



LEARNING SUPPORT & SEND POLICY

1 INTRODUCTION

This policy applies to Hymers College (7-18 years) and Hymers Hessle Mount (3-7 years). The policy sets out the principles and practice for identifying and supporting pupils with Special Educational Needs and disabilities. It should be seen as part of the school's declared aim of encouraging all pupils who enter the school to fulfil their potential in all areas of school life. To achieve this Personal Education Plans (PEPs) are developed based on individual assessments and discussions with staff, pupils and parents, to develop individual skills and strengths and to address areas of difficulty.

2 COMPLIANCE WITH LEGISLATION AND CODES OF PRACTICE

This policy has been written with due regard to the SEN and Disability Code of Practice 0-25 years 2015 and the Equality Act 2010. The School will carry out its duties towards all pupils with Special Educational Needs, Additional Needs and Disabilities. It will ensure that parents are both notified of and involved in the decisions made by the School if SEN provision is being made for their child.

3 DEFINITIONS

A child or young person has SEND if:

- they have a learning difficulty or disability which calls for special educational provision to be made for them.
- they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Some pupils may have a disability under the Equality Act 2010 that is... 'A physical or mental impairment which has a long-term¹ and substantial² adverse effect on their ability to carry out normal day-to day activities'. Provision for them needs to be made, which is additional to or different from the provision made for most pupils.

4 PROVISION FOR SEND

4.1 On Admission

Some pupils come to the school with their learning needs already identified. This information is actively sought as part of the admissions process, and parents are asked to provide any additional information or relevant reports. Reasonable adjustments will be made during the admissions procedure for any pupil with SEND.

¹ Long term is defined as year or more

² Substantial is defined as 'more than minor or trivial'

4.2 Learning Support Register

A Learning Support Register of pupils with SEND or additional needs will be maintained and reviewed termly. Pupil's level and type of need will be identified and shared with teaching staff in order for appropriate provision for their needs to be made in the classroom.

Pupils on this register will have a Personal Education Plan (PEP), where appropriate. This will be written, in conjunction with them and their parents, by the Head of Learning Support. The PEP will be updated annually.

Regular liaison between Hessle Mount, the Junior School, and Senior School takes place at key transition points and throughout the academic year.

4.3 Assessment and Intervention

In line with the SEN Code of Practice, SEND support follows a graduated approach of Assess, Plan, Do, Review.

ASSESS: All pupils are screened using age appropriate tests (INCAS, MidYIS, YELLIS, ALIS etc.) and any unusual profiles will be further investigated. Progress is monitored throughout the school year, and any pupils causing concern will be identified. Teachers and Pastoral staff are also responsible for identifying any pupils with possible SEND or additional needs, and can refer directly to the Head of Learning Support. Parents and pupils may also refer if they have concerns. If a pupil's performance indicates there may be complex needs, a more detailed assessment will be carried out.

The school may use the following to determine individual needs:

- Teacher observation and assessment
- Progress in relation to targets or objectives
- Standardised tests or screening tools
- Reports from external agencies
- Information from previous schools
- Information from parents
- External exam results

PLAN: Parents will be notified, if not already involved. The Head of Learning Support, the teachers concerned, parents and the pupil will agree any adjustments interventions and/or support to be put in place, within the capacity of staffing and timetabling constraints. The expected impact and date for review will be agreed.

Help and support is provided by teachers through differentiation and streaming or setting in Mathematics. Additional support may also be provided by class teachers in additional study sessions.

Provision from the Learning Support Department depends on the time available and will need to take into account the pupil's timetable and individual needs. This may include 1:1 or small group interventions (see section 4.4 Adaptions to the curriculum).

Provision may include:

- Regular literacy and general study support
- Support in specific lessons or with specific pieces of work or coursework

- Targeting specific needs such as exam technique, organisation, handwriting etc.
- Specialist Intervention (e.g. INPP, Educational Psychology, Vision Therapy)

DO: The identified staff member will carry out the support agreed for the specified time period.

