



WHOLE SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from school office or Designated Safeguarding Lead. Aspects of this policy which relate to Access Arrangements are reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

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1. Document Details

Information Sharing Category	Public Domain
Version	2
Date Published	01/09/2021
Authorised by (if required)	The Board of Governors and the Head
Review / Update Date	01/09/2022
Responsible Area	Special Educational Needs Coordinator (SENDCO) and the Senior Leadership Team (LT)

Amendments:

Date	Amendment

This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of those all staff (teaching, support and agency staff), pupils on placement, contractors, the governors and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

1.1 Monitoring and review:

This policy will be subject to continuous monitoring, refinement, and audit by the head. The board of governors will undertake a full review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged no later than one year from the date shown below, or earlier if changes in Legislation, regulatory requirements or best practice guidelines so require. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. The current policy was reviewed and approved in September 2021. It will be reviewed next in September 2022.

1.2 Evaluation of this policy includes:

- involving pupils in discussing, constructing, reviewing and having their views recorded on the Individual Education Plan;
- ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on Individual Education Plans;
- review meetings between Head/Deputy Head and the SENDCo;
- periodic meetings of the SENDCo with the Deputy Head, Link Governor and any external evaluation or inspection.

1.3 Staff

Andrew Reddy is the Special Educational Needs and Disabilities Coordinator (SENDCo) and has overall oversight of the Learning Support Department.

Signed:

Daniel Gibbons
Head

Freddy EL. Turk
Chair of Governors

2. OLA SEND Setting

2.1 Covid-19 addendum: OLA will continue to review legislation and guidance, adjusting as necessary our school policy. Any changes will be communicated to pupils, parents and guardians. Local Authority regional changes will also be communicated as necessary to pupils, parents and guardians should this impact on the services provided for children and young people with SEND at OLA.

2.2 OLA Ethos and Vision: We encourage a respect for every individual, regardless of background, belief, or ability. Our aim is to develop a loving, caring and welcoming community in which all may grow as children of God. In partnership with parents and the wider community we seek to respond to God's invitation to faith, mercy and love. To develop skills for life in an ever-changing world, we cherish integrity, compassion, openness, forgiveness and reconciliation, co-operation and courage. We work in partnership with parents, encouraging their involvement and offering support as their children grow and prosper. SEND support is a central commitment which goes to the core of the educational provision at OLA encompassing all educational activities, academic, pastoral and wider curriculum-related.

2.3 OLA Principles: OLA's SEND Policy is based on the following principles:

Entitlement: Our Lady's Abingdon seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. The school will act to ensure as far as is reasonable that pupils with SEND or medical conditions share the same entitlement of educational opportunities as others so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training. All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs. Parents, guardians and pupils are made aware of the process of the planning and delivery of support. It is the policy of OLA, that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are determined to meet the needs of all our pupils. We recognise the benefits of

making effective provision to improve successful completion of long-term outcomes for the child or young person.

Access: The school will aim to identify and assess any SEND and medical conditions as early as possible and take appropriate and reasonable action for support so that pupils with SEND and medical conditions can engage in the activities of the school alongside other pupils as far as is reasonable and practical. All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs and we recognise the benefits of making effective provision to improve successful completion of long-term outcomes for the child or young person.

3. OLA Interpretation and Context: OLA's SEND Policy is based on the following:

3.1 Special educational needs and disability code of practice: 0 to 25 years: As part of its commitments under the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

3.2 Equality Act 2010: Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will 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. OLA has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

OLA regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with special educational needs or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate at OLA. The Deputy Head has specific oversight of our school's arrangements for special educational need and disability. The Leadership Team will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

3.3 Definition of Special Educational Needs and Disabilities: The following definition, accepted by OLA is included in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(DfE: 2015\)](#): A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Within the context of the pupils who might require additional support at OLA include: pupils with specific learning and co-occurrent conditions.

