



SENDA Policy 2015 - 2018

This is a whole school policy which includes ELS, Junior and Senior school
Reviewed and revised by Vicky Cawley (SENDSCO)
Next review: October 2016

Introduction

The Special Educational Needs and Disabilities Act became law on May 11th 2001. The new act amended the existing Disability Discrimination Act 1995. The SENDA came into effect on January 2002 and was revised in 2005.

The act defines a disability as a person who 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 who has significantly greater difficulty in learning than the majority of pupils of the same age.

Special Educational Needs and/or Disabilities refers to any circumstances resulting in an individual pupil requiring additional or different support in order to access 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.

The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that the appropriate responses are made to meet the needs of those with disabilities or special needs. Reddam House's SENDA Policy is reviewed and updated annually.

Admissions

See admissions policy

Definition of Special Educational Needs

- A pupil has a special educational need if they have a learning need which calls for special educational provision to be made for them.
- A pupil has a learning need if they:
 - a) Have a significantly greater difficulty in learning than the majority of the pupils of the same age.
 - b) Have a disability which prevents or hinders the pupil from making use of educational facilities provided for pupils in that age group in the school.

- Educational provision is additional to, or otherwise different from, the educational provision generally provided for other pupils of the same age.

Appointment of staff

Reddam House is committed to an equal opportunities approach to employment and ensures that appropriate measures are taken in the advertising and selection process to ensure that discrimination does not take place. It is the goal of Reddam House to employ the best candidate for the role advertised to ensure the best education for the pupils of Reddam.

Reddam house has a duty under SENDA to ensure that less favourable treatment does not occur in the following areas

- curriculum
- teaching and learning
- timetabling, classroom and school organisation and setting
- homework
- serving of school meals
- interaction with peers, school clubs and activities
- assessment and exam arrangements
- school discipline
- exclusion/suspension procedures
- preparation of pupils for their next phase of education

All of these are bound by the limits of reasonable adjustments as detailed in the DDA 2005. 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 the individual learner.

Access to out of classroom activities

The school will endeavour to make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experience wherever possible. However, under the reasonable adjustments duty the school also has to consider:

- the need to maintain academic, musical, sporting and other standards
- The financial resources available to the school
- The health and safety requirements – SENDA does not override the school's duties under Health and Safety legislation.
- The interests of the other pupils and persons who may be admitted to the school as pupils
- 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 Strategies: Buildings and Site

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. Reddam House is within a Grade Listed building and has many stairs over multiple floors. As such the School is limited to the adaptations it can make to the building. Any child with impaired mobility will face significant challenges in moving around the school and accessing all areas. While reasonable adjustments will always be made for individuals if possible, such as meetings being on ground level for wheelchair access, the site is not suitable for children with severe physical impairments or disabilities.

Claims of unlawful discrimination

Any claims of unlawful discrimination under SENDA must come from the parents, not the child. In the first instance the complaint should be made to the school following the complaints 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.

Gifted and talented pupils

The School recognises 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. The School promotes Challenge and Extension through its 'CHEX' programme. Please refer to the CHEX policy for more information on this.

Links with outside agencies

The School maintains links with support agencies and other professionals. These can include:

- Educational Psychologist
- Educational Welfare Officer
- Speech and Language Therapist
- School nurse
- Local Authority/NHS advisor (ELS)
- Local Authority SENDCo for EYFS (ELS)
- Child and Family Services
- Social Services
- Specialist Dyslexia professionals

Evaluation of SENDA Policy

The Headmaster/ Headmistress, Head of Teaching and Learning and SENDCo will consider the effectiveness and practicalities of the SENDA Policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the SEND Improvement Plan and the School Improvement Plan if whole school issues are identified.

Three Year Development Plan

Reddam House's three year development plan is designed to:

- Ensure Students have Full access to the School Curriculum.
- Ensure the monitoring and reporting of pupil progress is continuously improved
- Maintain high standards of staff performance
- Increase the extent to which disabled pupils, including those with learning difficulties can participate in the curriculum
- Improve the provision to disabled pupils of information which is already in writing for students who are not disabled.

- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Aims	Action	By Whom	Deadline	Training	Success indicators
Continual investment in staff training to maintain awareness and good practice	Professional development review	Liam Webster and Kay Dain	March 2016	As identified – Teaching and learning Forum on SEN Support and procedures in Spring term '16. Nicola Jacklin to begin specialist training 2016/17	Retention of staff with up to date skills
Training for new academic staff	Guidance and support with differentiation, strategies and how raise concern	Vicky Cawley	Jan 2016	As identified	All staff will know procedures for raising concerns of pupils and strategies for support and differentiation in the first instance.
Ensure Admissions, CHEX, SEN and SENDA policy reflects best practice for current and future pupils	To complete an annual review of the Admissions, CHEX, SEN and Policy	Admissions = SLT CHEX = Natalie Holsgrove Jones, Cassie Morris SEN & SENDA = Vicky Cawley	Annually every September	-	School is up to date and current with its Policies.
To provide registers of pupils requiring additional support and, where appropriate, Learning Needs	SENDCo to produce and circulate SEN register. Learning Support team to generate learning needs list and SENDCo to circulate list.	Vicky Cawley, Nicola Jacklin, Jean Michel and Sarah Girling.	SEND Register = Sept (then when changes) Learning needs = As new pupils enter the school.		Teaching staff are fully aware of the needs of the pupils they teach, where to find the information and how to support pupils in the first instance.

To ensure all efforts are made for pupils with SEND to participate in as much of the curriculum as possible	Regularly review pupil's needs and what amendments may need to be made in specific subjects to support their participation.	Vicky Cawley + specific HOF	January each year.		Pupils with SEND are increasingly able to participate in more challenging areas.
To explore ways in which the site can become more accessible to disabled visitors and pupils.	Highlight need where applicable. Changes to be made where possible.	SENDCo, maintenance manager, (Project manager?)	Annually every September and / or as need arises.		School is more accessible to visitors and pupils with disabilities.