

**THE FALCONS  
PRE-PREPARATORY  
SCHOOL FOR BOYS**  
INCLUDING THE EARLY YEARS FOUNDATION STAGE



# SENDA Policy

## **Introduction**

The Special Educational Needs and Disability Act became law on 11th May 2001. The new act amended the existing Disability Discrimination Act 1995. The SENDA came into effect in January 2002.

The act defines a disability if a person has a 'physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'.

Special needs are defined as someone that has significantly greater difficulty in learning than the majority of pupils of his age. Special Educational Needs (SEN) refer to any circumstances resulting in an individual student requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include: physical, emotional, behavioural and specific learning difficulties.

The SENDA policy also refers to those for whom English is an additional language and to gifted and talented students.

The act itself requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disability or special needs.

An accessibility plan is also included outlining future developments in increasing accessibility.

## **Admissions Policy**

The School's Admission Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils its anticipatory duty as defined by the Act.

The failure of a parent to divulge SEN/disability at this time constitutes a justification under the act for discrimination. Where a parent requests confidentiality regarding a SEN/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.

No child should be discriminated against on entry to the School because of their special needs.

Falcons School for Boys is a non selective independent school but the suitability of the structure of the school buildings and their limitations for each pupil has to be considered. This will be carried out in consultation with each pupil, parents and any appropriately qualified person.

## **Appointment of Staff**

The school is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place. (See Equal Opportunities Policy)

## **Procedures**

**Training** Teaching staff are trained in the use of Epipens and meet with individual therapists e.g. Psychologists, Speech and Language therapists, Physiotherapists for specific advice when appropriate. Inset training includes regular sessions for special needs.

**Classroom arrangements** Freestanding tables and chairs in all classrooms mean that furniture can be rearranged easily to accommodate disabled students. The current access to the school is by use of stairs but wheelchair ramps are available to the new education block and school hall. Rooms are fitted with blinds, which might be of benefit to students with visual impairment. Lessons provide opportunities for all students to achieve, e.g. provision may be made for dyspraxic students to have sloping desk support. ICT facilities include large screen monitors. Sports and swimming facilities are in buildings adapted for use by disabled students. Alternative arrangements would be made to transport disabled students who were not able to access the normal school coaches.

## **Making Written Information Accessible in a Range of Different Ways for Disabled Pupils [ISI 104(b)]**

Where information is provided in writing for pupils who are not disabled:

The school would work closely with Hounslow and Local Government advisors to provide suitable materials to meet the individual needs of the disabled pupil, as outlined in their IEP; ICT and photocopying facilities are available to produce large print information, making written information accessible for pupils where it is provided in writing for pupils who are not disabled; Laptops and podcasting devices will be provided by the IT department; Key information regarding the school will be provided in audio format to those that require it.

## **Visits**

School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, in the future the school might need to consider the transport and accommodation needs of a wheelchair user.

## **On Entry**

Each pupil with a disability requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child before they have accepted the offer of a place and before he/she becomes a pupil at the school. We recognise that some disabled pupils may also require specialist support from our Learning Support

Department, and we would normally discuss this issue with parents before their child enters the school. Copies of the School's SEN policy are available as a hard-copy on request by any parent or prospective parent, or online at <http://www.falconsboys.co.uk>.

### **Staff 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.

### **School Design**

#### **Access to buildings**

The school occupies a building, which is Victorian. It comprises four floors with one step to the front of the school. These steps can be accessed using a folding ramp which is put over the steps when needed. There is no internal lift. We will be able to make four classrooms on the ground floor accessible to a pupil who is physically disabled. The only area such a pupil will not be able to access will be the Library and Music rooms, which are on the first floor. Suitable arrangements can be made for this provision. The whole of the Ground Floor is accessible by a wheelchair user, although the bathroom may need to be adjusted to accommodate a wheelchair. The Gym is also accessible from the playground via a foldable ramp.

Where a pupil has a parent who is a wheel chair user, arrangements can be made for meetings between that pupil's parents and school staff to take place in part of the school building that is wheel chair accessible.

#### **Emergency Evacuation**

The school can provide emergency evacuation in the event of fire or other emergency for a wheelchair user. Fire alarm signals have already been enhanced by the addition of visible signals to meet the needs of pupils with hearing difficulties.

The Fire Marshalls plan for the safe evacuation of any pupils, staff or visitors for whom additional support is required. Full details can be found in the Fire Regulations Policy and the Crisis Management and Disaster Emergency Policy.

