



Learning Support Policy

Haileybury Malta is an inclusive school, committed to meeting the needs of all its pupils. The school therefore seeks to ensure that all staff are aware and informed of the needs of all pupils who have additional learning needs, or special educational needs and disabilities (SEND).

The school aims to facilitate access to all aspects of school life, especially the curriculum, by ensuring all pupils can reach their potential through rigorous assessment, thoughtful planning, and careful monitoring of progress to support pupils in identified areas. Every pupil is entitled to have their individual needs recognised and addressed. It is every teacher's responsibility to meet the learning needs of all pupils in their class through Quality First Teaching (QFT), classroom organisation, teaching materials, teaching style, differentiation and pastoral care. Any pupil may encounter difficulties in learning at any stage and may benefit from additional support in different learning contexts.

Our guiding principle is one of inclusion. Where feasible, we strive to identify and break down barriers to learning. The school values all pupils equally and endeavours to make the aims of its education, regardless of need, the same for all pupils. The school believes in the consideration of learning needs across all curricula, co-curricular and pastoral areas, all abilities and all aspects of learning and teaching.

Section 1 - Objectives

The school endeavours:

- To ensure that all pupils have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- To ensure that all teachers take responsibility to identify and meet the learning needs of their pupils.
- To offer high quality support to ensure that all needs are met within the parameters of the resources reasonably available.
- To maximise opportunities for pupils with additional needs to participate in school activities, with appropriate support provided where needed.
- To seek the views of the pupil when considering their additional needs.
- To use all data available to plan appropriate learning opportunities at whole school, year group, subject, form and individual levels.

Regulation and compliance

As an independent school, Haileybury Malta's policies and practices are guided by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (2015), the Equality Act 2010, and current safeguarding regulations.

Section 2 - Admissions

The school welcomes pupils with special educational needs and disabilities.

Parents or guardians must inform the Admissions Department, when making an initial enquiry, of any special circumstances relating to their child which may affect their child's performance during the admissions process, or their ability to fully participate in the education provided by the school. They must keep the school informed of any changes regarding these circumstances. These may be known or suspected circumstances relating to their child's health, a disability, or any learning or behavioural difficulties.

The Admissions Team will alert the Special Needs and Disabilities Coordinator (SENDCo) to any information provided by parents during the registration process. As a result, a pupil may already be identified with a known specific need when they enter the school. The SENDCo will look at information passed from a pupil's previous school and any reports or assessments provided. Where an applicant has an established, pre-existing difficulty (e.g. dyslexia, dyspraxia etc.) parents should explain this at the time of application so that the needs of the child can be discussed. The SENDCo and the Deputy Head will be consulted in this process. Any Educational Psychologist or Specialist Assessor reports should be provided before any entry tests are sat. This is firstly so that access arrangements can be clarified, and discussion of appropriate support can take place; and secondly to ensure that a child's needs can be reasonably met before an offer of a place is made. Updated Educational Psychologist or Specialist Assessor reports should be provided to the school if they are completed after the entrance tests have been taken. The SENDCo will contact parents whose children have special educational needs or disabilities to discuss provision, and where relevant, will consult with the pupil's previous school directly.

If a pupil's additional needs or disability become(s) apparent after admission, the school will discuss with parents about what reasonable adjustments can be made to allow the pupil to continue at the school. Haileybury Malta's Admissions Policy can be found on the school's website.

Section 3 - Definitions

It is recognised that pupils with SEND may experience differences in learning and development and may require targeted support in areas such as:

- in reading, writing, number work or understanding information.
- in expressing themselves or understanding what others are saying.
- in making friends or relating to adults.
- in managing behaviour and self-regulation in school.

- in developing organisational and planning skills.
- in accessing learning and school activities due to sensory or physical needs.

The SEND Code of Practice 2015 groups these into four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

Pupils with SEND have specific areas of need that require additional support to access learning and make progress. Standard teaching methods may not fully meet their needs, so individualised approaches are used to help each pupil engage with the curriculum and develop their strengths. All pupils on the SEND register have an Individual Support Plan (ISP). The ISP is developed collaboratively, involving class and subject teachers, the SENDCo, parents, and the pupil themselves, with input from external professionals where appropriate. This ensures that the plan reflects the pupil's needs, strengths, and learning goals.

