



Radnor House

— TWICKENHAM —

Great Teaching, Genuine Values

Learning Differences and SEND Policy

Section A: Special Educational Needs and Disabilities (SEND)

Section B: The Academic Enrichment Programme (AEP)

Section C: English as an Additional Language (EAL)

The Learning Differences and SEND Policy applies to:

- The whole school, along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the governors and volunteers working in the school, students on placement, contractors, and agency staff.

Aims:

- The school aims to identify pupils with Special Educational Needs and/or Disabilities (SEND) and EAL at the earliest opportunity and ensure that appropriate provision is in place to support development in all areas.
- All members of staff have a responsibility to ensure that pupils are supported in all aspects of their school life.
- In accordance with the 2015 SEND Code of Practice, all teachers are responsible for the progress and development of all pupils in their class, and the teaching staff have a responsibility to differentiate all lessons to cater for individual pupil needs, to ensure excellent educational outcomes for the pupils.

Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the school office.

Monitoring and Review:

- This policy is subject to continuous monitoring, refinement and audit by the Principal.
- The Principal undertakes a formal annual review of this policy.

Signed:

Darryl Wideman

Principal

September 2023

Section A: Special Educational Needs and/or Disabilities (SEND)

Preamble

Radnor House Twickenham aims to recognise the talents of every individual and enable pupils to realise their potential. The school is academically selective. Learning support is the responsibility of all teachers, and pupils are supported to make the most of their talents within the normal classroom environment. The school will seriously consider admitting any pupil, if we are confident their special educational needs can be met. In the light of the Equality Act (2010), we have carefully considered what we might do to make our building more accessible to those who have a physical disability.

Radnor House Twickenham follows the 'Special Educational Needs and Disability Code of Practice: 0-25 Years' (Department for Education and Department for Health; January 2015). This policy is written in accordance with the Fundamental Principles from the 2015 Code of Practice to ensure:

- all pupils with special educational needs have their needs met, and get the support they need in order to allow them to develop and to achieve their best possible educational, and other, outcomes;
- pupils with SEND engage in the activities of Radnor House Twickenham alongside pupils without SEND;
- pupils with special educational needs are offered full access to a broad, balanced and relevant education;
- pupils and parents participate as fully as possible in decisions, the school providing appropriate information and support to them; their views, wishes and feelings are taken into account.

The Head of Learning Support and the Assistant Head of Learning Support are responsible for co-ordinating SEND provision in the school. The Learning Support team are supported by other staff to provide key skills support in mathematics and English. The school undertakes to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Radnor House Twickenham has a duty to prevent discrimination and promote equality.

In keeping with the Equality Act 2010, Section 88, Radnor House Twickenham has prepared and implemented accessibility strategies and plans to ensure that the appropriate access arrangements are provided for every pupil with SEND for all externally marked examinations in accordance with awarding body regulations and JCQ guidance. We also endeavour to make suitable adjustments for internal and entrance examinations wherever appropriate.

The purpose of such pre-examination adjustment is to ensure, where possible, that barriers to assessment are removed for a candidate with SEND preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment/examination is maintained, whilst at the same time providing access to assessments for a candidate with SEND.

This SEND Policy, along with supporting documents, provides staff and parents with a comprehensive breakdown of processes and support available to ensure educational progress and overall well-being for all its pupils. In line with government and local authority policy on inclusion, we welcome into school pupils with both high and low priority needs and strive to expand our expertise in meeting a comprehensive range of needs.

With any pupil with SEND, if we suspect there to be a safeguarding issue, we will follow the school protocol and contact the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead in their absence. Please refer to the school Safeguarding Policy for more details.

The UK Government is committed to inclusive education of disabled children and young people, and the progressive removal of barriers to learning and participation in mainstream education.

- According to the 2015 Code of Practice, a child or young person is defined as having a SEND if they have '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.
- 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.
- Any child or young person with any SEND will require special educational provision which is different from, or additional to, that normally provided to pupils of the same age.

