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

Policy Custodian: 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

Head of Learning Support (SENDSCO) Emma Sadler (MEd, AMBDA, APC) esadler@mtsn.org.uk

Senior Leader

2. Definitions

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age within the school

Children are not to be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Pupils who fall h as an Additional Language Policy.

SEND falls into four broad areas:

- Communication and interaction e.g. Autism
- Cognition and learning e.g. Learning difficulties, including Specific Learning Difficulties (SpLD)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs e.g. Individuals who are hard of hearing, mobility needs

Neurodiversity refers to the variation of the brain ima-efm(n)-2popul9.2 o52/F1 12 Tf1 0 0 1 2.664 6782 Tm0

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

In the application process, parents and feeder schools are encouraged to pass on any information that might be relevant in the identification of special educational needs. Any records or reports that could and subject teachers.

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,