

RYDES HILL PREPARATORY SCHOOL & NURSERY

P19 (ISI 17A) – DISABILITY, INCLUSION, SEN & LEARNING SUPPORT POLICY INCLUDING EYFS / EARLY YEARS CHILDREN



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic School where children learn how to live in loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the School based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what School stands for and all are encouraged and challenged to be the best they can be.
- ❖

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Revision History

Revision	Paragraph Number	Revision
March 2017		Updated
June 2018	Front Page	Updated logo and new Mission Statement.
	Paragraph 1	Correct typo "Psychologist's"
	Paragraph 3	Delete "selective"
	Paragraph 7 & 8	Delete all references to "carer" and replace with "LSA"
	Paragraph 9	Add "moving on"
	Paragraph 16	Add "and i-pads"
	Paragraph 30	New
	Appendix A	Update reference to ISI regulations to September 2017 and date of document referenced in item I. Link to MOSA deleted.(Was B)
	Appendix B	Update ISI regulations to September 2017 version
	Appendix F	Update P16 policy title and add P22, P41 and P53

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
DfE	Department for Education
GL Assessment	Proprietary software developed to identify and support pupils with SEN
EHCP	Educational Health & Care Plan
EHRC	Equality and Human Rights Commission
EYFS	Early Years Framework Scheme
IEP	Individual Education Plan
LA	Local Authority
LSA	Learning Support Assistant
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator

Aim / Objective / Statement of Intent

This policy covers the whole school including EYFS.

We are a small one form entry School with a friendly, caring, family atmosphere which values each pupil as unique and special. Governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of Rydes Hill Preparatory School & Nursery. Treating every child as an individual is important to us and we welcome pupils with special educational needs, learning difficulties and/or disabilities, providing that our teaching staff can provide them with the support that they require.

Introduction

1. The Headmistress advises parents of children with special educational needs, learning difficulties and/or disabilities to discuss their child's requirements with the School before entry so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time in examinations or other special arrangements.

Before Entry

2. Each pupil 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 medical advisers, including adjustments that can be reasonably made to the curricular and extra-curricular activities before entry.

On Entry

3. Once accepted, if appropriate, pupils will carry out a reading age test, a math test and a piece of writing to assess their level of ability in addition to the GL assessment used in the Pre-Prep and Prep Department. In this way we can track improvement.

Barriers to Learning

4. 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. We aim to work together with families to overcome or minimise these as far as possible.

Physical Accessibility

5. Parents and prospective parents of disabled children may wish to obtain copies of the School's accessibility plan from the school office. This shows the ways the Governors plan to make the buildings more accessible to disabled pupils, parents and visitors. The school will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic Georgian buildings, scattered site and resources. Facilities for wheelchair users are being introduced as the buildings are upgraded.

Auxiliary Aids & Other Services

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

Pupils with Educational Health & Care Plans and LSAs

7. Pupils with education, health & care plans (EHCP) from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHCP requires their dedicated Learning Support Assistant (LSA) in school, to assist with personal care, writing etc, this can be accommodated provided the LSA has an enhanced DBS check arranged by the School and complies with the child protection and safeguarding regime in place at the time. The school would require the LSA (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 briefing that is given to all members of staff before working unsupervised on site. The LSA will also undergo child protection training (as per KCSIE 2016).
8. If a pupil's dedicated LSA is not a school employee, the pupil'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 services to their child.

Learning Support Team

9. Every member of staff at Rydes Hill has a positive and active role to play in ensuring that the most effective provision is made for all children. At the end of each academic year a class moving on profile is produced to inform the next years' class teachers planning. The profile identifies the pupils requiring additional provision. The SEN co-ordinator oversees the provision. Form teachers are responsible for meeting all pupils' needs by working with parents and children. We endeavour to involve the child in this process.

