



Learning Support Policy

Aims

Haileybury is an inclusive school, committed to meeting the needs of all its pupils. The College therefore seeks to promote an approach through which all staff are aware and informed of the needs of all pupils with additional learning needs and specific educational needs and disabilities (SEND).

The College aims to facilitate access to the curriculum, ensuring all pupils have the opportunity to reach their potential through careful monitoring of progress and supporting pupils in identified areas. Every pupil is entitled to have their particular needs recognised and addressed. All pupils are entitled to experience success, no matter at what level.

We recognise that it is each teacher's responsibility to meet the individual needs of all pupils in their class through quality first teaching, classroom organisation, teaching materials, teaching style and differentiation. All teachers are as a result learning support teachers. Any pupil may encounter difficulties in learning at some stage. Most pupils learn best in a classroom environment with their peers. All pupils can benefit from support for learning offered by members of the Learning Support Department.

Our guiding principle is one of inclusion. Where possible and practical we want to identify and break down barriers to learning. The College values all pupils in the school equally and endeavours to make the aims of its education, regardless of learning need, the same for all pupils. The College believes consideration of learning needs crosses all curriculum areas, all abilities and all aspects of learning and teaching.

The Learning Support Department

The Haileybury SENCO is the Head of Learning Support. His/her line manager is the Deputy Head (Academic). The Learning Support Department is a team of specialist teachers who are fully qualified to teach and assess pupils on the SEND register and beyond. Appendix 1 lists Learning Support Department staff and their qualifications.

Objectives

The College endeavours:

- To ensure that all pupils have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- To ensure that all teachers take responsibility to identify and meet the needs of their pupils.
- To offer high quality support to ensure that all needs are met within the parameters of the resources available.
- To maximise the opportunities for pupils with learning needs to participate in appropriate activities in school.
- To seek the views of the pupil when considering their learning needs.
- To use all data available to plan appropriate learning opportunities at whole school, year group, subject, house, form and individual levels.

Regulation and compliance

As an independent school, Haileybury's policies and approach are informed by the Children and Families Act 2014, Every Child Matters and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) (SEND code 2015). Haileybury has a statutory duty to comply with the requirements of the Equality Act 2010 and as a result has a three year accessibility plan.

Admissions

The College welcomes pupils with special educational needs and disabilities. Haileybury will do all that is reasonable to ensure that the College's culture, policies and procedures are such that the educational opportunities at the College are made accessible to children with disabilities. Parents or guardians must inform the Registrar when making an initial inquiry of any special circumstances relating to their child which may affect their child's performance during the admissions process, or ability to fully participate in the education provided by the College. They must keep the College informed of any changes regarding these circumstances. These may be known or suspected circumstances relating to their children's health, disabilities, learning or behavioural difficulties.

The Registrar will alert the Head of Learning Support to any declaration made by parents following any registration. As a result a pupil may already be identified with a known specific need when they enter the College. The Head of Learning Support will look at information passed from the pupils' previous school and any reports or assessments provided. Where an applicant has an established, pre-existing learning difficulty (e.g. dyslexia, dyspraxia etc.) parents should explain this at the time of application so that the needs of the child can be discussed. The Head of Learning Support and the Deputy Head (Academic) will be consulted in this process. Any Educational Psychologist reports should be provided before any entry tests are sat. This is firstly so that access arrangements can be clarified and discussion of appropriate support can take place; and secondly to ensure that a child's needs can be reasonably met before an offer of a place is made. Updated Educational Psychologist reports should be provided to the school if they are completed after the entrance tests have been taken. The Head of Learning Support will make contact with parents whose children have special educational needs or disabilities to discuss provision, and where relevant, will consult with the pupil's previous school directly.

If a pupil's additional needs or disability become apparent after admission, the College will consult with parents about what reasonable adjustments, if any, can be made in order to allow the pupil to continue at the College. If, after reasonable adjustments have been considered, the College is unable to adequately cater for and meet the needs of the pupil, the Master may request parents to withdraw their child. Fees in lieu will not be payable in these circumstances and the deposit will be returned.

Admissions to IB Diploma in the Sixth Form

Due to the international nature of the Diploma, entrance into the sixth form comprises a significant number of pupils with English as an additional language (EAL)

All aspects of this policy has relevance for EAL learners however specific advice for teachers with regard to removing barriers to learning arising from English being an additional language can be found in the IB Language policy.

