

Academic Year 17/18

# Reddam House Berkshire

## SEND and Inclusion Policies

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September 2017 - Next review Sept 2019

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# **Disability Inclusion, Special Educational Needs and Learning Support Policy**

## **Admissions And Students With Disabilities, SEN And Learning Difficulties**

The school is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and students with physical disabilities are welcome. Students, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the Academic Support Department can provide them with the help and support that they require.

### **The Selection Process**

The school's selection policy is described in its admissions procedure. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

### **Before Entry**

Each student with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a student at the school.

### **Barriers To Learning**

The school recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families to overcome or minimise these as far as is possible.

### **Physical Accessibility**

Parents and prospective parents of disabled children may wish to obtain copies of the school's accessibility plan from the school reception. This shows the ways in which the governors plan to make the buildings progressively more accessible to disabled students, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take

account of an individual student's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

## **Other Adjustments**

Other adjustments are also possible. Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

## **Auxiliary Aids And Services**

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled students and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. The school is aware of this duty, which it complies with.

## **Students With Education Health And Care Plans (EHCPs) And Carers**

Students with education, health and care plans (EHCPs) from their local authorities who are suited to the school's educational offer are welcome. If a student with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the child protection and safeguarding regime in force at the time. The school would require a carer (like a new member of staff) to sign a written agreement undertaking to comply with the school's child protection and safeguarding policies and to attend the child protection and safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

As a student's dedicated carer is not a school employee, the student's parents may be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

## **The Academic Support Department**

The academic support department is staffed by fully qualified specialists who are able to support each student with a specific learning difficulty in the following areas:

Dyslexia, dyspraxia, dysgraphia, milder forms of ADHD, ADD and Asperger's Syndrome

Some disabled students may also require specialist support from the academic support department. This would normally be discussed with parents before their child enters the school. Students with identified or suspected learning difficulties may be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The academic support department will prepare a personalised plan for each child, setting achievable targets. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets. The Academic Support teacher will work with the child's tutor and Year Coordinator to monitor progress.

## **English As An Additional Language (EAL)**

In order to cope with the high academic and social demands of Reddam House Berkshire students must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual or group tuition in English as an additional language.

## **Role Of The SENCO**

The Director of Learning has an important role as Reddam House Berkshire's SEN co-ordinator (SENCO). Working closely with the Deputies and the other pastoral staff, she plays a key role in determining the strategic development of the SEN policy and provision in the school in order to cater for the individual needs of students with SEN. She will liaise closely with the student's teaching staff, family and where appropriate, with the school's medical staff and with external agencies. The Director of Learning attends regular external training in order to remain current with latest her duties as SENCO.

## **Staff Training**

All staff (including teaching and support staff) are given regular annual training on working with SEN and disabilities by the SENCO. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account students' learning difficulties (as well as the needs of gifted and talented students). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of students with SEN and learning difficulties. The SENCO has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

## **School Behaviour And Discipline**

The school takes pride in its well-developed system of pastoral care for social interaction amongst students. All students, from the youngest in the Early Learning School upwards are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled student, or a student with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Students are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and

cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All students understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

## **Partnership With Parents**

The school's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors teaching [and medical staff] who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

The school works closely with outside agencies, as appropriate, to provide early help with identification of any special needs and early intervention, and involving parents regarding working with external specialists especially in the context of EYFS. The Early Years Inclusion advisor will be the first contact for students in our EYFS setting.

## **SEND at The Early Learning School**

All of the above applies to SEND in the Early Learning School as well as the additional provision stated below.

The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

The ELS monitor and review pupils' progress throughout the Early Years. If a child appears to be behind expected levels, the methodology outlined in the *SEND Code 2014* for gathering information and seeking "Early help" (see Working Together) may be used. The cycle of action: assess/plan/do/review will be used to create a graduated response to needs.

If necessary the school may seek external help of specialists or request an EHC assessment. Decisions to involve external specialists will be taken in discussion with parents. Parents are informed if their child is receiving SEN support.

A proportion of our pupils have SENs (SEN support). All teachers should expect to have pupils with SEND in their classes. Types of SEND that we would expect to see are:

### *Communication and Interaction*

- Autistic spectrum and language conditions

### *Cognition and Learning*

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

### *Social, Emotional and Mental Health*

- ADHD, ADD, attachment disorders, emotional difficulties

### *Physical and Sensory*

- Hearing impaired, Visual impaired

### *Medical Needs*

- Epilepsy, bowel disorders and diabetes

Though all pupils within the school will be supported to the best of our ability pupils hoping to transition into the Junior School will still be expected to reach the same criteria as their peers. It will be down to the discretion of the staff at Reddam House to discuss with parents what the best setting for their child is at each stage of transition.