When a concern is identified we adhere to the following procedure:

10. **Monitoring:** when a class teacher or specialist expresses a concern that a child is struggling to learn, or not making sufficient progress then stage one is put into practice. The parent, teacher and child put in place a number of targets to work on together. Once the pupil is back on track no further action is required.
11. **In School Support:** if further action is required a meeting with the parents is scheduled and a plan of action is drawn up and agreed. Targets are set and strategies outlined. This may include extra reading provision, a separate spelling group, times table practice, working in small groups in the classroom with a teaching assistant or working in a small group outside the classroom working with an assistant.
12. **Extra Support:** Pupils with identified or suspected learning difficulties will 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 curriculum (at a cost). The school works closely with the child and their parents to help them overcome the barriers that their difficulties present.
13. The learning support team will prepare an individual education plan (IEP) for each child, setting achievable goals. The plans are reviewed and progress monitored by the Deputy Head Academic/SEN.
14. Some disabled pupils may also require specialist support from the learning support team. This would normally be discussed with parents before their child enters the school.

Other Adjustments

15. We are able, and have in the past re-arranged classrooms to allow greater accessibility. However, there is no access to the ICT suite or library currently or in the near future because of the nature of the building, although it would be possible for children to use laptop computers and i-pads on the ground floor.
16. Other adjustments include: the use of coloured overlays, reading rulers, pen grips, computer software, large print hand outs and assessments, writing slopes and foot stools, interventions in reading and mathematics. Other adjustments are possible dependent on need. Children can be given large print or coloured paper if required. Menus can be devised for special dietary requirements.

English as an Additional Language

17. In order to cope with the academic and social demands of Rydes Hill Preparatory School & Nursery, pupils need to be fluent English speakers to get the most from their education.

18. Pupils with English as an additional language are encouraged to achieve high standards with the school providing:
1. Enhanced opportunities for speaking & listening
 2. Good models of spoken and written English
 3. A welcoming environment so that pupils feel confident and willing to contribute
 4. Emphasis on explaining and reinforcing new vocabulary across the curriculum
 5. Understanding of the impact of the role played by the pupil's first language in the development of English
19. The school may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language. This may be provided by the school should suitable resources be available and this may be at additional cost to parents.

Staff Training

20. Staff (including teaching staff and support staff) are given regular internal and external training (including first aid and Child Protection). Selected staff have also undertaken training in the support of pupils with dyslexia.
21. In January 2016 the school introduced an online training programme of development including training on: The SEND Code of Practice, Preventing Bullying, Child Protection, Equality & Diversity.
22. Training focusses on helping each child to reach their maximum potential, to provide appropriate adjustments that can give full access to the curriculum.
23. The school differentiates within the curriculum and takes into account pupil's learning difficulties (as well as the needs of able, gifted and talented pupils). The SENCO liaises with teaching staff about the most appropriate means of meeting the needs of pupils with SEN and learning difficulties.

School Behaviour and Discipline

24. The school takes pride in its well-developed system of pastoral care for social interaction between pupils. All pupils, from Nursery 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 pupil, or pupils with SEN or other protected characteristic, do not suffer less favourable treatment as a result of discrimination. Pupils 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 and school rules make clear the seriousness of bullying, victimisation and harassment in all its forms, including racial, religious, cultural, sexual, sexist, gender-related, sexually orientated, homophobic, disabled and cyber, in causing serious

psychological damage and even suicide. The school places high importance on preventing bullying, victimisation and harassment and dealing with it when it occurs and as such provides significant resources to ensure that these issues arise infrequently. All pupils understand that the school has a zero tolerance policy on bullying and that strong sanctions can be applied.

Partnership with Parents

25. The school's hope is that all parents will feel able to share any concerns about their child with the Headmistress, Pastoral Deputy Head and staff in order that a healthy partnership for the care of their child can be developed. The SENCO, teachers and staff who are involved with their child are always happy to discuss parental concerns.

Complaints

26. The school naturally hopes that a parent will not feel that they have cause to complain but the Complaints Policy (P39) is published on the school website and is available from the school office 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 their son or daughter has been discriminated against.

Charging Policy

27. Additional fees may be levied to parents of pupils with disabilities or SEN at the discretion of the school. This will be based on an assessment of the overall resources available to the School and the financial cost of making any necessary adjustments or providing the aid or service required by the pupil at that time. Please refer to the Reasonable Adjustments Policy (P22).