Haileybury's Admissions Policy can be found on the College's website.

Definitions

The SEND Code of Practice 2015 states that:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a 'mainstream' setting in England.'

It is recognised that pupils with SEND could be affected in a number of ways, for example they may experience difficulties:

- In reading, writing, number work or understanding information.
- In expressing themselves, or understanding what others are saying.
- In making friends or relating to adults.
- In behaving properly in school.
- In organising themselves.

- Or have a sensory or physical impairment which may affect them in school.

Pupils with a SEN have an identified aspect in their learning profile which causes a barrier to learning and can limit their progression when standard teaching methods are applied. Typically pupils with SEN have a discrepancy in their achievement when compared with peers of a similar cognitive profile and in psychometrically norm referenced tests they have an inconsistent profile where clear strengths or weaknesses are shown in some areas. With regards to access arrangements for Public Examinations the Joint Council for Qualifications, who run UK public exams, (known as JCQ) typically requires there to be a psychometrically, norm referenced standardized score of below 85 in one or more areas. Children with an identified SEN require provision that is different from and additional to that which is typically provided.

The Equality Act 2010 defines a disability as: 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'. Pupils with a recognised disability have the same rights of access to all areas of the school (see the Haileybury Equal Opportunities policy) including curriculum, co-curricular, pastoral and social and House provision. Reasonable adjustments will be made to overcome any barriers to access.

Some but not all disabled pupils will have special educational needs. Limitations relating to not having English as a first language do not constitute SEND, but particular care needs to be taken in identifying whether such pupils do have SEND to establish whether a lack of progress is due to limitations in their command of English, or if it arises from SEND. Gifted and Talented pupils are recognised and their needs are considered and reviewed by the Head of Academic Scholarship. For further information please see Haileybury Able, Gifted and Talented Policy, available from the Deputy Head (Academic) for parents or the Intranet for staff.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. However, these may be indicators of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. The College takes full account of these considerations in framing its SEND provision.

English as an Additional Language (EAL): Some pupils find learning difficult because their first language is not English. Information on languages spoken at home is requested upon application to the school; reasonable adjustments will be made, in light of this information, at an additional cost. Pupils who require significant EAL support are unlikely to be admitted, not least because of UKVI demands.

Identification of Learning Needs and Graduated response

There are several routes to identification of pupils with SEND. These include:

- Referrals made by teachers (for action see Appendix One and Appendix Two).
- Referrals made by parents.
- Self-referrals made by a pupil.
- Referrals provided by previous schools.
- Monitoring of assessments and reports by the Heads of Section, Director of Studies and the Head of Learning Support (for action see Appendix Two).
- Monitoring of all baseline screening tests by the Heads of Section, Director of Studies and the Head of Learning Support (for action see Appendix Two).
- Screening programme for specific learning difficulties applied to all Year 7 and Year 9 pupils.

We adopt a graduated response to meeting learning needs. This means that initial efforts to address these needs are made by subject teachers or tutors by their use of classroom, department, co-curricular area and house resources. The College believes that high quality personalised teaching should support most pupils' learning needs. The relevant Head of Section, Heads of Department, Co-Curricular leaders and the relevant HM or the Head of the Lower School will then be consulted if progress fails to be made. If progress still is not being made a request will be initiated to the Learning Support Department to request assistance, assessment or intervention that will enable a pupil to overcome any barriers to their learning, progress and access.

When considering referrals and learning needs the College follows the recommended process of:

1. **Assess (see Appendix Two):**
 - a. Use information from assessments, analysis of teacher reports and teacher feedback.
 - b. Consult with HM, tutor, parents and child.
 - c. Review of internal exam results. The Head of Learning Support, Heads of Section and the Director of Studies meet to consider each pupil's performance against expected results.
 - d. Use of standardised screening or assessment tools – this could be from within the school's resources or by an external professional who is associated with or accepted by the school in accordance with JCQ guidelines.
2. **Plan:** The Head of Learning Support, HM, Head of Section, parents and child discuss and agree reasonable adjustments in the way of intervention and support, and expected outcomes. These plans might involve in class interventions or adjustments, or small group support. Some pupils' academic timetables may be reduced by decreasing the number of subjects to accommodate the need for extra study time. This will only take place after discussion with the Head of Section and the Deputy Head Academic. Pupils may attend some or all of the Study Support sessions which take place throughout the week and are advertised throughout the school.
3. **Do:** the plan is implemented; the HM, the Head of Section and class teachers are responsible for assessing impact of the plan in the classroom and in the boarding house but should seek counsel and support from the Head of Learning Support. Class teachers are informed and advised about individual pupils by the Learning Support Department using the electronic SEND Register within ISAMS where Pupil Profiles and Pupil Summaries can be located. The Head of Learning Support and his/her team is on hand to attend lessons and provide advice on such adjustments.
4. **Review:** assessment of the impact of the interventions using data and teacher feedback. This should be considered alongside the views of parents and pupils to review overall impact of support. Plan revised depending on outcomes, or plan ended as SEN support is no longer needed. The starting point will always be a review of the interventions or adjustments being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within that particular class or subject. Intervention or support will be need and pupil led rather than historically driven.

