

SENDA

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1 Plan statement

1.1 This School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities regardless of disability.

1.2 The pupils, staff, parents and governors share this commitment. EMBLEY is subject to the Special Educational Needs and Disability Code of Practice 2014. We are fully committed to ensuring that the application of this SEND policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.3 This plan needs to be updated annually as part of the annual review of Health and Safety during the summer meeting of the H/S committee. The three-year plan should be reviewed at each meeting of the H/S committee. The school understands its responsibility to implement this SEND PLAN and allocate necessary resources where appropriate.

2 Disability discrimination

2.1 Key Requirements

This School:

2.1.1 must not treat a member of staff, pupil or a parent (current or prospective) with a disability less favourably than any other

2.1.2 takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education

2.1.3 makes adjustments to ensure the full participation and integration of any disabled staff and pupils

2.1.4 must create an annual Individual Educational Plan for each disabled pupil

2.1.5 must ensure that staff are appropriately trained to increase their awareness of the needs of those with disabilities

2.1.6 must plan any future building projects with consideration to the needs of disabled individuals

2.2 Aims and Objectives

The desired outcomes of this policy are to ensure, that as far as is reasonably practicable and within the available resources in the school it will take reasonable steps to avoid putting disabled pupils (current and prospective), at a substantial disadvantage:

2.2.1 applications for admissions from all potential pupils are considered in line with the published admissions arrangements

2.2.2 applications for employment and for promotion are considered and assessed on the basis of the applicant's aptitudes, abilities, and qualifications

2.2.3 disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the school

2.2.4 the views of individual staff or pupils are taken into account when their requirements are being assessed

2.2.5 all pupils admitted to the school are fully integrated and individual needs are assessed and supported

2.2.6 staff working with disabled people, either as colleagues or as pupils, have appropriate information, support and training

2.2.7 staff and pupils who become disabled during their time at a school continue in their chosen career or course of study as far as is practicable

2.2.8 disabled members of the public, including parents, can fully participate in public events held within the school

2.2.9 school premises are accessible and safe for all

2.2.10 no disabled pupil or staff member is treated less favourably as a result of their disability improvements are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

2.3 Roles and Responsibilities

2.3.1 The Headmaster, together with the LGB, has overall responsibility for ensuring this plan is implemented

2.3.2 The Headmaster, together with the LGB, has responsibility for ensuring that the school complies with the requirements of the DDA and SEN Policy and the Accessibility Plan is implemented with the allocation of adequate resources

2.3.3 The SENCOs in the PS and SS are responsible for ensuring that IEPs are created, and that staff and parents are made aware of the implication(s) of their contents

3 Information for pupils with disabilities

3.1 The individual needs of any pupil with a disability will be assessed by the Learning Support Department who will ensure that the pupil has access to all information in a way appropriate for them.

3.2 The SENCO in the Senior School is IQ level 7 PAPAA qualified and she will advise the Assistant Head (Academic) and Head of Exams and Qualifications of any special exam considerations in the Senior School. The SENCO in the prep School will advise the Head in the prep School of any specific requirements. Subject specific requirements will be passed on to the Head of Department or Head of Subject.

4 Teaching and learning adjustments (Curriculum)

4.1 **All Subject Departments** to ensure equal access to education as per those without disability.

4.2 **To achieve this** 'Reasonable Adjustments' to be employed by teachers in and out of classroom to prevent substantial disadvantage to the disabled pupil.

4.3 **So what are the 'reasonable adjustments' which can be made within the classroom to accommodate those pupils with disability without prejudice to other pupils' education and progress?** (e.g. by covering the syllabus more slowly at the pace manageable by the disabled pupil, this may be detrimental to other pupils' educational progress.):

4.3.1 ADHD (ADD)

- Give the pupil stimulating curriculum materials to sustain interest.
- Accept use of laptop, word-processor in lesson and/or for homework.

