

Policy for Learners with Special Educational Needs or Disabilities (SEND)

Rationale

Tudor Hall School aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic progress and personal development. The school has high expectations of all our pupils and we strive to ensure that every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs and/or disabilities (SEND) bring to school life. In accordance with the Equality Act 2010, the SEND code of practice 2015 (updated April 2020) and the Children and Families Act 2014, we take reasonable steps to ensure that disabled pupils and applicants including those with EHC plans are not put at a significant disadvantage in comparison with others.

Objectives

- To educate pupils with SEND alongside their peers within the normal curriculum of the school or as appropriate, following a specially adapted curriculum designed to maximise opportunities for pupils with SEND to demonstrate progress and move to the next stage of education
- To educate pupils so that they can make progress, reach their full potential and develop independent learning skills, confidence and skills for life.
- To continue to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to participate.
- To improve the provision of information to disabled pupils which is readily accessible to those who are not disabled.

Success Criteria

- Appropriate learning challenges are set
- Pupils' diverse needs are met
- Potential barriers to learning and assessment for individuals and groups of pupils are overcome
- All are able to participate in the school's curriculum and cocurricular activities to a level appropriate to their abilities

Methodology

1. Implementation

Admissions

The school's Admissions Policy explains that applications from all who have the ability and aptitude to access an academic curriculum are welcome. Parents/carers of pupils with SEND are advised to discuss their child's requirements with the school before they sit the entrance exam so that adequate provision can be made for them on interview. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for any special arrangements.

The Head and Head of Learning Support monitor the annual intake to ensure that pupils with SEND (with or without Ed. Psych. Reports) have not been refused admission or been subjected to discrimination on the basis of their SEND.

The Deputy Head and Head of Learning Support liaise with prospective parents/ carers, pupils and feeder schools to ensure they are fully informed about any adaptations or support that may be required for the pupil to participate in the Tudor Hall curriculum.

Identification of SEND

On entry, all new pupils are assessed within the first half of the autumn term to ensure additional learning needs are identified even if they have not been at the pupil's previous school. If at this stage additional needs are identified, they may, after consultation with parents/ carers, have a further assessment with a specialist who has a pre-existing relationship with the school.

At any time, pupils may refer themselves for assessment or assistance from the Learning Support department. Any member of staff may also refer a pupil. Information will then be gathered by the Learning Support department to support a referral for further assessment if needed, adaptations to normal ways of working or for 1:1 Learning Support or Learning Mentoring lessons.

The Learning Support Register and maintenance of records

Once a pupil has been found to have a SEND their details are entered onto the Learning Support register on iSAMS, which is updated and maintained by the Head of Learning Support.

The results of assessments and any special teaching recommendations or other interventions from specialists or the learning support department are noted and disseminated to all staff working with each pupil. Pupil passports and ILPs are also accessible to staff and tutors.

Review and evaluation of pupils' progress

Individual Learning Plans (ILPs) are prepared for all pupils being assisted by the Learning Support department which are used to monitor their progress. When appropriate, meetings around the child including external professionals and all staff involved in that pupil's care may be called. Parents/ carers and pupils are always informed of points for action and any decisions made during these meetings.

If or when pupils stop learning support lessons, their progress continues to be monitored by the Head of Learning Support. Some pupils may continue to receive support towards becoming an independent learner through Learning Mentoring.

Provision for SEND

Learning support lessons are a chargeable extra. Parents/ carers are asked for permission before support is given. Normally the support is given on a 1:1 basis to be able to fully meet individual needs. The lessons take place in the Learning Support department outside lesson times.

The Learning Support department has staff who are experienced in specific learning difficulties. If a pupil needs more specific help e.g. for speech /communication disorders, a specialist may be asked to attend. Specialist mathematics support is available for pupils with SEND. There is a comprehensive battery of tests and resources for assessment, teaching and learning.