Pupils with SEND in Radnor House Twickenham are likely to fall into one or more of the following categories:

- communication and interaction (e.g. Asperger's Syndrome; Autism; Speech, Language and Communication Needs);
- cognition and learning (e.g. Mild Learning Difficulties; Specific Learning Difficulties such as Dyslexia and Dyspraxia);
- social, emotional and mental health issues (e.g. Attention Deficit Disorder (ADD); Anxiety; Depression; Eating Disorders);
- sensory and/or physical needs (e.g. Visual Impairment; Hearing Impairment; Multi-sensory Impairment).

Improving Outcomes within Radnor House Twickenham

All children and young people are entitled to an education that allows them to make progress so they can:

- achieve their best;
- become confident individuals leading fulfilling lives;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school aims to identify pupils with Special Educational Needs and Disabilities (SEND) at the earliest opportunity and ensure that appropriate provision is in place to support development in all areas.

All staff have a responsibility to ensure that pupils are supported in all aspects of their school life. In accordance with the 2015 Code of Practice, all teachers are responsible for the progress and development of all pupils in their class, and the teaching staff have a responsibility to differentiate all lessons to cater to individual pupil needs to ensure excellent pupil educational outcomes.

In order to meet the aims, we:

- have a Learning Support Department that oversees the needs of pupils throughout the school;
- ensure pupils with learning needs are identified as early as possible so appropriate provision can be put in place, and that this is continuously monitored and reviewed;
- ensure senior leaders at Radnor House Twickenham regularly review and evaluate the quality and breadth of support offered to pupils with SEN or disabilities as part of their approach to whole school improvement;

- ensure all staff members are aware of, and provided with up-to-date records of, pupils' needs, interventions and outcomes, and are able to meet those needs in a school setting;
- fulfil statutory requirements in administering the correct procedures for pupils with Education and Health Care Plans (EHCPs);
- provide appropriate examination support that adheres to the Joint Council for Qualifications (JCQ) Guidelines;
- allow for modifications to the curriculum and timetable to ensure all pupils' needs are met;
- work in partnership with parents and the pupils themselves to provide appropriate support and advice;
- ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability.

Responsibilities

The Learning Support Department, led by the Head of Learning Support, plays an important role in determining the strategic development of the SEND Policy and provision in Radnor House Twickenham and has day-to-day responsibility to ensure that the operation of this is happening throughout the school.

The main responsibilities of the Department are to:

- provide professional guidance to colleagues, and to work closely with staff, parents, pupils and other agencies;
- ensure that pupils with SEND receive appropriate support and high quality teaching;
- ensure that the needs of pupils with Education and Health Care (EHC) Plans are being met;
- design and monitor personal learning plans and strategies for individual pupils;
- maintain up-to-date records for any pupils on the SEND and EAL (English as an Additional Language) lists;
- liaise with any relevant external agencies, professionals and specialist tutors;
- monitor Individual Educational Plans as and when required;
- provide high quality training for teachers to support pupil progress.

Teachers and other Staff Members:

Teachers are responsible and accountable for the progress and development of pupils in their classes. There is a focus on high quality, well-differentiated lessons along with rigorous data collection that can be used to monitor pupil progress.

The school regularly reviews the quality of teaching for all pupils, including those at risk of under-attainment and teachers regularly use high quality and accurate formative assessment to identify pupil progress alongside national data and their personal expectations of progress.

If teachers suspect a pupil has not been identified with a SEND, they have the responsibility to pass on their concerns to the Head of Learning Support and they will ensure they are up-to-date with relevant pupil SEND backgrounds and will put into practice the main strategies to support pupils.

Identifying SEND at Radnor House Twickenham

Early identification of pupils with SEND is a priority at Radnor House Twickenham. Action and intervention are graduated and thorough, to support those pupils with SEND, to remove barriers to learning and put provision in place for them.

All information collected about a pupil is thorough and frequently reviewed, and, wherever necessary, specialist expertise is sought to ensure effective interventions are in place. There is a continuous cycle for identifying and reviewing SEND, each step taking a personalised, pupil-centric approach.

The school is alert to events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. These events may not lead to a child having SEND but it can have an impact on their well-being and sometimes this can be severe. If a child has short-term needs, Radnor House Twickenham will ensure appropriate provision is in place to prevent problems escalating.

If there are long-term needs, SEND may be considered. The school also recognises that attainment in line with chronological age does not indicate there is no learning difficulty or disability. We are aware that these can occur across the range of cognitive ability and, if left unaddressed, this can lead to frustration, disaffection, emotional or behavioural difficulties.

