

## Support for Learning Policy (Senior School)

# Support for Learning Policy

### SENIOR SCHOOL

## Contents

1. What do we mean by Special Educational Needs (SEN)? .....	2
Broad areas of need .....	3
Communication and interaction .....	3
Cognition and Learning .....	3
Social, emotional and mental health difficulties .....	3
Sensory and/or physical needs .....	3
Additional Needs .....	3
English as an Additional Language (EAL) .....	4
The differences between SEN and EAL .....	4
2. Objectives of Special Educational Needs Provision .....	4
3. The Learning Support Co-ordinator Role: .....	4
4. Identification, Screening, Referral and Support for Special Educational Needs .....	5
Identification .....	5
Screening and Assessment .....	5
Referral .....	5
Support .....	6
Special Educational Needs and Disabilities and Additional Needs Register .....	6
Education, Health and Care Plans (EHC Plans) .....	7
Access Arrangements .....	7
5. Monitoring and Evaluation of Academic Progress and Pastoral Welfare .....	8
Pastoral Care and Welfare .....	9
Attendance .....	9
Welfare .....	9
6. Spiritual, Moral, Social and Cultural Development of Pupils .....	10

## Support for Learning Policy (Senior School)

### Rationale

Nottingham High School is an academically selective independent day school for girls and boys aged 4-18, the Senior School having responsibility for those aged 11 to 18. We have high expectations and want all pupils to feel that they are a valued part of our school community, as part of our commitment to help every child realise their full potential. We recognise that children have different needs at different times and it is the collective responsibility of teachers within school to address these needs and provide for them. We ensure that Tutors contact parents if we feel a pupil is not reaching his or her potential.

The aim of this policy is to identify pupils who have Special Educational Needs (SEN) as early as possible to keep the child and the family at heart of the process. Through this policy the School aims to promote good practice in our identification and management of Special Educational Needs and to explain the support we can provide for children with learning difficulties and the co-operation we will need from parents.

The school will have regard of the *Special Educational Needs and Disability Code of Practice: 0 to 25 Years* (updated January 2015) when carrying out its duties towards all pupils with Special Educational Needs and learning disabilities and difficulties. The Governing Body asks one Governor to take particular interest in SEN and SEND issues; currently this is Mr Chris Robinson who takes a strategic overview of provision.

### 1. What do we mean by Special Educational Needs (SEN)?

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age and/or have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.

*The legal definition of disability is put forward in the Equality Act 2010, namely: 'A physical or mental impairment which has substantial and long-term adverse impact on' a person's 'ability to carry out normal everyday activities'.*

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age.

Should a need arise we would discuss with parents the best way forward. In all three sections of the School all external candidates are spoken with as part of the assessment process so that we can be sure that they are able to speak English.

## Support for Learning Policy (Senior School)

### Broad areas of need

The SEND Code of Practice defines four broad areas of need for children with SEN. They are:

#### Communication and interaction

This includes children with speech, language and communication needs (SLCN) who may have difficulty in communicating with others, either through difficulty with being able to say what they want to, or understanding what is being said to them. Children with ASD, including those with Asperger's syndrome and Autism, may have difficulties with social interaction, language, communication and imagination.

#### Cognition and Learning

Learning difficulties cover a wide range of needs including moderate (MLD) and severe learning difficulties (SLD), who are likely to need support to access the curriculum and profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have both severe and complex learning difficulties and a physical disability.

Specific learning difficulties (SpLD), affect one or more aspects of learning and can include: dyslexia, dyspraxia/developmental coordination disorder (DCD), dyscalculia, attention deficit (hyperactivity) disorder and specific processing difficulties.

#### Social, emotional and mental health difficulties

These can manifest themselves in many ways and can include becoming withdrawn and isolated as well as displaying challenging and disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders and physical symptoms that are medically unexplained. They can include AD(H)D and attachment disorder.

#### Sensory and/or physical needs

These can include physical disabilities and sensory impairments such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), all of which mean the child will need special educational provision to enable them to access the educational facilities.

Where a pupil has additional sensory or physical needs, the School may feel the need to draw on the help of specialist external agencies. A decision to do this would involve discussion between the Learning Support Co-ordinator, Deputy Head (Academic), parents, pupil and the pupil's tutor.

