



FARNBOROUGH HILL
WHOLEHEARTEDLY

SENDA POLICY 2018-2021

Farnborough Hill is committed to a full policy of equal opportunities and recognises its responsibilities under the Equality Act 2010, The Children & Families Act 2014 and The SEND Code 2015 to ensure it does not discriminate against pupils or potential pupils with a disability. The School recognises its responsibility to make reasonable adjustments to ensure that it provides a broad and balanced curriculum that does not place a disabled pupil at a disadvantage.

This document should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Procedure Policy
- English as an Additional (EAL) Policy
- Equal Opportunities Policy
- Examinations Policy
- Gifted & Talented Policy
- Health & Safety Policy
- Learning Support Policy
- Mental Health Policy
- Non-Examination Assessment (NEA) Policy
- Recruitment Selection and Disclosures Policy and Procedures
- Word Processing Policy (in Examinations)

Many children or young people who have Learning Support may have a disability under the Equality Act 2010.

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in Section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition – <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means **'limitations going beyond the normal differences in ability which may exist among people'**.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of 'day to day' activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example, because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

The Special Educational Needs of Disability Code of Practice (SEND Code 2014) 0-25 years 2014 states:

"A child or young person has Learning Support 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 has a learning difficulty or disability if she:

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

This definition includes children or young people with long-term medical conditions such as diabetes, epilepsy and cancer. It can also include dyslexia, dysgraphia, dyspraxia, underlying language difficulty and autism, if significant enough. Children and young people with such conditions do not necessarily have Learning Support, but where a pupil requires special educational provisions over and above the adjustments, aids or services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Farnborough Hill is wholly guided by these principles in planning and designing its educational provision and aims to ensure that all pupils have equal access to learning and to the curriculum.

Special Needs

Farnborough Hill's mission is to educate girls, to nurture their personal, spiritual, moral, social and cultural development, and to promote academic excellence. We aim to provide a safe educational environment in

which all pupils are able to access the curriculum, make a positive contribution to the life of the School and achieve their potential. The School is particularly aware of the needs of those children with disabilities and works hard to ensure that pupils with special educational needs are not treated less favourably. For pupils with diagnoses of special needs who, under the Equality Act 2010, have a physical or mental impairment identified that is substantial and long term and which impacts with an adverse effect on day-to-day activities the School's policy is to make any reasonable adjustment to ensure that a pupil with a disability or learning difficulty is not disadvantaged because of her disability.

Admission to the School is based on criteria designed to maintain and improve the School's educational ethos. Girls are admitted on the basis that Farnborough Hill will be able to educate and develop the individual to the best of her potential. The aim therefore is for every girl to experience a happy and fulfilling school life and to emerge a confident, articulate young woman, able to take her place as a responsible member of society. These criteria are applied to all potential pupils, regardless of any disability or learning difficulty of which the School is aware. No girl, is discriminated against on entry into the School because of their individual needs. However, Farnborough Hill is an academically selective school and reserves the right to continue this process. Provision for this is made in the code which accepts that independent schools may select on grounds of both ability and aptitude. All pupils must therefore satisfy the academic criteria.

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 emphasised to parents. As stated in the *Admissions Policy*, parents are requested to contact the School to discuss their child's special needs prior to application. Extra time will be given in the entrance examination; the special need must be verified by an educational psychologist's report. (The School therefore fulfils an *anticipatory duty* as defined by the act. A failure of a parent to divulge learning support/disability at this time constitutes a *justification* under the act for discrimination). Where a parent requests confidentiality regarding a learning support/disability this request would limit what the School could provide in making *reasonable adjustments*. Under these circumstances the School has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

Farnborough Hill accepts pupils with a variety of learning difficulties such as dyslexia. The School also offers places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional problems. (Due to their Grade I listed status, many of our school buildings have limited facilities for disabled pupils but all reasonable adjustments are made to accommodate pupils with disabilities and to comply with our responsibilities under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Equality Act 2010. This is carried out in consultation with each pupil, with parents and with any appropriately qualified person.

The Head of Learning Support is available to work with those pupils who have reached the required academic standard in the entrance examination but who need some help with general or specific learning difficulties to reach their full potential, including those who have English as an additional language. Please see the *Learning Support Policy* for further details. The School Nurse takes a similar responsibility for supporting pupils with a physical disability, liaising closely with the Head of Year and teaching staff.

Education and Associated Services

All pupils have the opportunity to learn and make progress. The School 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
- 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 adjustment* as detailed in the DDA 2005.

The role of SEN Co-ordinator is the responsibility of the Head of Learning Support and is described fully in the *Learning Support Policy* document. 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 foreign language study) in response to the needs of an individual's learning profile.

Access to classroom activities and extra-curricular activities

Farnborough Hill will, wherever possible, make reasonable adjustment to allow all pupils with a learning difficulty or who are disabled to access the full educational and learning experiences that the School provides. However, under the *reasonable adjustments duty* the School would also have to consider:

- The financial resources available to the School
- 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 extra-curricular or recreational activities are limited by their learning difficulty profile, alternative opportunities will be made available wherever possible. To this end, there is close liaison between the Head of Learning Support, Head of Year and Physical Education staff.

All appropriate steps will be taken to ensure that a pupil who becomes disabled, or whose situation changes necessitating additional help, during their time at Farnborough Hill has every opportunity to remain at Farnborough Hill through a process of adaptation and support.