Education and Health Care Plans (EHCPs)

When a child who is joining Radnor House Twickenham has an Education and Health Care Plan (EHCP), the school consults with parents and, where appropriate, the Local Authority to ensure that curriculum needs are met as outlined therein. If curriculum alterations are required to meet the EHCP, Radnor House Twickenham will see if the changes can be made in advance of the pupil starting school.

The school will co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice.

The school will make reasonable adjustments to meet the needs of any child with an EHCP.

Any additional services, such as dyslexic and Speech and Language tuition, that are needed to meet the EHCP will be subject to charge. This will be payable by either the parents or the Local Authority, whichever is deemed responsible for such fees in the EHCP.

The Head of Learning Support will hold weekly minuted meetings with each child who has an EHCP in place, to review the provision and support for them, and make reasonable adjustments wherever necessary.

Individual Education Plans (IEPs) are produced for each child with an EHCP, which include specific targets (normally three or four), how to meet them, and desired outcomes as they successfully achieve each target. These targets are agreed with pupils and parents, outlining specifically what they entail, and who will support them in this. These are reviewed twice a year with the Head of Learning Support, pupil and parents, and these are then shared with the Form Tutor and teachers of each pupil.

Records and Data

Radnor House Twickenham has developed its own approach to record keeping in line with requirements of current data protection legislation. This means that any provision made for pupils with SEND is recorded accurately and kept up-to-date.

As part of any inspection by the Independent Schools Inspectorate (ISI), they will see:

- evidence of pupil progress in SEND;

- a focus on the outcomes of pupils;
- a rigorous monitoring and evaluation system for SEND support.

When communicating with parents about their child's support and progress, Radnor House Twickenham uses the SEND data it has gathered, along with proposed next steps.

Records regarding pupils can be held in number of different ways:

- teacher feedback regarding a particular pupil initiated by the teacher;
- specific feedback about a pupil collated by an appropriate member of staff;
- emails exchanged regarding the pupil;
- copies of pupil work;
- any online tests completed by the pupil, e.g. Lucid Exact test to build evidence for examination access arrangements;
- records held in both the pupils' appropriate folder/SEND list/on iSAMS;
- comprehensive list of the pupils' needs and strategies to support them on the SEND list/SEND Quick Look list/SEND register/iSAMS; the group which pupils fall into is made clear through colour coding and staff receive regular training on the meaning of the groups;
- hard copies, and electronic copies wherever possible, of reports provided by external specialists;
- any new information regarding a pupil is formally updated on the SEND list/Quick Look SEND/iSAMS/SEND register (wherever appropriate), and parents are notified;
- any information regarding a pupil and their EHCP (such as records from the annual review or weekly meetings with the Head of Learning Support) are recorded in their personal folder.

Data regarding pupils can be held in a number of different ways:

- any entrance data about pupils (e.g. CATS/MIDYIS/YELLIS) is saved in a Whole School folder called 'Pupil Tracking; which is accessible for use by any staff; the individual scores for SEND pupils are included in the SEND list;
- pupil progress over the year(s) is monitored and stored in the ISI folder, which includes any particular action which may be taking place for pupils;
- teachers are responsible for the tracking of each pupils' progress in literacy and/or numeracy throughout their time at Radnor House Twickenham, as well as in their own subject; if they notice a concern, they are to refer this to the Head of Learning Support, where further investigations can take place.

Parent and Pupil Participation

Radnor House Twickenham encourages a close relationship between the parents of pupils with SEND and the school, underpinned by open dialogue at all times, as follows:

- parents can provide detailed understanding of their child, while teachers can provide specific feedback on the progress of the pupil;
- communication with parents takes place through telephone calls, parents' evenings, e-mails, specifically arranged meetings and written reports;
- if parents have any concerns, they are encouraged to contact the pupils' class teacher, the Head of Learning Support, the relevant member of SEND or the relevant member of the Senior Leadership Team.

We encourage all pupils to take responsibility and make decisions. These decisions include all aspects of their provision, such as:

- the setting of targets in their personal provision;
- pupils with EHC Plans setting the targets for their IEP;

- pupils making judgments about their own performance against their targets;
- pupils recognising areas of success, as they do in other aspects of school life.

