

Nottingham High School [Senior School]

Support for Learning Policy

This policy refers to pupils with Special Educational Needs [SEN] and those with Learning Difficulties and Disabilities [LDD]

1. Rationale:

Nottingham High School is an academically selective independent day school for boys aged 4-18, the Senior School having responsibility for pupils 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. It is the collective responsibility of teachers within school to address these needs and provide for them. We ensure that the school Tutors contact parents if we feel a pupil is not reaching his potential.

Nationally, about 20 per cent of children may have some form of special educational needs at some time. For the vast majority of children such needs will be met by their school with outside help if necessary. Only around two per cent of children will nationally have special educational needs of a severity or complexity which requires the LEA to determine and arrange the special educational provision for the child by means of a statutory statement of special educational needs.

A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him. A child has a learning difficulty if he has a significantly greater difficulty in learning than the majority of children of the same age and/or 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. 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. Where a pupil has special sensory or physical needs, the High School may feel the need to draw on the help of specialist external support agencies in meeting the SEN of that individual pupil. A decision to do this would involve discussion between the Learning Support Coordinator, Deputy Head [Academic], parents, pupil and pupil's Tutor.

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 is or will be taught. As our pupils have been assessed in English as part of the School's selection processes no additional provision is made for teaching 'English as an Additional Language'. 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.

The school makes reference to and is working towards the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and learning disabilities and difficulties. The Governing Body asks one Governor to take particular interest in SEN/LDD issues, currently this is Dr. Carol Roberts who takes a strategic overview of provision.

2. Objectives:

We aim to offer excellence and choice to all our pupils. Pupils with LDD have an entitlement to a broad and balanced curriculum, which is differentiated, to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

We aim to identify all children with SEN/LDD as early as possible and as quickly as is consistent with thoroughness. We seek to address the needs of all pupils with SEN/LDD throughout or 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/LDD and are able to act on any recommendations and actively seek ways to make sure that SEN/LDD pupils can get full benefit from their lessons. This is covered for all new staff in a session as part of their induction delivered by the Learning Support Coordinator.

3. Responsibility:

The role of the Learning Support Coordinator

- To co-ordinate provision for boys with SEN/LDD
- To liaise with and advise teachers
- To plan and implement strategies for support following an external assessment
- To maintain records
- To liaise with parents. We recognise that parents hold key information and 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 boys, at all stages, so that they can contribute to the assessment of their needs.
- To liaise with the Examinations Officer ensuring that suitable access arrangements are in place.

4. Assessment

The special educational needs of pupils within the school may be known before they start or may become apparent at any other time. For 'overage' admissions, the Deputy Headmaster advises the Learning Support Coordinator of any information provided by the pupils, parent or previous school of any SEN/LDD. Medical information relevant to pupils' learning is passed on to teaching staff by the school nurse.

The Junior School and Lovell House use PREST, DEST and DST. The Senior School use LASS computer screening programme, Hedderly sentence completion test, non-word reading, one-minute reading test, Vernon Reading test and digit span.

Differentiation within the classroom and extra curricular activities offer opportunities for breadth of education.

5. Identification

The process through which there is identification of a special educational need may result from a referral from a member of staff teaching the boy or his Tutor [usually following identification of a trend], a parent or a pupil himself. In some cases details are sent from the pupil's previous school.

A printed copy of every pupil's Individual Pupil Record from MidYis [Years 8 and 7] are reviewed by the Learning Support Coordinator to suggest pupils who require further investigation in the first half of the two years at the school. The same is undertaken to a much more limited extent with the Basic ALIS profile results although these are less detailed profile results. The Learning Support Coordinator also reviews copies of a pupil's extended writing and internal examination scripts where such boys have been referred by a subject teacher as having a possible learning difficulty or disability.

