



# HARRODIAN

## **Learning Support Policy**

Harrodian is committed to supporting pupils who are neuro-diverse, including children who have identified or possible Specific Learning Difficulties and physical or neurological disabilities, where possible, as long as they continue to function successfully and happily in a mainstream academic setting. Consequently, the School cannot accommodate the full spectrum of ability, nor the full range of Special Educational Needs (SEN).

The School admits some pupils who have mild Specific Learning Difficulties and/or health problems, and for whom English is an Additional Language (EAL). Pupils may be identified with Specific Learning Difficulties and/or emotional or behavioural difficulties after admission. In these cases a process of assessment is initiated to determine how and/or whether the School can fully accommodate their learning needs.

It is the policy of the School to cater for the ability of all the pupils, offering each one challenging and rewarding work, which will stretch them and enable them to fulfil their potential academically and in areas of social and personal development.

A pupil is said to have Special Educational Needs if his/her learning difficulty or present knowledge of the English language is such that special education provision needs to be made for him/her in order to make the curriculum accessible and so that he/she can fulfil their potential. These children are identified on the student data system, SIMS, to ensure that all teachers are aware of their needs in the classroom, and their respective teaching recommendations when applicable.

### **Harrodian objectives in relation to SEN**

- To ensure full entitlement and access for pupils with identified SEN to high quality education within a broad, balanced curriculum so as to enhance their self-esteem, help them to become confident in their ability to learn and thus to reach their full potential.
- To identify those pupils whose problems with learning, development and social skills are significantly greater than the majority of pupils within the same age group and academic level, as early as possible in the classroom.

- To advise and liaise with staff and parents on the identification of SEN and provide or refer for assessment of these needs.
- To meet the needs of SEN pupils with appropriate differentiation, provision and resources in the classroom as far as possible. On occasion it may be necessary to advise parents to arrange additional private specialist remedial lessons and/or specialist assessment with the Learning Support Department team or outside School.
- To coordinate each child's provision, and regularly monitor and review the progress of each student on the SEN register via the two SEN coordinators working in conjunction with respective staff, parents and pupils.
- To ensure to its best ability that all pupils including those with SEN are continuously learning in a creative and adaptive classroom.

### **Identification, Assessment and Provision for all pupils with SEN**

- Form and subject teachers are required to initiate identification of children with possible learning difficulties by passing their concerns and observations to the Learning Support Department as early as possible.
- Concerns will be discussed with the Head of Year, the parents, the pupil where appropriate and the SEN coordinator.
- Staff should collect relevant information and evidence to support their concerns, and submit it for review by the Learning Support Department.
- The SEN coordinator may screen individual students using traditional and online tests to attain an indication of a student's possible neurological differences. These tests are shared with the parent and contribute to informing eventual action plans.
- The Senior School SEN coordinator administers an underlying skills screening for all Year 9s. Results are shared with parents on request, or if the tests reveal weaknesses that may require further evaluation. Results will also be shared with any eventual educational assessors, external or internal.
- In addition, the School's Pre-Preparatory and Preparatory departments have a regular programme of objective tests designed to detect signs of possible learning difficulties. Screening takes place in the first term of the 8s (Year 4) in spelling, reading and comprehension skills. MidYis screening takes place in the 11s (Year 7) and in the Senior School, the Lucid Exact online screening is administered in the 13s (Year 9) and Yellis tests are administered in the 14s (Year 10). Scores that do not reflect the pupil's level of progress will generate further investigation and/or provision in the classroom.
- Some students are identified with SEN before entry and all evidence provided by the parent and the previous school is summarised by the SENCo and made available to staff.
- Members of staff keep regular contact with the respective SEN coordinator with whom they can discuss concerns and provision.
- The Head of Learning Support will maintain the SEN register on each student's profile on SIMS, with the assistance of the SEN coordinators. This informs staff of each child's special education profile and needs, including teaching recommendations where applicable, and identifies which SEN pupils are being

monitored or which receive additional help from in-school specialist teachers. Also, we keep a record of children who have at any time been monitored due to concerns about their academic and skill development to ensure that if there is a change in their progress, we are immediately aware.

### **Application for Examination Access concessions**

- The Senior SEN coordinator applies for exam concessions for pupils entering public examinations.
- If further assessment is required for external exam concessions, the Senior SEN coordinator advises parents to arrange either an Exam Access Assessment with a qualified specialist teacher or full assessment with a recommended external educational psychologist and/or related professionals.
- In order to ensure that Prep School pupils on the SEN register are able to perform to their full potential, the School also makes suitable provision for internal examinations for pupils on the SEN register, based on existing assessment and advice from the Learning Support Department in discussion with teaching staff.

### **Emotional and Behavioural Difficulties**

- The School seeks to provide a supportive and caring environment in which every individual is valued and where learning can take place in an orderly, purposeful and creative manner.
- It is the policy of the School to support children who are experiencing emotional and behavioural difficulties through the pastoral work of all subject teachers, Form Tutors, Heads of Year, the Learning Support team, the counsellor and other staff.
- Whilst the School's wish is to support pupils who are experiencing emotional and behavioural difficulties, this cannot be at the expense of the well-being and learning of other pupils, and parents of children with significant difficulties may be asked to seek external professional intervention and/or appropriate provision elsewhere.

### **Medical Conditions**

- The School already has pupils with serious medical conditions. The guiding principle of the DDA is 'reasonable accommodation' and adjustment, and the School seeks to follow this. The School nurses are involved in the care of pupils with serious medical conditions.
- The School keeps its facilities under review in the light of the Disability Discrimination Act to make sure that any potential pupils are not discriminated against.

Person responsible: Head of Learning Support

Last updated: September 2020

Next update: September 2021