

# **SENDA Policy 2018**

## **Legislative Context**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

## **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... 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”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

## **Aims and Objectives**

This policy explains how Finborough School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice (0-25) 2014, Equality Act 2010).

Finborough School is a non-selective, co-educational, preparatory and senior school for children aged 2 to 18 years. In admitting pupils we aim to:-

- admit, and maintain, a balance of boys and girls
- admit children regardless of age; disability; race; religion or belief; gender; sexual orientation
- give priority to siblings of children who are pupils of the school.

## **Admissions**

Finborough School pledges to provide its pupils with 'the best preparation for life'. In the light of this, admission to Finborough School depends upon a prospective pupil meeting the criteria required to maintain the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. The School must also feel confident that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

The School's policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make **reasonable adjustments** not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.

The School asks parents to provide information concerning any disability or special needs prior to accepting a place. Providing the School with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.

In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it regards appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

Parents of disabled children are also offered the opportunity to discuss their child's needs with the Principal and Head of LEAD Centre/SENCo .

Arrangements can be made for discussions between the class teacher and the parents, prior to entry, in order to establish clear procedures. In addition, arrangements can be made for discussion with the School prior to entry, in order to ensure that the school has the correct medical supplies and any necessary training.

Finborough School is registered with the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD) as a Dyslexia Unit. The Learning Enhancement and Development (LEAD) Centre, is able to provide specialist tuition for students with dyslexia, dyspraxia, attention deficit, speech and language and auditory processing difficulties.

## Identification and Assessment of SEND

### Initial Assessment and Referral

**During one of the trial days** all prospective students undertake an assessment with the Head of LEAD Centre/SENCo. Tests of verbal ability, non verbal ability, spelling, reading and maths are used. Further specialist assessment is recommended when appropriate.

Students who enter the school with a known difficulty must provide a current (within 2-years) Educational Psychologist's report.

**Class teachers** who recognize a student is having difficulty will discuss this with the form teacher who will refer the matter to the Head of LEAD Centre/SENCo.

Class and subject teachers, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. In both Prep and Senior Schools, a number of formative and summative assessment tools, as well as Cognitive Abilities Tests (CAT), provide useful information, when considering learning difficulties.

Progress can be characterised by that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

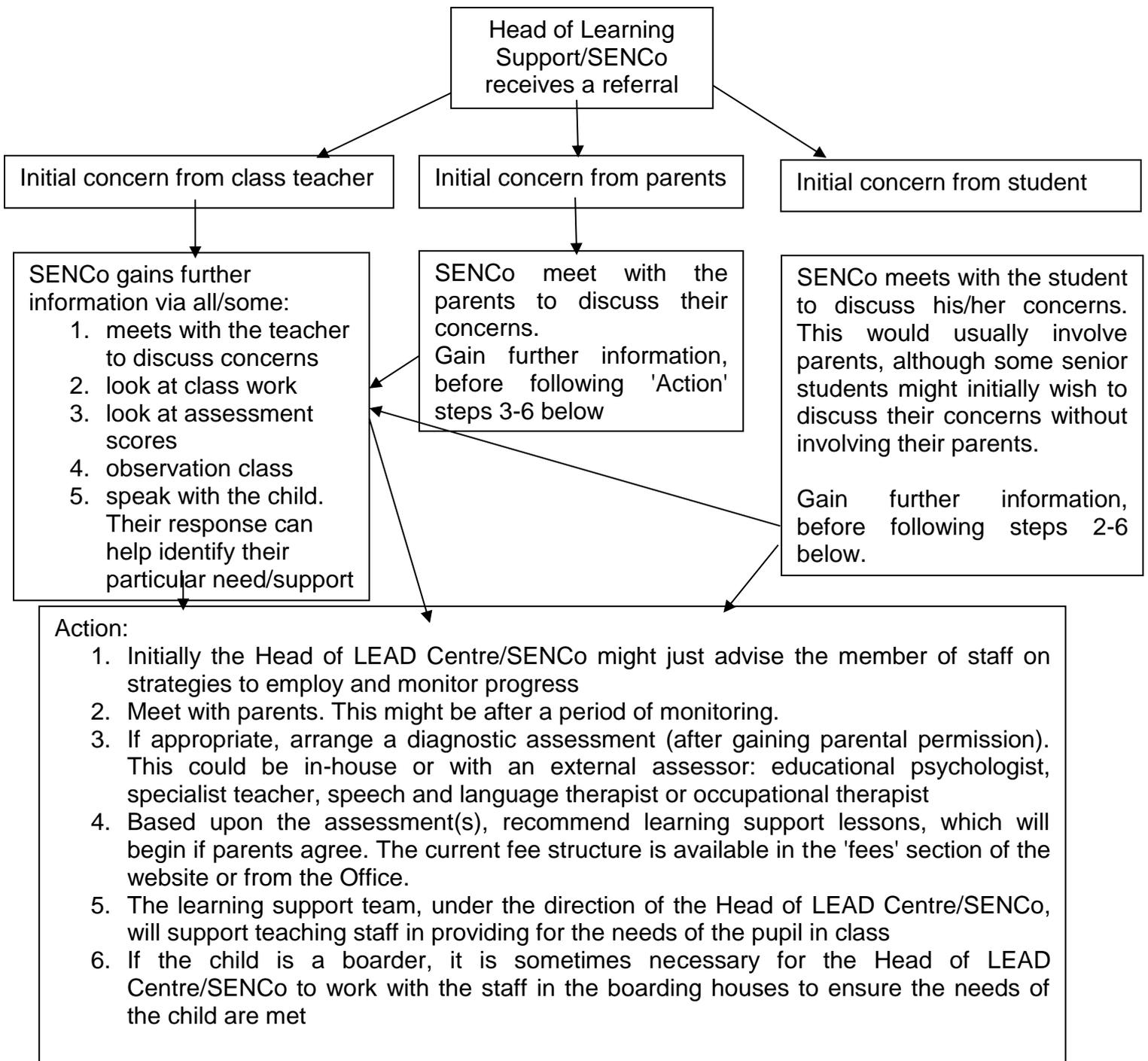
**A parent/carer** who is concerned about their child's progress will speak to the Office or the Form Teacher, who will refer the concern to the Head of LEAD Centre/SENCo. Parents may also speak directly to the Head of LEAD Centre/SENCo, who will liaise with teaching staff.