The Learning Support department then conducts the LASS computer screening programme. Should this indicate any difficulties, further limited tests will be carried out. There may be occasions where the Learning Support Coordinator undertakes initial screening before a Tutor has contacted the parents of the boys concerned. The Learning Support Coordinator via a letter from the Deputy Head [Academic] will always outline the results of screening and offering further contact. If there is an indication of a learning difficulty in screening the pupil's results are referred to the Deputy Head [Academic] and a letter will be sent by the Deputy Head [Academic] advising parents and guardians of the results and possible courses of action. Once parents have received their son's Educational Psychologist's report, they are encouraged to engage in dialogue with the Learning Support Coordinator at this point and once an appropriate course of action is in place, parents, the pupil and the boy's Tutor are involved at this stage to agree a proposed programme..

If a boy has an external assessment, information on this and strategies for the classroom will be distributed to subject teachers and Tutor by email and as Individual Action Plans [copy to pupil's file]. Their name will be added to the SEN/LDD printed summary list and they are allocated to one of the staff working in the Learning Support Department.

6. Monitoring and Evaluation:

Regular meetings are held between the Coordinator at the Senior School and the Coordinator at the Junior School. Both Coordinators meet regularly with Senior Management, the Senior School Coordinator meets weekly with the Deputy Head [Academic].

Parents are welcome to contact their son's Tutor or the Learning Support Coordinators if they have any issues they wish to discuss regarding their son's progress. If the Learning Support Coordinator believes the boy would benefit from additional support, they will agree arrangements for one of the team to see the pupil. This will be recorded on the pupil's individual records. Where support services are discontinued, a record will be kept by the Learning Support Coordinator of the reasons for this.

Should a parent/guardian feel that inappropriate provision is being provided the issue should be raised with their son's Tutor, Learning Support Coordinator or Deputy Head [Academic].

Progress of pupils receiving support will be monitored through:

- School reports which are provided by a member of the Learning Support team allocated to that pupil reporting on work undertaken with the pupil and his relative success.
- Subject teachers.
- Parental contact either through parents' evenings, email, telephone or individual appointments. Where the Learning Support Coordinator contacts parents on other occasions a written record of such conversations will be retained.
- Examination results both internal and external.

7. Individual Pupil Learning Support Records – Individual Action Plans

The Learning Support Coordinator has responsibility for drawing up IAPs and for seeing that they are passed to the Deputy Heads' PA for distribution to subject teachers and for filing in pupil personal files.

The IAP will draw on material from educational psychologists' reports. It is the standard mechanism by which LDDs, parents and staff are kept informed of the child's needs and the provision being made. Each member of staff is expected to be aware of the pupils in their groups on the SEN/LDD register, to have read the IAP for those pupils and where possible make reasonable adjustments within the classroom as suggested by the bullet points listed on the IAP. The IAP records in summary the child's needs, the support provision being made and suggestions of classroom adjustments. The plans record a summary of the Educational Psychologist's report, the area of SEN/LDD, the strategies classroom teachers may use, specific targets, support being offered by the Learning Support staff so that teaching staff can be aware of the skills and techniques being developed and a review date. Parents can be made aware of the contents of the IAP. The IAPs are retained by staff whilst they teach the pupil. The responsibility for assessing whether targets have been met lies with the Learning Support Coordinator in conjunction with the subject teachers.

8. Annual Learning Support Register – SEN Register and LDD List

A copy of the list of LDDs is circulated to staff at the beginning of every term and any updates of IAPs are circulated by email and hard copy. The list records the names, forms, Tutors and a brief one word reference to the pupil's SEN/LDD.

This is a list of those people who at any given time are deemed to need special educational provision. The register includes those who have an Educational Psychologist's report, those receiving additional support and those who have a physical disability which needs highlighting as regards special educational needs. It will not include pupils who are academically weaker by the High School standards.

Pupils who do not have a recognised condition identified by an Educational Psychologist's report but who have been referred to the Learning Support team are reviewed at regular stages during their school career by the Learning Support Coordinator who maintains a basic file on each pupil who has been referred.

9. Access Arrangement

The Learning Support Coordinator notifies the Examinations Officer of those pupils who are entitled to extra time or other concessions in the public examinations. Pupils with exam concessions also receive these in internal examinations.