Any pupil is welcome to visit the Learning Support office, whether or not they receive special provision; they are welcome to discuss any learning difficulties they may have with a member of the SEND team.

Pupils are involved whenever targets are set and they are essential in ensuring that they are relevant.

SEND Provision

In order for pupils with SEND to progress with their learning and development, we need precisely to outline appropriate provision for them. This must always:

- include the insights of pupils and parents;
- include targets that are specific and measurable, and stretch the pupils to maintain high ambitions for them;
- be reviewed regularly, to see if changes or additions to the provision are needed;
- promote positive outcomes in the wider areas of personal and social development;
- ensure that the provision develops evidence that shows that they allow the best possible progress for the pupil.

Forms of SEND provision:

- the aim of any SEND provision is to allow all pupils to have access to a broad and balanced curriculum, see Appendix 1;
- pupils on the SEND list can have specific strategies to support them in lessons, and these are the core forms of provision for them;
- provision can take the form of pastoral care, which is set up and monitored by the relevant Head of Year;
- if a pupil needs specific provision in school outside of the classroom, this is also put into place and reviewed;
- any forms of provision agreed on for a pupil are shared with staff and monitored for their effectiveness.

Section B: The Academic Enrichment Programme

Preamble

Radnor House Twickenham caters for children who are able, gifted and/or talented through its differentiated teaching and by providing further opportunities through the Academic Enrichment Programme (AEP).

These pupils are encouraged to realise their potential within the classroom, and this is done in an inclusive manner whereby all pupils may benefit from the inclusion of particularly challenging and stretching material. High attaining pupils are catered for as individuals by teachers who know them well and who have strong subject expertise. The pupils are also encouraged to seize the opportunities that are available to them outside the classroom.

The needs of high-attaining pupils will be catered for individually and specifically, and not just with a 'broad-brush' approach.

The Academic Enrichment Programme is a programme of events that caters for all year groups and all pupils are encouraged to attend.

Identification of More Able Pupils

The identification process is achieved primarily through our reporting system and is driven by careful analysis of the available data generated by examinations and teachers' judgements on pupils' attitude to learning and homework.

Where pupils have a high aptitude test score, but this is not reflected in their attainment, subject teachers and Heads of Department will, as necessary, intervene to support that pupil and to encourage a performance more reflective of their ability.

Teaching and Learning – Provision for High-Attaining Pupils

The school recognises that the most significant provision for high-attaining pupils occurs within the classroom on a daily basis.

Where teachers plan engaging lessons, with stretch and challenge in-built, and accessible to all pupils, including those that are more able, high levels of progress will be made by all pupils.

Further details are available in the Curriculum, Teaching and Learning Policy.

Responsibilities for Providing for More Able Pupils

All teachers have a responsibility to be aware of, and to implement, best practice for high-attaining pupils.

Classroom Teachers:

- are familiar with the more able pupils in their classes;
- plan for enrichment and challenge routinely within lessons;
- track the progress made by more able pupils in their classes;
- select examples of excellent work to model high academic standards within their department;
- assist with the planning and implementation of subject-related events.

Heads of Department:

- are familiar with the more able pupils in their subject area;
- create and monitor the departmental strategy for provision for more able pupils;
- update the departmental strategy for provision for more able pupils within the departmental handbook;
- monitor provision for more able pupils during departmental lesson observations;
- track the progress made by more able pupils in their subject area;
- plan and implement subject-related events (e.g. talks, workshops, trips, etc.) and assist with the planning and implementation of events for the Academic Enrichment Programme.

The Assistant Head (Academic Enrichment):

- plans and coordinates the Academic Enrichment Programme;
- leads and co-ordinates the delivery of the Higher Project Qualification in Year 10 and the Extended Project Qualification in the Lower Sixth.

Section C: English as an Additional Language (EAL)

Preamble

Radnor House Twickenham is a multi-cultural and multi-lingual school, with pupils from many continents represented. Having pupils from a diverse range of backgrounds within our learning community enhances our learning experience and enriches our knowledge and understanding about the world. The EAL policy exists in order to ensure that we are truly celebrating every individual, and ensures that EAL pupils are fulfilled, successful and happy.

