

Learning Support Policy

Pre-Preparatory School

Policy Owner(s)	Learning Support Teacher
Approved by	Deputy Principal (Teaching and Learning)
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1. Introduction

This document should be read in conjunction with the following complementary documents:

- Curriculum Policy
- Homework, Assessment and Reporting Policy
- Teaching Policy
- Sport and Exercise High Performance Programme
- Admissions Policy
- Pupil Wellbeing Policy

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.

Our vision is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly.

Our ambition for our pupils is that every lesson should be stimulating, rigorous and well-judged. This guidance provides a framework for the learning support provision available within the Pre-Prep.

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

2. Aim

Highgate aims to enable pupils with 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.

Thus, Highgate will aim to ensure that it is fully compliant with the Equality Act of 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2015 to ensure a high-quality education for all its pupils.

3. Objectives of Learning Support provision

- To provide appropriate material resources, dedicated support and suitable advice to support pupils with LDD;
- 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 links with the parents¹ regarding the progress of pupils with LDD.

4. Learning difficulties defined

A pupil is defined as having a learning difficulty if:

- They have a more significant and greater difficulty than the majority of pupils of the same age;
- They have a disability preventing or hindering them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

We identify four areas of need:

- Cognition and Learning;
- Social, Emotional and Mental Health;
- Communication and Interaction;
- Sensory and/or Physical Needs.

5. Staffing

Pupils in the Pre-Prep are supported by a Learning Support Teacher and a Teaching Assistant. The Director of Learning Support is responsible for the coordination of the Learning Support Policy across the School.

6. 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 they 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 LDD affecting their child of which the School should be aware.

The parents of a pupil with an existing LDD, an Educational Psychologist's report and/or an Education, Health and Care Plan are requested to submit copies of such papers to the Director of Admissions, who will then consult with the Learning Support Department. The Learning Support Department will review all documents provided to the School to establish i) if any reasonable adjustments are required for the entrance assessment and ii) if any reasonable adjustments within the school and/or curriculum are required if the candidate is successful with their application. The Learning Support

¹ All references to 'parents' in this policy includes parents/carers/guardians.

Department will report their initial thoughts to the Head of Admissions and the Bursar, if necessary, for their consideration.

A meeting may be arranged with the parents of the child, the Principal of the Pre-Preparatory School, the Deputy Principal (Pastoral/Academic) and the Learning Support Teacher so that, if necessary, steps to accommodate the needs of the child can be arranged well in advance of admission.

If a pupil with a known learning difficulty/disability is accepted into the School, the School (acting on the advice and guidance of the Learning Support Department and the Director of Learning Support) will make reasonable adjustments to meet their needs. The School will agree with the parents 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, the Learning Support Department and the Learning Support Teacher, and any external agencies which are felt appropriate.

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

7. 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 using internal data including information from standardised tests and assessments;
- By the raising of concerns from members of staff about the learning progress or behaviour of a pupil. All staff are aware of their responsibility to refer concerns to the Learning Support Teacher by means of the procedure identified below.
- By reviewing the progress of all pupils within the School through the School's assessment and reporting system.

8. Recording information

When a pupil is identified as having a learning need their SIMS profile is updated accordingly and the pupil is added to the Learning Support register. In this way all members of staff are readily able to see who is currently receiving Learning Support as well as a brief summary of their difficulties. Pupil Profiles and relevant documentation such as summaries of educational psychologists' assessments may also be attached to pupils' SIMS profiles.

Once the Learning Support Department has closed a pupil's file i.e., they no longer require support on a regular basis, the status of their provision will be changed on SIMS. The fact that they were once on the Learning Support register, a record

of what difficulties the pupil presented with and the support they received will continue to be on their SIMS profile for the duration of their education at Highgate.

9. Support for pupils – procedure

Pupils receive support for their learning in the Pre-Prep as follows:

Level 1:

In-Class Support

- The class teacher identifies that a pupil requires support which is additional to or different from that provided by the school's usual adapted curriculum and scaffolding strategies;
- The class teacher discusses their concern with the child's parents. The class teacher will notify the Senior Leadership Team and the Learning Support Teacher;
- Support strategies are identified and implemented in class, such as different teaching methods, additional resources (e.g. word banks, counters for Maths), in class interventions (handwriting support) or physical aids (e.g., footrest, pencil grip);
- The class teacher, TA, and/or EYP provide in-class targeted support;
- The Learning Support Teacher updates the Learning Support Register and informs relevant staff of any changes;
- The class teacher and Pre-Prep Learning Support Teacher monitor the pupil's progress and the effectiveness of the strategies.