### **Three-Year Special Educational Needs and Disability Act (S.E.N.D.A.) Plan**

The Falcons School for Boys is developing a three year plan to consider issues of disability access, and to be mindful of any changes within the law during this time frame that might have implications for further adjustments to be made.

This plan shows the ways in which the school intends to make our site progressively more accessible to disabled pupils, parents and visitors.

### Three-year Plan from 2010- 2013

This plan is written to comply with [DCSF Other legislation] for compliance with the Special Needs and Disability Act (SENDA) page 5

This plan includes (with timescales):

- (a) The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum;
- (b) making written information accessible in a range of different ways for disabled pupils, where is provided in writing for pupils who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

Objective	Action Required	Timescale	Date Completed
Temporary ramp for wheelchair access to ground floor.	Installation of temporary ramp	2009/2010	2010- access to gym and ground floor.
Investigate stair lift possibilities to provide access to first floor library and music room	As required	As required	
Training of selected staff to support pupils with specific needs	As required	Ongoing	Ongoing
Making written information accessible for disabled pupils, where it is provided in writing for pupils who are not disabled	As required	As required	
Work enlarged; laptop and monitor purchased; reading support purchased; individual table; enlarged dictionary	As required	As required	
Striped visibility strip on stairs for visually impaired pupil and disabled signs Strips placed in appropriate locations	Nursery Fire Escape, strips fitted	November 2010	December 2010
Classes or lessons moved to ground floor classrooms to accommodate physically disabled pupil	As required	As required	
Purchase of hearing aids/equipment such as microphones and headphones for pupils	As required	As required	

Reviewed: Sept. 2011

with hearing impairments			
Disabled signs for visually impaired pupils	Source LCD Emergency Evacuation Signs	2010/2011	Installed End 2010
Flashing Fire Alarm lights signs for hearing impaired pupils	Source Fire alarm warning systems	2010/2011	Installed End 2010
Flashing Emergency Fire Alarm Beacons on external parts of building for hearing impaired pupils	Source Fire alarm warning systems	2011/2012	

### **Education and Associated Services**

The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

1. Curriculum
2. Teaching and learning
3. Timetabling
4. Homework
5. Serving of school meals
6. Interaction with peers
7. Assessment and examination arrangements
8. School Discipline
9. Exclusion/suspension procedures
10. Preparation of pupils for their next phase of education.

All of these are bound by the limits of *reasonable adjustment* as covered by SENDA . Special Needs provision is the overall responsibility of the SENCO, who works closely with the Headmaster, Director of Studies, Early Years Coordinator and class teachers.

### **Access to Out of Classroom activities**

The school will wherever possible, make *reasonable adjustments* to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However under *the reasonable adjustments* duty the school would have to consider:

1. The need to maintain academic, musical, sporting and other standards
2. The financial resources available to the school.
3. The Health and Safety requirements-SENDA does not override the school's duties under Health and Safety Legislation.
4. The interests of the other pupils and persons who may be admitted to the school as pupils.

### **Accessibility Strategies: Buildings.**

Under SENDA the school has a planning duty to audit access to buildings and facilities. Such an audit has been completed-Appendix 1

## **Review**

Falcons School 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, where appropriate, be reviewed with SENDA in mind.

## **Claims of unlawful Discrimination**

Any claim for unlawful discrimination under SENDA must come from the parent and not the child. In the first instance, the complaint should be made to the school and follow the School's parental grievance Policy. However parents have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

## **Educational Inclusion**

Falcons School for Boys is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every pupil matters.

Through appropriate curricular provision, we recognise that pupils have different educational needs and abilities. They learn and acquire knowledge in different ways and at varying rates. Accordingly, teaching provision is adapted to the individual's needs, including those with disabilities, those with special educational needs, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

## **Purpose**

This Policy will underpin all other policies of our school.

This policy will ensure that the provision of the SEN and Disability Act 2001 and Disability Discrimination Act 1995 and subsequent code of practice are put into place in this School.

It will ensure that the Revised Code of Practice for SEN 2002 is implemented.

The Policy will ensure that the provision of the Race Relations (Amendment) Act 2000 together with the Race Relations Act 1976 and subsequent code of practice underpin all aspects of the school's work.

## **Broad Guidelines**

1. To recognise and record pupils' strengths and successes to encourage a positive self-image.
2. Everyone in school must ensure that there is no victimisation, discrimination either direct or indirect against disabled pupils, pupils with SEN or on racial grounds.
3. To ensure that all pupils receive entitlement to a broad, balanced and relevant curriculum and that provision for pupils with SEN is central to curriculum planning.

