupils with learning difficulties and/or disabilities (LDD)	Pupils without 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
IEP	Individual Education 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