Level 2:

Targeted 1:1/Group Support with Learning Support Department

- Where a child continues to have significantly greater difficulty following Level 1 intervention the pupil's needs are discussed during Pupil Progress meetings with the Deputy Principal, Deputy Principal (Pastoral), Pre-Prep Learning Support Teacher and class teacher. Targets are discussed and the pupil moves to Level 2 targeted support;
- The Learning Support Teacher refers to the prioritisation table below and communicates which pupils will receive Learning Support provision to the Senior Leadership Team and class teachers;
- The class teacher informs the parents about the Level 2 targeted learning support and targets are discussed in partnership with parents;
- The Learning Support Teacher conducts a detailed assessment. Depending on the age of the child and the nature of their needs this assessment may include an observation in class, games, practical activities and standardised tests and will determine what support will be put in place;
- The Learning Support Teacher updates the Learning Support Register and informs relevant staff;
- If Level 2 support is required beyond a term, the Learning Support Teacher will liaise findings with the Senior Leadership Team and the class teacher;

- An Individual Education Profile support plan is created outlining the child’s needs, teaching strategies, interventions, targets and provision;
- The Learning Support Teacher and the class teacher will attend a parent meeting and share the support plan working in collaboration with parents;
- The Learning Support Teacher and class teacher are responsible for delivering the interventions. Adaptations of the curriculum will take place as appropriate along with scaffolds to ensure the pupil can make progress;
- The pupil may receive additional teaching individually or in small groups. The types of intervention used are bespoke to each pupil’s needs (e.g Toe by Toe, Write from the Start, Hornet, Word Wasp, Monster Phonics, Nessy, Dyslexia Gold, Numberstacks);
- After two terms of Level 2 support, the Learning Support Teacher will discuss possible referrals with the Senior Leadership Team that may be suggested to parents;
- The Learning Support Teacher and the class teacher will meet with parents to discuss any referral recommendations based on their findings during targeted intervention;
- The Learning Support Teacher and class teacher will meet with parents termly to review the support plan;
- The Senior Leadership Team will meet with any parents who need further guidance or support.

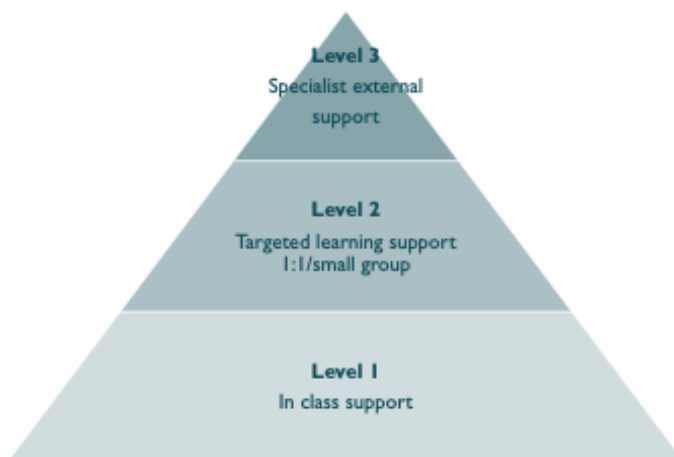
Term	Priority places
Michaelmas	Y2
Lent	Y1 and Y2
Summer	Y1

Level 3: External Professional Support

- If a child enters the School with an existing specific diagnosis, (SpLD) learning difference or external agency involved, the Deputy Principal (Pastoral), class teacher and Learning Support Teacher will meet with the child’s parents to discuss the child’s diagnosis in more detail;
- The pupil will be added to the Learning Support Register. The Learning Support Teacher will share any external reports with the Senior Leadership Team and relevant staff and securely save all documentation;
- An Individual Education Profile support plan is created outlining the child’s needs, teaching strategies, interventions, targets and provision;
- The Learning Support Teacher and class teacher will liaise regarding recommendations made in the report and meet with parents and external specialists to ensure the provision in

school is effective. The specialist may be involved in suggesting targets and strategies to support meeting the needs of the pupil;

- The Individual Education Profile is reviewed with the Pre-Prep Learning Support Teacher, class teacher, and parents termly;
- Where no existing diagnosis is in place through ongoing assessment and collaboration with parents, the School and or parents may identify that it is necessary to obtain specialist support 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;
- Where necessary, the pupil will have regular sessions with the specialist in addition to school targeted learning support.



