

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

## (including ACCESSIBILITY PLAN)

### Introduction

LVS Ascot ('the School') is committed to the equal treatment of disabled pupils (including prospective pupils) and those with special educational needs. The school works to eliminate disadvantages for such pupils.

This policy is a statement of the aims, principles and strategies for ensuring the effective provision for pupils with Special Educational Needs and/or Disabilities (SEND) in EYFS, Infant and Junior Schools and Senior Schools and/or where a pupil has English as an Additional Language (EAL).

This policy should be read in conjunction with the School's Equal Opportunities Policy, Admissions Policy and Accessibility Plan (see Appendix 1).

### Overview

*SEN: A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely a provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014).*

*Disability: A pupil is disabled if they have '...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**' (as defined by the Equality Act 2010).*

**Pupils will not 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.**

Not all pupils who have a learning difficulty or special educational need are disabled.

### The aims, objectives and principles of this policy and plan are to:

- set out our procedures to enable all pupils with SEND to reach their full potential, to be included fully in the School community and to make a successful transition to adulthood
- afford opportunity to pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- ensure compliance with the Equality Act 2010
- have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
- detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time
- take account of the requirements of the Early Years Foundation Stage

- operate a “whole pupil, whole school” approach to the management and provision of support for SEND
- ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate and that the school will be able to meet their requirements
- work in partnership with parents to enable them to make an active contribution to the education of their child
- ensure those with SEND engage with the activities of the School alongside pupils who do not have SEND.

The School recognises its duty under the Act:

- Not to discriminate against any pupil (including prospective pupils) with a protected characteristic in the School’s admissions and exclusions arrangements and the provision of education and associated services. Both the School’s Admissions and Exclusions policies are available on the School website
- Not to treat any pupil (including prospective pupils) less favourably because of a protected characteristic, as outlined in the School’s Equal Opportunities Policies.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage compared to non-disabled pupils
- To publish and keep under review an Accessibility Plan
- In performing their duties, governors and staff will have regard to any guidance issued by the Equality and Human Rights Commission as amended from time to time.
- The School recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respects the parents’ and child’s right to confidentiality (except where disclosure is required by law)
- The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils as described in the School’s Curriculum Policy, SEND Policy and Differentiation Policy
- The School has a SEND and Accessibility Committee that meets regularly to identify areas of need and evaluate progress of the SENDA

The Policy shows the School’s provision for identifying, assessing and meeting SEND (whilst having regard to the SEND Code of Practice as amended and updated from time to time), in order to:

- establish a framework within which pupils’ SEND will be met
- ensure consistency of approach and procedures
- establish clear criteria upon which practice in the School may be developed and against which it may be measured.

## **Vision for Inclusion**

All pupils have the right to a broad and balanced curriculum, relevant and differentiated to develop their abilities and maximise their potential, to provide stimulating, satisfying and progressive educational experiences and to equip them for adult life.

The Governors and staff of the School welcome pupils of all abilities and maintain high expectations of all.

All teachers at the School are aware of their role and the responsibility they share for identifying and making effective provision for those pupils that require additional support due to SEND pupil.

The School believes that families are in partnership with the School in meeting SEND and welcomes the full involvement of families and pupils themselves in the processes of assessing and making effective provision for SEND.

The School will ensure that there are sufficient and appropriate resources to meet the needs of those pupils with learning support needs; these resources may be derived from school, local authority (for example, through a Statement of Special Educational Needs/ Education Health Care Plan), curriculum area funding or other relevant agency.

Communication is recognised by the School as a vital aspect of our response to our pupils' educational needs. Staff will engage in full communication within the School, with appropriate Local Authorities and/or all other agencies involved in meeting pupils SEND.

The School believes that, alongside their learning, pupil should receive appropriate support to develop and reinforce their personal confidence and self-esteem.

The Governors and staff of the School fully understand that additional educational needs are not static, that pupil needs change over time and that all aspects of this Policy require review on an annual basis with appropriate adjustments made.

## **Audit of Children with Additional Learning Needs and those with Protected Characteristics as described by the Act**

The School has very few pupils with significant difficulties; however, we have pupils with hearing difficulties, visual impairment, Asperger's, Dyspraxia, Dyslexia as well as various medical problems. These pupils' impairments are mild and they have no difficulties accessing the curriculum or information.

Where required, we will make reasonable adjustments to ensure any pupil with a disability is able to access the School's educational provision e.g. improved signage in the School and staff

INSET on Asperger's. Induction and taster days are held prior to entry into the School to familiarise pupils with facilities and understanding the School day.