### Additional Needs

A child who finds a particular subject difficult does not necessarily have SEN or SEND, as defined here. It is acknowledged that children develop and learn at different speeds and this may not always be defined as SEN or SEND. However, a child may need some extra support.

~~A child [more importantly, children]~~Children with additional needs are those who do not have a formal diagnosis of SEN or SEND but may be struggling with aspects of their studies and have been

## Support for Learning Policy (Senior School)

identified as needing some form of additional support, normally available to students of the same age.

### English as an Additional Language (EAL)

English as an Additional Language (EAL) refers to students whose first language is not English. We welcome and value the cultural, linguistic and educational experiences that multilingual pupils, including EAL pupils, bring to the School. Parents are asked to indicate the main language(s) spoken at home when a pupil joins the school and to identify the pupil's main language. In cases where English is not a pupil's first language, the pupil's English teacher is asked to evaluate their written and spoken English and to determine whether or not an individual support plan is required. If appropriate, examination access arrangements are made. This process is co-ordinated by the Learning Support Co-ordinator.

### The differences between SEN and EAL

Children's SEN are generally thought of in the four broad areas of need, as identified by the SEND Code of Practice. Difficulties related solely to limitations in English as an additional language are not SEN. If a student with EAL is not making expected progress, the School will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

## 2. Objectives of Special Educational Needs Provision

We aim to identify all children with SEN and SEND quickly but with thoroughness and seek to address the needs of all pupils with SEN and SEND at any time in their school careers. We aim to ensure that all teaching staff are fully aware of the School's procedures for identifying, assessing and making provision for pupils with SEN and SEND by acting on any recommendations. We actively seek ways to make sure that SEN and SEND pupils are fully included in all lessons and have the same opportunities at school as all pupils.

## 3. The Learning Support Co-ordinator Role:

The role of the Learning Support Co-ordinator is to:

- Co-ordinate provision for pupils with SEN and SEND and EAL;
- Plan and implement strategies for support activities and lessons following an assessment;
- To monitor progress of pupils with SEN and SEND and EAL;
- Liaise with and advise teachers;
- Maintain records;

## Support for Learning Policy (Senior School)

- Liaise with parents. We recognise that parents have knowledge and experience to contribute to the shared view of a child's needs and how best to support them;
- To seek and respond to the views of the pupils, at all stages, so that they can contribute to the assessment of their needs;
- To liaise with the Examinations Officer ensuring that supporting evidence and appropriate access arrangements are in place;
- To liaise with external support agencies as is required.

### 4. Identification, Screening, Referral and Support for Special Educational Needs

#### Identification

A pupil with SEN or SEND can be identified in the following ways:

- At application
- Through screening at any year of entry
- Through referrals from subject teachers, tutors, parents and the pupil themselves.

#### Screening and Assessment

We carry out screening tests on all new pupils in Years 7-11 upon entry using the LASS 11-15 computer screener. All new Year 12 pupils are screened using the LADS Plus computer dyslexia screener if it is appropriate to do so. The English Department carry out internal screening of literacy skills through Years 7-9 and these are reviewed by the Learning Support Co-ordinator as needed. These tests do not provide a diagnosis of a learning difficulty but are used to ascertain the need for further investigation or a formal assessment.

If the screening test identifies possible areas for further investigation the parents will be informed as soon as possible thereafter and appropriate recommendations will be made.

If the outcome of the screening suggests a possible learning difficulty where a formal assessment is required, we will ask the parents to agree to their child being formally assessed by a qualified assessor, either an educational psychologist or a specialist teacher with an Assessment Practising Certificate. The cost of this will be borne by the parents of the child.

#### Referral

If parents have obtained an assessment or educational psychologist's report, they are encouraged to engage in dialogue with the School and the Learning Support Co-ordinator. Once an appropriate course of action is in place, parents, the pupil and the pupil's tutor are involved to agree a programme of support. Information from the external assessment and strategies for the classroom

## Support for Learning Policy (Senior School)

will be distributed as Individual Action Plans. The Deputy Head (Academic) is kept informed at all times.

Where evidence-based concerns have been raised by members of staff, then the individual support needs of the pupil will be assessed by the Learning Support Co-ordinator with recommendations for further action being communicated to parents as soon as possible.

### Support

Support for pupils with SEN, SEND and Additional Needs is the responsibility of the whole School. Support is offered through:

- Making reasonable adjustments in the classroom
- Through targeted intervention via Learning Support sessions with the Learning Support Department.