- Test via multi-choice, ask for the pupil's ideas and input.
- Allow less homework to be done by that pupil, signed by parent. Ensure homework is recorded correctly.
- Worksheets. Useful for structure to break up tasks into smaller bits.
- Use visual and diagrammatic approach to learning, mind-mapping.
- Set short structured and active tasks over shorter period of time.
- Allow extra time to complete work and allow breaks between sections of work.
- Seat next to 'study buddy' as good role model, at front of class and away from distractions of doors and windows as long as this is not detrimental to the other student.
- Use child's name as a key or cue for response.
- Only call upon when hand is up as needed, then praise for not calling out.
- Arrange a common cue system for pupil to stay on task.
- Praise to raise feel-good factor and thus focus on lesson.
- Allow doodling (pad) and fidgeting, humming, manipulating blu tac if not distracting others.
- In labs/sport: give warning by cue and name, explain 1:1 immediately that next time out for 5 minutes.
- Care with group work and unstructured and/or long tasks.
- Keep instructions short and clear, preferably written, and positive.
- Set lesson goals and week goals, e.g. report card or via Sparkjar.
- Use of colour coding for organisational tasks, e.g. timetable, homework.
- Keep to IEPs in the SS and ILP in the PS where they exist as focus for teaching, learning and progress. Set achievable tasks and give regular feedback about progress.

4.3.2 Autism Spectrum Disorder/Condition (ASD/ASC)

- Sequence activities.
- Identify the main idea in new information.
- Use prompts to enable the pupil to commence tasks.
- Check that the pupil understands what they have to do.
- Give one instruction at a time.
- Introduce choice in tasks gradually to develop decision-making skills.
- Show the pupil what is expected by demonstration.
- Use visual or pictorial cues to make a task clear and aid understanding.
- Be calm, positive and consistent with the pupil.
- Identify the pupil's interests and likes and incorporate these into curriculum activities.
- Introduce any change gradually to the pupil.
- Need to differentiate pace, content, methodology in classroom.
- Take account of social communication difficulties with other pupils.
- Extended writing tasks to be broken up into smaller sections.
- Ability levels can be very high and need challenging and stimulating materials.
- Concentration span can be short however.
- Need to understand someone else's view and respond appropriately.
- Helpful to have daily contact with significant adult.
- Must have structure and routine to reduce anxiety about change.
- Strategies to organise work, timetable, homework, books, times.
- Clear lines of behaviour expected and maintained.
- Short and long-term targets for IEPs in the SS and ILP in the PS to be the focus for progress.

4.3.3 Dyscalculia

- Put a list of numbers with their spellings (1-100) on a prompt card.
- Give the pupil a set of mathematics symbol cards with the range of names for each symbol.
- Provide an audiotape with multiplication tables on for home / class use.
- Provide support materials, e.g. number square, number line, calculator, counters, large decimal point.
- Head number columns (Hundreds / Tens / Units) to assist with place value.
- Use arrows to help pupils know which direction to perform a calculation in.
- Model a method of calculation and put this in the pupil's exercise book.
- Allow the pupil to their own method of calculation if it produces the correct answer consistently and is acceptable within the requirements of examinations.
- Break down mathematics problems into smaller steps.
- If the pupil is also dyslexic, audio tape 'wordy' problem solving questions.

4.3.4 Dyslexia

- Use multi-sensory teaching methods.
- Break down tasks, information or instructions into smaller achievable steps.
- Ensure that differentiated work matches reading level and is age appropriate. (Note: This should be happening all the time in all classrooms for all pupils)
- Display key words / subject vocabulary on classroom walls and provide word banks.
- Provide photocopied notes and highlight or underline key words and phrases in the text.
- Allow alternative methods of recording, e.g. computer, verbal response, graphical representation.
- Give extra time for completing written tasks at home and in class.
- Provide support for writing, e.g. writing frames, grids, flow diagrams, mind-maps, model/demonstrate.
- Ensure homework is recorded accurately and repeat instructions.
- Make use of rhymes, acronyms or visual methods to aid memory.
- Mark work on content rather than on spelling.
- Allow pupil to use coloured reading ruler if this helps.
- A pupil with dyslexia may be eligible for access arrangements in exams e.g. a reader.

