



LEARNING SUPPORT AND ADDITIONAL NEEDS POLICY

MISSION STATEMENT

To welcome, value and support the diverse learning needs of all pupils in St. Hugh's and have processes in place to enable them to attain the goals of education.

POLICY STATEMENT FOR ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

1. Working Definitions

- 1.1 This policy has been formulated with regard to the 2014 SEN Code of Practice: 0-25 Years, the Equality Act 2010 and the Children and Families Act 2014, Special Educational Needs and Disabilities Regulations 2014, Teacher Standards 2012 and the statutory guidance on Supporting Pupils with Medical Conditions, 2014. This policy is applicable to all pupils, including those in the EYFS.
- a. In this school we have high expectations and set suitable targets for all pupils.
 - b. All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or personalised timetable required, which is outlined in an individual pupil's Educational Health and Care Plan.
- 1.2 The definition of special educational needs is set out in the Special Educational Needs and Disability Code of Practice: 0-25 years 2014. Reference should also be made to the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code (2015).
- a. Special Educational Need or Disability (SEND). A child has special educational (additional) needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - b. Learning Difficulty or Disability(LDD). A child has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of children of the same age,
Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.

- 1.3 A child under compulsory school age has special educational (additional) needs if he or she is likely to fall within the definition in 'a' or 'b' above when they reach compulsory school age, or would do so if special educational (additional) provision was not made for them.
- 1.4 A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.
- 1.5 For reasons pertaining to inclusivity, the term 'additional needs' is gradually replacing the term 'special educational needs' across the school and encompasses the full breadth of needs including disabilities as above. For the purposes of this policy, please read the two terms as interchangeable.

2. Objectives

- 2.1 To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with additional needs.
- 2.2 To ensure that every pupil experiences success in their learning and achieves to their highest possible standard.
- 2.3 To enable all pupils to participate in lessons fully and effectively.
- 2.4 To value and encourage the contribution of all pupils to the life of the school.
- 2.5 To work in partnership with parents.
- 2.6 To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for Additional Needs.
- 2.7 To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- 2.8 To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

3. Admission Arrangements

- 3.1 The school does not discriminate against the admission of pupils on the grounds of additional or educational need, where their learning difficulty or disability can be catered for within the mainstream setting.
- 3.2 Prior to entry the school requests information from the child's parents of any learning difficulty/disability or additional needs affecting their son or daughter of which school should be aware, which includes reports from other professionals for example speech therapists, educational psychologists or occupational therapists. A meeting may be arranged so that any reasonable adjustments can be made to accommodate the child well in advance of admission.
- 3.3 On entering St. Hugh's children will be assessed by their class teachers in conjunction with the Head of Additional Learning. Any child, who appears to have learning support needs, may be referred for

further assessments so that the school is able to provide the appropriate intervention. Before any referrals are made parents will be consulted.

4. Roles And Responsibilities

- 4.1 Deputy Head Academic is responsible for day to day management of educational provision for all children in the Prep school.
- 4.2 The Head of Pre-Prep has responsibility for day to day management of educational provision for all children in the Nursery and Pre-Prep including those with additional needs. Pastoral well being of children is the responsibility of class teachers, along with Deputy Head Pastoral, Pastoral Team and Head of Pre-Prep who all have due regard for the social integration of those children with additional needs.
- 4.3 The Head of Additional Learning has a fundamental role to play in the process of providing for the needs of children on the Additional Needs Register and communicating as a team to ensure smooth transitions through each stage. The Head of Additional Learning will:
- a. Coordinate the provision for children with additional needs, as agreed with the appropriate line manager.
 - b. Ensure PLPs are complete and that the School's additional needs records are maintained.
 - c. Ensure PLP's (personalised learning plans) and PSP's (personalised support plans) are reviewed termly with all necessary parties, including, where appropriate, the child themselves.
 - d. Deliver programmes of work to groups of children, or individuals, who require additional support and manage the Learning Support Assistants to provide timely and appropriate support for all those children who require it.
 - e. Support and liaise with class teachers.
 - f. Liaise with parents/carers.
 - g. Provide advice and guidance for members of staff and parents/carers where required. This includes planning, organising (and delivering) suitable and timely INSET at appropriate times of the academic year.
 - h. Purchase, or liaise with subject co-ordinators in the purchasing of adequate resources to cater for special needs within the School.
 - i. Assist with the collation of evidence and information for outside agencies
 - j. Ensure that the school's policy is maintained and reviewed annually if not sooner if there is a change in the law.

