

HEATHLAND SCHOOL SENDA POLICY

Policy reviewed – Sept 2020

Policy due for review – Sept 2020

Policy presented to Directors/Senior management-
Sept 2022

Introduction

The Special Educational Needs and Disability Act became law on 11th May 2001. The new act amended the existing Disability Discrimination Act 1995. The SENDA came into effect in January 2002. The Equality Act 2010 requires that schools have a three-year accessibility plan, which is included at the end of this policy.

The government's new arrangements for SEN came into force from 1st September 2014 as part of the Children and Families Act 2014. The Special educational needs and disability code of practice: 0 to 25 years was published in July 2014.

The act defines a disability if a person has a 'physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities'. Special needs are defined as someone that has significantly greater difficulty in learning than the majority of pupils of his/her age.

Special Educational Needs (SEN) refer to any circumstances resulting in an individual student requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioral and specific learning difficulties and can also refer to able, gifted and talented students.

The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disability or special needs.

There is a commitment for the Governing Body of the school in their annual report to explain admissions procedures for SEN/Disabled pupils and what the school provides in respect of equal access to learning. An accessibility plan should also be included outlining future developments in increasing accessibility.

Named SENCO/Named person with Responsibility for SEN

Our Special Educational Needs Co-ordinator or 'SENCO' is Mr Simon Goodison

Some of the aspects that the SENCO is responsible for are:

- Helping to identify any areas of difficulty that a child may have.
- Helping to formulate a child's Individual Education Plan IEP/Individual Behaviour Plan IBP, ensuring that appropriate strategies are used.

- Keeping all staff informed about developments and good SEN practice etc.

Admissions Policy

The School's Admission Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils its anticipatory duty as defined by the Act. The failure of a parent to divulge SEN/disability at this time constitutes a justification under the act for discrimination. Where a parent requests confidentiality regarding a SEN/disability this request would limit what the school could provide in making reasonable adjustments. Under these circumstances the school has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry to the School because of their special needs. Heathland School is not a broadly academically selective school; we prefer to focus on the potential of individuals as opposed to academic ability. We also have stringent behavior expectations.

Heathland School accepts pupils who are dyslexic, who have Specific Learning Difficulties or ASD. We also offer places to pupils who have other difficulties such as physical disabilities, motor coordination problems, visual impairment, auditory impairment and emotional problems, or where English is not their first language (EAL).

Suitability of the structure of the school buildings and their limitations for each pupil has to be considered. This will be carried out in consultation with each pupil, parents and any appropriately qualified person. Heathland School is an old Mansion House built of stone in 1900 and this has to be also considered in this process.

Appointment of Staff

The school is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place. (See Equal Opportunities Policy)

Education and Associated Services

The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

1. Curriculum
2. Teaching and learning
3. Timetabling

4. Homework
5. Serving of school meals
6. Interaction with peers
7. Assessment and examination arrangements
8. School Discipline
9. Exclusion/suspension procedures
10. Preparation of pupils for their next phase of education

All of these are bound by the limits of *reasonable adjustment* as covered by SENDA as outlined below.

Special Needs provision is the overall responsibility of the SENCO, who works closely with the Directors and the staff, parents, carers and pupils.

Access to Out of Classroom activities

The school will wherever possible, make *reasonable adjustments* to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However under *the reasonable adjustments* duty the school would have to consider:

1. The need to maintain academic, musical, sporting and other standards
2. The financial resources available to the school
3. The Health and Safety requirements-SENDA does not override the school's duties under Health and Safety Legislation
4. The interests of the other pupils and persons who may be admitted to the school as pupils

Accessibility Strategies: Buildings.

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such an audit has been completed-Appendix 1

PEEPS

A personal emergency evacuation plan (PEEP) should be drawn up, where necessary for pupils with special educational needs. This could be for a permanent disability or for a temporary need. Plans should be reviewed whenever the pupil's needs change.

INSET

The School recognises the needs for Staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition, an awareness of

SENDA issues are part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

Review

Heathland School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a continuous responsibility is exercised. Other areas of policy and provision should, where appropriate, be reviewed with SENDA in mind.

Claims of unlawful Discrimination

Any claim for unlawful discrimination under SENDA must come from the parent and not the child. In the first instance, the complaint should be made to the school and follow the School's Parental Complaints Policy. However, parents have the right to refer a complaint to SENDIST (Special Educational Needs and Disability Tribunal) within six months of the date on which they believe unlawful discrimination has taken place.

Educational Inclusion

Heathland School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matters.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

Purpose

This Policy will underpin all other policies of Heathland School.

This policy will ensure that the provision of the SEN and Disability Act 2001 and Disability Discrimination Act 1995 and subsequent code of practice are put into place in this School. It will ensure that the Revised Code of Practice for SEN 2002 is implemented.

The Policy will ensure that the provision of the Race Relations (Amendment) Act 2000 together with the Race Relations Act 1976 and subsequent code of practice underpin all aspects of the school's work.

This Policy complies with Schedule 10 of the Equality Act 2010.

Broad Guidelines

1. To recognise and record pupils' strengths and successes to encourage a positive self-image.
2. Everyone in school must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with SEN or on racial grounds.
3. To ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.
4. Everyone in the School must be familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and they must ensure that the codes underpin all aspects of their work.