REVIEW: The impact and quality of the intervention/support should be evaluated, along with the parents' and pupil's opinions. This will then identify the revisions to support that are required.

Factors to consider may include:

- Has the intervention reduced the attainment gap or prevented the gap from widening?
- Has the pupil's previous rate of progress improved?
- Has the pupil shown an improvement in personal/social skills or other non-academic area?

4.4 Adaptations to the curriculum

Pupils identified as having additional needs will, as far as possible, be included in mainstream classes. Every effort is made to ensure they have access to the whole school curriculum. In the Senior School, there may be occasions where a reduced curriculum may be appropriate for the pupil. Within an academic year for the pupil this may take the form of:

- In Year 7 and Year 8, the pupil not studying French;
- In Year 9, the pupil studying one fewer optional subjects, i.e. choosing 4 out of 8 as opposed to 5 out of 8;
- In Years 10 and 11, the pupil studying one fewer GCSE course, i.e. studying 9 subjects as opposed to 10.

A pupil's need for a reduced curriculum will be re-evaluated annually by the Head of Learning Support. As such, a pupil who has a reduced curriculum may return to a full curriculum in a subsequent academic year.

4.5 Education, Health and Care Plans (EHCP)

Pupils attending Hymers College or Hymers Hessle Mount may occasionally have an EHCP. This will set out learning objectives which will inform targets that are:

- Matched to long term EHCP Objectives
- Established through parent and pupil consultations
- Implemented in the classroom and delivered by the subject teacher with appropriate additional paid support (where specified)

5 ROLES AND RESPONSIBILITIES

The provision for and progress of pupils with SEND is a whole school responsibility and therefore requires a whole school approach:

5.1 The Governing Body as a whole should aim to provide the appropriate provision and resources for pupils with SEND.

5.2 The Senior Leadership Team will provide adequate staffing, resources and training for supporting pupils with SEND within operational constraints, and will contribute to the monitoring and evaluation of provision. They also have the responsibility for decisions relating to the adaptation of the curriculum.

5.3 Heads of Departments should (in conjunction with their teams)

- Plan a differentiated and engaging curriculum
- Be responsible for referring pupils who may have additional needs for further assessment or access arrangements, and for ensuring PEPs are followed
- Liaise with the Head of Learning Support to ensure any changes to a pupil's learning needs are shared
- Ensure they provide appropriate evidence for Access Arrangements
- Ensure that Exams Officer is aware of the necessary arrangements for examinations in time for the published external deadlines

5.4 Heads of Year/Team Leaders/Form Tutors should communicate any information regarding a pupil's personal circumstances that may impact their learning or SEND.

5.5 Classroom teachers have a responsibility to:

- Identify potential indicators of SEND in the pupils they teach and pass this information to their Head of Department or Head of Learning Support
- Ensure they are aware of the pupils on the Learning Support Register and their individual needs
- Make appropriate differentiation and provision for those pupils on the register
- Pass exam papers and results to the Learning Support department when requested.

5.6 The Head of Learning Support will:

- Co-ordinate the provision of Learning Support for those pupils identified as having additional needs at Hymers Hesse Mount and in the Junior and Senior Schools
- Conduct the screening and assessment of new and existing pupils for additional learning needs, acting as learning needs assessor, particularly in relation to Access Arrangements
- Review and update the Learning Support register termly
- Draw up, review and update the Personal Education Plans (PEPs) for those pupils on the Learning Support Register annually
- Liaise with relevant staff regarding pupils receiving additional support
- Observe pupils in lessons for the purposes of gathering information about their learning needs
- Provide 1:1 or small group interventions for pupils with specific learning or other needs
- Liaise with relevant staff from other schools, the Local Education Authority and outside agencies or organisations, and refer pupils to them as needed
- Liaise with and provide support for parents whose children have, or may have, SEND
- Monitor and evaluate the provision for pupils on the Learning Support Register
- Give advice and support to staff regarding whole-class and individual strategies to support learning
- Contribute to the development of high quality inclusive Teaching and Learning and liaise with Heads of Department and Team Leaders/Heads of Year in matters relating to Learning Support
- Provide INSET training for staff
- Co-ordinate the application for and provision of special arrangements, including access arrangements, for both internal and external examinations, in conjunction with the Exams Officer, Assistant Exams Officer and the Learning Needs Assessor (LNA)
- Ensure all access arrangements are appropriate and relevant, and provided according the JCQ guidelines
- Support and manage the work of the Junior School Learning Support Assistant