All children with special educational needs, including English as an additional Language, are listed on a centralised register. All children listed have an IEP which is signed by all relevant teaching staff.

The School endeavours to:

- Focus on lesson content, learning styles, literacy and numeracy to ensure inclusivity to all.
- Continue Staff Development Opportunities to enhance Teaching and Learning for all pupils.
- Subject teachers along with the Head of Learning Support, Teaching Assistants and external agencies help determine the most appropriate way to deliver the curriculum to ensure all pupils are able to access the curriculum.

This policy can be made in larger print or more accessible format if required.

### **Staff Responsibility**

The Trustees of the Licenced Trade Charity ('the Charity') have overall responsibility for determining the policy and provision for pupils with SEND as necessary.

The Principal has been delegated responsibility for the management of all aspects of the School's work, including provision for pupils with SEND. The Principal will work in conjunction with the Head of SEND on the strategic management of the School's SEND provision. The Principal will keep the Trustees informed about SEND issues and the implementation of this policy.

### **The Head of SEND**

The Head of SEND is the designated person with day to day responsibility for the management of SEND provision and its resourcing. The Principal, members of the SMT and the Head of SEND work together to ensure that all procedures are followed to the benefit of every pupil.

The role of the Head of SEND is to:

- take day-to-day responsibility for the operation of this policy and co-ordination of the provision made for individual pupils with SEND, working closely with staff, parents and other professionals as appropriate
- keep parents informed about the School's SEND provision
- co-ordinating provision for pupils with SEND
- ensure that the School has all the relevant background information about pupils with SEND
- liaise with and advising teaching staff of strategies to aid their teaching of pupils with SEND
- help staff to identify pupils with learning support needs
- oversee and maintain the records of all pupils with SEND and ensure they are kept up to date
- organise and attend Annual Reviews with the Local Authority and parents for those pupils with a statement or Education Health Care Plans ('EHCP')
- manage Annual Review processes for pupil with a Statement of SEN or Education Health Care Plans
- monitor Statement/ EHCP implementation in the School

- manage 1:1 provision delivered by specialist teaching teams and in-class support provided by Learning Support Assistants (LSAs)
- advise on the SEND requirements of prospective new pupil
- deliver induction training to new members of staff
- promote social inclusion and liaising with/advising colleagues
- liaise with parents and carers of children with SEND, including House Parents of boarding pupils
- deal with SEND administration
- liaise with and co-ordinating external agencies
- attend subject department meetings
- contribute to the in-service training of staff, as appropriate
- maintain the Junior School, Senior School and Sixth Form SEND Registers
- plan/monitor and evaluating IEP targets
- evaluate progress of SEND pupils
- To organise and maintain the relevant JCQ documentation.
- Where applicable apply for exam concessions.

### **The Heads of EAL**

The Heads of EAL are designated with day-to-day responsibility for the management of EAL provision and its resourcing. The Principal, members of the SMT and the Heads of EAL will work together to ensure that all procedures are followed to the benefit of every pupil.

The roles of the Heads of EAL are to:

- take day-to-day responsibility for the operation of this policy and co-ordination of the provision made for individual pupils with EAL, working closely with staff, parents and other professionals as appropriate
- keep parents and guardians informed about the School's EAL provision
- co-ordinating provision for pupils with EAL
- ensure that the School has all the relevant background information about pupils with EAL
- observe teaching staff with EAL pupils and give advice on strategies to aid their teaching of pupils with EAL
- oversee and maintain the records of all pupils with EAL and ensure they are kept up to date
- manage 1:1 and group provision delivered by specialist teaching teams and in-class support provided by Learning Support Assistants (LSAs)
- conduct face-to-face or Skype interviews to ascertain language level of prospective pupils prior to entry
- advise on the EAL requirements of prospective new pupil
- deliver induction training to new members of staff
- promote social inclusion and liaising with/advising colleagues
- liaise with parents and carers of children with EAL, including House Parents of boarding pupils
- deal with EAL administration
- liaise with and co-ordinating external agencies
- attend subject department meetings
- contribute to the in-service training of staff, as appropriate
- liaise with tutors and subject teachers of EAL pupils regarding ongoing needs and provision

- maintain the Junior School, Senior School and Sixth Form EAL Registers
- plan/monitor and evaluating IEP targets
- evaluate progress of EAL pupils
- maintain the current bilingual dictionary register as per the JCQ requirements.
- where applicable, apply for exam concessions.