Learning Support Lessons

It is understood that any pupil who is offered a place at Haileybury does not need specialist one -to-one lessons in order to be able to access the curriculum. However, parents may, in consultation with the Head of Learning Support, take advantage of one-to-one specialist teaching for their child and this is offered as regular 40 minute lessons. An additional fee is payable for such lessons.

The fee for these specialist lessons is added to the parents' bill at the end of each term. A full half- term's notice given to the Head of Learning Support is required to terminate Learning Support lessons.

Small group lessons are not chargeable. These are organised by the Head of Learning Support to support individuals in meeting their learning needs.

Each pupil in receipt of such support will have a Pupil Profile which will be posted on the School Intranet and shared with pupils and staff. The targets are set and shared with the pupil, staff and parents. The timing of each lesson is carefully negotiated to minimise disruption to other academic lessons.

Behaviour and Discipline

The College recognises that where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the College to manage the pupil's behaviour more effectively and improve their educational outcomes. When considering sanctions, the needs of pupils with special educational needs or any disability will be taken into account.

The College recognises that children who have special educational needs or disabilities are particularly vulnerable to being bullied. The College recognises that such children can face additional safeguarding challenges. They may not show outward signs of distress, or possible indicators of abuse may be misunderstood as being related to their disability.

The Head of Learning Support, the Proctor (in charge of discipline and sanctions) and the Deputy Master meet regularly to discuss the welfare and wellbeing of pupils on the SEND register.

Provision for Examinations

Access arrangements and reasonable adjustments in examinations are available to SEND pupils who qualify for such arrangements. This is based on the latest JCQ Access Arrangements and Reasonable Adjustments guidelines which the College is obliged to follow. A pupil may word process in examinations. Please refer to the College's Word Processing Policy.

For JCQ Access Arrangements the Head of Learning Support maintains records on each pupil who receives Learning Support and the plans in place for each of these pupils. These are scrutinised annually by JCQ on their inspection visits to check compliance.

Education, Health and Care (EHC) Plans (Formerly known as Statements of Special Needs)

Pupils with Statements or EHC plans from their local authorities who are suited to the College's educational offer are welcome. If it is a statutory requirement for a pupil with a statement or EHC plan to be accompanied by their dedicated carer in school, for example, to assist with personal care, etc.; this can be accommodated provided that the carer complies with the required safeguarding checks, including an enhanced DBS check arranged by the College. The College's child protection measures must also be complied with including attending the child protection training given to all new members of staff.

A pupil's dedicated carer is not a College employee and any qualifying pupil's parents would be asked to provide the College with a written undertaking indemnifying the College from any legal responsibility or cost connected with the provision of their services to their child. All EHC plans/statements must be reviewed annually by the Local Authority supported by the College. Carers are not allowed unless it is a statutory requirement.

In cases where, despite the College having taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the student has not made expected progress, the School or parents should consider requesting an Education, Health and Care Plan from the Local Authority.

Professional Development

The Learning Support Department maintains its training through each academic year. Teaching staff receive updates through the year. These updates can be both reactive (to particular needs regarding particular pupils) and pro-active (where regulations or advice changes). Where particular messages/plans relating to individuals need to be shared this can be done to groups of teachers by email and/or in person. This is done at the start of an academic year and after any reviews or new Educational Psychologist reports.

Complaints and concerns

If parents have concerns relating to their child's progress, learning or a disability, or have information they feel could impact on their child's progress, then we would ask that this is discussed with the child's tutor or HM or the Head of Lower School. Parents may also contact the Head of Learning Support directly if they feel this is more appropriate. All parents will be listened to and their views taken into account during the process of assessment and agreement of provision. In exceptional circumstances, the College may ask for professional assessment by outside agencies before considering the next step.

