



Heath Mount School

Learning Support Policy

Heath Mount School, Hertfordshire

**Independent Day and Boarding School for Boys
and Girls**

September 2019

1. Introduction

- 1.1 Heath Mount ('the School') is committed to supporting the needs, and facilitating the learning, of all pupils. Every child in our community is valued; strengths are promoted and diversity is celebrated. The School provides a broad and balanced curriculum within a stimulating and nurturing environment, with the aim of enabling all pupils to learn, develop and achieve. Through wide ranging activities, pupils are encouraged to hold high aspirations and work successfully towards the attainment of key 'life skills'. All areas of school life are inclusive and teaching is tailored to support and respond to individual learning. Pupils are appropriately challenged and supported; providing every pupil in the school with the opportunity and means to reach his or her full potential. The policy applies to the whole School, including the EYFS.

2. Statement

- 2.1. The School has a whole school approach to special educational needs provision. Through the highest possible standard of individual care and commitment to education, the School works to ensure the inclusion of all pupils, the experience of success for everyone, and the fulfilment of optimal educational outcomes.

3. Application and Accessibility

- 3.1. This policy has been authorised by the Governors and is addressed to all members of the teaching staff and parents. It is a whole school policy, including the Early Years Foundation Stage (EYFS) provision. It is available on the School website and a copy can be requested from the School Office. It is available to staff in the staff rooms and in the policy file in the Staff Drive.

4. Aims and Objectives

- 4.1 The School aims to meet the needs of children by ensuring that:
- 4.1.1 A child's individual needs are met as set out in the SEND Code of Practice, July 2015: 0-25 years (Ref DFE-00205-2013), The Equality Act 2010, part 3 of the Children and Families Act 2014 and associated regulations and the Special Educational Needs and Disability Regulations 2014.
 - 4.1.2 Identification of children with special educational needs and additional needs is made as early as possible in a pupil's school career.
 - 4.1.3 Individual needs are met through inclusive, wide-ranging provision. Pupils should be enabled to access a broad, balanced, relevant and differentiated curriculum which recognises and is sympathetic to, their needs, abilities and aspirations.
 - 4.1.4 This curriculum will engender personal and academic success and be delivered in a supportive, motivating, coherent and co-ordinated manner, so that the child's confidence is increased and his/her self-esteem built up.
 - 4.1.5 Progress is monitored and the appropriate responses are made.
 - 4.1.6 There is effective partnership with parents, carers and pupils. There should be a shared vision and good participation and communication, leading to the highest possible levels of satisfaction for all.
 - 4.1.7 Importance is placed on the voice of the pupil and involvement of the pupil in the planning of their education.
 - 4.1.8 The Learning Support Department works effectively to implement this policy.
 - 4.1.9 All staff understand their role and responsibility in providing for children's special educational needs.
 - 4.1.10 All staff are supported in achieving a high level of expertise to enable them to meet the needs of all individuals.
 - 4.1.11 There is effective partnership with outside agencies where appropriate.

4.1.12 High levels of achievement are reached for all pupils.

5. Special Educational Needs and Disability (SEND)

5.1 A child or young person has a special educational need if:

5.1.1 He or she has significantly greater difficulty in learning than the majority of others of the same age. (Code of Practice, July 2015), or

5.1.2 He or she has a mental or physical impairment which has a substantial or long-term effect on their ability to carry out normal day-to-day activities or access facilities of a kind generally provided for others of the same age.

5.2 The four areas of need as stated in the SEND Code of Practice, 2015 are:

5.2.1 Communication and Interaction;

5.2.2 Cognition;

5.2.3 Social, Emotional and Mental Health Difficulties;

5.2.4 Sensory and/or Physical.

5.3 Whilst these four areas broadly identify the primary needs of a pupil, the School also consider the needs of the whole child, which may impact on a pupil's progress:

5.3.1 Disability;

5.3.2 Attendance and punctuality;

5.3.3 Health and Welfare;

5.3.4 English as an additional language (EAL);

5.3.5 Being a Looked After Child (CLA);

5.3.6 Being a child of a service woman/man;

5.4 The primary purpose of identifying a pupil's needs is to ensure that school takes the appropriate action to support the learning and development of that pupil.