5.7 Junior School Learning Support Assistant (JLSA)

- Complete assessments as needed for Junior School pupils and plan interventions in conjunction with the Head of Learning Support
- Draw up and review PEPs in conjunction with the Head of Learning Support
- Provide intervention as needed, and according to the PEPs, to support the learning of Junior School pupils
- Review progress of Junior School pupils, and make recommendations regarding their transition, including supporting them in Years 7 and 8 of the Senior School if appropriate

5.8 Hymers Hessle Mount Learning Support Assistant

- Complete assessments as needed for pupils at Hymers Hessle Mount and plan interventions in conjunction with the Head of Learning Support
- Draw up and review PEPs in conjunction with the Head of Learning Support
- Provide intervention as needed, and according to the PEPs, to support the learning of Hymers Hessle Mount pupils.
- Review progress of Hymers Hessle Mount pupils, and make recommendations regarding their transition to Year 3 at the Junior School.

6 ACCESS ARRANGEMENTS AND OTHER REASONABLE ADJUSTMENTS

6.1 Access Arrangements allow candidates with SEND or temporary impairment to access the assessment without changing the demands or the integrity of the assessment.

The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage compared to a candidate who is not disabled.

In order for a pupil to be awarded any Access Arrangements it must be possible for the school to demonstrate the following:

- That the candidate is disabled under the Equality Act 2010 and that they have a history of need
- The arrangement is their normal way of working in class and internal assessments
- In most cases must be supported by relevant formal assessment data (assessments can only be carried out by appropriately qualified assessors)

Applications for arrangements will be completed by the end of Year 8 and reviewed again in Year 10 and Year 12 according to the JCQ guidelines. At each stage the school will need to provide evidence that the pupil continues to meet the above requirements.

6.2 Other reasonable adjustments can be made depending on pupil need. These include (but are not limited to) prompts, colour naming, modified papers, small group or individual invigilation. The school must be able to demonstrate that

- The candidate is disabled under the Equality Act 2010 has a clear history of need
- The arrangement is their normal way of working in class and internal assessments

6.3 Word processing in examinations

The use of a word processor must reflect the candidate's normal way of working in a particular subject. It must be appropriate for individual circumstances. For example, a word processor might be necessary for longer written answers, but would not be used for multiple choice questions. It may be suggested for the following:

- A medical condition
- A physical disability
- A temporary injury
- A learning difficulty (substantial and long term)
- A sensory impairment
- Planning and organisational problems
- Poor handwriting
- Slower than average hand writing (this would require formal assessment)

6.4 English as an Additional Language (EAL)

Hymers College has a separate EAL Policy which is available on the school website. Pupils with EAL do not automatically qualify for access arrangements and each pupil is assessed against the criteria set out in the JCQ regulations.

7 EXPERTISE AND TRAINING

The Learning Support department has staff with post-graduate qualifications in SEND and appropriate assessment. They can deliver high quality assessment, support and intervention to pupils, staff and parents. They will also deliver regular INSET related to SEND issues.

8 LIAISON WITH OTHER SCHOOLS AND AGENCIES

Where pupils from other schools join Hymers College or Hymers Hessle Mount and are identified as having additional needs, the Head of Learning Support or other relevant staff will gather further information.

The Head of Learning Support will also liaise with other outside agencies as needed to support a new or existing pupil.

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