

Special Educational Needs and Disabilities And Accessibility Policy (SENDA)

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

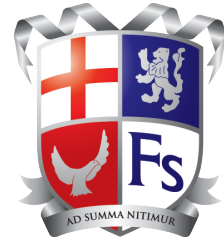
The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 students with medical conditions (DfE 2014).

Aims and Objectives

This policy explains how Finborough School makes provision for students 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 students 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 students of the school.

Admissions

Finborough School pledges to provide its students with 'The Best Preparation for Life'. In the light of this, admission to Finborough School depends upon a prospective student meeting the criteria required to maintain the educational and general standards for all its students 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 student to the best of his or her potential and in line with the general standards achieved by the student's peers, so that there is every chance that the student 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 student's time at the school.

The School's policy is to apply these criteria to all students and prospective students regardless of any disability of which it is aware, subject to its obligation to make **reasonable adjustments** not to put any disabled student or potential student at a substantial disadvantage compared with any student 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 student or prospective student, 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 Deputy Head (LEAD)/SENDCo .

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 Students (CReSTeD) as a Learning Support Unit. The Learning Enhancement and Development (LEAD) Centre, is able to provide specialist tuition for students with dyslexia, dyscalculia, dyspraxia, AD(H)D, speech and language, ASD 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 Deputy Head (LEAD)/SENDCo. Tests of reading, spelling and maths are used. Occasionally, other assessments may be done as well e.g. processing speed. Further specialist assessment is recommended when appropriate.

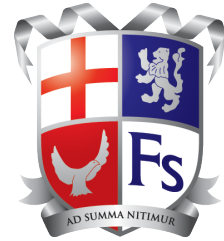
Students who enter the school with a known difficulty must provide all relevant diagnostic assessment report(s).

Teachers who recognize a student is having difficulty will discuss this with the appropriate Assistant SENDCo (Prep or Senior) who will arrange an initial assessment. Following this, they will give advice or refer on to the Deputy Head (LEAD)/SENDCo, for further assessment.

Class and subject teachers, make regular assessments of progress, including Learnability for all students. These seek to identify students 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 (GL in Prep and CEM in Senior), 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

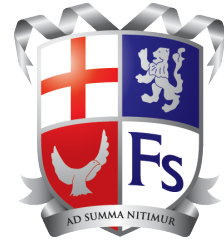
It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

A parent/carer who is concerned about their child's progress will speak to the Office or the Class/Form Teacher, who will refer the concern to the Deputy Head (LEAD)/SENDCo. Parents may also speak directly to the Deputy Head (LEAD)/SENDCo, who will liaise with teaching staff.

Students are encouraged to discuss with staff, any difficulties they might be experiencing. Their concerns are shared with Class/Form Teachers and the Deputy Head (LEAD) /SENDCo.