4.3.5 Dyspraxia

- Break down tasks and instructions into smaller parts.
- Pair a dyspraxic pupil with a more coordinated supportive peer in practical activities.
- Use pictures, symbols, modelling and demonstration.
- Repeat instructions.
- Ensure homework is recorded accurately.
- Praise effort and attainment, however small.
- Provide additional time during practical tasks.
- Cut out shapes for pupils beforehand.
- Encourage the pupil to self-correct his/her own work or behaviour.
- Use colour coding for left and right.
- A pupil with dyspraxia may be eligible for access arrangements in exams.

4.3.6 Dysgraphia

- Dysgraphia affects handwriting.
- It is a specific learning difficulty which thwarts the acquisition of language and how well someone can use written language to express their thoughts. Dysgraphics display poor handwriting and sometimes spelling. Impaired handwriting can interfere with learning to spell words in writing. It is different from dyspraxia because people with dysgraphia do not have primary developmental motor disorder, but they may have difficulty planning sequential finger movements and other fine motor skills associated with handwriting.
- Stretch out your hands. Before you begin an activity such as typing or handwriting, it's a good idea to shake your hands out, rotate your wrists, wiggle your fingers and maybe even squeeze a stress ball. Some people press their fingers into putty, anything to get the blood flowing and prepare the muscles.
- Learn to touch-type. Computers are recommended for people with dysgraphia because they reduce the number of variables that need to be controlled including letter formation, letter and word spacing and even writing text left to right along a straight line. Moreover, they allow for ease of correction without the stigma of erasure marks and they provide access to spell-checkers. An individual who learns how to touch-type is even better off because they can use muscle memory in the hands to help with spelling and enhance literacy skills, such as decoding and sight-reading.
- Use cursive vs. print. If you must write by hand, many experts see cursive as an easier medium than print because there is more connectivity between letters. This reduces the distraction caused by spacing. Cursive script also has fewer reversible letters and requires a steady movement and flow, which can be beneficial to individuals who struggle with fine motor skills.
- Request accommodations. Students who struggle with dysgraphia should request accommodations in the classroom including being able to record classroom discussion and their teacher's instructions with an audio recorder or use a computer to take notes and complete written assignments. Keep in mind dysgraphia can get in the way of performance, therefore, assessment measures might also need to be adjusted. For example, a short answer section could be replaced by multiple-choice questions that don't require a text-based answer.
- Try different paper and pens. It can sometimes make a difference to write by hand on paper that has thick or raised lines. Paper of different colours may also be beneficial. Fine motor skills impact the way an individual grips a writing utensil, thus consider using a thicker pen or a pencil with a rubber grip.
- Make audio-recordings. Writing is a cognitively taxing activity for individuals that is made even more difficult when they have to both receive information during a lecture and write it down. Even copying text from the board is hard for someone who struggles with dysgraphia. That's why it is recommended that individuals bring an audio recording device or be provided with handouts that cover what was discussed. It can also be useful to pair a dysgraphic student up with a note-taking buddy.
- Recite word spelling out loud. Spelling can sometimes be challenging because dysgraphia impacts on orthographic encoding or translating words into their component letters. Spelling out loud is not impacted therefore individuals should complete spelling quizzes verbally and recite a word's spelling quietly to themselves before attempting to write it down. It also

helps to learn touch-typing as repeat drilling of a word means spelling is learned via muscle memory in the hands.

- Brainstorm ideas before writing. When composition is impacted at the phrase, sentence and paragraph level, it is often because there is difficulty in translating information and organizing it on paper. It can help to access prior knowledge of a topic and brainstorm ideas before you begin as this activates them in the brain and helps you prepare for writing.
- Use outlines and multiple drafts. When organization and expression are still difficult, a student with dysgraphia may wish to make an outline that organizes ideas in a clear manner. Working in multiple drafts means there is less pressure or stress for getting something right on the first try. It's also a more natural approach to writing. Reviewing previous information and re-writing and adapting to ensure a reader can follow a train of thought are habits found in good writers.