10. Support for teachers

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

- Staff INSET and CPD (at regular intervals; all new staff receive an induction session on LDD from the Learning Support Department early in their first term in the School);
- Information contained on SIMS and the Learning Support register;
- Advice given in staff meetings;
- In-class observation of pupils with LDD and subsequent feedback from the the Pre-Prep Learning Support Teacher;
- Provision of Individual Education Profiles - teachers are aware of the Individual Education Profiles for the pupils they teach, must read them and act on the advice and strategies;

- Informal discussions between teachers and the Learning Support Teacher about children in their care as issues arise during the term.

11. Provision of auxiliary aids for pupils with LDD

Some pupils may require the use of auxiliary aids, such as a reading pen, an induction loop, or other specialist equipment to enable them to fully access the curriculum. Where a request is made for the School to provide a pupil with such items, it will consider the request on a case-by-case basis, in accordance with what is reasonable having regard to all the relevant factors, such as the means of the pupil's parents, the benefit of the equipment to the pupil and the corresponding disadvantage of not having it, the allocation of the School's resources, and the extent to which the equipment can be funded elsewhere such as by the local authority, among others.

12. Assistance from outside agencies

The School has links with a number of educational psychologists and other professionals 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 or other professional and to cover all costs relating to the consultation and report. The School will not automatically accept a report, or recommendations therein, of an educational psychologist or other professional when there is no evidence from the School to substantiate the report.

The Learning Support Department will not carry out any diagnostic assessments; however, they may provide specific feedback to parents on any assessments which have been conducted. This feedback may indicate that a pupil's difficulties are potentially associated with a given diagnosis and that further investigations are needed. Parents wishing to have a diagnosis investigated will need to consult a suitably qualified external professional. The Learning Support Department are happy to provide a recommended list.

13. Pupils with English as an Additional Language (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 and fully access the curriculum in place. We are a diverse school fortunate enough to have a wide range of nationalities represented with a number of pupils who have learnt English as an additional language (EAL). These pupils may be added to the Learning Support List for additional assistance, if their Learning Support profile indicates extra support is required.

To enable the School to provide all necessary support for pupils, and to gain a better understanding of a pupil's learning needs, the School asks at application for details from parents of their child's ability in English and their language

background. Those pupils who are considered likely to need additional support can have a qualitative assessment so that the School can understand the necessary support required. Such information is recorded on SIMS.

14. Pupils with an Education, Health and Care Plan

Where a pupil has an Education, Health and Care Plan (EHCP) prepared by the LA, the School will work with this body to ensure that the provisions of the plan are addressed and that the relevant individual educational plans are prepared and enacted according to the relevant statutory requirements. It is the duty of the Director of Learning Support to advise teachers on the particular needs of the pupil and the recommended strategies for teaching them.

The Director of Learning Support/representative from the Pre-Prep will chair a full annual review, with, in attendance, representatives from the LA for pupils with an EHCP. Furthermore, she liaises with the Bursar when necessary over matters of access and SENDA legislation.

15. Reporting to parents

The School works in partnership with parents to meet their child's needs and considers Learning Support to be a two-way process between the School and the home, which works most effectively when there is open and regular communication between the two. The Learning Support Department reports directly to parents of children on the Learning Support register when there is an issue to be resolved. Parents are encouraged to contact the Department or the Learning Support Teacher directly and at once if they have concern or require information about their child.

16. Referral of a pupil to the Learning Support Teacher at the Pre-Prep School

Teachers who wish to refer a pupil for Learning Support should communicate their concern with parents and put on CPOMS, alerting the Senior Leadership Team and the Learning Support Teacher. Teachers can discuss pupils at any time with the LST and during Pupil Progress meetings.