**Students** are encouraged to discuss with staff, any difficulties they might be experiencing. Their concerns are shared with Form Teachers and the Head of LEAD Centre /SENCo.

**Internal tests used to assess pupils:** BPVS (receptive vocabulary), NNAT (non-verbal reasoning), WIATII-T (single word reading, reading comprehension and spelling), DRA (reading accuracy, rate, fluency and comprehension), CTOPP and CTOPP2 (phonological skills), TAPS3 and SCAN3/3A (auditory processing) and Maths Competency.

## Action

We have a graduated approach to dealing with referrals.



## **Monitoring progress**

The Head of LEAD Centre/SENCo has responsibility for overseeing whole school assessment and tracking, which enables her to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling them to achieve their potential.

Each student who receives 1-to-1 learning support tuition has two IEPs per year, reviewed in December and June.

The Head of LEAD Centre SENCo is responsible for monitoring the quality of learning support lessons. This is assessed through the performance management review system.

## **English as an additional language (EAL)**

Students who require EAL tuition are usually identified on application and referred to the EAL teacher.

It is important to note that it may be necessary for overseas students to demonstrate a certain level of competence in English before any student visa can be issued. Details of the latest regulations relating to this can be obtained by contacting the school. Our EAL support teacher can also give details of the 'online' testing systems available for providing evidence of competency in English.

All students admitted to the school requiring EAL support will be assessed in terms of how much assistance they require but typically this is likely to be 1 - 4 hours per week specialist teaching in addition to the normal curriculum. The students will be offered the opportunity to achieve Cambridge University English Proficiency Certificates.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. We recognise that difficulties related solely to limitations in EAL are not SEN.

## **Provision**

### **Curriculum**

Appropriate action will be taken to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by disabled pupils. Dyslexia-friendly practices are in evidence and the use of assistive technology is encouraged and is being developed.

Prospective disabled pupils and their parents may discuss the specific requirements in advance with the Head of LEAD Centre/SENCo, Heads of Key Stages and Heads of School, to ensure that learning support and other needs are identified and made known to relevant staff.

All appropriate steps will be taken to ensure that a pupil who becomes disabled during their time at Finborough School has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

## **Exam access arrangements**

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, readers and scribes. How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

The Head of LEAD Centre/SENCo gathers evidence from a range of sources: knowledge of whether the pupil has substantial and long-term difficulties/disabilities, teacher assessments, class tests and exams, class work and educational psychologists' reports or medical reports. Evidence from standardised scores is usually ascertained from an assessment undertaken by a specialist teacher. Although this incurs a cost to parents, a range of assessment scores are collected, covering a range of skills to enable an application to be made to the Joint Council for Qualifications (JCQ), the body overseeing examinations.

## **Health and Safety**

The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues within the school which affect them.

## **Pastoral Care**

Finborough School has considered these issues and identified the following difficulties that might be encountered by those children with a disability. These include (dependent on the disability):

- bullying
- non-integration leading to friendship problems
- poor physical and mental welfare

A number of strategies have been identified to deal with these potential difficulties:

- Education for pupils about disability issues
- improved training for staff to identify difficulties at an early stage, with focus on the class tutor system (use of specialist outside agencies where appropriate)
- enhanced role for those who are first aid trained in co-ordinating feedback about pupils with disabilities
- use of mentors and "buddies" as appropriate, to aid integration of the disabled pupil

## **Awareness and observance of the policy**

Finborough School believes that much good work has been done to ensure an inclusive approach to education has been adopted.

## **Accessibility**

The Accessibility Plan that accompanies this policy is a blueprint for the next three years and outlines the detailed adjustments the school will make to improve accessibility for existing and prospective pupils to education.

All other policies of the school which have a bearing on disabled pupils will be amended and revised to be consistent with the Accessibility Plan.

The school believes that all policies and information should be available in a format which is accessible to parents with disabled children.

### School Environment

The school is predominately based on the ground floor with steps at every entrance. Ramps are available to be installed if a staff member or pupil with mobility problems joins the school. This includes temporary mobility problems.

Many of the classes are designated to various teaching rooms. This requires pupils to go from classroom to classroom often up steps and stairs in buildings without lifts. Disability aids around the buildings, e.g. ramps for wheelchairs have been provided.

Inclusion of disabled lavatory facilities for pupils are within the programme of rolling refurbishment.

Reason for Review/Amendments	Last review August 2018
Details of changes	<ul style="list-style-type: none"> <li>Policy reviewed to ensure current legislation and practices are included.</li> </ul>
Date of next review	Annual review April 2019

Name	Position	Responsible for	Signature	Date
S Clark	Headmaster	Document Control and Implementation (academic staff)		
J Sinclair	Principal	Governance/oversight		
L Sinclair	HR Director	Recruitment/ Staff policies		
K Barker	SENCO	Policy and staff training/awareness		
K Walmsley	Headmaster's PA / Admissions	Document Administration (non-academic staff)		