



Learning Support Policy

Policy date:	December 2021
Date of next review:	September 2022
Owner:	Deputy Head (Academic)
SLT committee responsible:	N/A
Intended audience:	Parents, Teaching Staff
Location:	School Portal and Website

1. Aims

- 1.1 Haileybury is an inclusive school, committed to meeting the needs of all its pupils. The School therefore seeks to ensure that all staff are aware and informed of the needs of all pupils who have additional learning needs, or special educational needs and disabilities (SEND).
- 1.2 The School aims to facilitate access to all aspects of school life, especially the curriculum, by ensuring all pupils have the opportunity to reach their potential through rigorous assessment, thoughtful planning, and careful monitoring of progress in order to support pupils in identified areas. Every pupil is entitled to have their particular needs recognised and addressed. It is every teacher's responsibility to meet the individual needs of all pupils in their class through Quality First Teaching, classroom organisation, teaching materials, teaching style, differentiation and pastoral care. Any pupil may encounter difficulties in learning at any stage. Most pupils learn best in a classroom environment with their peers, but any pupil may benefit from the support offered by members of the Learning Support Department.
- 1.3 Our guiding principle is one of inclusion. Where possible and practical we want to identify and break down barriers to learning. The School values all pupils in the School equally and endeavours to make the aims of its education, regardless of need, the same for all pupils. The School believes in the consideration of learning needs across all curriculum, co-curricular and pastoral areas, all abilities and all aspects of learning and teaching.

2. The Learning Support Department

- 2.1 The Haileybury SENCO is the Head of Learning Support, who reports to 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 those with additional learning requirements.

3. Objectives

- 3.1 The School 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 reasonably available.
 - To maximise the opportunities for pupils with additional needs to participate in appropriate activities in school.
 - To seek the views of the pupil when considering their additional needs.
 - To use all data available to plan appropriate learning opportunities at whole school, year group, subject, house, form and individual levels.

4. Regulation and Compliance

- 4.1 As an independent school, Haileybury's policies and approach are informed by the Children and Families Act 2014, current safeguarding guidance and regulations 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 has a three year accessibility plan.

5. Admissions

- 5.1 The School welcomes pupils with special educational needs and disabilities.
- 5.2 Parents or guardians must inform the Admissions Department, when making an initial enquiry, of any special circumstances relating to their child which may affect their child's performance during the admissions process, or their ability to fully participate in the education provided by the School. They must keep the School informed of any changes regarding these circumstances. These may be known or suspected circumstances relating to their child's health, a disability, or any learning or behavioural difficulties.
- 5.3 The Admissions Department will alert the Head of Learning Support to any information provided by parents during the registration process. As a result, a pupil may already be identified with a known specific need when they enter the School. The Head of Learning Support will look at information passed from a pupil's previous school and any reports or assessments provided. Where an applicant has an established, pre-existing 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 or Specialist Assessor 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 or Specialist Assessor 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.
- 5.4 If a pupil's additional needs or disability become(s) apparent after admission, the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow the pupil to continue at the School. Haileybury's Admissions Policy can be found on the School's website.

6. Definitions

- 6.1 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 they may have a sensory or physical impairment which may affect them in school.
- 6.2 The SEND Code of Practice 2015 groups these into four broad areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

- 6.3 Pupils with medical needs should have an Individual Healthcare Plan. This plan should consider whether the medical condition results in the pupil having a SEN as a result of their condition. The School ensures that the Health Centre liaises closely with the Learning Support Department to ensure that pupils with medical needs have equal access to learning, co-curricular and social aspects of school life.
- 6.4 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.
- 6.5 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 School’s Equal Opportunities Policy) including curriculum, co-curricular, pastoral, social and House provision. Reasonable adjustments will be made to overcome any barriers to access.
- 6.6 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. More able pupils are recognised and their specific individual needs are considered and reviewed by the Head of Academic Scholarship. For further information please see the EAL Policy or the More Able Learners Policy, available on the School Portal.
- 6.7 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 School takes full account of these considerations in framing its SEND provision.

7. Identification of Learning Needs and Graduated Response

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

- Referrals made by teachers (for action see Appendix 1 and Appendix 2)
- Referrals made by parents
- Self-referrals made by a pupil
- Information provided by previous schools
- Monitoring of assessments and reports by the Heads of Year, Director of Studies and the Head of Learning Support (for action see Appendix 2)
- Monitoring of all baseline screening tests by the Heads of Year, Director of Studies and the Head of Learning Support (for action see Appendix 2)

Staff should note that pupils or parents may raise a potential SEND issue informally at first. In such circumstances, the issue should be discussed with the pupil and their parents further so that the School can gain a fuller understanding of the basis for concern.