- 4.4 Class and Subject Teacher: A whole school approach is fundamental to our policy for children with additional needs. Regular liaison, both formal and informal, will serve to support procedures and provision for pupils with additional needs. Careful attention should be given to ensuring that relevant activities that promote the learning of pupils with additional needs are undertaken within the classroom setting, and appropriate expectations are set at all times. Staff must ensure that they have obtained full information from the Head of Additional Learning of any child that they teach who is on the Initial Concern, or Additional Needs register, and must be prepared to offer their individual assessment of the child's learning and progress at any time. Staff are expected to differentiate lessons to ensure every activity is suitable for a child on the Initial Concerns or Additional Needs registers. Class and Form teachers must also pay particular attention to the social wellbeing of all children under their care, but with particular concern for children with additional needs, who may be targets for bullying or other unpleasantness. They should be proactive in ensuring that they are socially integrated with their peers.
- 4.5 Learning Support Staff: Throughout the school Learning Support Staff have a crucial role to play in provision for those with additional needs. They will deliver programmes of work, or interventions such as precision teaching, on either a 1:1 basis or to groups of children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers should, wherever possible, involve learning support staff in the planning process. They should be informed of learning intentions and recipe for success for each activity, the needs of individual children in the group and their targets as identified on their PLP's. Any support given where children are withdrawn from the class (even for very short periods) should be done with full agreement and prior knowledge of the class/subject teacher.
- 4.6 Parents/Carers: A child's parents/carers have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. It is important that parents/carers are informed of the concerns that the school has about the child's difficulties as early as possible. The nature of the child's needs should be discussed sensitively with the parents/carers and they should be given the opportunity to provide any (confidential) background information or information regarding external influences which may be affecting their child.
- 4.7 The Governing Body, the duties of the Governing Body are set out in the SEN Code of Practice see pp108-110.

5. Identification Of Additional Needs

- 5.1 The class/subject teacher will use their professional judgement to identify whether a child requires support which is additional to or different from that provided by the school's usual differentiated curriculum and strategies. A range of evidence may be gathered and used at this stage (see appendix 1). A member of staff's concerns will be discussed with the Head of Additional Learning.
- 5.2 In the EYFS the two-year-old progress check is carried out and all children are assessed using the Early Years Foundation Stage (EYFS) Outcomes. Children who are not making expected progress in

these assessments or who are not reaching milestones, are discussed with the Head of Additional Learning.

- 5.3 In the Pre-Prep and Prep school a number of standardised assessment opportunities are scheduled within the academic year (SEE assessment policy). These assessments will highlight a child's strengths, weaknesses and, in cases of very low attainment, may indicate learning difficulties. Children who are not making the expected progress are discussed with the Head of Additional Learning. It is of vital importance that children of concern are highlighted as soon as possible, as part of weekly meetings or daily briefings, rather than at assessment points.
- 5.4 It is important to recognise other factors that may adversely affect a child's performance. These may include family upsets, a new school setting, absence due to illness, bereavement etc. If these factors are having an impact on the child's educational performance then the child will require monitoring and may be added to the Initial Concerns Register. Should it be agreed that the child requires continued additional support the child may be added to the Additional Needs Register.
- 5.5 The school has a system whereby any member of staff can raise concerns/issues with the class/form teacher, Head of Additional Learning or Headmaster about a child with a potential additional needs or other barrier(s) to learning.
- 5.6 In all cases, parents will be invited to discuss the school's concerns.
- 5.7 **Initial Concerns Register:** The initial concerns register includes those children whom staff have identified as having an additional need in one of the four main broad areas of need as per 6. below (communication and interaction, cognition and learning, physical and sensory, social emotional and mental health). The Initial Concerns Register may include children who have missed significant amounts of the curriculum. For example, if a child has gaps in his/her knowledge because of transferring from another educational system, or absence from school, but where no specific educational difficulty has been identified, or where the first language is not English, it may be beneficial to give support lessons for a limited amount of time. Ideally children should not stay on this list for more than two terms, and they should be closely monitored throughout their time on the initial concerns register.
- 5.8 **Additional Needs Register:** A child is added to the Register if he/she has been identified as having a particular additional need or if he/she continues to display a significantly greater difficulty in learning than the majority of children of the same age. The additional needs register includes those children who may have been on the initial concerns register for more than two terms and who continue to access additional support or require reasonable adjustments due to an additional need in one or more broad areas of need (see above). These children may not necessarily have a Personalised Learning Plan (PLP) or Personalised Support Plan (PSP) but might be receiving support from outside agencies for example LCC dyslexia lessons. In practice, most of these children do have tailored, individualised targets in the form of a PLP. At all stages of this process, parents, and the children themselves, are involved in discussions about their targets and the support they are receiving.
- 5.9 **The additional needs** register includes those children who currently have an Education Health and Care Plan (EHCP). In line with the SEND Code of Practice, all outcomes detailed on EHCPs are