Pupils with medical or health-related needs may be issued an Individual Support Plan (ISP) to ensure that their specific requirements are effectively met within the school environment. These plans specify the support, accommodations, and strategies necessary to safeguard the pupil's well-being and to facilitate full access to learning and school activities. The development, implementation, and regular review of medical ISPs are undertaken collaboratively by the SENDCo, relevant teaching staff, parents, and, where appropriate, healthcare professionals, to ensure that adjustments are practical, effective, and responsive to the pupil's evolving needs.

The Equality Act 2010 defines a disability as: 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'. Pupils with a recognised disability have the same rights of access to all areas of the school (see the School's Equal Opportunities Policy) including curriculum, co-curricular, pastoral and social provision. Reasonable adjustments will be made to overcome barriers to access.

Some but not all disabled pupils will have special educational needs. Limitations relating to not having English as a first language do not constitute SEND, but particular care needs to be taken in identifying whether such pupils do have SEND to establish whether a lack of progress is due to limitations in their command of English, or if it arises from SEND. More able pupils are recognised, and their specific individual needs are considered and reviewed.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. However, these may be indicators of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some SEND occurs across the full range of abilities and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural

difficulties. The school takes full account of these considerations in framing its SEND provision.

Section 4 - Identification of learning needs and graduated response

There are several routes to identification of pupils with SEND. These include:

- Referrals made by teachers.
- Referrals made by parents.
- Self-referrals made by a pupil.
- Information provided by previous schools.
- Monitoring of assessments and reports by Haileybury Malta staff.
- Monitoring of all baseline screening tests.

Staff should note that pupils or parents may raise a potential SEND concern informally at first. In such circumstances, the issue should be discussed with the pupil and their parents further so that the school can gain a fuller understanding of the basis for concern.

We adopt a graduated response to meeting learning needs. This means that initial efforts to address these needs are made by Subject Teachers or Class Teachers by their use of classroom, and co-curricular resources. The school believes that high quality personalised teaching should support most pupils' learning needs. Other relevant members of staff will then be consulted if progress fails to be made. If progress is still not being made a request will be initiated to the SENDCo for assistance, assessment or additional support. When considering referrals and additional needs the school follows the recommended process of:

Assess:

Use information from assessments, analysis of teacher reports and teacher feedback.

Consult with Form Teacher, parents and child.

Review internal assessment results. The SENDCo and the class/ subject teacher meet to consider each pupil's performance against expected results.

Use of standardised screening or assessment tools. This could be from within the school's resources or by an external professional who is associated with or accepted by the school.

Plan:

The SENDCo, Subject/ Class Teachers, parents and child discuss and agree reasonable adjustments such as additional support and expected outcomes. These plans might involve in-class interventions or adjustments, or small group support. Pupils might be also offered to attend Study Support sessions that are scheduled during the Extra-Curricular Activities (ECA) programme.

Do:

The plan is implemented; class/subject teachers are responsible for assessing the impact of the plan in the classroom in consultation with the SENDCo.

Review:

Assessment of the impact of the interventions using data and teacher feedback. This should be considered alongside the views of parents and pupils to review the overall impact of support. The plan will be revised depending on outcomes (or the plan may be ended if SEND support is no longer needed). There will be a review of the interventions or adjustments being made and their effectiveness, and any adjustments to the plan will be made where required. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within that class or subject.

It may be that, following initial discussions, it is not considered that there is a SEND which requires action at that point, but parents and staff may agree that the pupil's name will be included on the SEND Monitor List. This indicates that the pupil will be monitored by staff for any future need. Where this is the case, this will be noted on the pupil's record and parents will be notified. A pupil's entry on the Monitor List will be regularly reviewed by the SENDCo.

At each stage of the above process, the staff members involved will ensure that a written record is kept of any discussions, consultation, review, and decisions undertaken, and any decisions will be confirmed to the parents in writing (including where a decision is made that learning support is not required at that time).