7.2 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 and House resources. The School believes that high quality

personalised teaching should support most pupils' learning needs. The relevant Head of Year, Heads of Department, Co-Curricular leaders and the relevant HM will then be consulted if progress fails to be made. If progress is still not being made a request will be initiated to the Learning Support Department for assistance, assessment or intervention. The SEND Register highlights this graduated response; pupils who are identified as needing support in excess of Quality First Teaching are recorded as either a blue star (requiring more than QFT) or yellow star (requiring specialist support).

7.3 When considering referrals and additional needs the School follows the recommended process of:

- Assess (see Appendix 2):
 - Use information from assessments, analysis of teacher reports and teacher feedback.
 - Consult with HM, tutor, parents and child.
 - Review internal exam results. The Head of Learning Support, Heads of Year and the Director of Studies meet to consider each pupil's performance against expected results.
 - 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, CIE and IB guidelines.
- Plan:
 - The Head of Learning Support, HM, Head of Year, parents and child discuss and agree reasonable adjustments such as 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 adapted 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 Year 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.
- Do:
 - The plan is implemented; the HM, the Head of Year and class teachers are responsible for assessing the impact of the plan in the classroom and in the boarding house in consultation with 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 their team is on hand to attend lessons and provide advice on such adjustments.
- 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 the overall impact of support. The plan will be revised depending on outcomes (or the plan may be brought to an end if SEN support is no longer needed). There will be a review of the interventions or adjustments being made and their effectiveness, and any adjustments to the plan will be made where required. 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.

7.4 It may be that, following initial discussions, it is not considered that there is a SEND which requires action at that point, but parents and staff may agree that the pupil's name will be included on the SEND Monitor List. This indicates that the pupil will be monitored by staff for any future need.

Where this is the case, this will be noted on the pupil's record and parents will be notified. A pupil's entry on the Monitor List will be regularly reviewed by the Learning Support Department.

- 7.5 At each stage of the above process, the staff members involved will ensure that a written record is kept of any discussions, consultation, review, and decisions undertaken, and any decisions will be confirmed to the parents in writing (including where a decision is made that learning support is not required at that time).

8. Learning Support Lessons

- 8.1 It is understood that generally a 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, some pupils might require support that is in excess of their curriculum provision. An additional fee may be payable for such lessons. A copy of the School's Protocol for Learning Support Charges is available from the Finance Department. The timing of each lesson is carefully negotiated to minimise disruption to other academic lessons.

9. Behaviour and Discipline

- 9.1 The School 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 School 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.
- 9.2 The School recognises that children who have special educational needs or disabilities are particularly vulnerable to being bullied. The School 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 needs or disability.
- 9.3 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. The Proctor reports data relating to sanctions to the Governors' Safeguarding and Wellbeing Committee, including the proportion of SEND pupils, for oversight and monitoring of trends.

10. Provision for Examinations

- 10.1 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 School is obliged to follow.
- 10.2 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.

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

- 11.1 The School welcomes pupils with Statements of Special Educational Needs (Statement) or Education Health Care Plans (EHCP) from their local authorities who are suited to the School's educational offer. If it is a statutory requirement for a pupil with a Statement or EHCP to be accompanied by their dedicated carer in school, for example, to assist with personal care this can be accommodated provided that the carer complies with the required safeguarding checks, including an enhanced DBS check arranged by the School. The School's child protection measures must also be complied with including attending the child protection training given to all new members of staff.

- 11.2 A pupil's dedicated carer is not a School employee and any qualifying pupil's parents would be asked to provide the School with a written undertaking indemnifying the School from any legal responsibility or cost connected with the provision of their services to their child. All Statements/EHCPs must be reviewed annually by the local authority supported by the School.
- 11.3 In cases where, despite the School having taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil has not made expected progress, the School or parents should consider requesting an Education, Health and Care Plan from the local authority.

12. Professional Development

- 12.1 The Learning Support Department maintains its training and qualifications through each academic year.
- 12.2 Teaching staff receive updates throughout the year. These updates can be both reactive (to particular needs regarding particular pupils) and proactive (where regulations or advice changes). Where particular information relating to individual pupils needs to be shared, this can be done to groups of teachers by email and/or in person. Information is also shared routinely at the start of an academic year and after any reviews or new expert reports.
- 12.3 The Learning Support Department takes the lead in most Team Around the Child meetings (TAC) and is invited to all TAC meetings that occur.

13. Complaints and Concerns

- 13.1 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, we ask that this is discussed with the tutor or HM or the Head of Year. 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 School may ask for professional assessment by outside agencies before considering the next step.
- 13.2 Should any pupil or parent have concerns regarding the access and provision provided they should, in the first instance, raise this informally with their child's tutor or HM or the Head of Year. This might then be raised with the Head of Learning Support. If there is still no resolution, the parents should follow the School's Complaints Procedures available on the School website.

