

SEN and Learning Support

(Reviewer: Lloyd Dannatt; August 2024, SMT August 2024)

1. Statement of Intention

The Learning Support Department offers support for all pupils who have an identified additional educational need, learning difficulty and/or disability, or require support with their learning. The support is delivered through individual, paired or group sessions depending on the nature and level of need.

2. Definition

As defined by the DfE, pupils are deemed to have additional learning needs if they:

- Have a significantly greater difficulty in learning than children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Additional Educational Provision means educational provision that is added to or different from that received by most of their peers.

3. Identification of pupils who may need learning support

- Provision for pupils with Additional Educational Needs is the responsibility of the whole College.
- Teacher referral to the SENCO to investigate current progress.
- The use of a variety of standardised tests to highlight any significant discrepancy between cognitive ability and performance.
- Further tracking through school tests and examinations.
- Information from pupils, tutors, class teachers, parents, outside agencies, previous schools.
- Educational or Clinical Psychologist reports or other professional reports (Speech and Language, Occupational Therapist, Psychiatrist)
- Lower than expected progress in relation to cognitive ability, as identified through teacher tracking, the grades and reporting system and specific tests.
- Please note, it is the responsibility of ALL teachers to identify and meet a pupil's additional needs, whether cognitive, social and emotional, physical or sensory using a staged approach relating to their individual needs. This approach is graduated and consistent with the current (2015) SEN Code of Practice.

Pupils are registered as having additional educational needs if they fit in one or more of the following categories:

- Specific Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia or Dysgraphia which can impact on speed of processing and working memory
- Neurodiversity: ADHD (Combined or Inattentive subtypes) and Autism
- General Learning Difficulties
- Mathematical Processing (Dyscalculia)
- Medical
- Social/Emotional and Mental Health
- Hearing or Sight Impairment

4. Aims and Objectives

In consultation with any relevant staff:

- To identify pupils who need extra support and to ensure that their needs are provided for, within the context of the school.
- To assess pupils in order to ascertain the nature of the additional learning needs, if any, and the level of support required. If considered necessary referral to an outside agency, usually an Educational Psychologist or Clinical Psychiatrist, for further investigation/diagnosis.
- To enable pupils to reach their full potential by appropriate, differentiated and specific planned teaching programmes.
- To assist in the monitoring of pupil progress.
- To take into consideration the needs and wellbeing of the whole child, offering emotional, social and intellectual support within the academic and pastoral framework of the school in order to maintain and, if necessary, improve self-confidence and self-esteem.
- To ensure that parents and teaching colleagues are kept fully informed as partners for individual pupil's learning, within the LS context.
- To advise colleagues, where appropriate, as to strategies which are beneficial to the pupils' learning styles and needs.
- To ensure that pupils have a voice in this process to encourage them to become both owners and managers of their learning.

5. Role and Responsibilities of the Department

- To initially assess pupils who are causing concern in order to ascertain the nature and level of additional learning needs, if any.
- To coordinate the provision for pupils' individual LS needs, within the LS Department.
- To write and update Individual Learning Plans (ILPs) for each LS pupil, in collaboration with the pupil.
- To advise colleagues, where appropriate, on how best to support and teach pupils with specific additional learning needs.
- To maintain the LS records (ILPs and Lesson Plans) of all pupils receiving Learning Support.
- To monitor those who are on the SEN Register, but who do not receive LS.
- To provide an environment where studies may be supported and supervised.
- To liaise with and support parents.
- To contribute to the continuing professional development of staff.
- To liaise with outside agencies where appropriate.

6. School Specific Roles

Pre Prep:

- To liaise with school LS staff and the nominated teacher to ensure that the best prep school provision is made for each individual.
- LS staff to observe and advise pre-prep teachers as appropriate.

Prep School:

- To liaise with Senior School with regard to pupils who require Exam Access Arrangements for entrance examinations.
- To pass on to Senior School all relevant information appertaining to pupils who receive LS in the Prep School.

Senior School:

- To instigate, monitor and update exam access arrangements where necessary.
- To liaise with the Examinations Officer with regard to pupils who qualify for examination access arrangements (in line with the current JCQ guidelines).
- To liaise with Sixth Form and Tertiary colleges where appropriate.