**All teachers are teachers of pupils with SEND.** All teachers are therefore responsible for helping to meet a pupil's special educational needs and/or EAL and for following the Schools' procedures for identifying, assessing and making provision to meet these needs.

Junior School class teachers, Senior School tutors and Subject teachers have responsibility for the children with SEND and/or EAL in their class. It is vital that pupils with SEND and/or EAL are identified at an early stage so that teachers and tutors may:

- plan and deliver a differentiated curriculum
- familiarise themselves with the SEND and EAL needs of their pupil
- liaise with Head of SEND and/or Heads of EAL with any queries/concerns about specific pupil
- provide appropriate learning materials/resources for pupils with SEND and /or EAL so that they can fully access the curriculum in class
- collect and gather information
- liaise with parents and carers as appropriate
- attend INSET and training sessions

#### **Learning Support Assistants (LSAs) in the Junior and Senior Schools:**

- support SEND and/or EAL pupils in the classroom and in smaller groups
- attend INSET and training sessions

Support staff who are directly involved with a pupil or group of pupil, will liaise with the tutor, subject teacher and Head of SEND and/or Heads of EAL in order to plan for, and meet the needs of the individual or group. Teachers will monitor pupils' progress.

#### **Accessibility Plan**

The School is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around school site and as a result of the School buildings. The School's Accessibility Plan (Appendix 1) will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. The three-year plan includes how the school plans to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school

## **Admissions**

The School aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants. The School will treat every application for a place at the School in a fair, open-minded way.

Parents are asked to communicate information of any special circumstances affecting their child (including SEND and/or EAL) on registration. This includes SEN, EAL and any disabilities (please see the School's Admissions Policy for further details).

All prospective pupil with SEND and/or EAL are considered by the Principal, the Head of Junior School, SMT, the Head of SEND and the Heads of EAL. The SEND/ EAL Governor is informed of the number of new pupil with Statements of SEN or Education Health Care Plans.

The School is a non-selective school with pupils across the ability range, all of whom access a broad and balanced curriculum. The staff within the SEND and EAL teams have the knowledge, skills and experience to meet the needs of various SEND and EAL requirements, and each prospective pupil application is given individual consideration. Reasonable access to specialist SEN and 1:1 teaching for pupils with specific learning difference/dyslexia and dyscalculia can be provided alongside LSA support in-class.

The School is not a Special Needs School, but we have experience in meeting various types of special educational needs, namely, pupils with dyspraxia, with autistic spectrum conditions (ASC), with visual and/or hearing impairments, and a range of needs which may involve behavioural, emotional and social support and provision.

The Governors of the School will ensure that all reasonable steps are taken for pupils with additional learning needs to join in the activities of the School.

An offer of a place will not be made where, after reasonable adjustments have been considered, the School cannot accommodate a disabled applicant.

An offer of a place will not be made if, after testing, it is felt by the Heads of EAL and head of SEND that after making reasonable adjustment the prospective pupil will be unable to access our curriculum.

## **Transition (Year 6 into Year 7)**

The Head of the Infant and Junior School is in close contact with the Head of SEND and Heads of EAL to ensure that Year 6 children experience a smooth transition into the Senior School. Each pupil and their specific needs are discussed and all relevant records and IEPs are transferred.

The Head of SEND visits feeder primary/preparatory schools in order to develop and maintain effective communication over prospective pupil. All information from schools, parents and external agencies is gathered, collated and disseminated in the SEN register for the autumn term of joining.

## **Pupils with a Statement of SEN or Education Health Care Plan**

The Registrar will invite parents of prospective pupils with a Statement of SEN or Plan to contact the Head of SEND before a decision to offer of a place is made. The School will consider the

Statement/Plan and whether its aims and objectives can be met by the educational provision we deliver. Each application is considered on an individual basis. If an offer of a place is made, special arrangements/visits will be provided for the pupil with a Statement of SEN/Plan, and all statutory procedures will be followed. Wherever possible, the Head of SEND will attend the Year 6 Annual Review.

Statutory Statements of SEN/Plans are reviewed formally on an annual basis. Reports are collected and collated, and the School will organise and hold a review. IEPs of pupils with Statements/Plans are reviewed termly.

Assessment for pupils with EAL takes place during their first half-term at school. Assessment is made both formally and informally. It is important to wait until pupils have recovered from 'culture shock' and have settled into their new environment before making long term plans for them. Assessments are made according to Common European Framework (CEFR) guidelines. Pupils with EAL specialist teaching provision will have an IEP drawn up: this will be evaluated and updated as the pupil's English language competence increases.