6. Identifying Children with Specific Learning Difficulties

6.1 The Learning Support Team work closely with the Senior Management Team ('SMT') and wider staff, to track progress and identify pupils in need of support. The School adopts the levels of intervention as described in the SEN Code of Practice, which advocates a graduated response to meeting pupils' needs. The 'Assess, Plan, Do, Review' cycle is a central process within the school. Assessment data is recorded on year group provision maps and pupil progress is tracked. The provision maps provide a record of the actions taken to support groups and individuals in removing barriers to learning. Provision and progress are reviewed on a termly basis by class teachers in consultation with a member of the Learning Support Department.

6.2 A number of factors are considered in this process:

6.2.1 Data analysis: E.g., entry profiles, baseline assessments, reading/spelling ages, termly and annual assessments;

6.2.2 Findings based on teacher concerns;

6.2.3 Findings based on parental concerns;

6.2.4 The tracking of pupil progress over time;

6.2.5 Information from previous schools.

6.3 A pupil may be identified as having special educational needs if, despite differentiated teaching and sustained support:

- 6.3.1 Progress is significantly slower than that of their peers starting from the same baseline;
- 6.3.2 The child fails to match or better the his/her previous rate of progress;
- 6.3.3 The pupil continues to experience difficulty developing literacy/numeracy skills;
- 6.3.4 The pupil has emotional problems that substantially impede his/her learning;
- 6.3.5 The pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- 6.3.6 The pupil has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning;

- 6.4 A pupil may also be identified as having special educational needs based on:
 - 6.4.1 The results of a full diagnostic assessment undertaken by a specialist teacher in the Learning Support Department;
 - 6.4.2 Information from other services/professionals, e.g. educational psychologist or speech and language therapist.

- 6.5 A full diagnostic assessment may be undertaken if a child is not making comparative progress or significant concerns are raised by parents and/or teachers. An assessment will only take place with the full support of parents. At the School, a diagnostic assessment is comprised of some or all of the following tests:
 - 6.5.1 nferNelson Group Reading Test II;
 - 6.5.2 Neale Analysis of Reading;
 - 6.5.3 New Macmillan Reading Analysis;
 - 6.5.4 York Assessment of Reading for Comprehension (YARC);
 - 6.5.5 nferNelson Single Word Spelling Test;
 - 6.5.6 Vernon Spelling Assessment;
 - 6.5.7 Wide Range Intelligence Test (WRIT);
 - 6.5.8 Test of Auditoru Processing Skills (TAPS);
 - 6.5.9 Comprehensive Test of Phonological Processing (CTOPP-2);
 - 6.5.10 BPVS (Receptive Vocabulary);
 - 6.5.11 Phonological Assessment Battery;
 - 6.5.12 Aston Visual Sequential Memory;
 - 6.5.13 Sequencing of alphabet, tables, days of the week, months;
 - 6.5.14 story cards;
 - 6.5.15 Phonic Checklist;
 - 6.5.16 DASH, Detailed Assessment of Speed of Handwriting;
 - 6.5.17 Graded Maths Assessment;
 - 6.5.18 Test of Memory and Learning - TOMAL 2.

- 6.6 The Learning Support Department maintains a list of pupils identified with SEN. At the School, this list is referred to as the 'Learning Support Register'. This list is analysed and reviewed on a termly basis.

7. Provision

- 7.1 At the School, quality first teaching in the classroom responds to children's diverse learning needs and encourages high aspirations. Within the classroom, provision is made to support individuals or groups of children to enable all pupils to participate effectively in curriculum and assessment activities. Class and subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

- 7.2 High quality teaching, differentiated for individual pupils, is acknowledged by all as the first step in responding to pupils who have, or who may have, SEN. Regular observations of teaching are undertaken, and the quality of provision for all children, including those at risk of underachievement, is reviewed. Professional development opportunities are provided to ensure teachers' continued understanding of how to identify and support children with a range of SEN.
- 7.3 Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. This provision is that which is additional to, or different from, the provision for other children of the same age. This may include:
- 7.3.1 In class support with a Teaching Assistant (TA) or additional teacher;
 - 7.3.2 Small group withdrawal with a TA or teacher;
 - 7.3.3 Participation in an intervention programme;
 - 7.3.4 Provision of alternative learning materials/special equipment;
 - 7.3.5 1:1 sessions with a specialist teacher;
 - 7.3.6 Access to outside agencies, e.g. speech and language specialist, occupational therapist.
- 7.4 An appropriate course of action is decided upon as a result of consultation between parents, the pupil, the SENCO and form teacher. The course of action will focus on the desired outcomes as identified through group conversation and is related specifically to the needs of the individual.