Provision for Special Needs at Hurst College in accordance with the SEN Code of Practice (2015)

- Class Teachers are expected to monitor the progress of all pupils, including those NOT on the SEN Register and to differentiate accordingly.

7. School Action

- Interventions are required which are different from, or additional to, the school's differentiated curriculum.
- Parents/carers are advised by class teachers and/or the SENCo that SEN provision is being considered for their child. Then, in consultation with parents/carers, the nature of intervention is discussed.
- Detailed assessments of pupils' strengths and weaknesses are undertaken and an Individual Learning Plan (ILP) is drafted. The ILP, background and contextual information, alongside strengths and weaknesses. In the Senior School the ILP is reviewed termly. In the Prep School, long term objectives are documented on the ILP. In both schools targets are written in consultation with the pupils.
- Code of Practice Levels 1-4. 1= Monitor, 2= Small group support, 3= 1-2 lessons per fortnight, 4= more than 2 lessons per fortnight. These levels determine the need for extra LS lessons and/or the involvement of external agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Clinical Psychiatrists or other medical professionals.
- In the Senior School, Educational Psychologists' advice is often sought at an earlier stage because of the need for access arrangements in examinations.

8. Request for Education and Health Care Plan (EHCP)

In exceptional circumstances it may be necessary for the school, in consultation with the parents/carers and outside agencies involved to consider whether to ask the LEA to initiate a statutory assessment. Where a request for an EHCP is made to the LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA as required, which demonstrate that the pupil is not making expected progress despite the support provided.

9. Annual Reviews of an EHCP

All EHCPs will be reviewed annually with the parents/carers, the pupil, the LEA and the school, to consider whether any amendments need to be made to the EHCP and to review progress made towards targets on the EHCP.

10. Referrals to the Learning Support Department

- On entry, if pupils are known to have additional learning needs, they are assigned, with parental consent, one or two LS lessons per week.

- Via the school's internal assessment and monitoring procedures, if and when areas of weakness or discrepancies between potential and performance are apparent. (e.g.: CATs, MidYIS, internal tests etc.)
- Pupils are referred by teachers/tutors who are concerned about a particular student's progress.
- Parents may contact the LS department directly if they are concerned about their son or daughter.
- It is school policy NOT to discuss the nature of any concerns with the student or parent until the LS Department has carried out initial enquiries, gathered and assessed evidence.
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11. Monitoring and Evaluation within the Department

- Progress is measured and monitored using standardised tests of literacy and numeracy in addition to the school's internal monitoring system.
- LS targets are evaluated termly or yearly, depending on Key Stage, and inform future planning for each individual.
- Weekly departmental meetings are held to raise any pupils/issues of concern and to discuss any aspects of the department.

12. Funding

- LS lessons are additional to the main College curriculum and are charged to the parents on a termly basis.

13. General Role of the LS Department

At Hurst, every child is given the opportunity to reach their full potential and it is recognised that some students need extra support to enable them to do this. The LS Department provides a range of support from literacy and numeracy support, to coursework and study skills as well as subject specific support. Students who need LS all have one to one, paired, or small group lessons, which are planned according to individual need.

Most students have one half (Prep School) or one hour lesson (Senior School) each week. A small number of students need a higher level of support and are seen more frequently. All students who have LS have weekly learning support lesson plans which can be accessed by teachers, as required. Students are fully involved in setting their own targets. The SEN Register provides the teaching team with detailed information on all pupils who require learning support.

14. Children with an EHCP

Every child is viewed as an individual and, as such, children with an EHCP are not automatically precluded from entry into the School. However, it should be noted that children with an EHCP may find the curriculum too difficult to manage and the Head of College or Heads of School will take all factors into account before making a decision, including advice as appropriate from the LS

Department. Where a pupil has an EHCP every effort is made to ensure that the needs of that pupil are properly provided for. The Learning Support team work closely with teachers to ensure that they are fully informed about the needs of the pupils and advise on the best teaching strategies for them.