Pupils with SEN and SEND have Pupil Passports. Pupil Passports provide a summary of the pupil's learning difficulty or learning need, how it effects learning and provides strategies for teachers to implement in the classroom to support the pupil effectively. Pupil Passports are distributed to members of staff for their records. This information is also on the School's information management system. Each member of staff is expected to be aware of the pupils in their class on the SEND register and make reasonable adjustments in the classroom by implementing strategies on their Pupil Passport.

Pupil Passports will set intended learning outcomes for pupils with SEN and SEND and these will be reviewed with subject teachers, parents and pupils to check progress is being made.

Where it is decided additional support sessions are needed for pupils with SEN and Additional Needs then this is provided:

- In Years 7-10 this provision is offered during timetabled lessons on a rota basis;
- In Year 11 this provision is offered either before school, after school or during the Long Break;
- In Years 12-13, this provision is offered during independent study periods.

The School offers a graduated approach to SEN following the Assess, Plan, Do and Review model for Learning Support.

### Special Educational Needs and Disabilities and Additional Needs Register

The register lists pupils with a formal diagnosis of a learning need or disability/medical condition which affects learning, and pupils who the School have identified as having additional needs but do not have an formal diagnosis. The register records the name of the pupil, the pupil's learning difficulty, disability/medical condition or additional support need and the pupil's examination access arrangements.

## Support for Learning Policy (Senior School)

The register is circulated to staff at the beginning of each term and when updates are made. The information is also held on the School's information management system. All members of staff are expected to be aware of pupils on this register.

### Education, Health and Care Plans (EHC Plans)

An education, health and care (EHC) plan is for children and young people up to the age of 25 who need more support than is available through special educational needs support. An EHC plan identifies educational, health and social needs and sets out the additional support needed to meet those needs.

Parents have the right to ask the local authority to carry out an assessment if they think their child requires an EHC plan. The School also has the right to arrange an assessment. The School will always consult with parents before exercising this right.

If an EHC plan is approved it is the Local Authority's responsibility to ensure the support outlined is provided. The School will consult the parents and the Local Authority regarding the delivery of any support recommended. The School will work with the Local Authority to ensure relevant reviews of EHC plans are carried out as required. EHC plans must be reviewed by the Local Authority a minimum of every 12 months and must focus on progress towards outcomes specified in the EHC plan.

### Access Arrangements

Assessments for examination access arrangements for public examinations can only be undertaken for pupils in Year 9 and above. These assessments are carried out by appropriately qualified staff within the school.

The Learning Support Co-ordinator notifies the Examinations Officer of those pupils who are entitled to examination access arrangements in public examinations in accordance with JCQ regulations. Pupils in Years 11-13 with access arrangements also receive these in internal examinations. As per the JCQ regulations, an independent assessment cannot be accepted as evidence for access arrangements in public examinations unless the assessment has been arranged by the Learning Support Co-ordinator, using an appropriately qualified assessor who has been approved by the Headmaster and has an established relationship with the School. The assessment must have been arranged for the specific intention of assessing for access arrangements. Access arrangements for pupils sitting internal examinations in Years 7-10, also follow JCQ regulations.

If an access arrangement is needed for a medical condition then appropriate evidence from an appropriately qualified medical professional must be provided. The Learning Support Co-ordinator will review evidence to ensure it meets the requirements of the JCQ regulations and their recommendation will be passed to the Deputy Head Academic for a final decision to be made.

The Learning Support Co-ordinator advises the Marketing Assistant (Admissions) and Deputy Head (Academic) on suitable arrangements for entrance examinations. Parents of 11+ candidates are

## Support for Learning Policy (Senior School)

asked to provide additional information on their child's SEN and SEND. The Deputy Head (Academic) writes to parents to advise on the access arrangements which will be made in the examination and invites them to provide any further information and contacts the pupil's current school to discuss arrangements.

### 5. Monitoring and Evaluation of Academic Progress and Pastoral Welfare

Termly meetings are held between the Learning Support Co-ordinator in the Senior School and the Learning Support Co-ordinator in the Junior School. Both Co-ordinators meet regularly with Senior Management, the Senior School Co-ordinator reports regularly on pupil matters to the Deputy Head (Academic).