The Learning Support Coordinator advises the Marketing Assistant [Admissions] and Deputy Head [Academic] to ensure that suitable arrangements are in place for the entrance examination. At 11+ parents of candidates are asked to provide additional information on their son's SEN/LDD. This additional information is reviewed by the Learning Support Coordinator and the Deputy Head [Academic] on behalf of the Headmaster and where a recommendation is given for extra time in examinations and tests this is allowed for in the examinations. The Deputy Head [Academic] writes to parents to advise on the adjustments which will be made in the examination and invites them to provide any further information as may be required to support these adjustments. The Deputy Head [Academic]

contacts the pupil's current school to discuss examination arrangements for pupils with SEN/LDD.

10.Pastoral Care and Welfare, Health and Safety

The school encourages pupils with SEN/LDD, 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/LDD and also to ensure that the School does all that it can to help a child with SEN/LDD. 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 as well.

Our aim is to ensure that all children, including those with SEN/LDD should get a broad, well-balanced and relevant education, with appropriate pastoral support for their welfare and personal development. It is acknowledged that children with SEN/LDD 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/LDD 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/LDD 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 Pastoral Support Worker [Counsellor}'s activities.

Links with Parents

Acknowledging the role that parents or guardians have in supporting their child's education, we encourage parents to express their views to their son's Tutor or Learning Support Coordinator so that their views can be taken into account and a dialogue engaged in. In addition, we encourage pupils to contribute to this dialogue. Parents and pupils are encouraged to share any concerns or worries at any time with their son's Tutor or the Learning Support Coordinator. Parents are encouraged to meet with the Learning Support Coordinator [and Tutors] to review provision and as part of this they receive reports on Support for Learning within full written reports. They are encouraged to make appointments to meet with the Learning Support Coordinator at annual Parents' Evenings. Parents are offered advice to contact the national or local voluntary organisations which are mainly charities that offer guidance on SEN and LDD.

Attendance

Heads of Year receive reports on lateness and absence of pupils with SEN/LDD [along with those for all pupils] and patterns of lateness or absence are notified to the Deputy Headmaster (following discussion with a boy's Tutor) by Heads of Year. Where patterns appear to suggest that there may be a problem with a particular pupil, these are investigated.

Pastoral Care

The Learning Support Coordinator with a Tutor monitors the progress of pupils with SEN/LDD and those for whom English is an Additional Language using half term Cause for Concern Lists, full end of session reporting, information tickets and in records of distinctions. As part of our commitment to help every pupil realise their full potential, we recognise that pupils have different needs at different times. Each pupil's strengths and unique qualities are built upon in order to

develop their self-confidence and self esteem and hence meet their welfare needs, and to meet their academic learning needs.

The Learning Support Coordinator recommends involvement of external professionals where appropriate and this is communicated to parents by letter from the Deputy Head [Academic]. Parents are always encouraged to contact the Learning Support Coordinator at school for further discussion and advice. Where pupils are 'statemented', the Deputy Headmaster with responsibility for Pastoral Care (following discussion with the Learning Support Coordinator, a pupil's Tutor and the School Nurse) will liaise with medical and Social Services, and with voluntary bodies. In appropriate cases, the Deputy Headmaster, a Tutor or Learning Support Coordinator may suggest that the pupil meets with the Pastoral Support Worker [Counsellor] or School Nurse. The Learning Support Coordinator 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 throughout his 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/LDD condition does not mean that they receive less equal treatment than those pupils without SEN/LDD conditions.

Welfare, Health and Safety

The School Nurse has responsibility for monitoring 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/LDD.

Spiritual, Moral, Social and Cultural Development of Pupils

The school encourages acceptance and promotion of disability issues through its GEP [PSHE] programme. Acknowledging the benefits to the involvement of pupils with SEN/LDD in all aspects of school life, where individual support sessions are arranged, these are timetabled to avoid pupils being removed from assembly or Tutor time. Pupils with SEN/LDD are encouraged to be accepted by other pupils and staff in lessons and in non-taught and extra-curricular activities. All pupils including those with SEN/LDD are encouraged by their Tutors to take a full part in school activities and to take responsibility for some activities within the school community.