Section 5 - Learning Support Sessions

Some pupils might require support that is more than their curriculum provision. These sessions will be scheduled within the ECA programme to ensure minimal disruption to the regular curriculum. Provision may be delivered by the school, subject to capacity, or by external providers, in which case associated costs will be the responsibility of parents.

Section 6 - Behaviour and discipline

The school recognises that where challenging behaviour is related to a pupil's special educational needs or disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes. When considering sanctions, the needs of pupils with special educational needs or any disability will be considered. The Assistant Head (Pastoral & Co-Curricular) and the SENDCo collaborate to develop appropriate provision aligned to the specific behavioural needs of SEND pupils.

The school recognises that children with special educational needs or disabilities are particularly vulnerable to bullying. It also acknowledges that these pupils may face additional safeguarding challenges. They may not display clear outward signs of distress, and potential

indicators of abuse may be misinterpreted as being related to their needs or disability. The Assistant Head (Pastoral & Co-Curricular) and the Senior Management Team (SMT) work collaboratively to ensure that appropriate support, monitoring, and safeguarding measures are in place.

The SENDCo and the SMT meet regularly to discuss the welfare and wellbeing of pupils on the SEND register.

Section 7 - Provision for examinations

Access arrangements and reasonable adjustments in examinations are available to SEND pupils who meet the relevant criteria. The school aligns its procedures with the Reasonable Adjustments Guidelines and is in the process of aligning with the Cambridge Handbook access arrangements guidance and the International Baccalaureate Diploma Programme (IBDP) Access and Inclusion Policy as part of its preparation for accreditation. Eligibility for access arrangements is determined through a thorough assessment of individual needs, supported by appropriate documentation such as educational psychologist reports, specialist assessments, or medical evidence. Arrangements are reviewed regularly to ensure they remain appropriate and effective, providing equitable access without conferring an unfair advantage.

Confidentiality and safeguarding of pupils receiving adjustments are rigorously maintained following the GDPR guidelines. All records are regularly reviewed and retained only for as long as necessary to support the pupil's education and well-being.

The effectiveness of access arrangements is monitored through ongoing review, feedback from pupils, parents, and staff, and alignment with current examination board guidance. The school is committed to continuous improvement of inclusive practices to meet the expectations of both Cambridge and the International Baccalaureate, supporting pupils to achieve their potential.

For Access Arrangements, the SENDCo maintains comprehensive records for each pupil receiving Learning Support, including their most recent Individual Support Plans (ISPs). She works closely with the Deputy Head and Examinations Officer to ensure that all access arrangement requests are submitted with the required documentation and in full compliance with relevant guidelines and examination board regulations.

Section 8 - Professional development

Teaching staff receive updates throughout the year. These updates can be both reactive (to needs regarding pupils) and proactive (where regulations or advice changes). Where information relating to individual pupils needs to be shared, this can be done to groups of teachers by email and/or in person. Information is also shared routinely at the start of an academic year and after any reviews or new expert reports.

Section 9 - Complaints and concerns

If parents have concerns relating to their child's progress, learning or a disability, or have information they feel could impact on their child's progress, we ask that this is discussed with the Class Teacher or Form Tutor. Parents may also contact the SENDCo directly if they feel this is more appropriate. All parents will be listened to and their views considered during the process of assessment and agreement of provision. In exceptional circumstances, the school may ask for professional assessment by outside agencies before considering the next step.

Should any pupil or parent have concerns regarding the access and provision provided they should, in the first instance, raise this informally with their child's pastoral tutor. This might then be raised with the SENDCo and the Deputy Head.

Policy review, the Governing Body and Learning Support

This Policy is reviewed annually by the SENDCo and SMT. This Policy is reviewed annually by the SENDCo and SMT. This policy has been shared with Staff and is available on the school website.

Key documents

- Equal Opportunities Policy;
- Curriculum Policy;
- Admissions Policy;
- English as an Additional Language (EAL) Policy;
- More Able Learners Policy;
- Safeguarding and Child Protection Policy.

Version history		
Date	Reviewed by	Notes
September 2023	Deputy Head	Policy prepared for the 1 st year (Years 3-8). *
December 2025	SENDCo	Policy updated
Michaelmas 2026	SENDCo and SMT	