4.3.7 Hearing Impaired

- Seated at front of the class where pupil can see the teacher clearly.
- Back to the window to avoid silhouette effect.
- Adequate lighting to facilitate lip-reading.
- Background noise in classroom reduced, e.g. windows closed.
- A variety of teaching styles e.g. paired discussion, worksheets.
- Reduction in the amount of verbal information and planning so pupils do not need to listen for an extended period which is very tiring, and lessons more accessible.
- New vocabulary to be given or displayed in written form prior to lesson.
- Copies of flipcharts to be provided and core lesson notes to help revision.
- Salient discussion points on board or repeated to whole class.
- Attention to be drawn to the speaker for pupil to focus on.
- Agreed non-verbal signal to indicate pupil has not understood comment or concept in a lesson.
- Bright lights can be a distraction.
- TV video should have sub-titles.
- Arrange for note-taker to have notes copies for if needed.
- Listening tests – make sure tape is clear or read test to pupil.
- A hearing-impaired pupil may be eligible for access arrangements in exams.

4.3.8 Impulsive

- Ignore minor inappropriate behaviour.
- Only call upon when hand is up or conforms to required behaviour.
- Keep instructions short.
- Increased speed of reward and consequence.

4.3.9 Minor Behaviour Problems (all pupils)

- Listen to pupils – give them time to explain their misbehaviour.
- Handle misbehaviour quickly and calmly to minimise disruption. Don't over react.
- Move round the classroom, constantly scanning the class for misbehaviour.
- Avoid confrontation. Change the subject, defuse the situation, use humour and negotiate.
- Display classroom rules. Phrase the rules positively, refer to them regularly and be consistent.

- Condemn and criticise the misbehaviour and not the child.
- Catch the pupil being good. Emphasise the positive.
- Reprimand pupil privately. Don't humiliate them publicly.
- Reward good behaviour instantly with praise and encouragement.
- Gain pupil attention by stopping talking mid-sentence. Say something unexpected; say the pupil's name, make a joke or say 'Look at me'; 'Listen to me', or 'Excuse me'.
- Use non-verbal cues: raising eyebrows, frowning, being silent, making direct eye contact, moving near the pupil to the front of the class.
- Give the pupil a classroom responsibility.
- Ensure that lessons are well structured. Give clear and concise instructions and explanations.

4.3.10 Physical Disability (e.g. cerebral palsy)

- Use lifts (with adult supervision) to ensure access to upstairs classrooms.
- Adjust timetable and rooming to reduce long transfers between lessons where possible.
- Provide 'replacement' physical exercise programmes or differentiated PE programme.
- Provide extra supervision on educational trips.
- Allow pupil rest breaks in lessons/exams.
- Provide second set of text books to keep at home.

4.3.11 Visual Impairment

4.3.11.1 Visual impairment can be classified in many different ways:

- Restrictions in the visual field.
- Difficulties with scanning.
- Gross distortion of what is being seen and perceived.
- Difficulties with visual fixation.
- Problems in maintaining and changing focus at long and short distances.
- Distortions in colour perception.
- Visual fatigue.
- Additional time is required to process visual information.

4.3.11.2 The implications for learning for children with visual impairment will depend on a number of factors:

- The age of onset of the eye condition.
- Parental and family attitude.
- Motivation and general intelligence level of the child.
- Social and emotional security of the child.
- The level of visual discomfort and fatigue.
- The pace of learning may be slower, especially in subjects that are highly visual.
- Incidental learning and the basic knowledge of everyday objects and experiences is restricted by visual impairment.
- Progress may not be an accurate reflection of a child's true ability.
- Holding a book close to the eyes will not harm vision, and for some pupils, it may be the only way of getting the print into focus.
- Having a visual impairment does not necessarily mean that other senses, such as hearing, are highly developed.