Implementation of this Policy

28. The Deputy Head Academic / SENCO has responsibility for the implementation of this policy.

Data Protection

29. In order to enable the provision outlined in this policy, it is necessary for the school to process and retain SEN and EAL type data. Further details can be read in our P41 Data Retention Policy and P53 Privacy Notice for Pupils and Parents.

List of Appendices

Appendix A – References

Appendix B – Regulatory Framework

Appendix C – Background

Appendix D – Definition of Disability

Appendix E – Definition of Special Needs (SEN) and Learning Difficulty

Appendix F – Related Policies

Appendix A – References

A Legal Requirement and Regulatory Standard for Independent Day and Boarding Schools and EYFS providers

References:

A : ISI Handbook for the Inspection of Schools – Commentary on the Regulatory Requirements, September 2017

(www.isi.net)

B : ‘The Equality Act 2010’ by Veale Wasbrough Vizards, Article 104/10 in ISBA Bulletin 4/10

C : ‘What Equality Law Means for You as an Education Provider : Schools’ by The Equality and Human Rights Commission (www.equalityhumanrights.com)

D : ‘Schools Technical Guidance – England’ (www.equalityhumanrights.com)

E : ‘Reasonable adjustments for disabled pupils’ (www.equalityhumanrights.com)

F : ‘The Equality Act 2010 and schools’ (www.education.gov.uk)

G : ‘SEND Code of Practice : 0 to 25 years’ (www.education.gov.uk)

H : ‘Mental Health and Behaviour in Schools, March 2016’

(<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>)

I : ‘Counselling in Schools : a Blueprint for the Future, February 2016’

(<https://www.gov.uk/government/publications/counselling-in-schools>)

Appendix B – Regulatory Framework

Changes introduced by the Equality Act 2010

Gender reassignment, pregnancy and maternity are added to the list of protected characteristics.

Cover extended to past pupils (e.g. over the provision of references).

Schools cannot claim that an accessibility plan is unnecessary, since all appropriate provision is well established.

From 1 September 2012 : All Schools are to be required to make reasonable adjustments to avoid disabled pupils being put at a substantial disadvantage by providing auxiliary aids and services.

ISI Handbook (September 2017)

216. The majority of equality legislation is outside the scope of inspection. However, since January 2015 anti-discrimination considerations have been introduced into Part One of the standards. In addition, Schedule 10 of the Equality Act 2010 requires schools to have a three year accessibility plan.

217. The requirement for three-year planning originally ran from 1st April 2003 to 31st March 2006. It was then extended to cover subsequent three-year periods. The current period is from 1st April 2015 to 31st March 2018. However, in practice any current three-year period can be accepted.

218. The three-year plan should include how the school plans to (with timescales):

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- Improve the physical environment of the school in order to increase the extend to which disabled pupils are able to take advantage of education and associated services offered by the school.

223. Academically selective schools may select pupils by ability and aptitude (and need not adjust the pass mark for pupils with disabilities), schools with a religious designation may select by religion and single sex schools, by gender. It is permissible to treat pupils differently on the basis of age.

226. Schools must:

- Not treat disabled pupils less favourably;
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment duty) in matters of admission and education.

227. The duty to make "reasonable adjustments" does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services; "where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid". There are no generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific. Many suggestions made in the non-statutory advice from the DfE, or statutory guidance aimed at state schools or LAs could be viewed as steps/adjustments which could potentially be reasonable for independent schools to make for pupils with disabilities.

Appendix C – Background

A key Government objective for children with disabilities and Special Educational Needs (SEN) is that they should (where appropriate) attend mainstream schools. The regulatory framework has strengthened over the years and has incorporated the changes introduced in October 2010 by the Equality Act 2010. The Equality Act has made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services from 1 September 2012. Further guidance from the DfE was published in May 2014 (entitled “The Equality Act 2010 and schools”). In general however, schools should refer to non-statutory guidance on the Equality Act contained in the Equality and Human Rights Commission (EHRC)(see in particular, “What equality law means for you as an education provider: schools”, “Technical guidance for Schools in England” and “Reasonable adjustments for disabled pupils” all from EHRC). School policies, including disciplinary and behaviour policies and school rules, should explicitly cover their duties to take reasonable steps to avoid children with a disability or learning difficulty being placed at a disadvantage compared to non-disabled children.