3.4 OLA SEND Policy Aims and Objectives: The aim of the Learning Support Department is to provide support for those pupils identified, either by the School or other agencies, as needing it. In this way, it aims to help pupils to access and benefit fully from as many areas of the school curriculum as possible. In accordance with our Mission Statement, OLA endeavours to meet the individual needs of all pupils who require learning support, whether they have physical, sensory, emotional, behavioural, specific or general learning needs, and integrate them as far as possible into the School. We strive to increase the self-esteem of each pupil and try to ensure that they achieve their full academic and personal potential. Pupils receiving additional learning support are safeguarded from being treated less favourably or being placed at a substantial disadvantage on account of their needs in regard to the educational or pastoral provision available to those who do not have these needs. The Learning Support Department provides guidance and support for those subject staff who teach pupils with learning difficulties so that they are informed of the strategies needed to aid progress.

OLA's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for

identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Head and the pupil's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. **The aims of this policy are:**

- to create an environment that meets the special educational needs of each pupil
- to nurture the unique skills and experiences of every pupil
- to ensure that the special educational needs of pupils are identified, assessed and provided for
- to make clear the expectations of all partners in the process
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs
- to enable all pupils to have full access to all elements of the school curriculum
- to ensure that parents are able to play their part in supporting their pupil's education
- to ensure that our pupils have a voice in this process

In order to meet these aims, our objectives are:

- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of their caseload pupil's needs and are able to meet those needs within OLA
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within class and provide training when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

3.5 More Able pupils at OLA: OLA recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. This may be through differentiation, extra classes or further opportunities laid on via our Gifted and Talented co-ordinator. Please see our Able, Gifted and Talented Policy and procedures for more details. Therefore we endeavour to secure special educational provision for pupils for whom this is required, that is '**additional to and different from**' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (currently in force as follows):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

4. Staff

4.1 Special Educational Needs Coordinator (SENDCo): It is the responsibility of the SENDCo to oversee a learning support team and to co-ordinate the operation of the Special Educational Needs Policy. The SENDCo, in conjunction with the Headteacher and the Leadership Team, has an important role to play in determining the strategic development of SEN policy and provision in our school. The SENDCo, under the direction of the Deputy Head and Head, will:

- Determine the strategic development of special education needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operations of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or Disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Support for pupils with SEN or a disability
- be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCo includes:

- Oversight of internal and external exam arrangements, alongside the Exams Officer
- compiling and managing the SEN Register;

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for pupils with SEN, (including those with an EHC plan);
- liaising with parents of pupils with SEN;
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Senior Leadership Team. to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date.

4.2 Learning Support Team will consist of: The Head of Learning Support, Learning Support Assistant, Learning support Coordinator for the Lower School and the Administrative Support.

4.3 Executive Team, Governors and Leadership Team

The Head: works closely with staff to ensure the effective day to day operation of the school's special educational needs policy and in conjunction with the SENDCo will identify areas for development in special educational needs and where appropriate will use this information to inform the school's development plan. The Head also with the SENDCo co-ordinates provision in-line with their Educational Health Care Plan (EHCP) if applicable.

Board of Governors will:

- appoint a link governor who will liaise with the SENCO to raise awareness of SEND issues at governing body meetings;
- monitor the quality and effectiveness of SEND and disability provision within OLA and hold the head and SENDCo to account;
- work with external agencies including ISI on the reporting and management of SEND within the school.

5. What OLA does:

5.1 SEND Processes

The educational provision for a pupil is led by the SENDCo with support from the Head of Learning Support. The pupil special needs are first scrutinised by the SENDCo. A pupil will then be asked for a visit if a placement seems relevant. A place may then be offered to the pupil if the visit is successful. Where we identify a child as having special needs, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a termly review either by school report or parents' meetings through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and securing good outcomes. Where a child who has an Education, Health and Care (EHC) Plan needs joins our school, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan. We will also 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 children with an EHC Plan.