## **Education Health and Care Plan**

From September 2014 local authorities had a three and a half year period to transition arrangements for pupils with existing statements of SEN to EHC plans. The two systems will run side by side for several years. The local authority retains legal and financial responsibility for ensuring that the provision specified in the child's EHC plan is made. The day to day practical responsibility of making provision rests with the school.

It is the responsibility of the local authority to review the EHC plan. The School will cooperate with the review process.

If pupils fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Pupils, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **Statements**

Pupils with an existing Statement of SEND will have short term targets set for them that have been established after consultation with parents and pupil and will include targets identified in the Statement. These targets will be set out in the Care Plan and be implemented, at least in part, and as far as possible in the normal classroom setting.

Statements are reviewed annually. The SENDCo will invite the parents, LEA and other professionals involved to a meeting where they will consider whether any amendments need to be made to the Statement. The feelings of the child will be sought during this process.

The annual review will focus on what has been achieved as well as any difficulties that need to be resolved.

## **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

- Local Authority SENDCo for EYFS
- Child and Family Services
- Social Services
- Specialist Dyslexia Services

### **The Early Learning School's Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in our schools. Each school's Local Offer is available on the website and on the Wokingham Borough Council Website.

### **Evaluation of SEND Policy**

The Principal, ELS manager and SENDCo will consider the effectiveness and practicalities of the SEND 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.

### **Complaints**

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

## **Appendix 1 -Reasonable Adjustments**

Reddam House Berkshire is committed to treating its students and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled students and applicants are not put at a substantial disadvantage by comparison with students and applicants who are not disabled.

Reddam House Berkshire recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled students and the factors the school will take into account when considering requests for adjustments.

### **When does the duty arise?**

We have a duty to make reasonable adjustments for students and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with students and applicants who do not have disabilities. A student or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

### **What is the scope of the duty?**

Reddam House Berkshire seeks to ensure that disabled students and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (ie the way we do things); and
2. by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

### **Entry tests**

We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for

example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

### **How do I request an adjustment?**

Reddam House Berkshire prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or student. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the adjustment and (if necessary) how the school could put this into practice.

### **The school's response**

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

### **How will the school decide whether an adjustment is reasonable?**

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).

### **Confidentiality**

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

## **Outcome**

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

## **What can you do if you are not happy with the school's decision?**

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.

# Access Arrangements Policy

## What are access arrangements?

“Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ/CIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

## Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

‘There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.’ [JCQ website - An overview]

## Purpose of the policy

The purpose of this policy is to confirm that Reddam House fulfils “its obligations in respect of identifying the need for, requesting and implementing access arrangements.”

[JCQ ‘General regulations for approved centres’ Chapter 5.5 - This document is further referred to in this policy as GR ]

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication

‘Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

General and Vocational qualifications’

This publication is further referred to in this policy as AA.

## The assessment process

- Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required in JCQ regulations as follows:
- an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist

assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or

- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.
- An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:
  - the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
  - the appropriate use of nationally standardised tests for the age group being tested;
  - the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
  - the appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 86;
  - the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional... [AA 7.3]

### **Checking the qualification(s) of the assessor(s)**

Reddam House HR/Admin department take copies of all assessors relevant qualifications assigned to the assessor at the time of Interview for their position or alternatively when passed the relevant course and gained certification.

Copies of certificates are held on the employee's personal file, accessible from HR Manager or the Head of Centre.

All relevant JCQ regulations and guidance provided in GR and AA , including centres are required to

"...have a written process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...

...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed by the head of centre..." [GR 5.4]

"Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo." [AA 7.3]

## **How the assessment process is administered**

Subject teachers meet on a weekly basis with their Heads of Faculty to discuss individual pupils, their needs and support required to allow them to learn in lessons. Prior to examinations a specialist teacher (SENCo) conducts Lucid Exact Assessment with pupils to assess their reading, writing and cognitive abilities. Following meetings with teachers and careful reference to the JCQ Access Arrangements and Reasonable Adjustments (orange booklet), pupils are given appropriate support based on their need for the examinations. Care is taken not to provide support which gives them either an advantage or a disadvantage for the upcoming exams, but instead fair support is provided based on their need and abilities. Mock examinations allow a judgement to be made on support offered and slight alterations can be made to pupil's access arrangements if necessary.

By detailing this, you should be confirming

“that the assessment process is administered correctly...” [GR 5.5]

## **Recording evidence of need**

Appropriate need is gathered from meetings and discussions with staff. Further need is acquired from studying pupil statement documents giving details of medical issues and disability. Testing is carried out by The SENDCo to determine appropriate and relevant support.