4.3.11.3 Strategies to support learning:

- Modify and enlarge written texts and papers as recommended.
- Use of magnifying strips
- Encourage the pupil to use word processing.
- Allow the use of a laptop, which has the facility for different sizes of print, in class.
- Adapt equipment (e.g. science apparatus and games equipment).
- Encourage the use of specialist software like *TextHelp* which provides the facility for all text on the computer screen to be read aloud by a computer voice.
- Encourage the pupil to use a hand-held tape recorder for making notes and also for submitting homework.
- A pupil with visual impairment may qualify for access arrangements for external examinations.
- Pupil's to have their own copies of all texts.

4.4 Action

4.4.1 Departments to discuss the above, selecting all those elements which are relevant to the subject and/or individual pupils.

4.4.2 To be incorporated into Department Handbook and Policies.

5 Accessibility Plan (Access)

5.1 Aims of the Accessibility Plan

Embley acknowledges its duty towards pupils, staff, parents, Local Governing Body and members of the wider community who have a disability. Where pupils or prospective pupils are concerned Embley acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

5.1.1 In the Senior School, admission is on the basis of an assessment test, school report and interview with the Headmaster or Senior Management members. In the Prep School admission is based on a successful taster day and satisfactory confidential report from the pupil's current school.

5.1.2 Co-curricular activities are a central part of Embley's philosophy.

5.1.3 The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition and any relevant documentation regarding additional needs is submitted by the parents to the school with this registration. The parents will then receive a disability form in respect of a prospective pupils requesting further detailed information about their child.

5.1.4 In assessing any pupil or prospective pupil the school may take such advice and require such assessment as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

5.1.5 Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Embley and provided the pupil satisfies the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.

5.1.6 This plan will outline how the school will:

- Improve the physical environment including the provision of physical aids to access education
- Make improvements in the provision of information. This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils i.e. handouts, timetables, textbooks and information on school events.
- Increase access to the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs and school visits.

5.1.7 In order to provide access for individual pupils, the school is required to make 'reasonable adjustments'. Examples of what would be considered reasonable and unreasonable are provided in this plan.

5.2 Background to the Accessibility Plan

The school's layout and facilities

5.2.1 The Prep School is situated on a separate site. Wheelchair access is possible on the ground floor of the building and on the top floor via the lift.

5.2.2 The Prep School has disabled parking spaces close to the front of the building which can be used for access to the Prep School. The Senior School has disabled parking spaces in the main car park close to the main school hall and next to Reception Manor house.

5.2.3 The Prep School has one main entrance access for the wheelchair bound although another door can give access to the building into the school office if the wheelchair bound person has difficulty with the main door or reaching the call button.

5.2.4 The Senior School has several entrances that can all be accessed by those who are wheelchair bound – some have ramps and there are some doors that might need to be opened for them.

5.2.5 The Senior School consists of old buildings and new buildings. Buildings opened after September 2000 have lift access and/or ramps and are accessible to wheelchair users. This includes access to English rooms, Drama, ICT suite, Maths rooms, Science rooms and Art and design technology, the school refectory and most sixth form rooms. In the older buildings, pupils move between classrooms often up steps and stairs in areas without lifts.

5.2.6 There are disabled toilets in both buildings.

5.2.7 In the Senior School, there are two lifts providing access to the first and second floors in the main school and the English/Drama block.

5.2.8 Science, DT, Food & ICT rooms may need to have lower level benches for any pupil in a wheelchair or the equivalent e.g. a lower freestanding table

5.2.9 A number of the games fields are adjacent to the main buildings with some a distance from the main buildings and are accessed by the walkways/pathways within the grounds.

5.2.10 A pupil with restricted mobility is likely to be put at a disadvantage by access to a few upstairs areas in the Senior School, eg one of the Sixth Form areas. A pupil with severely restricted mobility may be unable to access some of the education and recreational facilities that the school offers particularly in the Senior School, although these have minimised in the past for pupils attending the school who have been wheelchair bound.