Academic progress and pastoral issues for pupils receiving support are monitored through:

- School reports
- Parental contact
- Tutor information
- Internal and external examination results
- Interim Reports
- Assessment data

Parents are welcome to contact the Learning Support Co-ordinator if they have any issues they wish to discuss regarding their child's progress. Parents and pupils are encouraged to share any concerns or worries, at any time, with the Learning Support Co-ordinator, Tutor, subject teacher or a member of SMT. Parents of pupils with SEN, SEND and EAL receive reports on Learning Support as part of the School's reporting programme.

Where support is discontinued, a record will be kept by the Learning Support Co-ordinator of the reasons for this. Should a parent/guardian feel that inappropriate provision is being provided the issue should be raised with their child's tutor, Learning Support Co-ordinator or the Deputy Head (Academic).

The Learning Support Co-ordinator recommends involvement of external professionals where appropriate and this is communicated to parents by letter from the Deputy Head (Academic). Where pupils have an EHC plan or are statemented, the Deputy Head (Individuals) with responsibility for Pastoral Care (following discussion with the Learning Support Co-ordinator, a pupil's Tutor and the School Nurse) will liaise with medical and Social Services, and with voluntary bodies. In appropriate cases, the Deputy Head (Individuals), a Tutor or Learning Support Co-ordinator may suggest that the pupil meets with the School Counsellor or School Nurse. The Learning Support Co-ordinator works closely with Tutors and the school Nurse and the School Counsellor to ensure that all appropriate provision is made and that the full progress (academically and socially) of the individual pupil occurs



## Support for Learning Policy (Senior School)

throughout his or her time in the School. Where behaviour targets are set by the school for pupils, it is ensured that these ensure that the pupil's SEN or SEND does not mean that they receive less equal treatment than those pupils without SEN or SEND

The Learning Support Co-ordinator works in conjunction with the School's Pastoral Team to ensure appropriate pastoral support is provided if needed. Parents will be notified if such support is recommended.

The Learning Support Co-ordinator provides support for sixth form students who wish to apply for the Disabled Students' Allowances (DSA) to support them in Higher Education.

### Pastoral Care and Welfare

The school encourages pupils with SEN and SEND, through support, to take a full part in the school community and successfully develop physically, emotionally, intellectually and socially. The School seeks to ensure that parents and pupils are fully aware of what actions to take should they have concerns that a child may be having difficulties at school either pastorally or academically linked to SEN and SEND. In addition to meeting the needs of pupils in academic and extra-curricular provision, the School seeks to ensure that their needs in terms of pupil welfare and pastoral care are fully met. It is acknowledged that children with SEN and SEND may need extra or different help from that given to other children of the same age. In addition to the needs related to thinking and understanding, children with SEN and SEND may need additional help as a result of physical or sensory difficulties, emotional or behavioural difficulties, difficulties of speech or language or how they relate to and behave with other people in the school setting. A SEN and SEND pupil could demonstrate these difficulties in expressing themselves or understanding what others are saying, making friends or relating to adults and behaviour in school. The School seeks to ensure that strategies are in place and difficulties addressed through its Learning Support, Tutorial and School Counsellor sessions.

### Attendance

Tutors receive reports on lateness and absence of pupils with SEN and SEND (along with those for all pupils) and patterns of lateness or absence are notified to the Assistant Head (Individuals) by Tutors. Where patterns appear to suggest that there may be a problem with a particular pupil, these are investigated. The Database Manager also reports on patterns found.

### Welfare

The School Nurse has responsibility for monitoring and recording the administration and recording of giving of medication. Where parents advise that a pupil requires medication during the school day, they complete a form with information for the School Nurse, who holds the medication and administers it according to the guidance provided on the form by parents. This policy applies to all pupils, including those with SEN and SEND.

## Support for Learning Policy (Senior School)

### 6. Spiritual, Moral, Social and Cultural Development of Pupils

The school encourages acceptance and promotion of disability issues through its PSHE programme. Acknowledging the benefits to the involvement of pupils with SEN and SEND in all aspects of school life, where individual support sessions are arranged, these are timetabled overall to avoid pupils being removed from assembly or Tutor time.

The School encourages respect for all people and recognises the rights of every person to be protected from discrimination, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Pupils with SEN and SEND are encouraged to be accepted and respected by other pupils and staff in lessons and in non-taught and extra-curricular activities. All pupils including those with SEN and SEND are encouraged by their Tutors to take a full part in school activities and to take responsibility for some activities within the school community.