

Lucton School SENDA Policy



Introduction

10001. This Policy addresses ISI Regulatory Requirements (Effective from Feb 2016) Part 1 The quality of education provided by the school.

10002. The Special Educational Needs and Disability Act (SENDA) became law in the UK on 11 May 2001. The new act was introduced to bring education within the remit of the Disability Discrimination Act 1995 and to amend Part 4 of the Education Act 1996; to make further provision against discrimination, on grounds of disability, in schools and other educational establishments; and for connected purposes.

10003. The 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”.

10004. Special Educational Needs (SEN) refer to any circumstances resulting in an individual pupil 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 and can also refer to gifted and talented pupils.

10005. 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 disabilities or special needs. Lucton School is a school which prides itself on delivering the best curriculum and education for its pupils, including a comprehensive pastoral care system. We are wholly guided by the principles of the act in planning and designing our educational provision and remain committed to ensuring that all pupils have equal access to learning and to the curriculum.

Policy Objectives

10006. The Lucton School SENDA Policy objectives are as follows:

1. To apply a whole-school policy to meeting each pupil’s individual needs following the guidelines of The Code of Practice for SEN (2014), and the Equality Act (2010).
2. To identify, at the earliest opportunity, any pupil who may have a specific learning difficulties in order to support progression and good mental health and wellbeing.
3. To acknowledge that each individual and their differences are valued; making best endeavours to ensure that the school is accessible and that no pupil will be discriminated against.
4. To ensure that pupils with physical disabilities are given as reasonably practicable adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities.
5. To work in partnership with a pupil and his or her parent.
6. To ensure that appropriate resources and support are available for pupils with temporary or long-term specific learning difficulties and disabilities so that they are able to achieve their potential.
7. To ensure that there is appropriate advice and support for teachers to meet the learning needs of all pupils.
8. To conduct regular reviews of a pupil’s progress.

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9. To ensure that appropriate records are maintained securely in line with the Data Protection Act.
10. To provide or direct teaching staff to appropriate Continued Professional Development (CPD).

10007. Documents in support of this policy include:

1. Admissions Policy
2. English as an Additional Language Policy
3. Equal Opportunities Policy
4. SEN Provision Policy

Admissions

10008. The aim of our Admissions Procedure is to ensure that pupils who join the school are able to be happy, successful and secure within our academic, cultural and pastoral environment. We are an academically high-achieving school but we do not believe in selection upon academic criteria alone. We also recognise the central value of Art, Drama, Music, Service and Sport and look to encourage enthusiasm for these fields. At Lucton School we look for pupils who are prepared to make the most of the opportunities on offer.

10009. We do not discriminate on grounds of race or creed: those looking to join Lucton School must, however, be comfortable with the demands set by our RE curriculum and character. We seek to operate our Admissions procedures fairly and sensitively. We value historic and family connections with the school but are also keen to foster new associations and links.

10010. Pupils and their parents must be prepared to work with us for the good of the school community. They should understand our ethos, values, rules and aspirations and be prepared to work with us in order to follow and achieve them.

10011. Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils commensurate with the ethos to which the school aspires. 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. Subject to the Standard Terms and Conditions of Entry these criteria must continue to be met throughout the pupil's time at the school.

10012. The school's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with any pupil who is not disadvantaged because of his or her disability.

10013. The school's Admissions process makes provision for the disclosure of disability and special needs and at all times the commitment of the school to deal appropriately and supportively in the admissions assessment procedure is emphasized to parents. The school asks parents to complete a form in respect of prospective pupils by no later than confirmation of registration. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

Appointment of Staff

10014. Lucton School declares itself to be an Equal Opportunities Employer and is opposed to any form of discrimination against its staff or potential staff on the grounds of their race, colour, nationality, ethnic or national origins, sex or marital status, disability, sexual orientation, age or religious beliefs and practices. The school will ensure that, whenever reasonably practicable, physical handicap or disability is in itself no bar to recruitment, promotion or training. The school expects and places an obligation upon all its managers and staff to respect and act in accordance with both the letter and the spirit of the policy. 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 organization and setting
4. Serving of school meals
5. Interaction with peers, societies and activities
6. Assessment and exam arrangements
7. School discipline
8. Exclusion / suspension procedures
9. Preparation of pupils for their next phase of education

10015. All of these are bound by the limits of reasonable adjustment as detailed in the DDA 2005. Lucton School's Special Educational Needs curriculum, assessment, and examination provision is the responsibility of the Director of Studies and is described fully in the SEN Policy Document. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum in response to the needs of an individual's learning profile.