formally reviewed annually, whilst they also feed into termly PLP reviews.

5.10 **All registers are updated and reviewed regularly in consultation with staff and parents.**

6. Four Categories Of Send – Broad Areas Of Need

6.1 **Communication and Interaction**, including:

- a. SLCN (Speech, Language and Communication Needs)
- b. ASD (Autistic Spectrum Disorder)

6.2 **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- a. MLD (Moderate Learning Difficulties)
- b. SLD (Severe Learning Difficulties- where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication).
- c. PMLD (Profound and Multiple Learning Difficulties- where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment).
- d. SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

6.3 **Social, Emotional and Mental Health Difficulties**. They include:

- a. Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging behaviour and disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- b. ADHD (Attention Deficit Hyperactive Disorder)
- c. Attachment Disorder

6.4 **Sensory and/ or physical Needs, including:**

- a. Vision Impairment
- b. Hearing Impairment
- c. Multi-Sensory Impairment
- d. Physical Disability

7. Stages Of Provision

7.1 **Identification, Assessment and Review** The school follows the SEND Code of Practice 2014:0-25 Years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

7.2 **ASSESS** Staff use and follow the procedure outlined above to identify those for whom learning support would be valuable. Initial concerns forms are completed. The Head of Additional Learning may observe the child in the classroom or other school area and / or use diagnostic tools to gain information on the specific needs of the child. The findings of these will then be shared with parents/carers at parents evenings or before where appropriate.

7.3 **PLAN**

- a. **Initial Concerns:** Once an initial concerns form has been completed the Head of Additional Learning will work with the class teacher to put in place some short term targeted support where needed. This might be the use of extra resources within the class such as a pencil grip or sloping board but equally it might also be for a class based short term intervention for example on fine motor skills or handwriting legibility. Children's progress will be carefully monitored throughout the time which they are placed on this list.
- b. **Additional Needs:** If, once this short term intervention is completed, it is still decided that a child has needs which are additional to or different from those provided by the schools usual curriculum, the child will, with parental consent, be placed on the additional needs list. The Head of Additional Learning will work with the Class/subject teacher to plan support and identify strategies to use in the classroom. At this point there is likely to be intervention work which the child takes place in either on a 1:1 or small group basis at least twice a week and possibly in more than one subject/area of need. Such intervention work will be closely measured so that progress can be checked. It might be deemed useful to draw up a personalised learning plan at this point. If it is agreed that a child needs more long term support, a personalised learning plan will be drawn up, in consultation with the parents/carers. Such plans will outline clearly the targets for that child and the support which will be given at school in order to help the child achieve those targets. At this stage it might be the case that the opinion of outside professionals is required. Parents /carers will be consulted and their agreement sought before using such services.

7.4 **DO** At all stages (and in agreement with the SEN Code of Practice 2014) the class or subject teacher should remain responsible for working with the child on a daily basis.

- a. **Initial Concerns.** Support for those children on the initial concerns list may be in the form of extra teaching assistant support in core subjects or a short term intervention run by the class teacher. Such interventions will usually be for a term only.
- b. **Additional Needs.** Support for those children on the additional needs list will be tailored to the needs of the cohort/child and may be given through specific guided support of a teaching assistant or the Head of Additional Learning. Areas of support may include Phonics, reading, spelling, general maths, mental maths, motor skills, speech and language, friendship and social skills, emotional and behavioural support. Children on the additional needs list are likely to need at least one intervention per week, in addition to extra class based differentiated support. Some children on this list may have support from Mrs Sharman (specialist dyslexic teacher) once a week. Others may receive weekly support from a speech

and language therapist (either through NHS or independent provider). The support will work closely towards the targets identified in personalised learning plans

7.5 REVIEW

- **Initial Concerns** Once the extra support has been in place for a term or two, the progress made will be reviewed. If it is felt that sufficient progress has been made, the child will be taken off the initial concerns list.
- **Additional Needs** For all children on the Additional Needs list a review of provision is carried out termly. In addition, parents may arrange an appointment to see the Head of Additional Learning at any other time including at parents' evening.

