

1. INTRODUCTION

- 1.1 Carrdus and Tudor Hall Schools (the 'School') provide an inclusive environment that aims to offer the highest quality of teaching and learning, and to support all pupils in the pursuit of academic progress and personal development.
- 1.2 Pupils with Special Educational Needs and Disabilities (SEND) may have cognitive, communicative, health, physical, emotional and behavioural barriers to learning. As stated in *The Special Educational Needs and Disabilities (SEND) Code of Practice: for 0-25 years (2015)*; '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.'
- 1.3 The School has high expectations of all our pupils and we strive to ensure that no pupil is refused access to opportunities based on their protected characteristics.
- 1.4 Through early identification of pupils with SEN, we aim to ensure that every pupil experiences success in their learning and are valued and encouraged to contribute to all aspects of School life.
- 1.5 We value the diversity of our School community and appreciate the contribution that pupils with special educational needs and/or disabilities bring to School life.
- 1.6 The School encourages all parents to share any concerns about their child with the School in order that a healthy partnership for the care of their child can be developed. The Head of Learning Support, (HLS), Deputy Head (Academic) and Head are always happy to discuss any parental concerns.
- 1.7 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 Local Authority EHC plans or SENA are not put at a significant disadvantage in comparison with others.

2. OBJECTIVES

- 2.1 To work openly with parents to assess our ability to support every child, and to explain if we are unable to do so.
- 2.2 To educate pupils with SEND alongside their peers within the normal curriculum of the School, or following a specially adapted curriculum designed to maximise opportunities for pupils with SEND, to demonstrate progress and move to the next stage of education.
- 2.3 To educate pupils so that they can make progress, reach their full potential and develop independent learning skills, confidence and skills for life.
- 2.4 To continue to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to participate.
- 2.5 To improve the provision of information to disabled pupils which is readily accessible to those who are not disabled.

3. SUCCESS CRITERIA

- 3.1 Appropriate learning challenges are set.
- 3.2 Pupils' diverse needs are met.

- 3.3 Potential barriers to learning and assessment for individuals and groups of pupils are overcome.
- 3.4 Reasonable adjustments are in place to ensure that pupils are not refused access to opportunities because of their SEND.

4. METHODOLOGY AND IMPLEMENTATION

4.1 Admissions

- 4.1.1 The Schools' *'Admissions Policy'* explains that applications from all who have the ability and aptitude to access an academic curriculum are welcome.
- 4.1.2 Parents/carers of pupils with SEND are advised to discuss their child's requirements with the School before assessment days so that adequate provision can be made for them. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request for any special arrangements.
- 4.1.3 The Head and Head of Learning Support monitor the annual intake to ensure that pupils with SEND (with or without Ed. Psych. Reports) are fairly assessed, have not been refused admission or been subjected to unlawful discrimination on the basis of their SEND.
- 4.1.4 The Deputy Head Academic and Head of Learning Support liaise with prospective parents/ guardians, 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.

4.2 Identification of SEND

- 4.2.1 Prior to entry, admissions testing will identify pupils who may need additional support to access the curriculum. Recommendations will be discussed with parents or guardians prior to entry.
- 4.2.2 Internal assessments are used by the HLS to help assess the pupil's needs. The assessments Carrdus uses are the *'Helen Arkell Spelling Test'* (HAST-2), *'York Assessment for Reading Comprehension'* (GL Assessment- YARC), *'Crossbow Visual Stress Assessment, Comprehensive Test of Phonological Processing 2'* (CTOPP-2) and *'Bell Foundation's EAL Assessment Tracker.'* 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/ guardians, have a further assessment with a specialist who has a pre-existing relationship with the School.
- 4.2.3 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.

4.3 **The Learning Support Register and maintenance of records**

- 4.3.1 Once a pupil has been found to have a SEND their details are entered onto the Learning Support register which is updated and maintained by the Head of Learning Support.
- 4.3.2 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.

4.4 **Evaluation of pupils' progress**

- 4.4.1 For our pupils at Carrdus targets are reviewed regularly in consultation with the HLS. The impact and quality of the support is evaluated and revised in light of the pupil's progress and development. These are shared with parents at parent's evening.
- 4.4.2 At Tudor Hall, 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/guardians and pupils are always informed of points for action and any decisions made during these meetings.
- 4.4.3 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.