Curriculum Activities & Educational Inclusion

10016. The Curriculum at Lucton is designed to help students to discover and develop their talents in the broadest sense. Rigorous academic programmes and high quality teaching will, it is hoped, instil a love of learning for its own sake amongst pupils.

10017. The school's curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support all pupils. The curriculum is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy.

10018. The Lucton School curriculum is designed to ensure that every individual maximises their potential. There is a clear focus placed upon success in public examinations, but the school also takes seriously its responsibility in preparing pupils to succeed beyond the school, at university, and in their subsequent careers.

10019. The organization of the educational provision for any pupil with a special educational need is detailed in the SEN Policy document.

10020. In the delivery of the curriculum allowances are made for disabled pupils (e.g. by allowing additional time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. We have high

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expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation. When considering whether it would be reasonable to make an adjustment the School will consider the following factors:

1. Whether it will be provided under a statement of special educational needs from the Local Authority
2. The resources of the school and the availability of financial or other assistance
3. The financial and other costs of making the adjustment
4. The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
5. The practicality of the adjustment
6. The effect of the disability on the individual
7. Health and safety requirements
8. The need to maintain academic, musical, sporting and other standards
9. The interests of other pupils and prospective pupils

Being a Grade II listed building the type and amount of adjustment would be minimal.

Co-curricular Activities

10021. The range of sporting activities offered by the school ensures that there are a number of activities particularly suited to disabled pupils (e.g. swimming) while others (e.g. Rugby) may be inherently inappropriate. The school will endeavour to ensure that all disabled pupils are able to participate in some sporting activity.

10022. The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the school's extra-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

10023. Lucton School will wherever possible make reasonable adjustment 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 also has 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.

The integrity of the main Lucton School buildings, which are Grade II listed.

10024. In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

Accessibility: Building and Site

10025. Under SENDA the school has a planning duty to audit access to buildings and facilities. Such access audits are incorporated in the School's plans for future development. Lucton School considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties in moving around the grounds. While reasonable adjustment will always be made for individuals if possible and reasonably practicable, the site may not be suitable for

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certain children with severe physical impairments or disabilities. Access to some areas of the school / some buildings could be difficult for pupils with a physical disability. It is not always possible to make a reasonable adjustment to the structure or facilities but every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

SENDA Review (See Appendix A)

10026. The school reviews SENDA arrangements through the school, Academic and Pastoral Leadership Group bodies with the aim of ensuring all the objectives are met and that accessibility, in its widest sense, continues to improve for all members of the community: pupils, staff and parents.

Awareness and Observance of the Policy

10027. The school will take steps to ensure awareness and observance of this policy by publishing the policy in the Staff Handbook. Existing policies (e.g. Equal Opportunities) will be reviewed and amended as necessary to ensure that due recognition is given to the needs of the disabled. Opportunities will be sought to raise awareness of this policy and its implications through staff training. As appropriate, further written guidance will be issued to staff and contractors.

Claims of Unlawful Discrimination

10028. Any claim for unlawful discrimination under SENDA must come from the parent not the child. In the first instance the complaint should be made to the school following the published document entitled 'Complaints Procedures for Parents and Guardians'.

Gifted and Talented Pupils

10029. The school recognizes gifted and talented pupils as having special educational needs, and individual teachers and tutors differentiate their work in response to the needs of this group. These pupils are recognised in a number of ways, for instance as scholarship award holders or as members of specific departmental societies and groups. Please refer to the SEN Policy (Gifted & Talented).

Appendix A

SENDA Review

A0001. The school regularly reviews its policies related to disabilities of all types through the SMT which consists of:

Head Teacher, Heads of Nursery, Prep School, Middle School, Senior School and Sixth Form, Head of Boarding, Bursar, DSL & Finance Manager.

A0002. This group may co-opt additional members whose expertise in any field they feel would be of assistance. The review terms of reference are:

1. To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
2. To make recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments; to plan for the future and to prepare this Disability Policy
3. To prepare the school's Accessibility Plan
4. To review such plans and policies as necessary and at least every three years.

A0003. The following are considered by the Committee:

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1. Admissions
2. Physical layout of the school
3. Curriculum
4. Extra-curricular activities
5. Sporting Activities
6. Welfare
7. Awareness and Observation of the policy

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Reviewed: October 2017