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## **LEARNING SUPPORT POLICY** **(Special Educational Needs and Disability Policy and Procedure)**

**Policy Custodian:** Senior Deputy Head (Academic) & Head of Learning Support

**Approving Body:** MTS Senior Leadership Team

**Updated:** November 2023

**This policy has been written with reference to the following guidance and documents:**

Equality Act 2010: advice for schools (Department for Education, February 2013)

SEND Code of Practice 0 25 (January 2015)

Safeguarding Policy

Accessibility Plan and policy

SLT and after consultation with the Common Room and the parents of pupils with SEND

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### **1. Aims of the Policy**

skills and to become independent learners. Every teacher is a teacher of all pupils at the school including those who are neurodivergent or have SEND. Each student will be supported towards achieving their full potential, academically, socially and emotionally. We also have a role in supporting teachers to meet the needs of the students within their classes.

While all pupils need support to learn, some face barriers to learning which calls for specific provision to be made to help them to achieve. Such pupils may include those with specific learning difficulties (SpLD), social emotional and mental health difficulties (SEMH) or disabled pupils.

learning needs make progress. The school will ensure that teachers in the school are able to identify and provide for those pupils who require additional support for their learning.

To help fulfil these aims, the school has the following objectives:

1. To identify and provide for pupils who are neurodivergent or who have SEND
2. To work with an awareness of the guidance provided in the SEND Code of Practice
3.   
with SEND
4. To provide a Special Educational Needs and Disability Co-terminology the Head of Learning Support.
5. To provide support and advice for all staff working with disabled pupils or pupils who have additional or different learning needs



## **Role of the Head of Learning Support**

Overseeing the day-to-

Coordinating, delivering and evaluating provision for children with learning support needs

Leading staff in identifying the learning support needs of pupils (including carrying out screening and specialist assessment)

Liaising with and advising school staff

Overseeing the records of all children with learning support needs

Liaising with pupils learning support needs and their families

Contributing to the in-service training of staff

Liaising with external specialists and agencies

Leading access arrangements



## **7. Individual Review**

The pupil regards to further intervention if need be. The Tutor plays a key role here and it is their responsibility to monitor reports from class teachers and to discuss these when necessary. Tutors of pupils with SEND and neurodivergent

## **10. Partnership and liaison**

The school has contact and a working relationship with various outside professionals, agencies and institutions (such as PATOSS) and does not hesitate to refer parents to these or to call on these agencies to lend support when needed.

## **11. Policy review**

The Learning Support Policy is a working document and is open to review on a regular basis. Any changes will be publicised to the staff and the parent body.

Head of Learning Support  
Senior Deputy Head (Academic)

## Appendix One

### **Particulars of the educational and welfare provision for pupils with Education Health and Care Plans.**

#### **This Appendix addresses the Independent School Standards Regulations (ISSRs) Part 6, Paragraph 32. (1) (b) Subparagraph (3) (b)**

of education for those pupils who have the ability the aptitude to access our academic curriculum. The aim of this policy is to help ensure that the school meets the needs of any pupils who have a statement or Education, Health and Care plan (EHC plan).

#### Admissions

As with a diagnosed learning difficulty or other special educational need (SEND), where a pupil has an EHC plan, we advise parents to make the school aware of this as soon as possible. This means that

exams. We ask that parents provide a copy of the EHC plan, medical or psychologist report to support any exam arrangements that are made. These arrangements might include extra time, use of a word processor, provision of rest breaks, or large print exam papers.

#### Provision

Where a pupil has an EHC plan, the school will make all reasonable adjustments necessary to support the needs of that pupil, as detailed in their EHC plan. This is overseen by the head of Learning Support who will:

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Offer support to relevant staff regarding curriculum access and delivery

Communicate with parents and the local authority who have issued the EHC plan as needed

Manage resources and oversee the use of any associated funding (in liaison with the school accounts department)

Arrange an Annual Review each year (or sooner if deemed necessary), incorporating input from the pupil, parents, staff and the relevant local authority

all pupils to develop their personal skills and to become independent learners. Every teacher is a teacher of all pupils at the school including those with SEND and each student will be supported towards achieving their full potential, academically, socially and emotionally

Head of Learning Support