### **In-service training for Staff**

Arrangements for in-service training in SEN and EAL are consistent with the School's INSET policy. Whole staff training is dependent upon identified needs. Individual needs may be discussed with the School's INSET co-ordinator and appropriate training arranged. Notice of courses sent to the School is displayed in the staffroom and circulated to SEND team members.

Staff within the SEND and EAL Departments all attend in-service training sessions and additional courses and conferences as appropriate. Staff are encouraged to attend all relevant INSET. The SEND and EAL teams, individually and collectively, offers in-service training to colleagues, according to their own specialism and the needs of the staff.

### **Bullying**

The School recognises that those pupils with SEND and EAL may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. Where staff have any safeguarding concerns, the School's Child Protection procedures must be followed.

### **Integration**

The school understands that it can be difficult for pupils whose first language is not English, to integrate. Helping pupils to integrate is the responsibility of everyone at the school particularly Boarding House Staff and the EAL department. EAL pupils are taught British Values and culture and they are encouraged to participate in non-academic activities alongside their British counterparts. In order to promote the understanding of different cultures to all pupils, an annual International Day is held in the Spring term and all students are invited to join the International Student Committee.

### **Pastoral**

Pupils are all members of a tutor group and a House. Classes are small enough that pupils can be monitored by staff for attainment and effort as well as personal and social issues. We are keen to promote open discussion with pupils and also recognise that when children are

confident, happy and secure this will impact on their attainment as well as their ability to access the curriculum. There is a strong pastoral curriculum covered in PSHE and assemblies. Subjects such as Bullying, Racism and Disability are covered.

### **School Provision**

Pupils within the Infant and Junior School benefit from classroom teaching which is supported by TAs across the subjects. In both the Infant and Junior School and Senior School, there is 1:1 specialist teaching provision available for either EAL or SEND. This 1:1, or where appropriate, small group provision incurs an additional fee to parents, subject always to the School complying with its equality obligations.

When support in class is required, this may be delivered by an LSA. This is delivered using a personalised approach: the aim is for the pupil to take responsibility for their own learning, and to foster independence. In-class support may be required for specific subjects. Provision is monitored closely and adjusted, after discussion with parents/carers.

Within EAL specialist 1:1 provision, teachers are able to provide support to pupils in mainstream subjects. Liaison occurs between the EAL teacher, the tutor and subject teachers. When appropriate, pupils begin preparation for internationally recognised English Language examinations, in order to provide them with the necessary qualifications to progress their education (e.g. IELTS for entry into UK Universities and Cambridge exams).

EAL pupils who want to join Year 12 but whose English is not deemed to be strong enough to do A Level subjects will be offered a place on our Pre-A level course. Here they will receive intensive EAL as well as lessons in A Level subjects, with particular emphasis on vocabulary. After successful completion of the first year, pupils can then join our A Level course.

Highly Able pupil provision is co-ordinated by the Director of Studies who supports tutors, Heads of House, curriculum and year teams in identifying pupils who demonstrate particular ability in subject areas, creative activities, sporting activities and leadership and organisation. Appropriate provision is made in curricular and extra-curricular activities.

### **Pupils with SEND**

Identifying need at the earliest point and then making effective provision improves long-term outcomes for a pupil, especially for those in the Early Years provision.

#### **i. Assess**

For prospective pupils and before an offer of a place is made, the School will liaise with a child's current schools (if any) and parents to ensure sufficient information is obtained about any special circumstances affecting the child.

Children new to the Infant and Junior School are monitored by their classroom teacher, who liaises with the Head of the Infant and Junior School. The Head of SEND and the Heads of EAL attend Infant and Junior School staff meetings on a regular basis. For those pupils in the Early Years provision, monitoring and reviewing a pupil's progress also forms part of the child's formal assessment. If a child's progress in any of the prime areas gives cause for concern, the Principal will discuss this with parents and agree how to support the child's future learning and

development. This may also require consideration of specialist support where a child may have SEN, EAL and/or a disability.

If a pupil is making less than expected progress (in light of their age and particular circumstances), the Head of SEND will be notified. The Head of SEND will investigate the matter (which may involve observational records and/or diagnostic assessment following consultation with parents) and, where they reasonably consider that a pupil may have a learning difficulty, may request parents to obtain a formal assessment, the cost of which will usually be borne by parents. Any decision to involve external agencies will be taken following discussion with parents. Assessments may be made either by specialist teachers within the school or by an Educational Psychologist who visits the school. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received. The results are used by the School to review what additional support is required to help support the child in school.