8. Support

- 8.1 The emphasis is on support in lesson rather than withdrawals. Where it is considered necessary, pupils are withdrawn from the lessons for a short term, evidence based, targeted intervention.
- 8.2 Many children who have difficulties with the English language have even greater difficulties with foreign languages. After discussion with the language staff and parents, it may be considered appropriate that a pupil be withdrawn from foreign language lessons in order to spend their time more constructively having learning support, working on a computer based touch-typing or spelling programme, or working independently on general English or maths skills.
- 8.3 The length of time for the withdrawal varies according to the severity of the child's difficulties and his/her speed of remediation. Some pupils may need help for a limited period; others may require more long-term assistance.
- 8.4 The number of Learning Support lessons each week is decided:
- 8.2.1 After fully considering the severity and range of the individual child's difficulties;
 - 8.2.2 After full discussion with the appropriate members of staff and other professionals involved;
 - 8.2.3 In consultation with the child's parents.

9. Individual Provision Plans/Record Keeping

- 9.1 Pupils identified by the School as requiring learning support have a Pupil Passport (PP) setting out the provision that is different/additional to the classroom provision and detailing the desired outcomes. Curriculum targets recorded in exercise books are used to inform the Pupil Passport. A Pupil Passport is created in consultation with the form teacher, the pupil and the parent or carer. Pupil Passports are reviewed on a termly basis and exit criteria are identified.

9.2 The SENCO is responsible for maintaining records and ensuring access to them.

10. Monitoring/Review of Progress

10.1 Progress is considered the crucial factor in determining the necessity and type of on-going support. Adequate progress is that which:

- 10.1.1 Narrows the gap between the pupil and his/her peers;
- 10.1.2 Prevents the attainment gap widening;
- 10.1.3 Is equivalent to that of peers starting from the same baseline, but less than the majority of peers;
- 10.1.4 Equals or improves upon the pupil's previous rate of progress;
- 10.1.5 Ensures full curricular access;
- 10.1.6 Shows an improvement in self-help, social or personal skills;
- 10.1.7 Shows improvements in emotional well-being/behaviour.

10.2 Progress is monitored by the form teacher and subject teachers and overseen by the SENCO and SMT. Where support is deemed no longer necessary, the pupil's progress will continue to be closely monitored.

11. Request for Statutory Assessment

11.1 The School may request a Statutory Assessment when, despite an individualised programme of sustained intervention within SEN support, the pupil remains a significant cause for concern. A Statutory Assessment may also be requested by a parent or outside agency. To facilitate the process the school will provide:

- 11.1.1 Records from past interventions;
- 11.1.2 Current and past Individual Provision Plans;
- 11.1.3 Records and outcomes of reviews;
- 11.1.4 Information on the child's health and relevant medical history;
- 11.1.5 Curriculum assessment data;
- 11.1.6 Relevant assessments from specialists;
- 11.1.7 The views of parents and where possible, of the pupil;
- 11.1.8 Social Care/Educational Welfare Service reports;
- 11.1.9 Relevant information from any other professional.

12. Education, Health and Care Plans (EHCP)

12.1 An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers that needs of the child are beyond that which the School is fully able to meet through its own provision arrangements. The School recognises that a request for a Statutory Assessment, does not automatically lead to an EHCP.

If granted, an EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- 12.1.1 To be worked towards in the short term;
- 12.1.2 Matched to the longer term objectives set out in the EHCP;
- 12.1.3 Established through parental/pupil consultation;
- 12.1.4 Set out in an I.P.P.;
- 12.1.5 Implemented in the classroom;
- 12.1.6 Delivered by the class teacher and other relevant professionals.

12.2 EHCP must be reviewed annually. The School is informed of the pupils requiring reviews, by the LA at the beginning of each term. The SENCO will organise these reviews and invite:

- 12.2.1 The pupil's parents/carer;
- 12.2.2 The pupil if appropriate;
- 12.2.3 The relevant teacher/s;
- 12.2.4 A representative of the SEN Inclusion and Assessment team;
- 12.2.5 Any other person the SENCO or parent/carer considers appropriate.

12.3 The aim of the review is to:

- 12.3.1 Assess the pupil's progress in relation to the objectives on the EHCP;
- 12.3.2 Review the provision made to meet the pupil's need as identified in the EHCP;
- 12.3.3 Consider the appropriateness of the existing EHCP in relation to the pupils' performance during the year and whether to cease, continue or amend it;
- 12.3.4 If appropriate to set new targets for the coming year.

