



**Daneshill School**

**DISABILITY, INCLUSION & SEN POLICY**

**(This policy applies to all pupils including those in  
the E.Y.F.S.)**

Updated: September 2016  
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## **Disability Inclusion, SEN and Learning Support Policy**

Daneshill School has regard for the Special Educational Needs (SEND) Code of Practice: for 0 to 25 years (September 2014). We also have regard for the Children and Families Act 2014, which states that 'The Children and Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEN or disability. Many children will access information, advice and support via their parents' (Children and Family Act, 2014)

Daneshill School is not academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The senior management team 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 pupils with physical disabilities are welcome in the Pre-prep department. Entry to the Prep school (Year 3 and up) will be assessed on individual needs due to the nature of the building. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Learning Support Department can provide them with the help and support that they require. The Learning Support Coordinator is Kate Flood who has a diploma in teaching specific learning difficulties (dyslexia). We have a teacher (CB) within the maths department who has had additional training in supporting children with Dyscalculia.

This policy applies to the whole school including the Early Years Foundation Stage (E.Y.F.S.).

### **THE SELECTION PROCESS**

The school's selection policy is described in its prospectus/admission procedure. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school before they visit so that adequate provision can be made for them. 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 pupil with SEND requires special consideration and treatment. After an initial tour of the school, when any difficulties with their child may be discussed, parents are required to complete a registration form. The registration form has a part dedicated to SEND and asks parents to give details of any difficulties that the child may have. The form also asks that any reports from outside agencies are sent to school. Once the registration document has been completed if any areas of SEND are highlighted the child may be called in to school to be assessed prior to a trial day or new children's morning. If appropriate adjustments need to be put in place, these will be discussed thoroughly with parents and their medical advisers. These may include adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the school. At Daneshill School each child with SEND has an SEND plan and those with an assessment from an outside agency have an Individual Education Plan (IEP). This is written in accordance to recommendations given in the report. It states areas in which the child needs support, how that support can be implemented, and any extra support that is provided. The IEPs are accessed from the Staff Shared Drive (SSD). The Learning Support Coordinator will ensure that all members of staff who teach children with an IEP are aware of the individual's needs.

## **BARRIERS TO LEARNING**

Daneshill 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.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child and related targets for improvement. The aim being, that improvement can be achieved. Pupils with SEND will be assessed on their trial day using Daneshill's own assessments, if these are considered appropriate. These will involve short assessments of their reading, writing and mathematical ability (these will be age appropriate). The children's social aptitude will be carefully observed as will their ability to move around the school.

The school also promotes the wider personal and social development of pupils with SEND through opportunities such as being monitors in the pre-prep department, librarians, house captains, class reps and 'buddies' in all areas of school.

## **PHYSICAL ACCESSIBILITY**

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the school office. This shows the ways in which the proprietor plans to make the buildings progressively more accessible to disabled pupils, 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 pupil's needs, within the constraints imposed by its historic buildings. Facilities for wheel-chair users are already in place in the Nursery and Pre-prep departments.

## **OTHER ADJUSTMENTS**

In accordance with their needs, 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 is making 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 (which has been effective from 1 September 2012). Further guidance from the DfE is currently awaited on this but the principal guidance is in the EHRC draft Code of Practice for Schools.

## **PUPILS WITH EDUCATION, HEALTH AND CARE PLANS (EHC PLANS) AND CARERS**

Pupils with education, health and care plans, from their local authorities, who are suited to the school's educational offer, are welcome. If a pupil with an EHC plan 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 regulations 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 policies and to attend the child protection induction briefing that is given to all new members of staff before working unsupervised on site.

At this time we do not have any children at Daneshill with an EHC plan. If there is such a time that we do have a child with an EHC plan the child will be supported, where possible, during their time at Daneshill. The EHC will be reviewed annually in-line with Hampshire County Council requirements.

A pupil's dedicated carer is not a school employee and the pupil's parents would 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 LEARNING SUPPORT DEPARTMENT**

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

Dyslexia, dyspraxia, dyscalculia, sensory processing difficulties, mild autism, ADD and ADHD.

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school as a result of any information that is gathered from the registration form. 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 normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

At Daneshill the learning support department will prepare either a SEND plan or an individual education 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. If a child has received an assessment report from an outside agency, such as Dyslexia Research Trust, Dyslexia Action, O.T. services or Hampshire County Council educational psychology services, an IEP is produced which encompasses their recommendations. IEPs are reviewed twice per year for years 1 – 8 and once per term in the EYFS department.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

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

## **ROLE OF THE LEARNING SUPPORT COORDINATOR**

The head of the learning support department, Kate Flood, has an important role as Daneshill's Learning Support co-ordinator. Working closely with the SMT and other staff, she plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. She will liaise closely with the pupil's teaching staff, family and where appropriate, with external agencies. The head of the learning support department attends regular external training in order to remain current with

latest his/her duties as learning support coordinator.

## **STAFF TRAINING**

All staff, including teaching and support staff, are given regular annual training on working with SEND by the Learning Support coordinator. 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 supports its teachers with differentiation within the curriculum and with taking into account pupils' learning difficulties (as well as the needs of gifted and/or talented pupils). The learning support coordinator liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The learning support coordinator 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 pupils. All pupils, from the youngest in the Nursery upwards, are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND or other protected characteristic does 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/school rules 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 pupils 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:**

Daneshill School hopes 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 learning support coordinator, other pastoral staff and teachers 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 feel 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.

## **COMPLAINTS**

Daneshill School naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND 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.

A copy of this policy is also available on the school website.