7.6 For all children with additional needs, a review is carried out termly of their progress towards the targets outlined on each child's personalised learning plan (PLP). The Head of Additional Learning will meet with the child (where appropriate), the parents and where appropriate, the class/subject teachers to review progress made against PLP targets and set new ones.

7.7 If, at any point, there is enough concern either amongst staff or from the child's family to call on external help, or if it has been noted at a review that the child continues to have significant difficulties or is making insufficient progress, despite receiving additional support, then external advice will be sought. This may take the form of a recommendation to parents to arrange for a full report to be conducted by an external specialist such as, but not limited to, an Educational Psychologist, Speech Therapist or Occupational Therapist. It may also be necessary for the child to undergo a thorough ophthalmic check. Parents/carers are usually responsible for the payment of these assessments. Parents/carers are also informed that they may visit their child's GP to request an assessment. In the Early Years, the Head of Additional Learning may contact the Early Years Intervention Team to request an assessment.

7.8 Be aware that learning support is cumulative; therefore, when a pupil moves to the next level, they carry any previous support with them.

8. Education, Health And Care Plan (EHCP)

8.1 If, at any point, there is significant concern about a child who is not making the expected progress and is performing at a level significantly below his/her peers, or has been identified as having an additional need in more than one broad area of need (see 6.), an application may be made to the child's Local Authority for an Education, Health and Care Plan (previously a Statement of Special Educational Needs). Applications can be made by parents/carers, GPs, Health Visitors and school staff. Following an application, the Local Authority may carry out a statutory assessment. As a result of this assessment, the child may be placed on an EHC Plan. An EHC plan describes children's additional needs, the support they should be provided with in school to meet those needs, and any additional resources the local authority has agreed to provide to enable the school to put that support in place. For further information about this parents/carers should talk to the Head of Additional Learning or visit your local authority website and search under 'local offer'.

9. Provision And Resources

- 9.1 By employing a range of teaching strategies, approaches and equipment, pupils with additional needs will be provided with a differentiated curriculum matched to their strengths and needs. A range of multi-sensory resources will be used to engage, motivate and support the different learning styles of pupils.
- 9.2 Within all classrooms, opportunities should be provided to recognise the pupils' strengths and enable them to build upon these or to learn in areas of need by employing these strengths. For this reason we use a wide variety of teaching methods and groupings.
- 9.3 Children may receive support from the Head of Additional Learning or a Teaching Assistant on a one-to-one basis or in a small group. They may be withdrawn from lessons with the agreement of the class teacher. At other times it may be more appropriate for the Head of Additional Learning / TA to support the children by remaining in the classroom.
- 9.4 Further information on provision within specific subject areas can be found in the Departmental Handbooks. Heads of Department and subject co-ordinators should be approached for further help in providing differentiated work in subject areas. Specific resources for children with additional needs are important and Heads of Department should take into account the needs of all abilities across the key stages when purchasing new materials. It is also recognized that in some cases it will be necessary for pupils to make use of laptop computers. In such cases these arrangements will be made after consultation with the Director of Studies.

10. Learning Support Staff Including Specialisms

10.1 Learning Support Staff within St Hugh's are:

- Mrs K. Waite
- Mrs. C. Ellicker - Campling
- Mrs. K. Eldridge
- Mrs. S. Russon
- Ms E. Reynolds
- Mrs. J. Noden
- Madame Griffiths- Cert in Special Needs (Dyslexia)
- Mrs. H. Sharman Ind. Special Needs Consultant, Dyslexia Institute

11. Facilities For Pupils With Special Educational Needs/Disabilities

- 11.1 The school is a building with many steps and stairs. There is, however, disabled access throughout most of the building and disabled toilets. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the Code of Practice 2014: 0-25 Years in terms of admitting pupils with disabilities.

11.2 There are facilities for small group/ individual teaching in the Beehive Office and teaching room and the library, as well as other specific rooms throughout school in line with year group bubbles. The Beehive teaching rooms are used for 1:1 Dyslexic lessons every week.