Parents will be notified where their child is to receive additional support. Where external services undertake specialist assessments, these will feed into the planned intervention of support. Parents will be informed where an external agency/service provider becomes involved with their child.

In the case of external examinations, a Form 8 needs to be completed by a school recognised and suitably qualified school assessor. Although pupils may have had exam concessions it is the role of the independent assessor to verify the arrangements. The Head of SEND must then be able to 'paint a picture of need and normal way of working'. The cost of which will usually be borne by parents.

The School will also consider what support can be put in place for those children with medical conditions.

The Infant and Junior School currently administers cognitive screening tests to all Year 4 pupils and to children who have joined the school in Years 5 and 6. Class teachers analyse the data to identify any pupil whose scores indicate they may need further investigation. Twice yearly assessments in English and Maths also give valuable information regarding the pupil's progress.

The Senior School currently administers screening assessments at Years 7 and 10 respectively. Scores are analysed to identify any discrepancies which may indicate that further investigation (diagnostic assessment) is required. Interim reports across the subjects give valuable information regarding the pupil's progress. This is complemented by qualitative observational records from tutors, subject teachers, Heads of House and Heads of Year.

The School recognises that some pupils with special educational needs may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater. Reasonable adjustments to the School's assessment processes for those pupils with disabilities will also be made.

## **ii. Plan**

The Head of SEND will liaise with parents, the pupil concerned (in light of their age and understanding) and teachers as appropriate to determine that the level of intervention and

support is appropriate. Parental involvement is important to reinforce and contribute to a pupil's progress.

Teachers will be made aware of the pupil's needs, the outcomes sought and appropriate teaching strategies. Any plans of support should draw upon a variety of sources of information available i.e. Statements / EHCPs, specialist reports, any assessment data, progress reports, subject reports and consideration of teacher, pupil and parent feedback.

**iii. Do**

The pupil's class/subject teacher and Head of SEND will ensure the plans of support for the pupil are implemented and will assess the impact of any interventions to ensure they are effective.

**iv. Review**

Pupil progress will be kept under review and any revised support will be implemented as soon as possible. Pupils (in light of their age and understanding) and their parents will be involved in agreeing further support which could be the setting of new short-term outcomes, a different course of action, a new intervention strategy or a review of a child's IEP.

The key test of the need for additional or different action, whatever the level of the pupils' difficulties, is evidence that the pupil is not making adequate progress. However, the School recognises that not all pupils will progress at the same rate so a judgement will be made in each case as to what is reasonable for a particular pupil to achieve.

The learning support needs of most pupils will be met effectively through the School's SEN Support. Where additional support may be required, the parents and/or the may request that an assessment is made by the Local Authority (which may lead to the creation of an Education Health Care Plan). Parents are expected to consult with the School before making such a request. Any additional services that are needed to meet the requirements in the EHCP (or Statement of SEN) may need to be charged, either directly to the parents, or to the Local Authority if the Local Authority is responsible for fees and the School is named in the EHCP (or Statement). This is subject always to the School complying with its obligations under the Equality Act 2010.

**Pupils' voice**

All pupils are involved in making decisions where possible right from the start of their education. Due weight will be given to according to pupils age, maturity and capability.

**The role played by parents/carers**

Parents' views and contributions are important to the School in helping to meet the needs of all pupils, particularly those pupils with SEND, EAL or learning support needs. Parents and guardians will be supported and encouraged to play an active and valued role in their child's education.

If any concerns arise concerning a pupil at the School, these should be brought to the attention of the class teacher (Junior School) or tutor (Senior School). These concerns will be referred to

the Head of SEND or Heads of EAL who will then contact the parents and/or guardians to discuss their concerns together with the pupil, where appropriate.

It is essential that the School and parents maintain regular contact at each stage of assessment so that parents are fully informed and fully aware of the pupil's needs and the provision which the School is making.

Parents will receive copies of IEPs for pupils with SEND, where these are in place, and will be invited to contribute to the reviews.

The Head of SEND and/or the Heads of EAL is in regular contact with parents and guardians and is available, by appointment, to meet with them. They attend Parents' Consultation Meetings to discuss any concerns and to review progress.

If parents of external primary school pupils intending to transfer to the School for Year 7 feel that their son/daughter has particular needs, they are encouraged to make contact with the Head of SEND and/or Heads of EAL at the Year 6 or Year 5 stage.

### **Links with health and social services, educational welfare services and any voluntary association**

There is regular liaison between the SEND and EAL teams and the School Nurse at the Health and Well-being Centre. Where appropriate, there is direct contact with Local Authority Social Services Departments, with Educational Welfare and appropriate voluntary organisations, institutions, and parent support and information groups.