5.2 Assessment Processes

A. Procedure following identification of need

1. *A pupil's learning difficulty may be identified by, for instance:*
 - Report from previous school
 - Professional report e.g. by an Educational Psychologist
 - Screening tests
 - Teacher and/or parental concern
 - Pupil self-referral

2. *Collect data as necessary, including:*

- Feedback from subject teachers, form tutor and Section Head
- Discussion with parents

3. *Plan*

- Intervention (e.g. Learning Support lessons)
- Assessment if needed

Where an assessment is required for disabilities other than learning difficulties (i.e. communication and interaction needs, sensory and/or physical needs, social, mental and emotional needs), please see Section E below. Sections B, C and D refer to the assessment of pupils with learning difficulties. Parents should always discuss the need for a specialist assessment with the SENDCo before organising one for their child. In order to use the results of a specialist assessment to apply for Access Arrangements they must be carried out in conjunction with the school.

B. Assessors

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations. The Head ensures that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate. Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENDCo. The Head of Learning Support, Samantha Martin-Morrissey has a Post Graduate Certificate in Education (Working with Children with Literacy Difficulties) which qualifies her to assess pupils for Access Arrangements and for intervention purposes. Most assessments are carried out by our assessor. The assessor currently working at OLA is:

Sally Eccleston, 63 Station Rd, Wallingford, OX10 0JZ
Sally.eccleston@oxsen.org.uk

She is a specialist teacher holding the following approved qualifications (as noted in the SpLD Working Group 2005/Dfes Guidelines):

- Post Graduate Certificate in Literacy Difficulties
- Current Practising Certificate and issuing body: AMDA (British Dyslexia Association), APC No: 17/APC09010
- BA (Hons) and PGCE

Our previous assessor was:

Sophia Butler, Formosa Bank, Mill Lane, Cookham, Berks SL6 9QT
Tel: 01628 529 350 sophia.butler@sky.com www.sophiabutler.co.uk

She is a specialist assessor with the following qualifications:

- PGDip Dyslexia & Literacy, APS (Dyslexia Action - University of York), AMBDA 2082,
- Practising Certificate number and issuing body: 1010/256 Dyslexia Guild
- BA, MA Experimental Psychology (Oxon) Patoss Membership OF5995

SENDCo's and assessors working within OLA should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. Should a different assessor be required, the following procedure for checking qualifications and suitability must be followed:

For an Educational Psychologist

- Request copy of certificate showing Health and Care Professions Council registration number
- Double-check certificate against HCPC register (<http://www.hcpc-uk.org.uk/>) and obtain print out of results to keep on file

For a Specialist Assessor

- Request copy of certificate showing Assessment Practising Certificate number

- Double-check certificate against the SpLD Assessment Standards Committee register (<http://www.sasc.org.uk/Assessors.aspx>) and obtain printout of results to keep on file

For another educational professional

- Obtain copy of post-graduate level 7 qualification and transcript (of results and course content)
- Research suitability of qualification and awarding institution to ensure they meet JCQ requirements (see orange book, section 7.3.3)
- Keep copies of documentation and notes on file

For all assessors

- Meet formally to discuss expectations, procedures, experience, qualifications, familiarity with JCQ's orange book and the Equality Act 2010 etc.
- If appropriate, observe candidate talking informally with pupil(s)
- Request and follow up references
- DBS checks must be made according to school policy (please see Julie Braley)
- The Principal, as Head of Centre, should be involved in the recruitment process and must approve the appointment of the assessor.

C. Assessment checklist

Before the candidate's assessment, the SENDCo must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The SENDCo and the assessor must work together to ensure a joined-up and consistent process.

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements with the SENDCo. The responsibility to request access arrangements specifically lies with the SENDCo.