5.2.11 Wherever practicable the school will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

5.3 Accessibility Plan

5.3.1 The school will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken in the previous year
- Relevant targets for the next school year
- Responses to any further legislative changes

5.3.2 The Bursar will keep details of all reasonable adjustments and will be available to discuss these with interested parties.

5.4 Increasing the extent to which SEN pupils can participate in the school curriculum

The school will ensure that the relevant IEPs are used when necessary throughout all its departments. Support will be provided by the SENCO in the Prep School and in the Senior School.

5.4.1 Communication and Interaction

- Visual timetables will be provided where necessary
- Improved and clear signage around the school

5.4.2 Cognition and Learning

The school would provide classroom technology to facilitate communication to pupils with SEN, specifically (and dependent on disability)

- To enable clear provision of images and text in a large printed format
- To enable the use of high-quality audio/visual materials
- To enable the easy dissemination of printed handouts of appropriate clarity

5.4.3 Social, Emotional and Mental Health

- Social and emotional support groups in the Senior School
- SEAL
- Social emotional and communication toolkit
- CLIP
- Use of social stories
- Talkabout Resources: A social and communication package
- Assign a key worker who pupils know they can relate to
- School Counsellor

5.4.4 Physical and Sensory

- Further consideration would need to be given to the teaching of practical subjects to disabled pupils dependent on the disability of the individual. Where a pupil has any form

of disability there is a requirement to carry out a risk assessment of the activities not only for the benefit of the disabled pupil but for others that may be affected by his/her acts or omissions.

- In Science for example, a low workstation with services may be required dependent on the disability of the pupil.
- In PE some physical exercise will need to be devised which may include refereeing duties.
- Classroom entrances should not be cluttered with furniture or equipment. Classroom doors throughout should be of adequate width.
- All class teachers need to consider in advance SEN pupils being in school, for example, where the pupil is to sit (usually near the front) and to pre-allocate a suitable locker/work area.
- Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. Accordingly, pupils with relevant disabilities will, where practicable, be:
 - Placed in ground floor classrooms, laboratories, and sixth form rooms so that it is convenient for physical access
 - Placed in a form room or tutor group that is most convenient for physical access
 - Whenever possible given priority in the writing of the timetable with regard to accessible rooms and set allocations
- School transport may be a key issue. None of the School minibuses are currently wheelchair friendly. On occasions parents have helped using the normal method of transport to school, e.g. a specially adapted car. The school coach companies are asked if they can supply wheelchair access if and when needed.
- School visits need to be planned to take account of SEN pupils. This may require finding a suitable alternative venue.
- On request the school will arrange for documents to be provided to prospective parents who have SEN in a format that will meet their need.
- All school documents will be made available in large print format when requested.
- The school will continue to provide INSET for all teachers in order to support them in better communication with pupils with SEN.
- Chartwells catering firm will continue training for their staff on meeting pupils needs with regard to food allergies.
- EVCs to ensure that accessibility checks and relevant risk assessments are carried out with regard to school trips that include pupils with disabilities.
- Whole site survey with United Learning Health and Safety representative.

6 Embley SENDA 3 Year Plan 2018 -2021

Embley has written the following SENDA plan in accordance with the Special Educational Needs and Disability Act (SENDA) 2001 and the Equality Act 2010. The school recognises the responsibility to ensure that disabled pupils (current and prospective) are not treated less favourably and will take all responsible steps to avoid putting disabled pupils at substantial disadvantage in matters of admission and education.