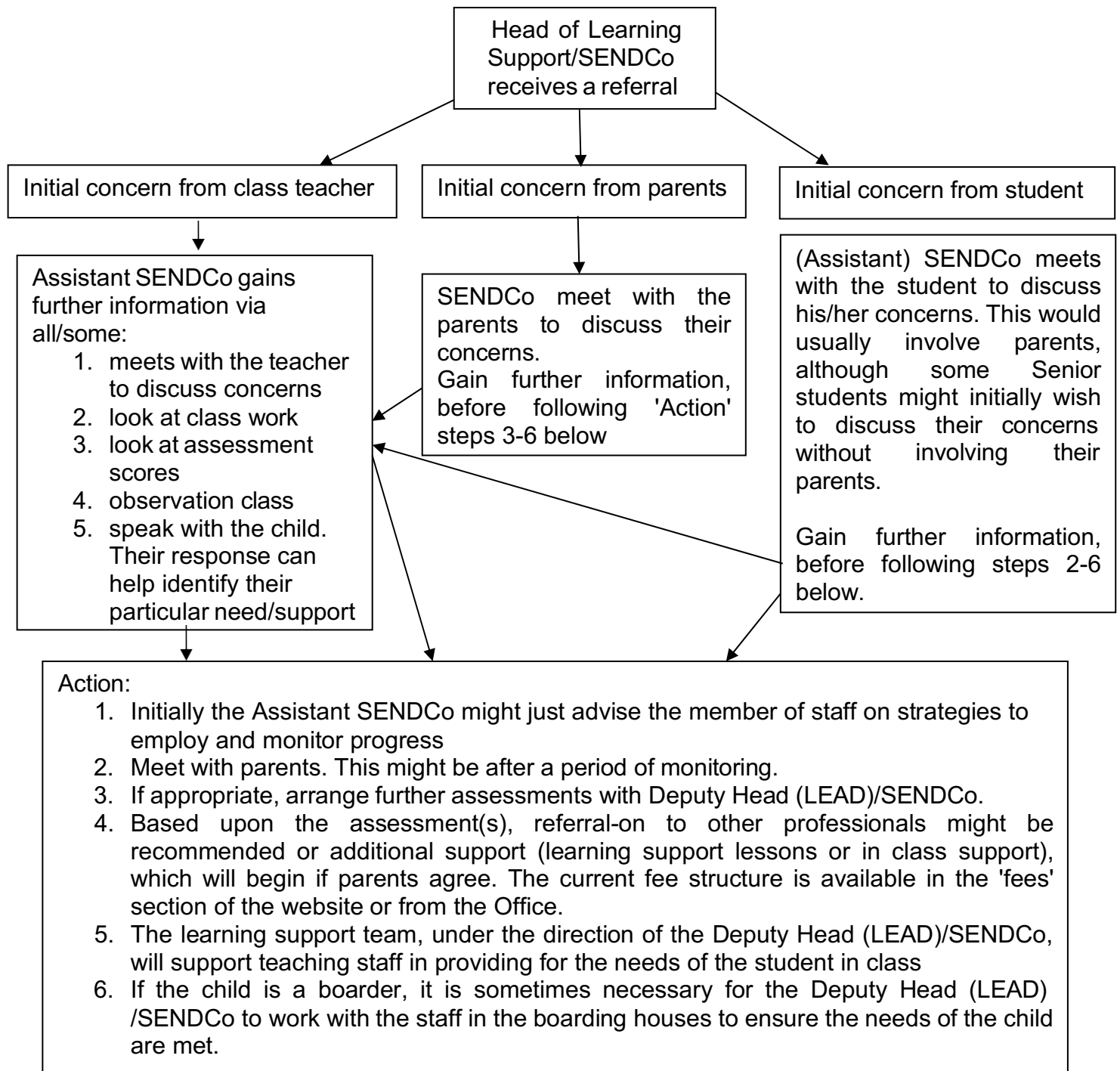
Internal tests used to assess students: WRIT; CTOPP and CTOPP2 (phonological skills); SDMT (visual processing); WIATIII-UK (full battery is available, including Oral Reading Fluency; Word Reading, Reading Comprehension, Spelling, Numeracy), TOMAL-3; TOWRE-2; DASH SCAN3C/3A (auditory processing).

The Deputy Head (LEAD) /SENDCo holds a SpLD APC (Patoss), so is qualified to diagnose dyslexia.



Action

We have a graduated approach to dealing with referrals.





Monitoring progress

The Deputy Head (LEAD)/SENDCo supports teaching staff in the analysis of assessment data to ensure the needs of all students are being met, enabling them to achieve their potential.

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

The Deputy Head (LEAD)/SENDCo is responsible for monitoring the quality of learning support lessons. This is assessed through learning walks and observations.

English as an additional language (EAL)

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

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.

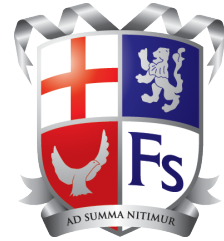
Provision

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 students. Dyslexia-friendly practices are in evidence and the use of assistive technology is encouraged and is being developed.

Prospective disabled students and their parents may discuss the specific requirements in advance with the Deputy Head (LEAD)/SENDCo and Deputy Heads of School, to ensure that additional support and other needs are identified and made known to relevant staff.

All appropriate steps will be taken to ensure that a student 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 student 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 Deputy Head (LEAD)/SENDCo gathers evidence from a range of sources to generate a picture of need: information from subject teachers; knowledge of whether the student has substantial and long-term difficulties/disabilities, teacher assessments, class tests and exams, class work and educational psychologists' reports or medical reports.

The Deputy Head (LEAD)/SENDCo is responsible for assessing students for exam access arrangements, completing Form 8 and making an application to Joint Council for Qualifications (JCQ), the body overseeing examinations. It is the JCQ who decide if access arrangements can be applied, not the school.

Health and Safety

The School will ensure that all students, including students with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other health and safety issues 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 students 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 students with disabilities
- use of mentors and “buddies” as appropriate, to aid integration of the disabled student

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.


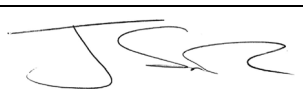
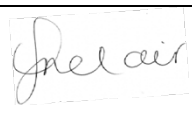

Accessibility

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 students to education.

All other policies of the school which have a bearing on disabled students 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.

Reason for Review/Amendments	Last review August 2023
Date of next review	Annual review August 2024

Name	Position	Responsible for	Signature	Date
S Clark	Headmaster	Document Control and Implementation (academic staff)		Aug 2023
J Sinclair	Principal	Governance/ oversight		Aug 2023
L Sinclair	HR Director	Recruitment/ Staff policies		Aug 2023
K Barker	SENCO	Policy and staff training/awareness		Aug 2023