Ahead of assessment

With parents:

- Discuss format and cost of assessment
- Obtain written permission for assessment to go ahead, with cost being paid directly to assessor
- Seek permission to pass on contact details to assessor

Learning Support department to:

- Book date with assessor
- Agree date with parents and pupil
- Send parents' contact details to assessor
- Collate data (reports, teacher feedback, screening test results etc.)
- Send background information to assessor (as Form 8 Section A if pupil is in Year 9 or above)
- Book room for assessment
- Inform Receptionist re. visitor and pupils missing registration
- Inform Form Tutor re. pupil missing registration
- Inform teachers if pupil will be missing their lessons
- Meet with pupil to detail timings and format of the assessment
- Confirm details of assessment day via email with parents

On the day of assessment

- During day, check with Receptionist, assessor and pupils to ensure all is running smoothly (timings in particular can go awry)
- Take assessor to break and lunch

After the assessment

Discussion and dissemination of findings

Once report is released to Learning Support department (via assessor or parents),

- Discuss the report with parents
- Seek parental permission to share the report and its recommendations with teaching staff
- Inform teachers of report's findings and implications e.g. learning strategies, access arrangements
- Complete Strategy Sheet for pupil if relevant

Exam access arrangements

- Continue building a picture of need (e.g. monitor extra time use, provide teachers with 'evidence of need' sheets) and collation of data
- Where a Form 8 has been used, ensure assessor has completed Section C accurately and fully (use checklist in *LS Admin* folder on network)
- Ask pupil to sign data protection notice
- Apply via AAO for access arrangements and/or modified papers by dates specified in regulations
- Inform Examinations Officer of pupil's needs and arrangements required
- Check all relevant data is properly filed – evidence arranged by school year in filing cabinets, inspection data in yellow folders (data protection notice, approval, Form 8, report)

D. Pupils joining the school during Year 9 or above

When a pupil joins the school during Year 9 or later with access arrangements already in place (either formally or informally), the following procedure must be followed.

NB: If the pupil joins the school in the Sixth Form the pupil's previous school should be approached to obtain information and if necessary the Form 8 completed by the previous school.

1. Collect pupil documentation (from Registrar and Head of Learning Support, HoLS): i.e.
 - copy of registration form
 - professional report (i.e. a report from an Educational Psychologist, Specialist Assessor or other educational professional)
 - latest school report
 - any other relevant information e.g. correspondence re. entrance exam access arrangements, minutes of meetings with HoLS prior to entry
2. In cases where no professional report has been provided and there is clear evidence of a learning difficulty, full diagnostic assessment will be recommended and must take place if access arrangements are to continue.
3. For the purpose of Access Arrangements an Assessment must be carried out in conjunction with the school. Part A of the Form 8 must be completed by the HoLS and then passed on to the assessor to complete Part C. **Specialist assessments organised by parents may be used to provide evidence of need/ teaching and learning strategies, however they cannot be used as the basis for an application of Access Arrangements.**

The SENDCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) **and** a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service.

E. Assessment of needs other than a learning difficulty

Assessment may be required from a professional such as a hospital consultant, psychiatrist, occupational therapist or speech and language therapist. The first stage of referral is often via the pupil's General Practitioner, though school can refer to the Occupational Therapy service and CAMHS themselves. An up-to-date report (i.e. written during Year 9 or above and reviewed regularly) is required from a relevant professional to support any application for access arrangements.

The report should include as much detail as appropriate for the HoLS to be able to confirm the:

- nature of the pupil's disability, its significance and persistence
- impact of the disability on the pupil's speed of accessing and processing information
- recommendations and justification for access arrangements.

In the case of separate invigilation, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities. Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long-term medical condition or long term social, mental or emotional needs.

5.3 Inclusive practice

We have a focus on inclusive practice and removing barriers to learning. Therefore, special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised. It is our aim to know precisely where children with SEN are in their learning and development. Provision for pupils who require learning support is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with learning support in their class, and to be aware that these needs may be present in different learning situations.

We:

- ensure decisions are informed by the insights of parents, specialist reports and those of children themselves;
- have structured small stepped targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. OLA will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, adapting the specialist provision to maximise progress. This will include high quality and accurate formative and summative assessment.