There should be consideration of all possible alternative forms of assessment and presentation whenever possible and practicable.

4. Staff should have a reasonable working knowledge of other services to which a student with additional needs may be referred.

5. Everyone in the School must be familiar with the requirements of the Statutory Codes of Practice for SEN (Revised), Disability and Race and they must ensure that the codes underpin all aspects of their work.

### **Identification and Assessment of Special Needs**

Falcons School for Boys is committed to the early identification of special educational needs and operates a graduated response in seeking to meet those needs, in line with the code of Practice 2002.

A range of evidence is collected through the school's assessment and monitoring arrangements. If this suggests that the student is not making the expected progress, the SENCO, in consultation with the class/subject teacher will decide whether additional and /or different provision is necessary.

Provision/action that is additional to/different from that which is available to all will be recorded on either an Individual Education Plan.

This will be written in consultation with the class teacher, and the parents will be informed. It may also involve consultation and advice from external agencies.

### **Organisation of Provision**

The school does not have any specialist unit for pupils with learning difficulties.

At the beginning of each academic year, a register is set up of Pupils who are receiving additional support by the SENCo. This is regularly updated throughout the year in consultation with the appropriate staff and parents. Information is shared at re staff meetings where appropriate.

The timetable for withdrawal and support is organised at the beginning of the Autumn Term after discussion with parents and teachers. Every endeavour is made to accommodate each pupil without encroaching upon other lessons.

Our timetable is not rigid and, when necessary, will be altered to suit pupil and teacher where possible. The needs of pupils with mild difficulties are met within the normal classroom situation. Where necessary, teachers can consult with the SENCo for advice and help.

Support in the school revolves mainly around literacy skills, mathematical skills and handwriting difficulties. Help is also given with organisational skills.

At all stages, pupils are gently weaned off in class support when it is felt to be appropriate. This decision is reached in consultation with all the relevant teachers.

The student is then monitored until such a time that they no longer need any additional support. Their name remains on the register along with a record of the difficulties they have experienced. At any stage, help and further support can be sought. All students are encouraged to seek for help when it is required.

### **Individual Education Plans**

- The IEP will set targets for the pupil and will detail:
- The short-term targets set for or by the pupil
- The teaching strategies to be used

- The provision to be set in place
- When the plan is to be reviewed
- Success and/or exit criteria

The IEP will be reviewed regularly and outcomes will be recorded.

### **Statements of Special Educational Need**

For pupils who have a Statement of Special Educational Need, their progress and support, outlined in their statement, will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress, a statement may be discontinued by the Local Authority. This review is additional to the review of any relevant IEP.

At the end of each academic year, transition will be carefully managed by the current class teacher and the SENCo. Where outside agencies are involved then a transition Plans for students with Statements will be organised. (This service will also be available for other pupils with SEN who would benefit from Transition Planning)

### **School Accessibility**

Falcons School for Boys aims to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Falcons community for pupils, and prospective pupils, with a disability.

However, Falcons School for Boys is housed in a Victorian building, with four floors and many sets of steps and narrow flights of stairs and corridors. There are no lifts and, at present, no designated disabled toilets.

Accessible:

- The classrooms in the current Reception area
- Toilets on the ground floor
- The Hall via the playground (for lunch time and PE lessons)
- The playground

### **Temporary Access**

In the event of a pupil with a temporary disability following an accident/operation arrangements are made to allow the pupil to have access to as much of an ordinary school day as possible.

These arrangements may include:

- Lessons being relocated-although this is not always possible.
- Assistance provided for visiting the toilet.
- Work sent downstairs to be completed in an alternative location
- Extra time to move between lessons-in the case of a student on crutches.

### **Current three year SENDA plan**

The School has developed a three year plan (2009-2012) to address issues of disability access, within the limited scope offered by the physical constraints of the building. We are aware of the building's limitations, with regards to access for all disabilities ie. suitable wheelchair access. We are currently in the process of reviewing the possibility of alternative access for wheelchair users with access provided to all classrooms for a well rounded education, which we provide to all

pupils. This will take into account the educational needs of all pupils and staff involved as well as, if this limited access is in the best interest of the Disabled pupil's educational needs.

The school already possess a temporary ramp, enabling easy access to the school through the front door as well as the Gym door.