



## **The Learning Support Faculty**

The Learning Support Faculty at within Haslingden High School has a long tradition of promoting and achieving inclusion for all young people who join our community.

In addition to the SENCO, the team comprises of 14 part-time / full-time teaching assistants, and one HLTA.

We work with students, parents and colleagues across the school to ensure that all young people with SEND have the best learning environment to allow them to learn and develop to their full potential.

All staff within the Learning Support Faculty have extensive experience of working with students with a wide range of additional needs. The main areas of need that we currently support are ASC, Visual and hearing impairments, SpLD, SLCN, Dyspraxia, MLD and ADHD. In addition a number of students experience a more complex combination of needs.

We have staff with a specialism in autism, visual impairment, literacy difficulties, speech language and communication difficulties. There is a wide range of support available through the Learning Support Faculty that is student centred and flexible to meet individual needs. This includes catch-ups, shared support in lessons, alternative curriculum, ASDAN, break-time, breakfast and homework clubs and touch typing programme. The faculty supports students with transition at all key stages, including to further or higher education.

At present we work on a shared support system with several of our students receiving one-to-one support across the curriculum as identified in their EHCP.

The Learning Support Faculty works closely with many other professionals outside of school and is the lead professional in the CAF and TAF process for some students.

A student at Haslingden High School can be identified as having an additional need either through transition or at any time throughout their education at Haslingden High School. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

For students who have a known SEND but do not have an EHCP, there is regular contact to discuss and review SEND provision. For students with an EHCP or support plan, regular review meetings are calendared as appropriate.