As a general rule, no Year 7 pupil will be withdrawn for support during his/her first term. It is important that all pupils should settle into the school well and the aim is to avoid any treatment that will mark a pupil out as 'different' (the only exception to this may occasionally be when a pupil has been offered a place conditional upon support being given).

5.4 Access Arrangements

5.4.1 JCQ References

(AA 4.2.1)

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. ALS leads/SENDCo's must consider the need for access arrangements on a subject-by-subject basis.

(AA 4.2.1)

The Additional Learning Support lead/SENDCo must ensure that the proposed access arrangement does not disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination.

5.4.2 Exams:

Access arrangements are agreed before an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

The Equality Act 2010 requires **an awarding body** to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. The SENDCo must ensure that the proposed access arrangement does not disadvantage or advantage the candidate. Arrangements must always be approved before an examination or assessment. The arrangement(s) put in place must reflect the support given to the candidate at OLA. The candidate **must** have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

The Head/Leadership team recognises its duties towards disabled candidates, as defined under the terms of the Equality Act 2010. This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process, submit applications for reasonable adjustments and make reasonable adjustments to the service OLA provides to disabled candidates.

OLA recognises and accepts willingly its moral duty to accept SEND pupils into the school providing, in all other respects, the pupils are able to make full use of the educational and extracurricular facilities offered by the school. Parents and schools of prospective pupils with SEND are invited to submit relevant assessment reports, including those by educational psychologists, at the beginning of the academic year to support the understanding of a pupil's needs. This may facilitate special arrangements for school entrance, including the use of a laptop and/or extra time where appropriate, although arrangements should be the pupil's 'normal way of working' within the classroom, and when completing homework assignments.

5.4.3. Use of word processors or laptops: OLA complies with JCQ's Access Arrangement guidelines (Adjustments for candidates with disabilities and learning difficulties) and Instructions for Conducting Examinations (ICE) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet. OLA is committed to ensuring that pupils who are *entitled* to use word processors as part of their learning needs are properly prepared and can enjoy the maximum benefits from PC/laptop use; that teachers understand how to accommodate their pupils' word processor use; and that parents are aware of their roles and responsibilities.

Laptop Code of Practice:

- Parents/pupils must ensure that the laptops are fully charged before school since they must run on battery power.
- Parents must ensure that the laptop is adequately marked and insured.
- Whilst in school, the pupil is responsible for the safe keeping of the laptop.

- Whilst in school, laptops must be on mute at all times and any integrated recording devices must be disabled unless specifically requested otherwise by a member of staff.
- Work should be printed out and stuck in an exercise book, although where appropriate and with permission from the teacher, it can be emailed.
- In compliance with the Joint Council for Qualifications (JCQ) requirements, only laptops provided by the School may be used for public examinations and candidates will only be able to use the laptop as a typewriter, with no access to grammar or spell checks, etc

According to JCQ guidance, a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

OLA will:

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre
- award the use of a word processor to a candidate if it is appropriate to their needs and would benefit the pupil in lessons and in examinations. Needs may include
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organisational problems when writing by hand
 - poor handwriting
- only permit the use of a word processor where the integrity of the assessment can be maintained
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

OLA will not:

- simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

In order to give permission for a pupil to use a word processor in school, the following conditions must be met:

- The Head of Learning Support or SENDCo has recommended the use of a device eg: laptop
- The pupil has an appropriate degree of skill in using the laptop.
- Pupil and parents have agreed the laptop code of practice.

Everyone should understand that a word processor cannot simply be granted to a candidate because he or she now wants to type rather than write in examinations, can work faster on a keyboard or uses a laptop at home. The principle is that the use of a word processor must reflect the candidate's normal way of working within the centre.

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

The use of a Laptop in Examinations must be the pupil's normal way of working.

