

Learning Support Policy

Pre-Preparatory School

Policy Owner(s)	Learning Support Coordinator
Approved by	Director of Learning Support
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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.

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 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
- 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 parents¹ regarding the progress of those who are on the Learning Support List

4. Staffing

Learning Support for the whole school is overseen by the Director of Learning Support. Learning Support in the Pre-Prep School is overseen by the Pre-Prep Learning Support Coordinator.

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

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 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 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 their 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 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. 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 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 footrest, 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 Pupil Profile for the child which will outline the child's learning requirements, teaching strategies and provision. Short term targets will be set. The Pupil Profile and the targets 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 Pupil Profile 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 Pupil Profile 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 Pupil Profile. Where necessary, the child will have regular sessions with the specialist in addition to the support they receive in school. The Pupil Profile 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 Pupil Profile will continue to be the responsibility of the Pre-Prep Learning Support Coordinator and the class teacher.

8. 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 on SIMS
- Advice given in staff meetings
- In-class observation of pupils with LDD and subsequent feedback from the Pre-Prep Learning Support Coordinator
- Provision of Pupil Profiles - teachers are aware of these Pupil Profiles for the pupils they teach, must read them and act on the advice and strategies

9. 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 EP or other professional and to cover all costs relating to the consultation and 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 further investigations are needed. Parents wishing to have a diagnosis investigated will need to consult an Educational Psychologist. The Learning Support Department are happy to provide a recommended list of Educational Psychologists.

10. 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 supported by Learning Support 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.

11. Pupils with an Education, 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 plan 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 them.

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, she 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.

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 is available to parents daily Monday - Wednesday to discuss any concerns.

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 can speak directly to the Learning Support Coordinator.

14. 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

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 1)
- To provide differentiated work for these children and liaise with the Pre-Prep Learning Support Coordinator to ensure appropriate provision is made including Pupil Profiles where necessary
- To ensure the delivery of the intervention in the Pupil Profiles
- To attend Pupil Profile review meetings and liaise with external agencies if necessary

16. 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

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

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 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 the Principal's office 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.

3. Retention of information

All electronically stored information will remain on SIMS until the pupil leaves the school.

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 teacher to apprise themselves of the learning needs of the pupils they will be teaching.

Table of substantive changes

Paragraph	Detail of Change	Date	Owner
All	Reformatted and updated to reflect current provision	September 2023	JG

HIGHGATE

www.highgateschool.org.uk

A registered charity, no.312765



Highgate School

North Road, London N6 4AY

Telephone: 020 8340 1524

Email: office@highgateschool.org.uk