

SENDA POLICY

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 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, behavioural and specific learning difficulties. The SENDA policy also refers to those for whom English is an additional language and to gifted and talented students. The needs of those children who are 'looked after' by the Local Authority are also considered here.

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.

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. However, Cransley School is a broadly academically selective school and reserves the right to continue this process. Provision for

this is made in the code section 5:23 where independent schools may select on the grounds of both ability and aptitude. All pupils must therefore satisfy the academic criteria for entry into the school.

Cransley School accepts pupils who are dyslexic, who have Specific Learning Difficulties and those for whom English is not their first language. We also offer places to pupils who have other difficulties such as physical disabilities, motor coordination problems, visual impairment, auditory impairment and emotional problems. 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. Belmont Hall is a Grade 1 Listed building 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 .

Special Needs provision is the overall responsibility of the SENCO, who works closely with the Pastoral Coordinator, the Head of Preprep and Junior Department and the staff in the Dyslexia Department.

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

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 is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings.

Review

Cransley 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 grievance Policy. However parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

Educational Inclusion

Cransley 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 Cransley 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.

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. There should be consideration of all possible alternative forms of assessment and presentation whenever possible and practicable.
4. Staff should have a reasonable working knowledge of other services to whom a student with additional needs may be referred.
5. 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.

Identification and Assessment of Special Needs

Cransley School is committed to the early identification of special educational needs and operates a graduated response in seeking to meet those needs, in line with the code of Practice 2002.

A range of evidence is collected through the school's assessment and monitoring arrangements. If this suggests that the student is not making the expected progress, the SENCO, in consultation with the class/subject teacher will decide whether additional and /or different provision is necessary. Provision/action that is additional to/different from that which is available to all will be recorded on either an Individual Education Plan or a Behaviour Plan.

This will be written in consultation with the student, the teacher, the parent/carer (and, in the case of a Behavioural Plan, the Pastoral Coordinator) It may also involve consultation and advice from external agencies.

Organisation of Provision

The school does not have any specialist unit for pupils with learning difficulties (other than dyslexia), physical or behavioural difficulties

The Dyslexia Department:

At the beginning of each academic year, a register of Pupils who are receiving 1:1 Tuition in the Dyslexia Unit 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.

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 staff in the Dyslexia Unit for advice and help.

Dyslexic pupils who would benefit from a period of 1:1 multi-sensory teaching in the Dyslexia Unit will be offered that opportunity. In class support may be organised for individual pupils or for small groups of students, depending upon the pupils' needs.

In Class Support:

Support in the Junior and Preprep Department 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 skills, organisation of coursework and projects and in study skills.

At all stages, pupils are gently weaned off in class 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

For pupils who have a Statement of Special Educational Need, their progress and support, outlined in their statement, will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress, a statement may be discontinued by the Local Authority. This review is additional to the review of any relevant IEP.

Additionally, during Senior 3, the school will liaise with the Connexions Service and other agencies to arrange Transition Plans for students with Statements (This service will also be available for other pupils with SEN who would benefit from Transition Planning) These plans refer to the pupils progression post-16 and are reviewed annually as part of the review process.

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

APPENDIX 1: School Accessibility

Cransley School aims to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Cransley community for pupils, and prospective pupils, with a disability.

However, Cransley School is housed in Belmont Hall, a Grade 1 Listed Building. Belmont Hall is the home of most of the Senior Department and many rooms (such as the Dining Room, the Music Room and the main ICT suite) which are used by all pupils at the school. Belmont Hall is a Georgian building with four floors and many sets of steps and narrow flights of stairs and corridors. There are no lifts and, at present, no designated disabled toilets in Belmont Hall itself.

The immediate surroundings to the hall are also governed by the listing, so the outside paths are gravelled and uneven rather than tarmac, making access more difficult for those in wheelchairs or those with mobility problems.

Accessible:

- The classrooms in the Foundation Stage and the Lower School
- Toilets in Lower School
- Junior Library and the Dyslexia Department.
- The Sports Hall and the Art/Pottery Department
- The Science Laboratories.
- The School Office/ Bursar's Office in Belmont Hall
- The Design Technology: Food Classroom in the Senior Department

Accessible with difficulty:

- All other rooms in Belmont Hall itself

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 an ordinary school day as possible.

These arrangements may include:

- Packed lunches to be eaten in the classroom rather than the dining room.
- Lessons being relocated-although this is not always possible.

- Assistance provided for visiting the toilet.
- Work sent downstairs to be completed in an alternative location (Senior Department)
- Extra time to move between lessons-in the case of a student on crutches.

Current three year SENDA plan

2009-2010	Install extra emergency lighting in Belmont Hall	completed
	Improve lighting to rear of building/car park	completed
2010-2011	Ramps to Junior School-new building	
	Designated Disabled toilet in Junior Building	
	Pathways improving between buildings	On going
	Provision of dedicated disabled parking space	
2011-2012	Designated Disabled toilet in Belmont Hall	