Should any pupil or parent have concerns regarding the access and provision provided for their child they should, in the first instance, raise this informally with their child's tutor or HM or The Head of Lower School. This might then be raised with the Head of Learning Support. If following this there is no resolution the parents should follow the College's Complaints Policy available on the College website.

Policy Review, Council and Learning Support

This Policy is reviewed annually by the Deputy Head (Academic) and the Senior Master.

The Education Committee of Council reviews Haileybury's Learning Support provision and thus the Chair of the Education Committee is the nominated Governor for SEND.

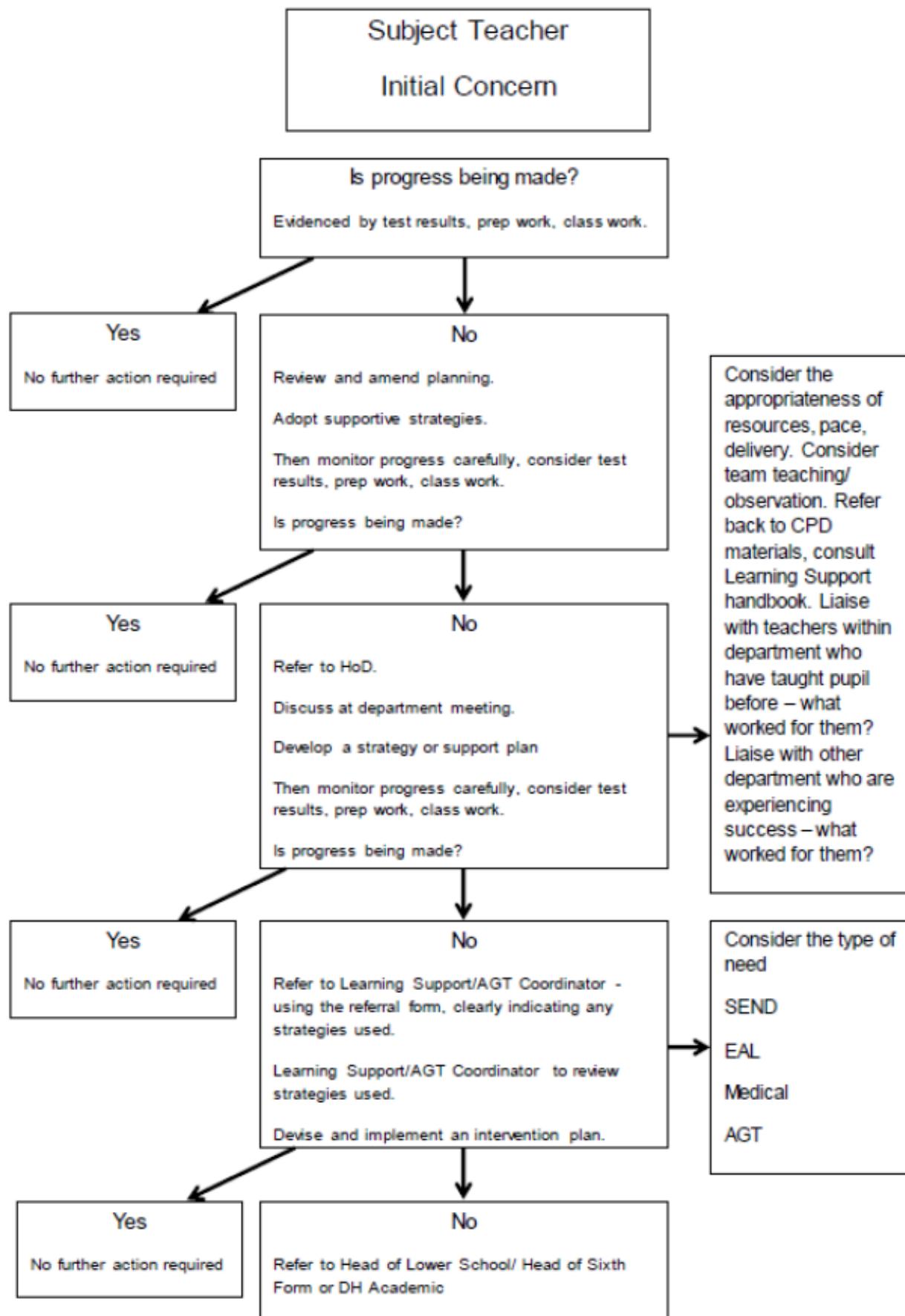
The Deputy Head (Academic) reports on Learning Support provision in his/her termly written report. The Head of Learning Support reports annually, in person, to the Education Committee regarding Learning Support provision and the performance of SEND pupils in external exams.