Organisation of Provision

At the beginning of each academic year, a register of pupils who require additional support within the classroom, or who are receiving 1:1 Tuition or who have had such help in the past, is collated and circulated. This is regularly updated throughout the year in consultation with the appropriate staff, pupils and parents. Information is shared at regular staff meetings. Termly meetings are held with parents/carers to discuss progress and focused support plans.

The timetable for withdrawal and support is organised at the beginning of the Autumn Term after discussion with pupils, parents and teachers. Every endeavour is made to accommodate each pupil without encroaching upon other lessons.

Our timetable is not rigid and, when necessary, will be altered to suit pupil and teacher where possible. The needs of pupils with mild difficulties are met within the normal classroom situation. Where necessary, teachers can consult with Miss Helen Thompson for advice and help. Requests for area specific testing of pupils must be discussed with the SENCO and can only take place with parental permission. There is a small charge to parents/carers for this testing to take place. Prior to admission, parents will be asked for an Educational Psychologist's report, detailing their child's needs.

Work in the Pre-prep and Junior School revolves mainly around literacy skills, mathematical skills and handwriting difficulties. Help is also given with organisational and study skills.

Senior Department pupils may receive in class-support in literacy and mathematical skills. Help is also offered with presentational skill.

At all stages, pupils are gently weaned off support when it is felt to be appropriate. This decision is reached in consultation with all the relevant teachers, pupils and parents. The student is then monitored throughout their school career. Their name remains on the register along with a record of the difficulties they have experienced. At any stage help and further support can be sought. All students are encouraged to seek for help when it is required.

Individual Education Plans

(These criteria will also be used for Individual Behaviour Plans)

The IEP will set targets for the pupil and will detail:

- The short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be set in place · When the plan is to be reviewed · Success and/or exit criteria.

The IEP/IBP will be reviewed regularly and outcomes will be recorded. Pupils will participate in the review process.

Statements of Special Educational Need

Education, health and care (EHC) plans will replace statements and learning difficulty assessments (LDAs) and will cover young people up to the age of 25. New assessments of SEN will follow the new rules from 1st September 2014. The draft Code explains how health provision for a child will be agreed when drawing up his or her EHC plan. Each NHS clinical commissioning group (CCG) will decide what services to commission to meet the health needs of young people with SEN in the area.

School Action and School Action Plus

In the draft code, School Action and School Action Plus are replaced by a single school-based category for children needing extra support. The interventions and expected outcomes for these pupils will be set out in the Individual Learning Plans. Progress will be reviewed by the form tutor each term.

Funding

Local authorities are reviewing funding to independent schools. Parents will have to fund any extra support in addition to school fees if payments cease.

For pupils who have a Statement of Special Educational Need, their progress and support, outlined in their statement are reviewed annually and a report provided for the Local Authority. This review is additional to the review of any relevant IEP. Additionally, during Senior 3, the school will liaise with other agencies to arrange Transition Plans for students with statements. (This will also be available for other students with SEN for whom Transition Planning would be beneficial.) These plans refer to the student's progression post 16 and are reviewed annually as part of the review process.

The SENCO will continue to manage the transition process, prepare and manage statutory assessment paperwork and organise, attend and co-ordinate the administration of annual reviews during the three year transition process.

When students move to another school, their records will be transferred within 15 days of the student ceasing to be registered at Heathland School, as required under the Education (Pupil Information) Regulations 2000.

Appendix 1: School Accessibility

Heathland School aims to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Heathland Community for pupils, and prospective pupils, with a disability. (See Disability Policy and Accessibility Plan)

However, Heathland School is housed in an old Manor House and is the home of the Junior Department. Many rooms (such as the Dining Room, the Music Room and the Junior ICT suite) are used by all the students of the school. Heathland Junior school building is set across 3 floors with many sets of steps and narrow flights of stairs and corridors. There are no lifts and, at present, no designated disabled toilets in the Manor House itself. There is a disabled toilet in the Senior School building.

Accessible

- The classrooms in the EYFS and the Lower School
- Toilets on the ground floor in the Junior School.
- Music, ground floor Classrooms, Dining room, and toilets accessed via a ramp.
- The School Office/Bursar's Office in the Manor House.

All other rooms in the Manor House.

Temporary Access

In the event of a pupil with a temporary disability following an accident/operation, arrangements are made to allow the pupil to have access to as much of the school day as possible.

These arrangements may include:

- Lessons to be relocated if possible.
- Assistance to be provided for visiting the toilet.

- Work sent to be completed in an alternative location- Senior department.
- Extra movement time between lessons- in cases of student on crutches etc.

CURRENT THREE YEAR SENDA PLAN 2018-2021

Improvement	Timescale	Completed
Ramped access to the Senior building to be covered in tarmac.	By October 2018	completed
Continued improvement of paths around school	On-going	Stage 1 and 2 completed July 2018
More resources to be made available to support IEP's	On going	continuous
Staff training focused on SENDA /ASD in particular	On going	continuous
1-1 support /study support/SEN support	2018-2020	Implemented sept 2018
Implementaion of specific SEN testing by an external party.	immediate	Sept 2018
Termly meeting with parents/carers to update and provide progress reports	immediate	Sept 2018
Weekly SENCO and DSL meetings	immediate	Sept 2018
Purchase of SEN specific reading books	progressive	Sept 2019
Implementation of coloured paper workbooks	immediate	Sept 2019
Training for new senco	ongoing	Sept 2020
Purchasing of new resources for primary sen students	ongoing	Sept 2020
SEN support provision/ skills studies for senior pupils	immediate	Sept 2020
Improving phonic resources including readers	Ongoing	continuous