### **Arrangements for monitoring the effectiveness of the SEND Policy and Accessibility Plan**

The School is committed to regular and systematic evaluation of the effectiveness of its support for those pupils with SEND and EAL and how resources are used to address their needs.

The effectiveness of the School's SEND and EAL arrangements and SEND and EAL Policy is monitored by (but not limited to):

- Termly report to Governors
- GCSE and AS/A2 results
- Routine screening tests (see 2.1)
- Parents' Consultation meetings/evenings
- Annual Reviews
- IEP reviews
- School interim progress checks, profiles and reports
- School commendation system
- School sanctions including report cards, detentions, exclusions
- Informal feedback
- Regular observation of teaching
- Analysis of the attainment and achievement of different groups of pupils with SEND and EAL
- Success rates in respect of short-term outcomes
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils

- Maintenance of assessment records (e.g. literacy and numeracy data) that illustrate progress over time
- Regular meetings between the Head of SEND and/or Heads of EAL class/subject teachers; Heads of Departments; tutors; teaching assistants; Deputy Head – Academic and Assistant Deputy Head of Teaching and Learning
- SEND and Accessibility meetings with the Principal and Head of Estates

The School will retain records of additional or different provision for those pupils with SEND and EAL in accordance with the requirements of the Data Protection Act 1998.

### **Examinations**

The Head of SEND, Heads of EAL and Examinations Officer work closely together to ensure that pupils are given appropriate concessions and access arrangements in exams. Parents are consulted regarding the appropriate evidence needed and where necessary, appointments with either the Educational Psychologist or other Professional is advised.

During internal tests, formal exam weeks and mock exams adjustments are made where possible e.g. extra time and rest breaks. PCs are made available to those whose Educational Psychologist reports dictates such. Readers and scribes are also provided where there is identified need.

### **Public Examinations**

The School will continue to provide equal access to all school exams for disabled students, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision. This may include the following:

All exam-related information will be suitably adapted for candidates with a disability.

The exam room emergency evacuation procedure will be modified and disseminated to all invigilators and students who may require assistances leaving the exam room.

In the exam room, individual needs of the disabled candidates will be accommodated, within reason. This may include wheelchair access, alternative seating to support disabilities relating to sitting and posture, seating candidates close to an exit if they are likely to become unwell during the exam or need to take rest breaks or candidates who require an alternative means of communication.

### **Child Protection**

The School is dedicated to safeguarding our children and promoting their welfare. We have a rigorous recruitment procedure for new staff and all relevant checks are made as per statutory guidance.

The School has a designated Child Protection Officer as well as a Deputy Child Protection Officer (see the School's Safeguarding Policy). School staff are aware that children with SEN and/or disabilities are often more vulnerable to abuse and staff are made aware of this.

All children are aware and have access to information on various children's services such as Child Line. There are posters in key areas around the School. We have a designated Counsellor who

works under the direction of the medical team in the medical centre. This is a confidential service available to all.

**Arrangements for considering complaints about special educational provision**

Parents are encouraged to express their concerns to the class teacher (Junior School) or tutor (Senior School) in the first instance. These will be referred on to the Head of SEND and or the Heads of EAL, who will contact the parents and take action.

If parents do not feel satisfied, they should raise their concerns through the School's Complaints Procedure, a copy of which can be found on the School website and made available upon request.

**Review**

This policy is regularly reviewed by the Head of SEND, Heads of EAL and members of the SEND and Accessibility committee to ensure the whole-school SEND and EAL provision is effective in supporting those pupils with learning support needs and/or disabilities.

## **Appendix 1**

### **Accessibility Plan**

#### **Key objectives of the plan**

The School's accessibility plan has been drawn up with the aim of:

- increasing the extent to which disabled pupils can participate in the School's curriculum;
- improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- Increasing the extent to which EAL pupils can participate in the School's curriculum.

The School's Plan can be found below which show how the School is addressing (or has addressed) the priorities identified in the plan.