17. The Role of the Pre-Prep Learning Support Teacher

- To manage the day-to-day operation of the Learning Support Guidance;
- To coordinates the provision and oversee records for pupils with learning difficulties and/or disabilities;
- To review and update the Learning Support Register termly;
- To ensure the delivery of the interventions detailed in the Individual Education Profiles;
- To provide adaptations, scaffolding and well-planned lessons using effective quality first teaching methods that take prior attainment into account for pupils receiving learning support and liaise with class teachers to ensure appropriate scaffolds and provision is made;

- To attend Pupil Progress meetings and liaise with external agencies;
- To attend IEP meetings with class teachers and parents;
- To support and advise colleagues;
- To act as the link with parents, external agencies and other support agencies;
- To acts as the link with Junior School staff to ensure Learning Support information and pupil records are transferred when pupils leave the Pre-Prep;
- To monitor and evaluate Learning Support provision and report to the Principal;
- To manage resources of a good quality, quantity and range to enable appropriate provision for children requiring Learning Support;
- To contribute to the professional development of staff;
- To assesses pupils understanding and track progress pre and post intervention to inform the planning of teaching;
- To ensure that the environment in the LS room is supportive to the pupil's individual needs and to ensure reasonable adjustments are made where appropriate;
- To ensure that where a pupil has an EHCP plan that information is shared with the relevant local authority.

18. Role of Class Teachers

- To monitor the progress of individuals and groups of children in accordance with the Assessment Policy;
- To inform parents of any learning concerns;
- To inform the Pre-Prep Learning Support Teacher at the earliest possible opportunity if a pupil is failing to make adequate progress (see list of triggers in Appendix 1);
- To provide differentiated, well-planned lessons using effective quality first teaching methods that take prior attainment into account for pupils receiving learning support and liaise with the Pre-Prep Learning Support Teacher to ensure appropriate scaffolds and provision is made;
- To ensure the delivery of the interventions detailed in the Individual Education Profiles;
- To attend Pupil Progress meetings and liaise with external agencies if necessary;
- To attend Individual Education Profile meetings with parents/carers and the Learning Support Teacher.

19. 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: Triggers for the identification of children with learning difficulties and/or disabilities in the EYFS and KS1

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 to access learning.

Appendix 2: Data use and storage

1. Use of Data

All data used by Learning Support is for the sole purpose of assisting pupils' learning. This information may take many forms including, but not limited to, assessments, reports, emails, minutes of meetings, test and exam results and learning reviews. This information will be shared by only those staff with direct contact with/responsibility for the pupil involved.

2. Storage of Confidential Information

Sensitive or confidential information such as Educational Psychologist (EP) reports and similar may be stored on SIMS in one of the categories of Confidential, Private or Public to be decided together by parents and Learning Support.

Information such as Pupil profiles may be stored on SIMS and transferred electronically to relevant teachers.

Hard copies of confidential information may be kept in a secure area in Learning Support in a locked filing cabinet.

In SIMS, the following information may be held on a pupil:

- Learning Support status
- Summary of learning need and strategies for teachers
- Record of Learning support sessions, meetings etc.
- Details of in-house assessments

3. Retention of information

All electronically stored information will remain on SIMS, as per the School's Record Retention Schedule.

Hard copies of information will be kept by Learning Support for two years and then archived. This will remain in Archives indefinitely.

4. Exchange of information

To aid smooth transition from Pre-Prep to Juniors and from Juniors to Seniors, all relevant Learning Support information will be transferred directly as befits the School. If parents do not wish for information to be transferred, they may speak with Learning Support.

Any documents sent by parents or external agencies to the School can be password protected, with the password being sent in a separate email.

Information sent by the School to another school or external agency will be with the permission of parents.

Supply staff on a long-term basis will have access to information on SIMS.

Short-term supply staff will speak with the relevant tutor, teacher, or pastoral leader to apprise themselves of the learning needs of the pupils they will be teaching.

Table of substantive changes

Section	Detail of Change	Date	Owner
All	Reformatted and updated to reflect current provision	September 2025	JG

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