Key Documents

- Haileybury Equal Opportunities Policy
- Haileybury Disabilities Policy
- Haileybury Curriculum Policy
- Haileybury Admissions Policy
- Haileybury Able Gifted and Talented Policy

This Policy Statement will be reviewed annually and the procedures relating to it reviewed as needed. Revised ERLB: April 2018; Reviewed SLT: May 2018

Appendix One: Subject Teacher Initial Concern



Appendix Two – Referral to Learning Support (2 pages)

Referral to Learning Support

Pupil: _____	
House: _____	Year: _____
Person referring: _____	
Reason for referral: _____ _____	

Strategies already applied (nb you do not have to apply all of these)		
Questioning technique (Blooms taxonomy)	Seating position in class	
Checking planner	Differentiated expectations	
Differentiated material	Differentiated prep	
Access arrangements used for class work	Access arrangements used for prep work	
Access arrangements used for tests	Access arrangements used for practical work	
Use of ICT (phone, laptop)	Use of overlearning techniques	
Use of multisensory teaching methods	Change of voice range	
Change of pace of learning	Change of materials used	
Providing learning materials (e.g. Power-Point) before lesson	Providing copies of PowerPoint	
Provide notes for highlighting or annotation	Prompt sheets	
Liaison with other teachers of pupil to identify successful strategies	Vocabulary or glossary lists prior to learning	
Use of writing frames	Use of model answers	
Extra 1:1 learning sessions	Use of older pupil as a mentor	
Use of positive praise	Use of time out card	
Cloze procedure	Other	

Strategies discussed with teacher by HoD/HM/Head of Lower School	
Strategies discussed with teacher by Learning Support	
Referral to Learning Support accepted	

Action Following Referral to Learning Support

Have parents been contacted?	
Discussion with teacher/tutor	Discussion with HoD/HM/Head of Lower School
Lesson observation	Social time observation (peer interaction)
Co-Curricular observation	1:1 session - one off
Independent work programme set in school	Independent work programme set for home
Regular lessons for fixed period of time	Regular lessons for longer period of time
Adapted timetable	Preliminary assessment
Full assessment	Referral to outside agent
Parental meeting	Access Arrangements applied for
Form 8 started	All teachers contacted/advised on need
Added to SEND register at monitor	Added to SEND register fully
Other:	

Feedback given to referring teacher
Feedback given to HoD/HM/Head of Lower School
iSAMS updated

Review Date	
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Appendix Three: Referral to AGT (two pages)

Referral to AGT

Pupil: _____	
House: _____	Year: _____
Person referring: _____	
Reason for referral: _____ _____	

Strategies already applied (nb you do not have to apply all of these)	
Questioning technique (Blooms taxonomy)	Seating position in class
Checking planner	Differentiated expectations
Differentiated material	Differentiated prep
Use of ICT (phone, laptop)	Use of overlearning techniques
Change of pace of learning	Change of materials used
Providing additional extension learning materials	Providing copies of journals/articles
Liaison with other teachers of pupil to identify successful strategies	Vocabulary or glossary lists to extend learning
Use of writing frames	Use of model answers
Extra 1:1 learning sessions	Use of older pupil as a mentor
Use of targeted support from teachers	Participation in extended learning groups
Other:	

Strategies discussed with teacher by HoD/HM/Head of Lower School	
Strategies discussed with teacher by AGT Co	
Referral to Learning AGT accepted	

Action Following Referral to Learning Support

Have parents been contacted?	Data analysed	
Discussion with teacher/tutor	Discussion with HoD/HM/Head of Lower School	
Lesson observation	Social time observation (peer interaction)	
Co-Curricular observation	1:1 session - one off	
Independent work programme set in school	Independent work programme set for home	
Regular meetings for fixed period of time	Target intervention	
Preliminary assessment	Full assessment	
Parental meeting	All teachers contacted/advised on need	
Added to AGT register at monitor	Added to AGT register fully	
Other:		

Feedback given to referring teacher	
Feedback given to HoD/HM/Head of Lower School	
iSAMS updated	

Review Date	
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