Pupils will be permitted to use word processors in both School and public examinations if:

- there is a documented recommendation to do so, prepared either by the SENDCo (who may seek expert advice from, for example an occupational therapist or educational psychologist);
- word-processed work is the pupil's normal mode of work presentation.

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in a separate dedicated word processor room, unless they have an additional access arrangement which entitles them to a smaller separate room, in which case they will be provided with an exam laptop.

In compliance with the regulations, OLA will:

- provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) check the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensure the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners (ICE 14.24)

OLA will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

(ICE 14.25)

OLA will ensure that any portable storage medium (e.g. a memory stick) used

- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over

(ICE 14.25)

OLA will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- where an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)

Many SEND pupils are eligible to have extra time, usually 25%, in their public examinations. Many are also eligible to use word processors. It is School policy to provide, wherever practically possible, the same conditions for internal examinations. SEND pupils are monitored during their first year in order to determine whether extra time is appropriate within the secondary school setting, and to build up evidence of need. The majority of SEND pupils with learning difficulties will then be assessed by an internal specialist teacher during their second year, and this report can be used as evidence for access arrangements, including extra time in internal and public examinations if appropriate. External educational psychologist reports can provide useful background information but are not generally used within access arrangements applications. Pupils receiving extra time in examinations will need to be able to demonstrate that extra time is their 'normal way of working'. It is the SENDCo's duty to keep the Examinations Officer fully briefed as to the specific requirements of SEND pupils.

6. Improving outcomes: high aspirations and expectations for children and young people with SEN

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

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

OLA will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of our school;
- designate a teacher to be responsible for coordinating SEN provision – the Head of Learning Support;
- inform parents of the special educational provision for a child;
- prepare arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

6.1 Identification of Pupils with Special Educational Needs and Disabilities: The identification of pupils with special educational needs and disabilities is on entry when specific needs from expert reports are identified and recorded as part of the entrance/transition process.

Pupils needing support will be identified using information from a number of sources. These will include KS2 SATs results, CEM Baseline assessments, the report from his/her previous school, marks obtained in lessons, feedback from parents, concerns raised by individual teachers and the comments and grades on reports. Parents will be informed of any concerns before referral to the Learning Support Department.

Support staff will assess pupils referred to the Learning Support Department and if it is decided that they should receive extra tuition, Strategy Sheets will be drawn up.

Pupils for whom English is not the first language will be assessed using the Nelson Placement Test before a decision is made on the amount of support required. As a general guide, we recommend the following number of lessons per week:

Beginner	5
Intermediate	3
First Certificate	2 - 3
IELTS	2 - 3

Once a pupil's difficulties have been identified appropriate provision is made with the pupil being placed on the SEN register and all staff aware of any adaptations including differentiation that needs to take place in the classroom. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENDCs will seek further assessment advice. Pupils will be removed from the SEN

Register if / when they leave the school. They will also be removed if their SEND is not long term and if they make suitable progression which remains consistent.

Building on information from previous settings and key stages, where appropriate we will assess each pupil's current skills and levels of attainment on entry. Additionally, OLA considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- fails to match or better the child's previous rate of progress;
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality specialist teaching targeted at their areas of weakness. The pupil's response to such support can help identify their particular needs. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents know their children best we place great importance when parents express concerns about their child's development. Integral to this process we will also listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.2 Decisions on 1:1 support

1:1 support will be considered if reasonable adjustments are insufficient to meet the pupil needs. If individual support is considered beneficial, the pupil will be withdrawn from Latin or Modern Foreign Languages.

