



PADWORTH COLLEGE

SEND POLICY

Introduction

This policy has been developed with due regard to the current legislation covering disability in schools. This is the Equality Act 2010, which supersedes the Disability Discrimination Act 1995, and the Special Educational Needs and Disability Act 2001 (SENDA) and all regulations and amendments under these Acts, most recently SEND Code of Practice: 0-25 years July 2014 relating to Part 3 of the Children and Families Act 2014.

The Equality Act defines a disability as when 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'. Under SENDA, a child has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. These difficulties include physical, emotional, behavioural and specific learning difficulties and can also refer to gifted and talented students.

The act itself requires schools to:

1. not treat students less favourably for a reason which relates to their disability.
2. examine all aspects of their provision of educational and associated services and ensure that reasonable responses are made to meet the needs of those with a disability or SEN so that such students are not put at a substantial disadvantage compared to a student who are not disabled or do not have a SEN.
3. inform parents where they are making SEN provision for their child.

There is a commitment for the Proprietors of the College in their annual report to explain admissions procedures for SEND/disabled students and what the college provides in respect of equal access to learning. An accessibility plan should also be included outlining future developments in increasing accessibility.

Admissions Policy

The College's 'Admissions Policy' makes provision for the disclosure of an applicant's disability and SEN in the Application Form so that the College is able to consider any such requirements in a professional and appropriate manner during the admissions process. The College will treat applicants with a disability or SEN as fairly as other applicants for admission and shall therefore not discriminate against them. Where a parent requests confidentiality regarding a SEN/disability, this request would limit what the College could provide in making reasonable adjustments. Under these circumstances, the College has the right to decide between the balance of confidentiality and reasonable adjustments. Where the College

judges that it cannot properly accommodate the needs of an applicant due to his/her SEN/disability through reasonable adjustments, the College reserves the right to refuse admission.

Padworth College accepts students who are dyslexic, who have Specific Learning Difficulties and, as an international college, those for whom English is not their first language (EAL). Suitability of the structure of the College buildings and their limitations for each student has to be considered. This will be carried out in consultation with each student, parents and agents, as appropriate.

Appointment of Staff

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

1. curriculum.
2. teaching and learning.
3. timetabling.
4. homework /prep.
5. serving of meals.
6. interaction with peers.
7. assessment and exam arrangements.
8. discipline and rewards.
9. exclusion/suspension procedures.
10. preparation of students for their next phase of education.

Access to out of classroom activities and reasonable adjustments

The College will wherever possible make *reasonable adjustments* to allow disabled students to access the full educational and learning experiences that the College provides. The duty to make reasonable adjustments only applies when something the College does places a disabled pupil at a disadvantage compared to other students in which case the College must take reasonable steps to try and avoid that disadvantage. However, under the *reasonable adjustments duty* the College would also have to consider:

1. the need to maintain academic standards.
2. the financial or other resources available to the College and required for the adjustment.
3. the health and safety requirements – SEND does not override the College's duties under Health and Safety legislation.
4. the adjustment's effectiveness and its effect on interests of the other students and persons who may be admitted to the College as students.
5. Whether auxiliary aids have been made available through the SEND route.

Where a disabled student would be at a substantial disadvantage in comparison to a non-disabled student without the provision of an auxiliary aid or service, the College has a duty to provide the auxiliary aid or service for the disabled student when it would be reasonable to do so. The determination of reasonableness is a process which applies to each individual situation and circumstances rather than something which can be prescribed, thus the reasonableness of adjustments will be determined on an individual basis by taking account of factors which include whether the adjustment will remove the disadvantage, the cost of the proposed adjustment, the resources available to the College and the practicability of making the adjustment. Where an auxiliary aid is provided under the SEND route, there would be no need for the College to provide it as part of its reasonable adjustment duty.

Accessibility Strategies: Buildings

Under SEND and the Equality Act, the College has a duty to audit access to buildings and facilities for disabled students. The accessibility plan is renewed every 3 years or as needs require] and is incorporated in the College's plans for future development.

The accessibility plan implemented by the College must be aimed at:

1. increasing the extent to which disabled students can participate in the curriculum.
2. improving the physical environment of the College to enable disabled students to take better advantage of the education, benefits, facilities and services provided.
3. improve the availability of accessible information to disabled students.

INSET (In-Service Training)

The College recognises the needs for staff INSET on issues of SEND provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SEND issues is part of all new staff induction and addressed appropriately at regular staff and student assessment meetings, in formal and informal discussion.

Training Log: September 2017 Full staff INSET training-EAL, grading language etc...
October 2018 ASD/Autism training

Review

The College 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 be reviewed with SEND in mind, as appropriate.

Claims of unlawful discrimination

Any claim for unlawful discrimination under SEND and/or the Equality Act, including a failure to make reasonable adjustments, must come from the parent, (or agent/guardian as appropriate), not the student. In the first instance, the complaint should be made to the Principal and follow the College's 'Parents Complaints Procedure'. However, parents have the right to refer a complaint to the Special Education Needs and Disability Service Tribunal (SENDIST) within six months of the date on which the unlawful discrimination has taken place.

Educational Inclusion

At Padworth College, the boarding experience, the teaching and learning achievements, attitudes and wellbeing of every student matter. Through appropriate curricular provision, we recognise that our students have different educational needs and abilities, especially

when coming to us from very different cultures and traditions. 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 SEND, those from all cultural backgrounds and the many students for whom English is an additional language.

