



Learning Support Policy

Policy date:	June 2026
Date of next review:	May 2027
Owner:	Head of Learning Support
Leadership Team:	Academic Leadership Team
Intended audience:	Parents, teaching staff
Location:	School Portal and website

1. Aims

- 1.1 Haileybury is an inclusive school, committed to supporting the diverse learning needs of all its pupils. The School aims to ensure that all staff are well-informed and equipped to meet the needs of pupils with additional learning needs, and/or Special Educational Needs and/or Disabilities (SEND), fostering a learning environment where every pupil can thrive.
- 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 with an additional learning need may benefit from the support offered by members of the Learning Support Department.
- 1.3 Inclusion is a guiding principle at Haileybury. We are committed to identifying and addressing barriers to learning wherever possible, ensuring that every pupil can access and benefit from the full educational experience. The School values all pupils in the School equally and strives to ensure that the aims of its education are consistent and inclusive for every learner, regardless of individual needs. We are committed to considering and supporting diverse learning needs across all areas of school life (academic, co-curricular, and pastoral) and across all abilities and stages of development.

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 is committed to the following principles:
 - To ensure that all pupils have equal access to a broad and balanced curriculum, differentiated to meet individual needs and abilities.
 - To ensure that all teachers take responsibility for identifying and meeting the needs of their pupils.
 - To provide high-quality support, ensuring needs are met within the scope of available resources.
 - To maximise opportunities for pupils with additional needs to participate fully in appropriate School activities.
 - To seek and value the views of pupils when considering their individual learning needs.
 - To use all available data 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. Evidence of access arrangements being the pupils normal way of working at their current setting may be requested. Updated Educational Psychologist or Specialist Assessor reports should be provided to the School if they are completed after the entrance tests have been taken. Depending on the type of assessment provided, pupils may have to be reassessed to assess their eligibility for access arrangements for public exams, as per JCQ guidance. 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 Pupils with SEND may experience difficulties in a variety of areas. These may include:
- Reading, writing, number work or understanding information;
 - Expressing themselves or understanding others;
 - Building relationships with peers or adults;
 - Managing their behaviour appropriately in school setting;
 - Organising themselves effectively;
 - Coping with a sensory or physical impairment that affects their access to learning.
- 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 once parental consent has been given 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. For further information please see the EAL Policy 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 the Online Learning Support Portal).
 - Referrals made by parents via House Staff (see Appendix 1 and the Online Learning Support Portal).
 - Information provided by previous schools.
 - Monitoring of assessments and reports by the Heads of Year, Heads of Academic Data and the Head of Learning Support.
 - Monitoring of all baseline screening tests by the Heads of Year, Heads of Academic Data and the Head of Learning Support.

Staff should note that pupils or parents may raise a potential SEND issue informally at first with a pupil’s teacher, HM or Tutor. In this case, where there is a basis for a concern, the member of staff should complete a Learning Support referral.

- 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 (QFT) are recorded as either a blue star (requiring more than QFT) or yellow star (requiring specialist support and further adaptations to their curriculum). Pupils who require adaptations in class or in exams but do not require specialist support will either be categorised as a grey star (with a SEND need) or a green star (no SEND need - examples of this being diabetic pupils requiring rest breaks, or pupils with illegible handwriting needing to type).
- 7.3 When considering referrals and additional needs the School follows the recommended process of:
- Assess :
 - 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 Heads of Academic Data 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. The costs of screening tests are charged to parents via their school bills.
 - 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 they study to accommodate the need for time to receive additional support from the Learning Support Department. 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 departmental 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 takes place 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 support over and above that which is normally available within that particular class or subject.

- 7.4 At each stage of the above process (7.3), the staff members involved will ensure that a record is kept of any discussions, consultation, review, and decisions undertaken.
- 7.5 It is understood that 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. The timing of each lesson is carefully planned in consultation with the Deputy Head (Academic) to minimise disruption to other academic lessons.
- 7.6 Some pupils may in rare cases require an adapted curriculum in order to spend more time in the Learning Support Department and maximise their academic potential. All pupils should endeavour to take part in the full curriculum but in cases where it is felt that a pupil is struggling to cope this will be reviewed by the Assistant Head (Pupil Progress & Behaviour) and the Head of Learning Support; following this, if parents are supportive, an adapted curriculum will be considered with the final decision resting with the Master.

8. Behaviour and discipline

- 8.1 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.
- 8.2 The Head of Learning Support, the Assistant Head (Pupil Progress & Behaviour) (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 Assistant Head (Pupil Progress & Behaviour) reports data relating to sanctions to the Governors' Education and Safeguarding Committee, including the proportion of SEND pupils, for oversight and monitoring of trends.

9. Provision for examinations

- 9.1 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.
- 9.2 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.
- 9.3 For pupils completing the International Baccalaureate Diploma, the access arrangements protocol from the IBO is followed. As a result, some pupils who are eligible for access arrangements under the JCQ guidance may not be eligible for the same arrangements under the IBO regulations.

10. Education, Health and Care (EHC) Plans

- 10.1 The School welcomes pupils with Education Health Care Plans (EHCP) from their local authorities who are suited to the School's educational offer.
- 10.2 If it is a statutory requirement for a pupil with an 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.

- 10.3 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 EHCPs must be reviewed annually by the local authority supported by the School.
- 10.4 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.
- 10.5 All consultations from any Local Education Authority (LEA) will be considered and responded to by the consultation deadline, unless the School is closed when the consultation is received. If a consultation is received when the School is closed it will be responded to within the timeframe of working days set out in the consultation letter.
- 10.6 Haileybury is not an approved setting under Section 41 of the Children and Families Act 2014, and therefore cannot be compelled to offer a place to an applicant with an EHCP if we feel we cannot meet the needs of the applicant in line with s.39(4) of the Children & Families Act 2014.
- 10.7 All consultation responses are sent to the Master prior to submission to LEAs, with the final decision on the School's response resting with the Master.
- 10.8 All applicants with an EHCP must still follow the standard admissions process and meet entry requirements before a place is offered.