Schools are expected to produce their own accessibility plans that are designed to increase access for disabled people to the school curriculum, to the physical environment of the school and to improve the delivery of information to pupils in non-standard written forms. Where an independent school has a pupil with a statement, ISI inspectors are specifically required to comment on whether or not the school fulfils its educational requirements.

The accessibility plan and the school’s disability policy should be available on request to current and prospective parents. It should be a familiar document to all Governors and staff. The induction training for all teaching and support staff should underline the importance of identifying and providing for the individual needs of pupils with disabilities and SEN.

Appendix D - Definition of Disability

The EHRC Technical Guidance for Schools states that:

5.104 A person is a disabled person (that is, someone who has the protected characteristic of disability) if he or she has, or has had, a physical and/or mental impairment that has what the law calls ‘a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities’.

5.105 There is no need for a person to have a medically diagnosed cause for his or her impairment; what matters is the effect of the impairment, not the cause.

5.106 In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see paragraph 5.108)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

5.107 Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

5.108 The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue. It must be long term. ‘Long Term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where there the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur, they will be considered to be a disabled person.
- The activities upon which the impairment has a substantial adverse effect must be ‘normal day-to-day’. Just because the activity is mainly undertaken at work (e.g. typing) does not mean that it is not a normal day-to-day activity.
- Substantial means more than minor or trivial.
- The condition must have this impact without taking into account the effect of any medication that the person is taking, or any aids or assistance or adaptations that he or she uses, like a wheelchair, walking stick, assistance dog or special computer

software. The exception to this is the wearing of glasses or contact lenses, for which it is the effect while the person is wearing the glasses or contact lenses that is taken into account.

Appendix E – Definition of Special Needs (SEN) and Learning Difficulty

The DfE website (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) offers the SEND Code of Practice: 0 to 25 years which states (p.15 item xiii) that:

“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 him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents his or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

SELECTION

The Equality Act permits academic schools lawfully to select on grounds of academic ability, provided that their entrance procedures are not discriminatory. They are however, duty bound to make reasonable adjustments in order to avoid placing disabled candidates at a substantial disadvantage. Single sex schools may exclude the opposite sex. Schools with a designated religious characteristic may give preference to pupils of that religion.

CONTENT

The regulations make clear that schools need to:

- Increase access for disabled people to the school curriculum and to extra-curricular activities.
- Improve access to the physical environment of our schools.
- Improve the delivery of written information to disabled pupils.
- Make reasonable adjustments (including by providing “auxiliary aids and services”) to avoid substantial disadvantage to disabled pupils with special education needs. For example, risk assessments on school trips should include consideration of reasonable adjustments that might permit disabled pupils to participate.
- Ensure that all pupils understand that unlawful discrimination, victimisation and harassment of disabled and SEN pupils is prohibited.
- Ensure that all staff are trained to enforce zero tolerance of such activities.

Appendix F - Related Policies

The following Rydes Hill Preparatory School documents also relate to this policy:

- P01 (ISI 10a) Anti-bullying Policy
- P04 (ISI 7a & 7b) Safeguarding Policy
- P12 (ISI 14c) Educational Visits Policy
- P16 (ISI 9a) Behaviour, Rewards, Sanctions and Use of Reasonable Force Policy
- P21 (ISI 17b) Accessibility Plan
- P22 (ISI 19a) Reasonable Adjustments Policy
- P34 (ISI 15a) Admissions Policy
- P37 (ISI 2a) Curriculum Policy
- P39 (ISI 33a) Complaints Procedure
- P41 (ISI 7a) Data Retention Policy
- P53 (ISI 7a) Privacy Notice – Parents & Pupils
- Pupil’s Medical Questionnaire
- Information for Parents & Early Years Children
 - Handbooks