

SENDA policy

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act, 1995, as amended by the SEN Code of Practice 2015 (SENDA) and the Equality Act 2010. The SEN Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. This Policy also addresses ISI Regulatory Requirements (Effective from Sept 2010) Part 3- Welfare, Health and Safety of Pupils.

The Equality Act defines disability as a physical or mental impairment which has a “substantial and long term adverse effect on (the individual’s) ability to carry out normal day to day activities”.

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 them. A child or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented pupils.

The acts themselves 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 disabilities or special needs. The Peterborough School is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum.

Documents in support of this policy are:

- Admissions policy
- Individual Learning policy
- SENDA accessibility plan
- Equal Opportunities Policy for the Early Years Foundation Stage.

1. Admissions and Special Needs

- a. The aim of the policy is to promote equality of opportunity for all and to ensure that no-one is discriminated against with particular regard to the protected characteristics identified in the Equalities Act of 2010
- b. At the Peterborough School we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the School.
- c. Treating every child as an individual is important to us, and we welcome pupils with special educational needs or disability, providing that our Individual Learning Department and wider School community can provide them with the support that they require. The School does not, however, have the facilities to offer highly specialised and intensive treatment. We will look to see that the prospective pupil exhibits the potential to cope with mainstream education at an academically high-achieving school.

- d. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at The Peterborough School.
- e. We advise parents of children with special educational needs or disability to discuss their child's requirements with the School at the time of application and before he or she visits so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report, medical report or other relevant information to support their request, for example, for extra time or other special arrangements.
- f. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate, but will be sensitive to any requests for confidentiality.

This policy also applies to our Early Years Foundation Stage and after School care.

1. On Entry

- a. Each child with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical or educational advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before the child becomes a pupil at the School.
 - b. Our Individual Learning Department provides support to children with a specific learning difficulty in the following areas: Dyslexia, Dyspraxia, other Specific Learning Difficulties (SpLD) and those for whom English is not their first language (EAL). The School may offer places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, autistic spectrum disorders and emotional problems. *Suitability of the structure of school buildings and their limitations for each pupil has to be considered in this context.* This is carried out in consultation with each pupil, with parents and with any appropriately qualified person.
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2. Monitoring and Review

- a. We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and shared and small group lessons in literacy and maths, and help with study skills across all subjects outside the normal curriculum. We work closely with the child's parents to help

overcome the barriers that the specific difficulty presents. Charges may apply for some or all of the above¹.

- b. Our Individual Learning Department will prepare a Pupil Profile for each child which will detail how amendments to the curriculum may be made to support each child.; Some pupils may be set achievable targets via a Teaching and Learning Plan or Action Plan. These are reviewed regularly.
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3. Physical Accessibility

- a. The School's Accessibility plan will run from 2016 to 2019 and is subject to annual review. The school's Accessibility plan covers the three strands of the planning duty identified in SENDA:
See SENDA Plan.

1. Increase the extent to which disabled pupils (including those with SEN) can participate in the school curriculum;
 2. Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
 3. Improve the delivery to disabled pupils of written information that is provided to pupils who are not disabled.
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The school will raise awareness of the definition of disability on an on-going basis. This will be done with pupils as part of the core curriculum by individual departments and may form part of curriculum tutor time. Staff will be given regular on-going training on disabilities to raise awareness. This will take the form of INSET, twilight training or information as appropriate.

These disabilities may not involve pupils on the SEND register but may have a medical condition such as diabetes, severe asthma, epilepsy, chronic fatigue syndrome or a mental health condition.

4. Participation

At The Peterborough School we strive to ensure disabled pupils have access to the curriculum by continually reviewing and identifying our areas of strength and barriers to provision. Some areas of the curriculum present particular challenges, for example PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, however 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, classroom and school organisation and setting

¹ As detailed in our Admissions Policy.

4. Homework
5. Serving of school meals
6. Interaction with peers, extra-curricular clubs and activities
7. Assessment and exam 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 detailed in the DDA, 2005.

The Peterborough Schools Individual Learning curriculum, teaching and learning, assessment and examination provision are the responsibility of the Head of Individual Learning and the Senior Leadership Team and is described fully in the Individual Learning Policy. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of a foreign language) in response to the needs of an individual's learning profile.

We also maintain the PASS database to include pupils with disabilities and SEN.

5. Other adjustments

We are able, to arrange for pupils to use laptop computers in classes and for examinations should it be necessary and advisable.

6. English as a second language

We may recommend that some children, whose first language at home is not English, receive individual and/or group tuition in English as a foreign language. Charges may apply for these services.

7. Staff Teaching Support

Our Teaching Staff receive support for the learning needs of children with special education needs and disabilities when appropriate.

8. Review

The Peterborough School is committed to reviewing annually both admission procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision will also be reviewed with SENDA in mind.

9. Claims of unlawful discrimination

Any claim of unlawful discrimination under SENDA must come from the parent not the child. In the first instance the complaint should be made to the School and follow the School's complaints procedure. However, parents have the right to refer a complaint to a Special Educational Needs and Disability Tribunal which would be heard by Health, Education and Social Care (HESC) Chamber in a First-Tier Tribunal. This must be within six months of the date that they believe unlawful discrimination has taken place.

Most recent review date:	June 2016
Next review date:	June 2018
Reviewed by:	Head of Individual Learning