11. Professional development

- 11.1 The Learning Support Department maintains its training and qualifications through each academic year.
- 11.2 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. Complaints and concerns

- 12.1 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. 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.
- 12.2 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.

13. Policy review, Council and Learning Support

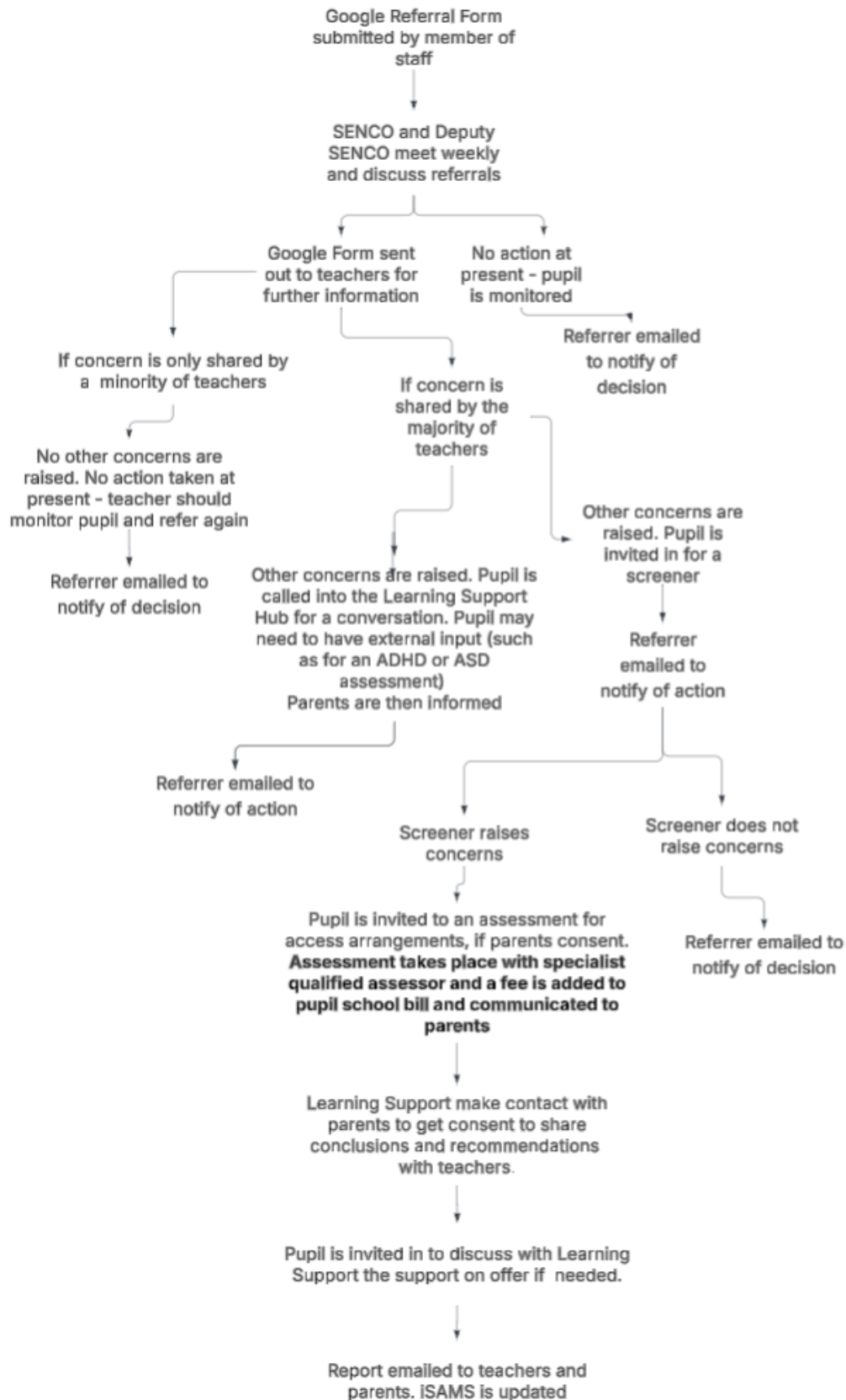
- 13.1 This Policy is reviewed annually by the SENCO, the Deputy Head (Academic) and by the SLT as a whole.
- 13.2 The Education and Safeguarding Committee of Council oversees Haileybury's Learning Support provision. The Deputy Head (Academic) regularly reports on the Learning Support provision to the Education and Safeguarding Committee.

14. Key documents

- Equal Opportunities for Pupils Policy;
- Curriculum Policy;
- Admissions Policy;
- English as an Additional Language (EAL) Policy;
- Safeguarding and Child Protection Policy.

Appendix 1: Subject Teacher Initial Concern

Learning Support Referrals Process



Version history		
Date	Reviewed by	Notes
April 2018	ERLB	Reviewed
May 2018	SLT	Reviewed
June 2019	WS/SLT	Reviewed
March 2020	WS/SLT	Reviewed
November 2021	JTW/SLT	Reviewed
December 2021	SLT	Reviewed
September 2022	JTW/SLT	Reviewed
October 2023	JTW/SLT	Reviewed
September 2024	JTW/SLT	Reviewed and updated
July 2025	Head of Learning Support	Reviewed and updated
September 2025	Academic Leadership Team (ALT)	Reviewed and approved
September 2025	Executive Leadership Team (ELT)	Reviewed and approved
June 2026	ALT	Reviewed and updated
June 2026	ELT	Reviewed and approved