11.3 All members of the school community, including pupils, are invited to inform the school of any disabilities they have.

12. Transition

12.1 At the end of each academic year, the transition process is carefully planned. The Head of Additional Learning will meet with each child's new teacher/s to pass on any relevant SEND information and PLP's.

12.2 Children who are leaving the school will have their SEND information sent on to their new school.

13. Storage And Communication Of Information

13.1 Information collected about a child's additional needs will be kept in different places according to its nature, but it is always confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents/carers and the Headmaster. A written record will be kept of all meetings.

14. Pupil Use Of Laptops

14.1 The school recognises that it is in some pupils' best interests to be permitted to use a laptop in school in some lessons, even if they are not in years 7 or 8. In line with the Electronics Policy this will only be granted if it is recommended by the Head of Additional Learning and in conjunction with advice from an Educational Psychologist's Assessment (EPA) or Access Arrangements Examination (AAE).

15. Examination And Test Procedures

15.1 It is the school's policy that children should be able to show what they know, rather than what they do not know, in tests and exams.

15.2 During internal tests and examinations the needs of pupils with **learning support needs and/or disabilities** will be taken into consideration.

15.3 In public exams the official government guidelines (from the Joint Council for Qualifications) for all such pupils will be followed at St. Hugh's.

15.4 Future schools are contacted to discuss the necessary use of access arrangements for entrance exams or scholarship papers.

16. External Support

16.1 Agencies include:

- Lincolnshire Educational Psychology Service
- Linkage Trust for Sensory resource support (hearing/ vision impaired pupils)
- SensoryOT4me (specialist sensory integration occupational therapists)
- PotentialOT (occupational therapists, including sensory integration trained).
- Specialist Teaching Team Dyslexia Outreach
- Pediatric Therapy Service (Speech and Language, ECLIPs, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- The School Nurse
- Educational Welfare Services
- Parent-Partnership Services (Lincolnshire Parent Carer Forum)
- Children's Social Care
- ADHD 360
- 4seasons therapeutic services
- Inspired Equine Assisted Learning CIC
- Children and Adolescent Mental Health Service including Healthy Minds N.B. Referrals to HM are currently unable to be made by school, but school can support a referral made by the GP.

17. Equal Opportunities

17.1 The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school. A copy of this policy can be found on the website.

18. Inset

18.1 All staff at St. Hugh's receive regular conferences and training days on their own specialism and interests. There are also regular INSET days held at school on topics of general concern. Use of national and local network providers of SEND webinars, research and publications are disseminated to all staff in a timely manner. Learning support needs are a feature of part of each training day/s, with time given for staff to discuss individual children's strengths, weaknesses and targets in line with their PLPs. The Head of Additional Learning has, and will continue, to contribute to these sessions.

19. Complaints

19.1 The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

19.2 All complaints are taken seriously and are heard through the school's complaints policy and procedures.

20. Monitoring And Evaluation Of Policy And Provision

20.1 The success of this policy will be judged by:

- a. The early and accurate identification of children’s learning difficulties and needs
- b. Children achieving the targets set on PLPs that indicates that targets are specific, achievable and appropriate
- c. Appropriate progress of children
- d. Close working links with outside agencies when appropriate
- e. Positive involvement and feedback from children and parents/carers

21. Review Framework

21.1 This policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Author	Head of Additional Learning	ISI Doc Code	
Reviewer	Education Committee	Date of Last Review	December 2024
Authorised by	Head	Date of Authorisation	December 2024
Applicable to		Date of Next Review	Summer 2025 (Governors’ Education Committee)

APPENDIX 1

IDENTIFICATION AND COLLECTION OF INFORMATION ABOUT PUPILS CAUSING CONCERN

There are a number of sources that can be drawn on for this task.

THE CLASS/SUBJECT TEACHER

1. Past and current class records
2. National Curriculum attainments, standardised test results/profiles
3. Records of achievement
4. Reports on the pupil in school settings
5. Observations about the pupil's behaviour
6. Comments from colleagues and support staff
7. Discussions with the Head of Additional Learning

PARENTS

1. Information regarding health and development
2. Their perceptions of their child's performance, progress and behaviour at school and home
3. Any factors that may contribute to the child's difficulties
4. Their views on what action the school might take

PUPILS

1. Information about their own difficulties and how these might be addressed

OTHER SOURCES

- Any information already available to school from health, social services or other similar agencies