Liaison with Parents/ carers

Communication between parents/ carers and the learning support department is essential to ensure that the pupil's needs are being met and parents/ carers' views are recorded. The Head of Learning Support endeavours to keep parents/ carers fully informed at all times. Parents/ carers have a list of contact details; they are encouraged to keep in contact with the learning support teacher and expected to meet the Head of Learning Support at parents/ carers' meetings. Reports on progress during learning support lessons, are provided with each full report cycle.

Liaison with teaching staff

Teaching staff are expected to refer to and act on information in the learning support register and ILPs at all stages of a pupil's career in the school. This will help them to differentiate the curriculum where necessary, to plan effectively, prepare the pupil adequately for examinations and request examination concessions if necessary. In turn, the Head of Learning Support expects to be kept informed about any issues, plans or interventions that might be affected by the pupil's SEND.

Liaison with pupils

The view of the pupil is of paramount importance to ensure that teaching, assessments and interventions meet her individual requirements. Each pupil is always asked if they agree to any exam concessions being put in place. Each pupil is made aware of the results of assessments and recommendations. Each pupil is told about the 'open door' policy of the Learning Support department so they are welcome to seek help at all times.

The range of strategies available, in class and in school

These include seating arrangements in the classroom, method of delivery of instructions, making written information accessible in different ways or in advance. Staff who look after pupils or take them on trips outside school are made aware of pupils' SEND to ensure any essential adaptations are made or support provided. Teaching assistants to work with individual pupils according to their SEND.

Applications for additional access arrangements for public exams

Where appropriate, prior to public examinations, the Head of Learning Support makes applications to the examination boards for any reasonable adjustments, such as extra time or the use of a reader, which might be necessary to ensure that the pupil has the best chance of demonstrating their ability. These applications need to be made within a set time frame and according to procedures. Parents/ carers and pupils are asked for cooperation in these matters so that the school may abide by the regulations.

Transition to further education/employment

The Head of Learning Support liaises with subject teachers, tutors and pupils when applications are made to colleges or university and is available to liaise with Learning Support Departments and places of employment.

Staff in Service Training

The Head of Learning Support and Deputy Head are responsible for ensuring appropriate teaching strategies are shared with teaching staff to support pupils with SEND in the classroom. Pupil passports, written in the pupil's voice, provide teachers with valuable information about strategies that best support each individual in lessons and are reviewed regularly.

The Learning Support Staff are encouraged to update their knowledge of SEND on a regular basis.

2. Three-Year Accessibility Plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined in the Equality Act 2010).

The accessibility plan to improve the physical environment and provision of information for those with disabilities is at Annex A.

3. Monitoring

Overall Responsibility for SEND rests with the Governing Body and the Headmistress, delegated to the Deputy Head, the Head of Learning Support and supported by all staff.

Head of Learning Support

Oversees the day-to-day operation of the school's SEND procedure

Works closely with the Deputy Head and the Deputy Head Pastoral to ensure the needs of all pupils with SEND are met and they are supported to make progress

Liaises with and advises fellow teachers

Manages the teachers in the learning support department

Coordinates provision for pupils with SEND

Maintains and oversees the records of pupils with SEND

Liaises with parents/ carers of pupils with SEND

Contributes to and organises the training of staff on matters to do with SEND and best practice.

Liaises with outside agencies and other relevant professional bodies, such as educational psychologists.

Supports applications for and conducts the annual review of any student with an EHC plan

Evaluation

The Head of Learning Support and the Deputy Head are responsible for reviewing this procedure and ensuring that, as legislation changes with regard to this area, the policy is accurate.

The Bursar and Deputy Head are responsible for reviewing the progress of the three-year accessibility plan at least annually to identify progress towards improving accessibility.

Review

This policy will be reviewed every three years unless there is a change in legislation.