INSET

The School recognises the needs for staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SENDA issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings. The Head of Learning Support also provides INSET to PGCE pupils and NQTs on the staff.

Review

Farnborough Hill 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, in addition where appropriate, be reviewed with SENDA in mind.

This policy has regard to regulatory requirements effective from September 2014 and is reviewed annually by the Director of Admissions, Head, Bursar and Head of Learning Support.

The next review is due in March 2019.



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WHOLEHEARTEDLY

SENDA PLAN (Special Education Needs & Disability Act)

1 April 2018 to 31 March 2021

The three areas to be addressed are:

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
2. Making written information accessible in a range of different ways for disabled pupils and parents.
3. Developments in physical access to education and associated services (the Accessibility Plan).

Priority Area	Target	Strategies	Outcomes	Time Frame
1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum	Accurate data collection concerning disabilities (including learning difficulties) on entry to the School and dissemination to staff	All new parents to the School asked to complete a Questionnaire for Learning Support needs questionnaire on entry and note made on difficulties/disabilities written on response from parents Recommendations, plans and profiles for learning pupils given to staff and departments to adjust their teaching	Additional data collected by Head of Learning Support and disseminated to staff and teachers to adjust their teaching	Review of pupil progress at regular intervals. Process reviewed each year
	Increased screening for disabilities	All Year 7 pupils screened using Ann Arbor tests at the end of their first year at Farnborough Hill	Additional information obtained. Parents consulted and best way ahead agreed with them if Ed Psych assesses screening test shows could be 'at risk' of learning disability, or school is aware of disability. Additional assessment by Ed	Summer 2018. Ongoing

			Psych may be offered and/or support in school	
	Regular Review of <i>Learning Support Policy</i> and procedures	Head of Learning Support to review policies annually	Changes to procedures incorporated quickly and effectively	Annual
	Staff trained and confident to deal with disabilities	Inset for staff on helping those with disabilities New teachers given learning support induction	Staff awareness raised and strategies for dealing with disabilities highlighted and well known	Regular training on Inset Days and induction of new staff about policy and practice, including those on NQT programme and training for PGCE.
	Potentially poor Study Skills addressed	Increased provision for development of study skills through specialist study skills sessions and external company	Years 10 – Upper Sixth given study skills sessions	2018 - Ongoing sessions
	Increased liaison with outside agencies for support and Learning Support legislative updates	Ed Psych employed on regular basis to screen pupils and to carry out Ann Arbor screening in July each year	Feedback to parents of pupils found at risk of SEN Head of Learning Support liaises, where necessary, with LEAs for pupils unable to attend school for a prolonged period of absence and is the link for Hubs, where required This was then replaced with being the COMPLETER for the applications to hubs in LEAs by Learning Support Increased link with CAMHS for Hampshire and also for Surrey	Head of Learning Support to attend annual training and hold JCQ training for many centres at the School with Head of Examinations for JCQ. Ongoing

			School Inclusion services links for home schooling and also with Surrey Children's services for children unable to access school due to disabilities	
	To provide challenging and stimulating teaching and learning which meets the needs and expectations of pupils and parents	Whole school and department policies and practice led by Deputy Head (Academic)	All departments and whole school planning aimed at achieving this target	Ongoing
	Ensure extra-curricular and trips provision is accessible by all pupils	Raise awareness of staff offering extra-curricular activities and trips to provide and plan inclusion of those with disabilities carrying out necessary risk assessments	School to seek advice form experts, if necessary	Ongoing
	To ensure access arrangements in examinations and Controlled Assessments are in line with new JCQ regulations	Head of Learning Support, Head's PA and Assistant Head to check new regulations and put into practice access arrangements by the deadlines. Information made accessible on iSAMS by Examinations Officer who implements the access	Pupils needing access for examinations and application made early in the academic year to the examination boards and provision made	Ongoing
2. Making written information accessible in a range of different ways for disabled pupils (and those	Assessment of the School's documentation for accessibility by disabled pupils	School's policies reviewed and updated where necessary. Application form reviewed to include information on disabilities and specific needs; provision made for laptops in school,	All pupils can access information effectively	School's documentation and teaching materials provided in large print when necessary; extra time organised for public examinations; extra time allowed in 11+ examination

with learning difficulties)		extra time, amanuensis etc. Allowance made in 11+ examination, where necessary		from 2011 – all parents notified before the examination Application Form changed in 2011 Laptops or iPads provided for Years 9 – 13 to facilitate learning on a roll-out programme started December 2015
	Assessment of the School's publicity materials and Open Days procedures to increase accessibility for disabled pupils and parents	Other formats investigated for publicity materials and Open Day materials e.g. large print, audio materials; website format	More variety of materials and support for disabled applicants Website user-friendly	DVD available; new web site completed 2010; new prospectus provided in digital format from 2011
3. Developments in physical access to education and associated services	Access improved for disabled pupils and parents	See Accessibility Plan prepared by Lambert Smith Hampton and Promission together with the School's Accessibility Plan	More parts of the building become accessible to disabled users including wheelchair users	Started 2005. Ongoing
	Access to all areas by those with disabilities, within previously set out limits	Improve movement around school as required by any individual joining the pupil or parent body	Modifications made as needed e.g. additional handrails	Ongoing