

# **BOLTON SCHOOL – HESKETH HOUSE**

## **Special Educational Needs and Disability Policy**



### **9. Hesketh House Learning Support Policy**

#### **9.1 Roles and Responsibilities**

All teachers have day-to-day responsibilities with regard to pupils with special needs, and the care of such pupils is seen as a whole school responsibility.

The Learning Support Coordinator is responsible for the co-ordination of provision and is responsible to the Head of Hesketh House in the first instance.

The Learning Support Coordinator's personal responsibilities are:

- overseeing the day-to-day operation of the school's Learning Support policy;
- co-ordinating provision for pupils with special educational needs;
- overseeing specialist teaching for pupils with special educational needs
- liaising with Heads of Hesketh House and teaching staff;
- overseeing the records of all pupils with special educational needs, and keeping an up to date Learning Support register;
- where appropriate, liaising with parents of pupils with special educational needs;
- contributing to the in-service training of staff;
- where appropriate, liaising with external agencies;
- liaising with the Learning Support Co-ordinators in the school's Senior school.

The responsibilities of the Learning Support Coordinator, working with the Head of Hesketh House, teachers, teaching assistants and School Nurse, as appropriate, are:

- to help classroom teachers to identify and make provision, through normal classroom differentiation and support, and through Learning Support, for pupils with special educational needs;
- to provide information on all pupils with special educational needs to all members of staff who may be involved with them;
- to seek and respond to the views of the pupils themselves at all stages;
- to liaise with parents and involve them in decision making;
- to ensure that suitable assessment arrangements are made for pupils as necessary.
- to maintain learning support records and Individual Education Plans where appropriate;
- to review regularly the progress of pupils receiving learning support, and to evaluate the effectiveness of such support.

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### **9.2 Teaching Staff Responsibilities**

All members of the teaching staff have a responsibility to ensure that each pupil is given every opportunity to fulfil her potential within the normal classroom situation.

All staff should be aware of the learning support needs of all pupils they teach, and should ensure that the needs of each pupil are addressed in accordance with the Teaching and Learning policy. High quality teaching, personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.

### **9.3 Process for Identification of SEND**

#### **Classroom**

If a pupil's rate of progress has been identified as a cause for concern, despite having appropriate learning experiences, further concerns should be raised and discussed at tracking meetings. Interventions are recorded on the Provision Map.

#### **Referral**

Once a pupil is referred, information about learning needs will be gathered from all class teachers. The Learning Support Coordinator will consult with all appropriate parties and may conduct further tests with the pupil to assess the level of need. If Learning Support is recommended i.e. if the provision is likely to be different from and in addition to that which is normally provided, parents will be contacted to discuss the issue.

The Learning Support Coordinator may recommend that the pupil has an Individual Education Plan which sets out the intended provision. This will include information for teachers about how to support the pupil in class and will detail additional support provided by the Learning Support Coordinator or other agencies if required. The IEP will include targets and outcomes; these will be shared with staff, parents and pupil.

#### **SEND - Diagnostic Assessment**

A recommendation may be made at this stage for a full diagnostic assessment to be carried out by an external specialist assessor who has an established relationship with the school. Pupils with a diagnosed specific learning difficulty or who have an EHCP will have an IEP.

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### **9.4 Supporting Pupils at School with Medical Conditions Individual Health Care Plans**

These will be drawn up by the school nurse or medical centre staff  
IHCPs include information about:

- the medical or physical condition;
- daily care requirements;
- the extent of staff and parental involvement;
- emergency procedures.

### **9.5 Supporting pupils with Irlen Syndrome / Visual Stress**

Pupils may be given a preliminary assessment if they report symptoms of visual stress. Coloured overlays may be issued for a trial period. Pupils will be referred to an Irlen specialist for professional assessment as required.

It is Hesketh House policy that girls are personally responsible for bringing and using their overlays when required as normal equipment for the lesson and in examinations as necessary (like a pair of spectacles). Coloured overlays can also be used over computer screen monitors to help alleviate visual stress.

#### **Provision of Coloured Paper**

Photocopying onto coloured paper may also alleviate visual stress when close reading is required. It is Hesketh House policy that only those girls with a professional Irlen Syndrome Assessment have specific coloured paper provision. All assessments and worksheets/ class notes which require this kind of reading should be printed onto coloured paper for these girls.

Provision is also made for those girls with a professional diagnosis of Irlen Syndrome to have coloured paper / exercise books for writing. These are allocated by the Learning Support Coordinator as required.

### **9.6 Special arrangements for Assessments**

School can provide special arrangements for a pupil in the following circumstances:

- The pupil has a physical disability/medical condition/learning difficulty which has a significant impact on her ability to access the assessment;
- The pupil has a proven and substantiated need for the arrangement;
- The pupil has a medical or recognised Educational Psychologist report substantiating the need for special arrangements.

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In the case of extra time, use of a reader or scribe and coloured paper provision, these arrangements must reflect the normal way of working of the student.

It should be noted that most assessments in Hesketh House have no strict time limit.

### **9.7 Arrangements for Effective Pupil Transfer**

The Head of Hesketh House and Learning Support Coordinator will meet with the Senior School Learning Support Coordinator twice a year:

- In the Autumn Term to discuss Year 6 entrance examination arrangements
- In the Summer Term to discuss individual needs and plan for effective transfer

The Head of Hesketh House and Learning Support Coordinator will meet with the Infant School Learning Support Coordinator on a regular basis including:

- In the Autumn Term to discuss any Year 3 pupils causing concern
- In the Summer Term to discuss individual needs and plan for effective transfer

### **9.8 Storing and Managing Information**

Information is stored and managed in line with Schedule 1 - The school's data protection policy which is part of the terms and conditions of the parent contract.

Policy reviewed by Mrs C Laverick, Mrs G Hilton

Date July 2018

Date of next review July 2019