The School makes its Accessibility Plan available in the following ways:

- Governors' awareness raised by the Principal and LTC Executive team
- In the Staff Handbook
- On the School website
- In a variety of formats on request

## ACCESS PLAN 2019/2020/2021

**FOCUS I** – increasing the extent to which disabled pupils can participate in the School's curriculum

**FOCUS II** – improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School

**FOCUS III** - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

**FOCUS IV** – improving access to and delivery of curriculum to EAL students

### Spring 2019

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	January 2019	HR
III/IV	Sample/Quality check of IEPs	March 2019	SAP/JLP/MBP
II/III	Lucid Exact software to assist in exams access screening	February 2019	JLP
II/III	Reader Pens and training for SEN staff	March 2019	JLP
I/III/IV	LV4Life schemes of work to be reviewed and updated to ensure access to delivery	April 2019	BJH/KMO
II	Commission a full access audit of the site – an assessment of the buildings in order to benchmark their accessibility to disabled people	May 2019	PP
II	Renewal of staircase nosing where required to improve slip resistance and visual contrast	September 2019	PP
I/III/IV	Staff training on mental health issues	March 2019	KMO
I/III/IV	Pilot programme: Safe Place/Unstructured Time (for vulnerable pupils)	January 2019	JLP
I/III	Recruit SEN teacher to replace retiring staff member	May 2019	JLP/SMT
I/II/III/IV	Meet with EAL/ALN to review accessibility requirements; will also form part of independent access audit	March 2019	SAP/JLP/PP
IV	Review of EAL students' access to curriculum with appropriate adjustments	April 2019	SAP
II	Review requirement for changing luminaries in Sports Hall and Ancillary Hall	May 2019	PP
IV	Annual review of EAL IEPs	June 2019	SAP
IV	Explore possibility of becoming Cambridge ESOL closed centre	April 2019	SAP/RJ
I/III/IV	Review and purchase of appropriate materials for delivery of SEN to Junior School	April 2019	Jess Powell/JLP
II	Review provision of Theatre access and seating for wheelchair users; discuss with Theatre Manager what reasonable improvements can be made	September 2019	PP/LB

I/III/IV	Review and purchase of necessary SEN software	April 2019	JLP
I/III	Spot-check Interim Assessments to inform future planning for pupils' needs	April 2019	
I/III	Staff INSET on Understanding Working Memory	March 2019	JLP
II	DDA focus on set-up for exams	April 2018	RJ

### Summer 2019

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	September 2019	HR
II	Review recommendations contained in access audit report. Compare recommendations with previous CAE audit, updated on 1 November 2017. Identify potential cost of undertaking enhancements to site and infrastructure.	September 2019	PP
II	Review feasibility of modifying student reception to incorporate a lower section for wheelchair users.	September 2019	PP
I/III/IV	SENCO LVSpace training	September 2019	JLP/Matt Smith
I/III/IV	Boxall Nurture Training	September 2019	JLP
II/IV	Dedicated/consistent rooms for ALN/EAL where possible in new timetable	July 2019	MBP
II	Identify dedicated ELSA room	July 2019	JLP/SB/PP
II/IV	Identify EAL/ALN teaching space in Junior School for September 2019	July 2019	RDC/JLP/SAP/CXD
IV	In-house training for LSAs on supporting EAL pupils	June 2019	SAP/CXD
II	If required, upgrade sports/ancillary hall lighting to decrease visual stress and potential epilepsy trigger	September 2019	PP
II	Preparation of teaching space for BTEC Hospitality course – to include DDA considerations	September 2019	PP/PAH
I/II/III	Review SEN budget	June 2019	JLP
I/III/IV	Pilot materials for EAL/SEN Assessment	May 2019	SAP/JLP
I/II	Review pilot run of Safe Place/Unstructured Time	June 2019	JLP
I/III	Transition Group: Junior to Senior audit carried out of LSA skills/identify necessary training	June 2019	JLP
IV	Review and audit use of EAL IEPs by Junior and Senior School teachers	July 2019	SAP

### Winter 2019

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	September 2019	HR

II	Submit budgets for 2020 for undertaking any recommended improvement works. See approval from Executive Board and Trustees.	November 2019	PP
II	Plan 2020 improvements to the Street. Works will include relocation of the staircase to improve access through the Street and upgraded lighting.	December 2019	PP
II	Plan to upgrade the student reception, subject to feasibility and budget approval.	December 2019	PP
I/II/III/IV	Policy review	September 2019	SMT
I/II/III/IV	Policy updates	September 2019	SMT
IV	INSET training for new staff on differentiation within the classroom for EAL pupils	September 2019	SAP/CXD
I/III/IV	Ensure all staff review SEN register/sign to acknowledge	September 2019	JLP
III/IV	Set-up IEPs for new/existing ALN students	October 2019	JLP/SAP
I/III/IV	Invigilator training	October 2019	RB
I/III	Continuation of follow-up re transition group	October 2019	JLP
I/III	Staff Induction re SEN needs	September 2019	JLP
III/IV	Lesson observation programme to focus on ALN/EAL students' progress	December 2019	MBP
I/II	Extend Safe Place/Vulnerable Pupils club to KS3 and KS4 where required	September 2019	JLP
I/III	Termly (regular) tracking of an IEP to assess consistency of provision	December 2019	JLP/MBP
I/III	Lucid Exact to screen entire year group	November 2019	JLP
I/III	Trial of Clicker 7 software and Accelerated Reader	October 2019	EE