Signed: Headmistress

Signed: Chair of Governors

Date:

Review: 2024

EB, Amended January 2022

Annex A – Three Year Accessibility Plan 2021 to 2024

1. Increasing access to the curriculum

	Improvement/Action	Success Criteria	Lead	Timeframe
1a	Improve the process for developing details in the SEND Register by categories to ILPs and to make these available for relevant staff	Access to all curriculum areas for those with learning needs	Dep Hd, Hd LS (SENCO)	Summer 2022
1b	Develop use of Pupil Passports	Teachers understand individual pupils' needs	Dep Hd, Hd LS	Summer 2022
1c	Improve liaison between Admissions and Learning Support	Needs of prospective parents can be considered during admissions process	Registrar Hd LS	Autumn 2021
1d	Ensure SEND staff are aware of and capable of practising highest quality approaches to pupils	Current methods swiftly adopted	Dep Hd, Hd LS	Annual review
1e	Introduce specific SEN technology to assist learners with special requirements when need	No enrolled pupil is disadvantaged	Dep Hd, Hd LS	Summer Term for new school year
1f	Develop teachers' knowledge and understanding of the learning support curriculum including specific initiatives	All teaching staff are able to deliver teaching tailored to their students	Dep Hd, Hd LS	Annual training programme
1g	Include accessibility issues in PHSE curriculum	Pupils understand the differing needs of others	Dep Head (P)	Include in timetable
1h	Make adjustments to internal and external exam provision to meet identified needs of pupils as exam candidates	Pupils can successfully complete exams	Dep Hd, Exams Officer	Annual review or as required

2. Improving access to the physical environment of the School

	Improvement/Action	Success Criteria	Lead	Timeframe
2a	Routine maintenance: Maintain paths and approaches to school buildings to ensure they are even; Provide ramps to entrances as required;	Reasonable access maintained for wheelchairs users or those with limited mobility	Bursar	Annual review Summer Term

Repaint colour contrast on step nosings as required;
Ensure natural and artificial lighting is free from
excessive glare and shadows.

2b	Respond to temporary disabilities; provide alternative teaching and boarding areas if necessary and practical; establish personal emergency evacuation plans (PEEPs).	Pupils not unduly excluded from school during period of disability	Bursar	As required
2c	Include consideration of disability access in building refurbishments including entrances, walkways and washrooms	Improve access across the school site	Bursar	As required
2d	Improve access to boarding houses within limitations of buildings (disabled access possible in Vs & VI but not in lower years)	Full access to school facilities for those with physical disabilities	Bursar	Three years +

3. Improving access to information

	Improvement/Action	Success Criteria	Lead	Timeframe
3a	Review accessibility of website, prospectus and other external online and printed material with options to provide alternative means to deliver the information	School information available to those with visual impairments	Bursar, DofM	Summer 2022
3b	Review accessibility of internal online and printed materials including Firefly with options to provide alternative means to deliver the information	School information available to pupils with visual impairments	Dep Head, Database Manager	Annual
3c	Support positive action initiatives to encourage entry by disabled pupils.	Families of disabled pupils not put off from applying	Bursar, DofM	Summer 2022
3d	Provide clearer directional signage around the School	Clear signage is in place for those not familiar with site	Bursar, DofM	Summer 2021

Appendix 2 - Further Guidance on Accessibility Action Plan

We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

- to our policies, criteria and practices (i.e. the way we do things); and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for applicants with any SEND sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. Parents/carers (or the pupil if the school believes they have sufficient understanding of the nature of the request) may request that the existence or nature of the pupil's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether it will be provided under an EHC plan from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

Once the school has determined whether the relevant adjustment is reasonable, we will write to the parents, setting out the decision and the reasons.

If parents are not happy with the school's decision about the reasonableness of the adjustment, they may lodge a complaint using the school's Complaints Procedure.

If a pupil is disabled and parents believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, parents may write to the Head of Learning Support setting out in full the adjustment and (if necessary) how the school could put this into practice.

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that, where adjustment costs are minimal and satisfy the related criteria, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question. The Head of Learning Support is responsible for monitoring this and decisions will be taken in consultation with the Deputy Head and Headmistress.