4.5 **Provision for SEND**

- 4.5.1 At Carrdus the HLS will decide if additional 1:1 or small group intervention is needed.
- 4.5.2 The HLS will decide if there is a need for any specific assessments in Literacy, Maths, Social Skills, Attention or Visual Assessments that may benefit the pupil.
- 4.5.3 The class teacher is responsible for working with the child on a daily basis and will provide appropriate differentiation. Where group or 1:1 teaching is required away from the class they still retain responsibility for overall progress of the pupil. They work closely with any teaching assistants involved to deliver and assess the impact of support. When a child has been identified as needing Learning Support (LS), parents sign and LS form. They agree to pay an additional charge for a specialist individual, or prorated for group tuition.
- 4.5.4 At Tudor Hall whilst accommodation for learning differences is made in curriculum lessons as a matter of course, bespoke individual or small group Learning Support lessons are a chargeable extra. Parents/ guardians are asked for permission before support is given and an agreement to any charges is sought prior to support commencing. The lessons usually take place in the Learning Support department outside lesson times.
- 4.5.5 The Learning Support department has staff who are experienced in specific learning needs. If a pupil needs more specific help e.g. for speech /communication needs, the department may seek advice from a specialist. Specialist mathematics support is available for pupils with SEND. There is

a comprehensive range of tests and resources for assessment, teaching and learning.

4.6 Liaison with Parents/Guardians

- 4.6.1 For Carrdus pupils class teachers and the HLS are in regular contact with parents through the homework diary and emails and they are welcome to meet at any time if required.
- 4.6.2 The HLS will meet with the pupil's class teachers and Heads of Assessment to share any specific assessment scores and to consider future provision.
- 4.6.3 For Tudor Hall girls communication between parents/guardians and the Learning Support department is essential to ensure that the pupil's needs are being met and parents/ guardians' views are recorded. The Head of Learning Support endeavours to keep parents/guardians fully informed at all times. Parents/guardians 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 and/or their daughter's learning support teacher at parent-teacher consultations. Reports on progress during learning support lessons are provided with each full report cycle.

4.7 Liaison with teaching staff

- 4.7.1 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 support adapted examination access requirements if necessary.
- 4.7.2 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.

4.8 Liaison with pupils

- 4.8.1 The view of the pupil is of paramount importance to ensure that teaching, assessments, and interventions meet her individual requirements.
- 4.8.2 Each pupil is always given the opportunity to discuss their needs and asked to agree any adapted examination access requirements being put in place.
- 4.8.3 Each pupil is made aware of the results of assessments and recommendations.
- 4.8.4 Each pupil is told about the 'open door' policy of the Learning Support department so they are welcome to seek help at all times.

4.9 Pupil support

- 4.9.1 Pupils are supported by quality teaching in the classroom and a range of strategies to ensure all pupils are able to access learning and cocurricular opportunities, including:
- 4.9.2 Seating arrangements in the classroom, a range of methods of delivery of instructions and making written information accessible in different ways or in advance;

- 4.9.3 Appropriate information sharing to ensure that staff who look after pupils or take them on trips are aware of pupils' SEND to ensure any essential adaptations are made or support provided; and
- 4.9.4 Teaching assistants to work with individual pupils or groups according to their SEND.

4.10 **Applications for additional access arrangements for public exams**

- 4.10.1 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.
- 4.10.2 These applications need to be made within a set time frame and according to procedures and strict regulations set by JCQ. Parents/ guardians and pupils are asked for cooperation in these matters so that the School may abide by these regulations.

4.11 **Transition to secondary school or further education/employment**

- 4.11.1 At Carrdus staff work with all receiving schools to ensure smooth transition for all pupils. When secondary schools request information this is provided as appropriate. Should a child leave before they finish Year 6 all relevant information is shared with the receiving school. Parents of children with SEND are encouraged to visit potential secondary schools and to talk with their learning support teams to ensure that each child's needs will continue to be met.
- 4.11.2 For Tudor Hall girls, 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.

4.12 **Staff in Service Training**

- 4.12.1 The Head of Learning Support and Deputy Head (Academic) are responsible for ensuring appropriate teaching strategies are shared with teaching staff to support pupils with SEND in the classroom. Learning Plans and 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.
- 4.12.2 The Learning Support Staff are encouraged to update their knowledge of SEND on a regular basis.