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
PHYSICAL	To ensure that the school environment is accessible to all pupils	To assess pupil needs via the school roll for any individual for whom access might be problematic	Termly or as needs dictate	Bursar H and S coordinator	All pupils in the Prep and Senior school to be able to access all areas of the school safely where practically possible. Ongoing
PHYSICAL	To improve learning context for disabled pupils	To ask opinions is access and learning context from disabled pupils and parents Act on disabled pupils and parents' reasonable requests Constant monitoring of the appropriateness of the provision we provide Visit from prospective pupils and feedback from feeder schools on pupils with ALN to highlight areas for action	Ongoing Ongoing Ongoing Ongoing	Prep school SENCo and Senior school SENCo and Bursar	Receive positive responses and create action plan for reasonable suggestions Pupils experience of school life is as similar as that of other pupils
PHYSICAL	Feasibility study to source rooms for pupils requiring extra time in exams	To review on an on-going basis the rooms suitable as an exam room for all pupils' dependent on need	Ongoing	Senior School Exams officer/ H and S coordinator	August 2021

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
PHYSICAL	Provide enhanced access for wheelchair users to both main reception areas of both Senior and Prep Schools.	<p>Provide disabled car parking space signs – to be carried forward</p> <p>Maps and signage to be provided to show accessible routes around the school for those with visual or physical disabilities. to be carried forward</p>	<p>On-going</p> <p>On-going</p>	Bursar and H and S coordinator	Review August 2021
CURRICULUM	With regard to the new Code of practice 2014-All teachers to take responsibility for assessing the needs in their curriculum area for Additional Learning Needs/neurodiversity pupils	<p>Teachers use the Additional Needs List and are aware of the neurodiversity needs of pupils and appropriate action given in lessons</p> <p>completed and on-going</p> <p>SENCO to support with information from the SENDA and any specific reports on pupils. Completed and on-going</p>	On-going	SENCOs and Staff	Review August 2021
CURRICULUM	To ensure use of different coloured paper or coloured overlays for pupils with visual stress	SENCO in Prep and Senior school to monitor/test for pupils who have visual stress and give appropriate resources.	All students who require this are to have it written on the Additional Needs List and exam concessions list.	Prep school and Senior school SENCo and staff	On-going

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
CURRICULUM	Teaching staff to take responsibility for assessing the needs in their curriculum area for pupils on the Additional Needs List/ neurodiversity needs	Teaching staff to be aware of students on the Additional needs list via the staff shared area where the ANL and Exam Concessions list are. Also, to be aware of what pupils' needs are via ISAMs.	Teachers assessing and actioning needs of pupils on the ANL and being able to support them appropriately in their lessons.	Heads of Department Teaching staff Senior school SENCo	On-going
CURRICULUM	The Learning Support Department to identify students who maybe dyslexic. Teaching staff to share concerns with SENCo via SEN policy route.	Assessments carried out for pupils who maybe potentially at risk of: - Dyslexia	Students with Dyslexia identified earlier.	Senior school SENCo	August 2021 Senior school SENCo has purchased Lucid Rapid and Lucid Exact. Initial screening is completed by the Senior school SENCo
CURRICULUM	Increase provision of Dyslexic friendly books in the Prep School	Prep School SENCo to source more books in this area to be carried forward	Improved use of specific dyslexia books for students in lessons.	Prep School SENCo	On-going
CURRICULUM	All children have equal access to curriculum timetable	Ensure all staff provide visual timetables in class. In classrooms in Prep School and in timetables in planners in Senior School if appropriate.	Students are able to move from class to class as independent learners	Prep school and Senior school SENCO and Staff	August 2021

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
CURRICULUM	Information for staff of pupils who are on the Additional Needs list in Prep School are shared with staff in the Senior school	<p>The SENCo in the Prep School will create a folder for each form tutor to ensure all are up to date with needs and plans for children in their classes on the Additional Needs List</p> <p>In the Senior School, there is a working document saved on the shared area (Additional Needs List) and contained within the SENDA completed</p>	Transition between the Prep and Senior school enables students smooth transition between both schools	SENCOs and staff	Review August 2021
CURRICULUM	Staff Training so staff are aware of any changes concerning pupils with additional needs/ neurodiversity information.	Training will continue via staff meetings/Inset to keep staff up to date on individual pupil needs and cascading of information from SENCOs regarding courses they have attended. Specific training will be given based on specific pupil requirements. ongoing	Senior school staff are aware of the documentation regarding Neurodiversity course which is shared termly. On-going	Senior school SENCo	Review August 2021
CURRICULUM	To update the use of ICT to enhance the multi-sensory learning experience for pupils with disabilities	More use of tablets and/or iPads to further improve multi-sensory learning.	Pupils with visual disabilities or Specific learning difficulties are using the I pad to aid writing, reading and amending text.	Prep and Senior school SENCo	All pupils have iPads as of September 2018