Evidence is recorded online and entered onto the detailed centre devised spread sheet (Following JCQ Form 8). The SENDCo will administer the forms & online service and sign and submit to the relevant Awarding Organisations.

Evidence from the rigorous process of cycle tests (weekly hour exams) is also taken into account. This goes together with prep work, timed class assessments and end of term exams.

## **Gathering evidence of normal way of working**

Subject teachers meet on a weekly basis to discuss individual pupils, their needs and support required to allow them to learn in lessons. Knowledge of the best way to support pupils in lessons to allow them to develop is discussed between The SENDCo, Heads of Faculty, Heads of Year and the Learning support team. Prior to examinations a specialist teacher conducts a Lucid Exact test with pupils to assess their reading, writing and cognitive abilities. Following meetings with teachers, pupils are given appropriate support based on their need for the examinations. Care is taken not to provide support which gives them either an advantage or a disadvantage for the upcoming exams, but instead fair support is provided based on their need and abilities. Mock examinations allow a judgement to be made on support offered and slight alterations can be made to pupil's access arrangements if necessary.

Bear in mind normal way of working as defined by JCQ...

“The arrangement(s) put in place must reflect the support given to the candidate in the centre†, e.g.

in the classroom;

working in small groups for reading and/or writing;

literacy support lessons;

literacy intervention strategies;

mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8.

SENCOs and assessors must refer to section 7.6.1, page 87, for information on how to confirm 'normal way of working'.

†The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3, page 89)." [AA 4.2.5]

## **Processing applications for access arrangements**

### **Access arrangements online**

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE, GCE and BTEC qualifications. This tool also provides the facility to order modified papers for all qualifications.

"For GCSE and GCE (and BTEC) qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement.

Further information on Access arrangements online is available from:

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>" [AA 8.1]

Appropriate need is gathered from meetings and discussions with staff. Further need is acquired from studying pupil statement documents giving details of medical issues and disability. Testing is carried out by The SENDCo to determine appropriate and relevant support.

The EO will administer the relevant JCQ forms for the SENDCo to sign and submit to the relevant Awarding Organisation.

Evidence is gathered throughout the pupil's time in the school and is finalised in December/January ready for AA applications and modified scripts to be made via AA Online and the relevant JCQ AA and centre AA approval forms for approval.

### **Centre-delegated access arrangements**

The same process happens as per above.

### **Word processor policy**

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

"It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs..."

[AA 5.8]

### **Separate invigilation within the centre**

A decision where an exam candidate may be approved separate invigilation within the centre will be based on whether the candidate

- ...has a substantial and long term impairment which has an adverse effect; and
- the candidate's normal way of working within the centre.

[AA 5.16]

Pupils with significant disabilities sometimes require a separate examination area due to their medical condition. A suitable room is always found and always a correct invigilator is present.

[see AA 5.16 plus centre-determined criteria]

# Accessibility Plan

Reddam House Berkshire aims to offer the highest quality of teaching and learning and support all students in the pursuit of academic and personal excellence. We have high expectations of all of our students and we strive to ensure that each and every student can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that students with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for students with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school. Recently we have created an accessible room for boarders in our new boarding house and also refurbished one of the ground floor science labs.

We provide written information to students with disabilities in ways that are user-friendly and fully support the students in their learning experience. For example, at Reddam House Berkshire we have introduced compulsory Surface Pro computing for all students in Year 5 and above. In addition, training has been provided to staff on the inclusion facilities made available on the Surface Pros.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled students are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for students. We promote the importance of using language that does not offend amongst both our staff and our students and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

## Context

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Reddam House Berkshire. We have some staff with medical disabilities ranging from diabetes, hearing impairment etc. and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

At Reddam House Berkshire we have set up a disability policy review committee which consists of Tammy Howard, Principal and Kay Dain, Director of Learning and may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the school's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled

2. to make recommendations with a view to improving the accessibility of its education in many aspects to students or prospective students with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the school's disability inclusion, SEN and learning support policy
4. to prepare the school's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis

We have conducted an audit of our provision for students with special educational needs and/or disabilities. Views of teaching and non-teaching staff and students were obtained via means of a questionnaire conducted in September 2017. We have used the results to ascertain staff's understanding of disability and accessibility, priorities for our students with SEN and/or disabilities and priorities for our students' parents. The school's governors and local authority were also consulted during the audit process. The results of the audit have informed our school accessibility plan for which is a written action plan with targets. The plan and targets have been widely circulated to all teaching and support staff, students and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above).

## **Action Plan**

The following has been carefully considered by the school's disability policy review committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Any alterations to the school building will be considered in light of the student's needs, however, must also include a consultation with the Listed Buildings Officer and possibly the planning department of WBC. Reddam House will work with all relevant parties to ensure a student is able to join the school without disadvantage.