All students 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 students will be provided with equality of opportunity. Involvement from parents in their children's education is welcomed and they will be fully informed when special education provision is needed for their child.

Purpose

1. this Policy will underpin all the other policies of this College.
2. this Policy will ensure that the provision of the SEND, the Equality Act and any amendments and regulations under these Acts are put into place in this College.

Broad Guidelines

1. to recognise and record students' strengths and successes to encourage a positive self-image.
2. everyone in the College must ensure that there is no discrimination, harassment or victimisation (either direct or indirect against disabled students, students with SEND or due to any other protected characteristic under the Equality Act).
3. to ensure that all students receive entitlement to a broad, balanced and relevant curriculum and that provision for students with SEND is central to curriculum planning.
4. everyone in the College must be familiar with the requirements of the Statutory Codes of Practice for SEND, as revised from time to time, and the Equality Act and they must ensure that these underpin all aspects of their work.

Organisation of Provision

At the beginning of each academic year, a Register of Students requiring additional support, who have received support in the past years, or who give cause for concern, is collated and circulated as appropriate by the Deputy Principal. This is regularly updated throughout the year in consultation with the appropriate staff, parents (guardians/agents, as appropriate) and students. Regular meetings are held for this purpose to discuss cases, and to impart information.

Every endeavour is made to accommodate each student without encroaching on other lessons.

Our timetable is not rigid and, when necessary, may be altered to suit the student and teachers, where possible. The needs of students with mild difficulties are met within the normal class situation. Support is available as required within the College.

If a student is having additional support, s/he will receive help in literacy skills, in memory techniques, in presentation and organisation of coursework and projects, and in study skills, as appropriate to individual needs.

Individual Educational Plans (IEPs) and (Care Plans)

Where necessary an IEP in conjunction with a care plan if appropriate will be arranged with teachers in liaison with the Deputy Principal. This will happen after information has been gathered from an assessment, from teachers, from parents/agents/guardians and from the student. The IEP will set out the nature of the difficulty, the action that will be taken and details of recommended programmes to follow. Where practical, a discussion will be held with parents/agents/guardians, to outline what help can be given at home.

Additionally, a need for pastoral care may also be identified. In this case the relevant Housemaster/mistress and form tutor will be consulted.

Any further information about the student will be disseminated to the appropriate staff, thereby helping staff to understand and meet the needs of each student.

Integration of SEND Students and Access to the Curriculum

It is the policy of the College that any student with any type of special need should be as fully integrated into the College as possible, whether in the main college or as a member of the International Study Centre. They will have as full an access to the curriculum as possible, unless special arrangements have been made, in consultation with all concerned. It is recognised that all students have something to offer to the College and that students have strengths and weaknesses in different areas.

It is our policy to recognise those areas of strength and to enhance them, thereby building a feeling of worth and self-esteem in each student. Concurrently, areas of weakness are targeted, in order to remedy problems.

Students are encouraged to recognise their problems, to face and to tackle them, and not to hide from them. Difficulties are not an excuse.

Differentiation of work or task may take place to ensure full access and, when possible, approaches will be varied or modified to take into account the different learning styles and levels of ability of individual students.

It is sometimes felt to be in the interests of a student to drop subjects, especially if their English is not yet proficient. This decision is not made lightly. It is only done after consultation with the Principal, the Deputy Principal, the Head of EAL, the parents (or agent or guardian) and the student. This strategy does sometimes reduce pressure for the student.

Identification, Assessment and Review

Throughout the College, students' progress is assessed and monitored on a regular basis. Early identification of any difficulties is vital. Parents or their representatives are informed of any concerns, and active support is sought.

Should any form of concern be identified, by a member of teaching or non-teaching staff, they should report their concern to the Deputy Principal who will contact Padworth College's independent SEN Consultant to explain the concerns. The SEN Consultant will liaise with the class teachers, parents, relevant other staff and the Deputy Principal to gather further evidence and decide on an appropriate course of action.

Where it is felt necessary, students will be offered extra support by an appropriate adult (this may be at an additional charge) or by EAL staff. Frequency and times of sessions will be discussed and agreed with all concerned parties. Regular meetings, to review progress, will take place with teachers and students and parents or their representatives have opportunities, both formal and informal, to discuss and be informed of progress.

Assessment and review of each student is an ongoing process. In addition, the SEND Policy and resulting practices are kept under review, with the changing needs of students and the College, teaching requirements and Government policy.

Regular liaison involving appropriate staff takes place. At all times, informal discussion takes place with members of staff, in the normal course of the College day.

All students for whom English is an additional language are assessed on entry. We are thus able to identify and monitor any difficulties in these areas and to ensure tuition or support are at the appropriate level. Students are advised as to whether special consideration in GCSEs and A levels is needed (e.g. additional time; the use of dictionaries for non-native speakers).

Gifted and Talented Students

The College recognises gifted and talented students as having special educational needs. We do not have a separate programme, but their needs are met by individual teachers and form tutors who teach and supply differentiated work to meet the challenge. As appropriate, they are encouraged to involve themselves in extracurricular activities that will provide challenge for extension work, e.g. competitions (UK Mathematics Challenge, Olympiads, Debating Society, creative writing, etc).

Reviewed: 1st September 2018

Next review by: 1st September 2019