EAL provision is made through the SEND department, led by the Head of Learning Support, and, where applicable, the Modern Foreign Languages (MFL) department, led by the Head of Department.

Aims and Objectives

The aims of our EAL provision are that all pupils whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Identification of EAL Needs

EAL needs are identified through a range of methods, including:

- on entry, when EAL is identified and recorded as part of the entrance process, and interviews/meetings with the child and parents take place;
- by teaching staff recognition of the particular needs of a child, which should be fed back to the Head of Learning Support;
- through individual meetings with the Head of Learning Support, and with the Head of MFL where appropriate, for example where the language spoken is one that is taught within school, and/or where facilitation of the child's development of language can clearly be assisted through the MFL department's provision;
- through discussion with external professionals, for example tutors and previous teachers, etc.;
- through parental information.

Once the pupils have been identified and assessed, the Head of Learning Support will provide key details of the pupils' requirements, and advice as to appropriate strategies, through the EAL register. All should be aware that EAL pupils will frequently understand what is being said, well before they have confidence enough to speak themselves.

Provision for Learning Needs

The Head of Learning Support responds to any SEND that an EAL pupil may have. Communication with the parents and the pupil is conducted first, to identify any difficulties in their mother tongue. Comparisons between mother tongue and English may be made, if they are at Stage 3 or below on the EAL list.

Pupils with EAL are differentiated for, in accordance with our Differentiation and SEND policies. This may involve the use of all main forms of differentiation (resource, outcome, choice, support, task). As with all pupils, this differentiation is personalised by subject teachers to take into account the stage of learning attained by the pupils, and the methods in which they work best. Teachers are advised and supported by the Head of Learning Support as to suitable methods for each child.

Assessment for Learning

EAL pupils may be entitled to 10% extra time for the use of a bilingual dictionary in GCSE examinations only, if they have been a resident in the UK for three years or less, and they have not been previously educated in English. EAL pupils are all entitled to use a bilingual dictionary, and they are entitled to the 10% extra time if it is their normal way of working, due to evidence gathered that using the dictionary slows them down.

A Level pupils are not entitled to 10% extra time at all, though they are allowed to use a bilingual dictionary.

The dictionaries used for formal examinations must be kept in school at all times and regularly checked by the Examinations Officer.

Professional Development

All staff are provided with opportunities for training on EAL through the Head of Learning Support, whose responsibility it is to provide this training on a regular basis for all staff to extend their knowledge and understanding and enhance their skills. This contributes to the development of good practice and the raising of achievement within the school.

Strategies That May Be Adopted by Teachers to Support EAL Pupils

Teachers help EAL pupils by various means, including:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- providing in class support for individuals and small groups;
- developing appropriate resources;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlights the different ways in which English is used;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- providing support within small-group intervention strategy programmes also involving non-EAL pupils;
- providing advice and training for staff members;
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Language learning for our bilingual learners is encouraged through:

- contextual support through practical experiences;
- appropriate modelling of language;
- opportunities to communicate confidently in the new language;
- motivation through meaningful activities;

- self-confidence through praise;
- stimulating and enjoyable learning situations; and
- time spent with Native Language Assistants in one on one or small group sessions.

Use of ICT

ICT is a central resource for learning in all areas at Radnor House Twickenham and is used when relevant for meeting the needs of EAL pupils.

Effective EAL Support

Pupils with EAL needs are supported by their class teachers as appropriate during their time at Radnor House.

Additional support beyond the classroom, available through the SEND department, takes the following form:

- Key Stage 4 – Pupils with an appropriate level of English continue in mainstream English lessons
- leading to GCSE English and English Literature. Those who find the GCSE curriculum too difficult or inappropriate receive timetabled EAL lessons in preparation for the First Certificate in English or the Cambridge Preliminary English Test.
- Key Stage 5 – Sixth Formers are recommended two lessons of EAL a week during their study periods.

Appendix 1: Specific Forms of SEND Provision:

Provision Mapping

The specific provision that is in place for individual pupils can be found on the Quick Look SEND list. The provision is listed underneath the key strategies for supporting the pupil and is reviewed each half term to reflect what support is in place. Details of specific SEND provision are also added to an academic overview spreadsheet, which is monitored regularly by the Deputy Heads.