7. Support for SEND pupils

7.1 Transitions: Our Lady's Abingdon School caters for the needs of children between the ages of 7-18. The school has a robust approach to transition between each stage of a child's education. We will share information across the school as a child progresses, or with another setting if the pupil is moving schools. We will agree with parents and pupils which information will be shared as part of this. We will also request information from the schools and colleges from which we receive pupils. All pupils will receive an induction to the school at each specific phase of their education. In consultation with parents, the SENDCO will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met. Our aim is that students experience a smooth transition into school, from one class (or key stage) to another, so that the pace and quality of learning and support are maintained to ensure the students continue to make progress and realise their potential. Examples of how we manage, and support transitions includes:

- Induction and taster days at their new school, class or key stage with appropriate preparation;
- visits to work placements/colleges;
- parent/guardian liaison

7.2 Records and Reporting: All records, reports, discussions, provision maps, advice sheets outcomes and other relevant data are to be retained by the School in accordance with School policy for data retention and the Law. Such data is to be available

to Ofsted at an inspection. The school will continue to use the system of learning plans and passports to record the steps taken to meet the needs of individual pupils. The SENDCO is responsible for ensuring that records are kept and available when needed, being shared with parents at review meetings or when parents request. Learning Plans target specific areas of learning or behaviour. Such targets, which are in addition to the normal learning targets, are CSMART – challenging; specific; measurable; achievable; realistic; time-bound.

7.3 Disability Support for Improving Emotional and Social Development: We provide support for students to improve their emotional and social development in the following ways:

- Students participate in the half-termly School Council meetings
- We have a zero-tolerance approach to bullying.
- The personal, social, health, education (PHE) and citizenship curriculum provides opportunities for social and emotional development
- Social Stories
- Students are encouraged to participate in community and fund-raising activities – such as (give example)

7.4 Pupils with Medical Conditions: General arrangements and support for pupils with medical conditions are in a separate policy. Pupils with SEND or medical conditions may also have disabilities and therefore the requirement of the Equalities Act for 'reasonable' adjustment applies. 'Reasonable adjustment' applies for those who would be at a substantial disadvantage in comparison to someone who is not disabled. The SEND Code of Practice defines as follows: a child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

7.5 English as an Additional Language (EAL): Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' However, students for whom English is an additional language (EAL) will be provided with appropriate support provided they meet the school's criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at OLA. Our school has a policy and procedures for students requiring *English as an Additional Language* (EAL).

8. Assess, Plan, Do Review

When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

OLA recognises, in addition, that special needs children occupy one end of a continuum of pupils who each have individual, although less pressing needs. In other words, children who are defined as SEND children by qualified educational psychologists or specialist teachers share, in a significant number of cases, comparable strengths and weaknesses to those who are not so formally defined. OLA accepts willingly its moral duty to accept SEND pupils into the school providing, in all other respects, the pupils are able to make full use of the educational and extracurricular facilities offered by the school.

All teachers and support staff who work with the pupil will be made aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENDCO responsible for each phase of the

child's education and will advise upon and coordinate pupil support. Staff develop with the SENDCo Individual Education Plans where necessary to support a pupil with SEND. It is also possible that not all pupils with SEND appear on the school's Additional Needs Register; some pupils with SEND require no form of support that is different to that offered to all children. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. At each stage of this process parents will be informed and consulted. OLA follows the graduated four-part cycle of **assess, plan, do, review**



guidance contained in the Special Educational Needs Code of Practice (currently in force)

8.1 Assess: In identifying a child as needing SEN support the class or subject teacher, working with the school SENCos, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

8.2 Plan: The teacher and the Head of Learning Support / SENCos will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

8.3 Do: The class or subject teachers will remain responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school Head of Learning Support / SENCos will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

8.4 Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Head of Learning Support / SENCOs will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

9. Considering the Pupil's Views and Opinions

At Our Lady's Abingdon, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

OLA recognises that SEND candidates to our school, while sharing symptoms and characteristics according to their unique profile, will generally fall into the following categories:

- Dyslexia
- Dyspraxia/Dysgraphia
- Dyscalculia
- Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
- Autistic spectrum disorder (ASD)
- Hearing Impairment
- Hypermobility.