12.4 As part of the transition process at age 11 or 13, receiving schools should be invited to attend the review to plan appropriately for the new school year. Parents should be offered this opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code of Practice, the SENCO will complete and submit to the LA, the annual review forms, along with the supporting data. This annual review acknowledges the responsibility of the LA to decide whether to maintain, amend or cease an EHCP.

13. Access Arrangements

13.1 Where a pupil in school exhibits difficulties and it is felt that that pupil needs to be put forward for access arrangements, an assessment will be carried out by a specialist teacher to confirm the difficulties experienced by that pupil. Results of the assessment are then used to inform a decision based on JCQ regulations.

14. Admission Arrangements

14.1 The School will work with parents about adjustments that can reasonably be made for the child both during the admissions process and later as a student. Please see the School's Admissions Policy for further details.

15. Special Provision

15.1 The School recognises that pupils with medical conditions should be properly supported and enabled to have full access to education, including school trips and physical education. Where children with medical conditions are disabled, the School will comply with its duties under the Equality Act 2010. Where children have a medical condition and SEN provision of any kind, the School will comply with its duties as laid out in the Code of Practice.

16. Partnership

16.1 Pupils

16.1.1 The School recognises that pupils have the right to be involved in making decisions and exercising choice. Where appropriate, pupils are involved in reviewing and monitoring their progress. Pupils are encouraged to:

- a) State their views about their education and learning;
- b) Identify their own needs;
- c) Share in target setting;
- d) Participate in reviews.

16.2 Parents

16.2.1 The School aims to work in effective partnership with parents and carers through:

- a) Making parents and carers feel welcome in the building;
- b) Encouraging parents and carers to discuss any difficulties that they perceive their child to be experiencing and wish to address;
- c) Instilling confidence that the school will listen and respond;
- d) Lines of communication: e.g. email, meetings, parents evenings, reports;
- e) Involving parents and carers in all decisions regarding provision for their child and in target setting;
- f) Keeping parents and carers informed and providing information in an accessible way;
- g) Focusing on the strengths of the child as well as areas of additional need.

16.3 Outside Agencies

16.3.1 The School maintains effective working links with other services and professionals. Advice and/or referrals can be sought from our link Speech and Language Therapist, Educational Psychologist and Occupational Therapist. The School also has an Occupational Therapist working as part of the Medical Team. The Learning Support Department staff liaise regularly with these and other professionals.

16.4 Staff Training

16.4.1 In order to maintain and develop the quality of provision, staff undertake training and further professional development through INSET. There is further funding available for staff to attend training courses and conferences.

16.5 Facilities/Resources

16.5.1 There are two dedicated Learning Support rooms in the main building and one in the Pre-Prep building. The Learning Support Department has a wide range of assessment, teaching and reference materials. Funds are deployed to implement the SEND policy and to update or add to resources where required. The key contacts for the Special Education Needs Team can be found at Appendix 1.

17. Monitoring and Reviews

Governors Committee Normally Reviewing	Education
Effective from	September 2019
Date of Next Review	September 2021
Person Responsible for Implementation	Director of Studies Head of Learning Support
Related Policies	Curriculum Policy Accessibility and Equality Policy

Appendix 1

Key Contacts/Special Needs team:

Head of Learning Support
Nursery – Year 8

Mrs Elisa Kirk
SENCO
RSA Diploma for Teachers of Pupils with
Specific Learning Difficulty
Email: kirkel@heathmount.org

EYFS

Mrs Sandy Dakakni
Head of EYFS
Email: dakakns@heathmount.org

Years 3-4

Mrs Dawn Nightingale
Head of Lower School
OCR Diploma for Teachers of Pupils with
Specific Learning Difficulty
Email: nightid@heathmount.org

Nursery - Year 2

Mrs Jill Murray
Learning Support Assistant
Email: murryji@heathmount.org

Year 3 – Year 8

Mrs Annette Sheffield
Specialist Learning Support Assistant
Email: sheffieldan@heathmount.org

School Counsellor

Victoria Steward
Email: stewardvi@heathmount.org

A Speech and Language Therapist, Educational Psychologists, a Paediatric
Physiotherapist and Cognitive Behavioural Therapist work closely with the School.

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