Timetabling

The amount and type of support offered to a pupil is dependent on their needs. The school believes that all subjects are important to pupils' development and that pupils should not be withdrawn from timetabled lessons unless it is absolutely necessary.

Some pupils are withdrawn from French in Years 7 and 8 in order to have extra support in English and Maths, which takes place in hour-long sessions known as Key Skills English and Key Skills Maths. These sessions continue in Year 9 for these pupils, where they select one language option as opposed to two, ensuring they continue with each support session.

Some pupils may receive additional support in their free study periods from Year 10 to the Upper Sixth.

Laptop and Examination Access Arrangements

The Head of Learning Support is responsible for ensuring any provision regarding a laptop and examinations are in place.

A pupil is likely to use a laptop if their handwriting is illegible or if, when their writing and typing speeds are compared, there is a particular strength during laptop use. If pupils use a laptop as their normal way of working, it is possible to use a laptop in their examinations, both internally and externally.

Parents are responsible for providing their child with a laptop, as well as for any damages or losses which occur to the laptop. Pupils and parents sign a Laptop Agreement which states that the laptop is always used appropriately within the classroom, especially once the pupil reaches Year 9, where they may have limited access to the Internet to support their work.

Pupils have a responsibility to ensure all work is printed and added to their classwork.

Any access arrangements for examinations, such as 25% extra time and a reader, are applied for by the Head of Learning Support. Evidence for this is obtained through an Educational Psychologist report, recommendations from a specialist and/or evidence within school. Teachers are made aware of the pupils who are entitled to these access arrangements and what the arrangements are, and teachers are responsible for applying these for any in-class assessments.

For formal mock examinations or external examinations, the SEND department liaises with the Examinations Officer to ensure the access arrangements are in place and correct.

Where pupils qualify for rest breaks, these will be short breaks with the expectation that they will total no more than thirty minutes.

Emotional and Behavioural Difficulties: Radnor House Twickenham caters for pupils with mild emotional and behavioural difficulties, primarily through effective pastoral care. Additional support is also available for these pupils through a designated school counsellor.

English as an Additional Language (EAL): Pupils who learn English as an Additional Language to their native language require particular care, which is under the remit of SEND. They can be identified either by information independently provided by the parents and pupils, or through the EAL interview when they first apply to the school. Pupils with EAL may face difficulties in their learning in particular subjects or their development due to a more limited command of English. Please see the EAL Section of the Learning Differences Policy for full details.

Able Pupils: Pupils falling within the categories of Able, Gifted and/or Talented have provision made for them through being fully stretched and challenged within the classroom and through our Academic Enrichment Programme. Please see the Academic Enrichment section of the Learning Differences Policy following for full details.

Appendix 2 - Reasonable Adjustments Guidance

Introduction

Radnor House Twickenham is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that pupils and applicants with special educational needs and/or disabilities (SEND) are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled.

We are also concerned to ensure that applicants with special educational needs are treated fairly and appropriately.

The school therefore seeks to cater for every situation. It is intended as a general statement of our policy setting out the principles underlying our approach to making adjustments for disabled pupils and for those with special educational needs and the factors which the school takes into account when considering requests for adjustments.

When Does the Duty Arise?

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities.

A pupil or applicant is disabled if s/he suffers from a physical or other impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities or learning.

What is the Scope of the Duty?

The school seeks to ensure that pupils and applicants with SEND are not put at a substantial disadvantage by making reasonable adjustments:

- to our policies, criteria and practices, i.e. the way we do things; and
- by providing auxiliary aids and services, i.e. 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;
- readers; and
- assistance with guiding.

What is Not Covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for pupils with SEND.

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 applicants with SEND sitting the entry test, for example by allowing it to be completed on computer rather than by hand.

The pass mark for the entry test is not altered as this is not a reasonable adjustment.

How Do I Request an Adjustment?

The school prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. 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 pupils without SEND, and there is an adjustment that we could make which would overcome this, you may write to the Principal setting out in full the adjustment requested 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.

In other cases, 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 pupil 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 or not it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- whether or not 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 pupils (and potential pupils).

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 or not 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.

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.