9.1 Involving Specialists: Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

9.2 Support Plan: Each academic year a **Support/ Review Plan** for each pupil will be drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have **outcomes** that they work towards. Parents will be encouraged to contribute ideas/ support their child's progress in meeting these targets. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

The learning support staff will make available to all teachers, any relevant information which come with a pupil when they join the School, so that the pupil's needs can be addressed.

Strategy Sheets will be organised as appropriate for pupils who, are on the Learning Support Register and who:

- Continue to make little or no progress in specific areas over a long period.
- Continue working at levels substantially below that expected of pupils of similar ability.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme.
- Have sensory or physical needs, and require specialist equipment or regular advice or visits by a specialist service.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

9.3 Timetabling: The amount and type of support offered to a pupil is dependent on need. OLA believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

10. Emotional and Behavioural Difficulties

OLA caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school counsellor and emotional support programmes.

10.1 Access to the Curriculum: All pupils have an entitlement to a relevant curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Our Lady's Abingdon recognises the importance of training and Continual Professional Development and promotes it regularly, often linked closely to the school's improvement plan and/or appraisal objectives. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately. Assessment is used to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

10.2 Physical access: Parents/carers of disabled children may wish to obtain copies of the OLA accessibility plan from school office. This shows the ways in which the School plans to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. OLA 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 buildings and resources. Facilities for wheelchair users and pupils with sensory impairment are being introduced progressively.

10.3 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN: All of our co-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where necessary and appropriate, an Individual Risk Assessment may be necessary for pupils with SEND who are involved in specific activities. This may be a requirement of an external provider. Any Individual Risk Assessments will be completed in conjunction with parents/guardians and the pupil.

11. Partnership with parents

We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. We will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that

will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will feedback formally to parents via Parent's evenings and written reports. .

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate. All discussions are dealt with confidentially and in a sensitive manner. Parents are aware that they can make an appointment to meet members of staff at anytime, or communicate via post, e-mail or telephone. A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality

11.1 Network Meetings: These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

11.2 EHCP Meetings: All EHCP pupils will have a full meeting yearly. The date for these meetings will be set either by the EHCP review date. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate. In addition, the local authority Lead for SEND will be invited with due notice to attend these meetings.

11.3 Pupil participation: In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages.

11.4 Complaints: Parents are encouraged to follow the school complaints procedure, as published on the school's website. The Local Authority can be contacted for disagreements between parents/children and the LA or where the school is not meeting the requirements of an EHC Plan Complaints may also be referred to OFSTED or the Independent Schools Inspectorate (ISI) where the school/Local Authority has not resolved the complaint.

12. Disability Discrimination Act

The whole raison d'être of OLA is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

12.1 Legislation and regulatory compliance inclusive of associated and best practice documentation currently in force:

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice, 0-25 years 2015 \(SEND Code 2015\)](#) statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities; Children's Act 1989 and Special Educational Needs and Disability Act 2001 and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities; which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEN information report;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report;
- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations;
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001;
- Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan.
- Compliance with the OLA articles of association.

Please note that in the above documents and this policy '*is to*', '*are to*' and '*must*' are obligatory. '*Should*' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

Related Documents (to be read in conjunction with this policy):

- English as an Additional Language Policy
- Able Gifted and Talented Policy
- Accessibility Plan
- Reasonable Adjustment Policy
- Differentiation procedures
- Anti-Bullying Policy
- Behaviour Management Policy
- Curriculum Teaching and Learning Policy

POLICY REVIEW

This policy will be reviewed every two years as a minimum.

The next review date is 01/09/2023.

In between updates, the policy will be updated when necessary to reflect local and national changes.

This is the responsibility of the SENDCO.

Any personnel changes will be implemented immediately.

The criteria OLA uses to award and allocate word processors for examinations

This statement details OLA's centre-specific processes and the criteria used for awarding and allocating the use of word processors in our centre.

The 'normal way of working' for exam candidates, as directed by the Head at OLA, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Needs might include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENDCo, Head of Learning Support and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

Flowchart 1: checking the Form 8