### Spring 2020

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	January 2020	HR
I/II/IV	Staff INSET on SEN/ALN good practice	April 2020	SAP/JLP
I/III	Purchase necessary ELSA-focused equipment	February 2020	JLP
I/II/III	Explore expansion of vocational courses	March 2020	SMT
I/III/IV	LSA training: speech and language/EAL	February 2020	JLP
IV	Annual review of EAL students' access to curriculum with appropriate adjustments and additions	April 2020	SAP
II	Planning phase for undertaking approved physical enhancements to the site and buildings to enhance accessibility.	May 2020	PP
II	Subject to budget approval, plan physical improvements to the Theatre to improve wheelchair user access and seating.	May 2020	PP

### Summer 2020

DDA Focus			By Whom

II	Safeguarding/Health and Safety/Fire Regulatory Training	April 2020	HR
I/III/IV	Staff INSET on role of ELSA	April 2020	JLP/SAB
I/III/IV	Transition Group: Junior to Senior audit carried out of LSA skills/identify necessary training	June 2020	JLP
I/III	Plan for SEN cohort	September 2020	JLP/SAP
I/III	SEN Pupil Voice to inform planning	September 2020	JLP/SAP
IV	Annual review of EAL IEPs with format updates	June 2020	SAP
II	Undertake physical enhancements identified in the audit report and approved by Executive Board and Trustees	September 2020	PP
II	Undertake access and lighting improvements to the Street; works will include relocation of the staircase to improve access through the Street	September 2020	PP
II	Subject to feasibility, upgrade student reception to accommodate ambient wheelchair users	September 2020	PP
II	Undertake Theatre works to improve access and seating for wheelchair users	September 2020	PP

### Winter 2020

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	September 2020	HR
I/III	Set-up IEPs for new and existing students	September 2020	JLP/SAP
I/III/IV	Invigilator training	October 2020	RJ
I/II/III/IV	Policy review	September 2020	SMT
I/II/III/IV	Policy updates	September 2020	SMT
I/III	Small group assessment in Accelerated Reader/Dyslexia Screener	October 2020	JLP
I/III/IV	Induction for new staff in SEN	September 2020	JLP
I/III/IV	Training for LSAs	September 2020	JLP
I/III/IV	Review of two years' data re intervention groups for reading	December 2020	JLP
IV	INSET training for new staff on differentiation within the classroom for EAL pupils	September 2020	SAP/CXD
II	Review and update the accessibility report following completion of the physical enhancements to the site and buildings	December 2020	PP

### Spring 2021

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	January 2021	HR
I/III/IV	Implement hyperlinks between 3SYS and IEP/SEN Register	February 2021	JLP/IT

I/III	Continued training of pupils re best use of access arrangements	February 2021	JLP
I/III	Dyscalculia screener	February 2021	JLP
I/III	Review use of SEN technology used in lessons	April 2021	JLP/IT

### Summer 2021

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	June 2021	HR
I/III/IV	Transition Group: Junior to Senior audit carried out of LSA skills/identify necessary training	June 2021	JLP
I/III/IV	Learning Walks: Track an IEP	June 2021	JLP/CWJ
II	Refurbishment of SEN Department	August 2021	PP

### Winter 2021

DDA Focus			By Whom
II	Safeguarding/Health and Safety/Fire Regulatory Training	September 2021	HR
I/III	Set-up IEPs for new and existing students	September 2021	JLP/SAP
I/IV	Invigilator training	October 2021	RJ
I/II/III/IV	Policy review	September 2021	SMT
I/II/III/IV	Policy updates	September 2021	SMT
I/III/IV	LSA booklet of good practice	October 2021	JLP/LAS
I/III/IV	Update teacher SEN strategy booklet	October 2021	JLP
I/III/IV	Implement drop-in clinics for work differentiation	October 2021	JLP
I/III/IV	SEN representatives from all departments – regular meeting times	September 2021	JLP/CWJ

**Last Reviewed: 15.01.19**

**Reviewed by: Bryan Padrick**

**Review no later than: 15.01.20**