



LEARNING SUPPORT

Harrogate High School





Inclusion at Harrogate High School

Here at Harrogate High School we recognise that students may require additional support to ensure they can be truly successful. This support can come in a wide range of styles, be delivered in different frequencies and may require different delivery durations. Essentially, all interventions focus on equipping students with the skills for life and learning.

Inclusion is an integral part of our school, designed to ensure students remain included in school and can access the mainstream curriculum on offer. We firmly believe that our knowledge rich curriculum is the key to academic success but we are committed to ensuring this is as accessible to all students as possible. We aim to support every student in accessing high quality, personalised learning.

Inclusion is not a negative behavioural unit; it is a safe space where staff can work closely with students to support emotionally and academically. Our key aims are to improve inclusion, reduce school related anxieties and raise student attainment.

We understand that the behaviours students demonstrate are always a form of communication and stem from an underlying root cause. An example of this is a student that appears reluctant to engage in the classroom, which becomes withdrawn and puts their head on the desk. This is rarely an indication of rudeness and often an expressed behaviour that says, "I can't" or "I don't know how". This is an outward indication to a teacher that more support is required, more nurture, more differentiation and more personalisation.

Within Inclusion we want to work with learners to help them understand the reasons for behaviours and emotions. We will support by providing language which helps to rationalise and communicate this in a constructive and controlled way.

We support students through a range of interventions, we aim to adapt these and tailor them to the individual or group accessing it. Examples of the formalised approaches we adopt are Lego Therapy, Understanding Masking for Girls With Autism, Zones of Regulation and Positive Mentoring.

At Harrogate High School we also understand the correlation between positive mental health and academic success. As a result of this we have invested in our mental health provision so that we can work with more professionals that are trained in this area. We actively encourage students, parents, carers and staff to report concerns around mental health so that we can support the student and seek the right help going forth.



Frequently Asked Questions

1. Who should I contact if I think my child is struggling with learning?
 - A. There are a number of people you can contact in school who can help. We would always suggest talking to your child's form tutor, they may have some ideas for support in the first stage, following this you should contact the Student Support Officer for the year group. An SSO can share support strategies with a child's teachers which means small modifications to learning are consistent across their curriculum. After that, you can contact the Learning Support Team.

2. How can I contact the Inclusion Team?
 - A. You can use the direct email address, which is SEND@harrogatehighschool.co.uk Emails will be responded to by either the SENDCO, SEN Administrator or the Learning Support Manager.

3. What does the Learning Support Team do?
 - A. The Inclusion Team comprises of a Learning Support Manager, SEN Administrator, Teaching Assistants and Personal Care Assistants overseen by the SENDCO. Their work is to support students in overcoming personal emotional, physical and learning barriers to ensure they can access learning at an appropriate level. They deliver tailored support and intervention to help learning become accessible and enjoyable.

4. What does the Inclusion department look like?
 - A. The Inclusion area within school is a self contained space. There is a teaching classroom and a number of smaller intervention rooms. There is also a well-being room which is well resourced with items to help with calming and self regulation. Students can visit the well-being

room when they feel they need a safe and quiet space for reflection and decompression.

5. What extra support is available in school?
 - A. There are many interventions offered in school which support a wide range of additional needs. We have a support pathway which is specific to Mental Health, targeted literacy interventions, mentoring for students with specific learning challenges, EAL support, dyslexia screening. We would be happy to discuss the appropriateness of these with parents if they feel there is a need.

6. How is intervention accessed?
 - A. If you think that your child is in needs of additional support, please use the SEND@ email address to share your concerns with the team. We will then contact you back to discuss what might be the most appropriate route, what intervention may be suitable and the timescales of any referral made.

7. What should I do if I think my child may have dyslexia?
 - A. Contact the Inclusion Team and share your concerns. We will be able to discuss with you what challenges you feel are being faced and whether an appropriate next step would be to screen for this using resource we have in school. We cannot diagnose dyslexia but we can identify traits of the learning difficulty. With that, we can support with appropriate strategies that will help to reduce some of those difficulties.

8. What should I do if I think my child has dyscalculia?
 - A. We are not able to screen for dyscalculia in school. If you think your child has specific difficulty relating to learning and comprehending arithmetic, contact us and we can signpost for further support.

9. What should I do if I suspect my child has AHDA or autism?
- A. We are not able to diagnose either of these two conditions. If you feel this is something you want to explore, you should contact your GP for the next steps in diagnosis. If this is something you are exploring with your GP, contact us with your concerns as we may be able to support your child in a more personalised way.
10. What are access arrangements and who qualifies for this?
- A. Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs, for example the use of a scribe, modified papers or extra time. In order to qualify for access arrangements, students will need to sit an assessment with an external assessor, they will determine whether an application for exam adjustments would be appropriate. Staff at Harrogate High School do not make this decision. If you think your child needs access arrangements you can ask for them to be assessed. Access arrangement testing takes place in Year 10.





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