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
CURRICULUM/EXAMS	To make more use of technology in access arrangements for examinations	Create more independence for pupils who require readers and scribes	More independence and therefore not the required use of a 'human' reader. This is and should be ongoing as technology progresses	Senior school SENCo in liaison with Head of Examinations	To explore the use of a computer readers/ reader pens for pupils that require readers August 2021 new use of a Word Processor in Examinations Policy written ongoing, with target date of August 2021 This is and should be ongoing as technology progresses.
DATA/MONITORING	Pupils in the Senior school to be provided with the relevant support after analysis of data. Pupils in the Senior school who have 1-1 are assessed through the Learning Support department.	Pupils to be assessed via internal testing such as MidYIS, YELLIS tests early in the Senior school term (Sept/Oct) Pupils have assessments completed e.g. Lucid Rapid, SWRT & other psychometric tests	Pupils that are identified through screening will be supported. The Learning Support department teachers will liaise with subject teachers after assessments and the needs of the pupil are implemented appropriately.	Senior school SENCo in liaison with Head of Examinations especially when Psychometric tests used for exam concessions highlight needs such as slow processing/slow writing etc.	Ongoing

	Objective	Planned Action	Success Criteria	Who is Responsible	Review/Completion
DATA/MONITORING	For all students in the Prep School to be identified, tracked and monitored	Pupils to be assessed via internal testing.	Data will be available which shows: Dyslexia Screener results; Reading and spelling progress	Prep school SENCo	Ongoing.

Appendix 1: Special Educational Needs and Disability Act 2001 (SENDA)

The Act removes the previous exemption of educational institutions from the Disability Discrimination Act of 1995 (DDA).

It relies on three key concepts:

1. It is unlawful for a disabled person to be treated 'less favourably' by an institution because of his or her disability
2. If a disabled person is at a 'substantial disadvantage' the institution is required to take reasonable steps to prevent the disadvantage; for instance, by delivering courses in alternative ways.
3. Making reasonable 'adjustments' is a requirement in not discriminating. The judgement about what constitutes reasonable adjustments will vary depending upon factors which might include:
 - a) financial resources
 - b) practicability
 - c) the relevant interests of other people

SENDA applies to disabled people generally, not just particular individuals; it follows that institutions have a duty to anticipate adjustments in advance.

Appendix 2: Further Guidance on the Implementation of the Code of Practice

Code of Practice (Disability Discrimination Act 1995: Part 4)

1. Environment

Evacuation procedures and escape routes for pupils and staff with disabilities will be carefully planned and published.

2. Pupils

a) An applicant's disability should not prevent him/her from being offered a place unless:

- the content, structure and delivery of the curriculum are such that the pupil would be prevented from fulfilling a major part of it
- the school would be unable to provide suitably trained staff or facilities to allow the requirements of the curriculum to be met.

b) As far as resources allow, the needs of disabled pupils will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled pupil cannot fully participate, alternative provision should be made where possible.

c) The School should liaise with the relevant examination boards where that is required; pupils and parents should be made fully aware of this process (see separate policy).

3. Staff

a) To make reasonable adjustments to enable disabled staff to continue in post, some or all of the following options should be considered:

- reasonable adaptations to premises and/or alternative accommodation
- re-allocation of some duties; redeployment
- altering hours and/or rehabilitation leave; a gradual return to work
- training
- modifying equipment, instructions
- provision of a reader, interpreter, supervision
- premature retirement on grounds of incapacity; termination of employment

b) Members of staff who become disabled, so far as is practicable and safe, should continue to remain employed at the discretion of the Headmaster and Local Governing Body, who should take into account the member of staff's ability to carry out the duties of their post.

c) In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

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