5. THREE-YEAR ACCESSIBILITY PLAN

- 5.1 Parents of current and prospective pupils with SEND may view the '*Accessibility Plan*' on the School website attached as **Appendix 1**. It shows the ways in which the Governors plan to make the School sites, its curriculum and the information it provides, accessible to pupils, parents and other visitors with SEND. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

- 5.2 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).
- 5.3 The accessibility plan to improve the physical environment and provision of information for those with disabilities is at **Appendix 2**.
- 5.4 **Monitoring**
- 5.4.1 All staff are responsible for ensuring pupils with SEND are well supported.
- 5.5
- 5.5.1 Overall responsibility for SEND rests with the Board of Governors and the Head, delegated to the Deputy Head Academic and the Head of Learning Support.
- 5.6 **Head of Learning Support**
- 5.6.1 Oversees the day-to-day operation of the School's SEND procedure.
- 5.6.2 Works closely with the Deputy Head Academic and the Deputy Head Pastoral to ensure the needs of all pupils with SEND are met and they are supported to make progress.
- 5.6.3 Liaises with and advises fellow teachers.
- 5.6.4 Manages the teachers in the learning support department.
- 5.6.5 Liaises with admissions to ensure appropriate access arrangements are provided for entrance assessments.
- 5.6.6 Analyses assessment data and information from feeder schools to provide suggested support plans or adaptations to the curriculum for pupils with SEND prior to entry.
- 5.6.7 Is responsible for ensuring that Parents/ guardians are clear about the support available to their daughter on entry and the programme of study they will follow.
- 5.6.8 Coordinates provision for pupils with SEND.
- 5.6.9 Maintains and oversees the records of pupils with SEND.
- 5.6.10 Liaises with parents/ guardians of pupils with SEND.
- 5.6.11 Contributes to and organises the training of staff on matters to do with SEND and best practice.
- 5.6.12 Liaises with outside agencies and other relevant professional bodies, such as educational psychologists.
- 5.6.13 Supports applications for and conducts the annual review of any student with an EHC plan.

6. EVALUATION

- 6.1 The Head of Learning Support and the Deputy Head (Academic) are responsible for reviewing this policy and ensuring that, as legislation changes with regard to this area, the policy is accurate.
- 6.2 The Bursar and Deputy Head (Academic) are responsible for reviewing the progress of the three-year accessibility plan at least annually to identify progress towards improving accessibility.

7. REVIEW

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

Reviewed by Deputy Head (Academic): April 2023

Approved by Education and Welfare Committee: May 2023

Reviewed by Deputy Head (Academic): September 2024

Appendix 1 – Three Year Accessibility Plan 2024 to 2027

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 | DH(A), H LS (SENCO) | January 2025 |
| 1c | Improve liaison between Admissions and Learning Support | Needs of prospective parents can be considered during admissions process | Registrar, DH(A) Hd LS | Autumn 2024 |
| 1d | Ensure SEND staff are aware of and capable of practising highest quality approaches to pupils | Current methods swiftly adopted | DH (A), 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 pupils | 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 |
| 1j | To ensure provision in lessons differentiated to meet needs of all pupils increasing access to curriculum. | Determine progress by data monitoring and anecdotal evidence | DH(A) | Ongoing |

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; Repaint colour contrast on step nosings (protruding edge of steps) as required; and | Reasonable access maintained for wheelchairs users or those with limited mobility | Bursar | Annual review Summer Term |

| | | | | |
|----|--|---|--------|---------------|
| | 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 ' <i>Personal Emergency Evacuation Plans</i> ' (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, DofER | Summer 2024 |
| 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 | DH (A), Data 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 2023 |
| 3d | Provide clearer directional signage around the School | Clear signage is in place for those not familiar with site | Bursar, DofM | Summer 2021 |
| 3e | To ensure all communications between School and home ensure access for all pupils, be it physical or educational access | All communication from School to home must reflect the needs of SEND pupils | DH(A) & DH(P) | January 2025 |
| 3f | To ensure typing provision for pupils who require laptops | Improved skills and access to information | DH (A), Data Manager | Complete but ongoing |

- 1.1 We have high expectations of all of our pupils, and we strive to ensure that each and 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 (SEN) and/or disabilities can bring to School life.
- 1.2 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).
- 1.3 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.
- 1.4 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.
- 1.5 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/guardians (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.
- 1.6 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).
- 1.7 Once the School has determined whether the relevant adjustment is reasonable, we will write to the parents, setting out the decision and the reasons.
- 1.8 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'*.
- 1.9 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.

- 1.10 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.
- 1.11 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.
- 1.12 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 (Academic) and Head.