14. Policy Review, Council and Learning Support

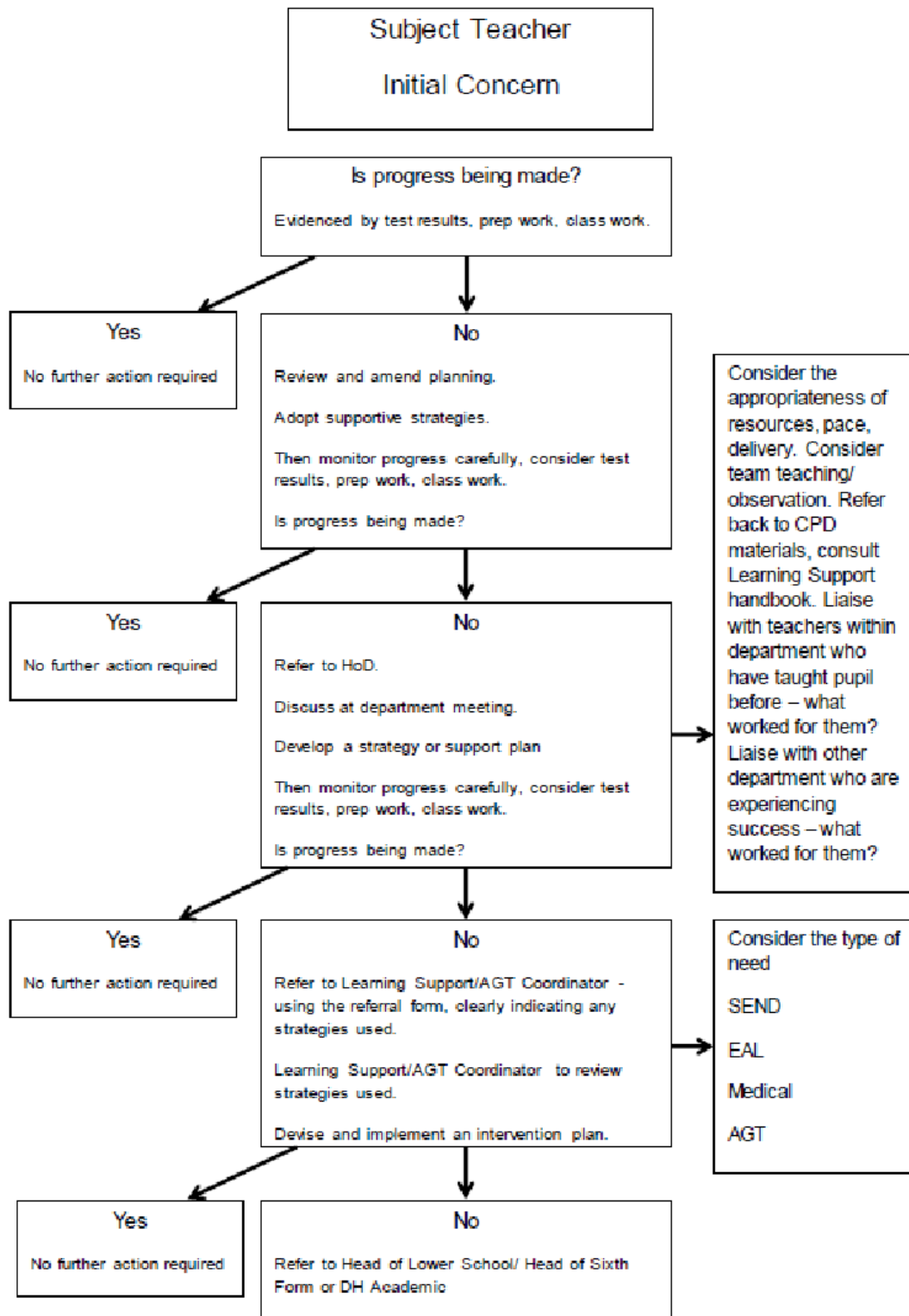
- 14.1 This Policy is reviewed annually by the Deputy Head (Academic) and by the SLT as a whole.
- 14.2 The Education Committee of Council oversees Haileybury's Learning Support provision and thus the Chair of the Education Committee is the nominated Governor for SEND.
- 14.3 The Deputy Head (Academic) regularly reports on the Learning Support provision to the Education Committee.

15. Key Documents

- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy

- English as an Additional Language Policy
- More Able Learners Policy
- Safeguarding and Child Protection Policy

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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Version history		
Date	Reviewed by	Notes
April 2018	Reviewed ERLB	
May 2018	Reviewed SLT	
June 2019	Reviewed WS/SJMC and SLT	
March 2020	Updated WS and reviewed SLT	
November 2021	Reviewed and updated by CM/JTW and SLT	Appendices to be updated next year when Google forms introduced
December 2021	Approved by SLT	