

DISABILITY AND SPECIAL EDUCATIONAL NEEDS POLICY AND ACCESSIBILITY PLAN

**COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING**

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors :	Summer Term 2018
Date policy became effective :	September 2009

Period of Review:	Annual
Next Review Date :	Summer Term 2019

Person responsible for implementation and monitoring :	Bursar
Other relevant policies :	<ul style="list-style-type: none"> • Learning and Teaching Policy (Prep School) • Support for Learning Policy (Senior School) • Equal Opportunities Policy (Both Schools) • Equal Opportunities for Pupils Policy (Prep School) • Equality Policy (Senior School) • Curriculum Policy (Prep and Senior School) • Safeguarding (Child Protection and Staff Behaviour) Policy (Prep and Senior School) • Admissions Procedure (Prep School) • Admissions Policy (Senior School)

Aims & Ethos

The following policy encompasses the aims and ethos of the

Preparatory School

**Mr Simon James
Head, Preparatory School**

and the

Senior School

**Mr Chris Townsend
Head, Senior School**

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Disability and Special Educational Needs Policy

1. Definition

As defined by the Equality Act 2010, a person (P) has a disability if:

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

2. Admissions

The School is selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and pupils with physical disabilities are welcome. Pupils whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum are also welcome, provided that the Learning Support Department can provide them with the help and support that they require.

3. Selection process

The School's selection policy is described on the website, in the prospectus and in the Admissions Policy/ Procedure for both schools. Applications from all who have the ability and aptitude to access our curriculum are welcome. However, parents of children with physical disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before they sit the entrance exam so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other special arrangements.

4. Before entry

Each pupil with a disability and/or SEN requires special consideration and treatment. If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a pupil at the School.

5. Barriers to learning

The School recognises that social, emotional and behavioural barriers to learning can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The School aims to work together with families to overcome or minimise these as far as is possible.

6. Physical accessibility

This document shows the ways in which the governors plan to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its historic and listed buildings, large site and resources. Facilities for wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded.

7. Other adjustments

Other adjustments are also possible. Depending upon need, children can use laptop/chrome book computers in class, and can be given large print or documents printed on coloured paper if required.

Menus are devised to cater for special dietary requirements.

8. Auxiliary aids and services

The Equality Act 2010 has made significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of

auxiliary aids and services from 1 September 2012. The School is aware of this duty, which it complies with.

9. Pupils with Educational Health and Care Plans (EHCPs) and Carers

Pupils with Education, Health and Care Plans (EHCPs) from their local authorities who are suited to the School's educational offer are welcome. If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated, provided that the carer has an enhanced DBS check arranged by the School and complies with the child protection and safeguarding regime in force at the time. The School would require a carer (like a new member of staff) to comply with the School's child protection and safeguarding policies and to attend the child protection and safeguarding training that is given to all new members of staff before working unsupervised on site.

10. Learning support, role of the SENCO and staff training

The School's learning support, the role of the SENCO and staff training to support special education needs are included within the Learning and Teaching Policy (Prep School) and Support for Learning Policy (Senior School).

11. English as an additional language (EAL)

The School has policies in place to support pupils whose first language is not English; English as an Additional Language Policy (Senior School) and Learning and Teaching Policy (Prep School).

12. School behaviour and discipline

The School takes pride in its well-developed system of pastoral care for social interaction amongst pupils. The School's objective is to ensure that a disabled pupil, or a pupil with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The School's behaviour policies and school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils understand that the School has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

This is included within the Pastoral Care Plan including Anti-Bullying and the Behaviour Discipline Policy (Prep School), Behaviour Policy (Senior School) and Anti Bullying Policy (Senior School).

13. Partnership with parents

The School's hope is that all parents will feel able to share any concerns about their child with the pastoral staff in order that a healthy partnership for the care of their child can be developed. The SENCO, other pastoral staff, tutors teaching and medical staff who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

14. Complaints

The School naturally hopes that a parent will not feel that they have cause to complain but its Complaints Policy and Procedure is published on the website for any parent who wishes to use it. Additionally, all parents of children with SEN or disabilities have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

Monitoring

This policy and the Accessibility Plan will be reviewed annually by the Academic Committee, reporting to the full Board of Governors.

Accessibility Plan 2017/18 - 2019/20

1. Aims and Ethos

Felsted School Aims and Ethos are available to view on our website <http://www.felsted.org/Policies>.

We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria, available to view on our website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend, amongst both our staff and our pupils, and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

2. Context

As at April 2018 Felsted School has:

Prep School

0 pupils on a EHCP (Education, Health and Care Plan)

65 pupils receiving SEN Support

Senior School

0 pupils on a EHCP

83 pupils receiving SEN support

Pupils with individual education plans are monitored to assess progress relating to their Individual Education Plan (IEP) targets. We have pupils with medical disabilities. All our pupils are fully integrated into school life and participate in the whole curriculum, including extra-curricular activities, such as school trips.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the School's Equal Opportunities Policy in the day-to-day management of Felsted School.

At Felsted School the Academic Committee has oversight of disability policy review alongside the Learning and Teaching Policy (Prep School) and Support for Learning Policy (Senior School) and may ask for advice from those whose expertise in any field would be of assistance. The committee's responsibilities include:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to review the School's disability inclusion, SEN and learning support policy
4. to review the School's Accessibility Plan
5. to review such plans and policies as necessary and at least on an annual basis

We audit our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils are obtained to ascertain staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. These views have informed our School Accessibility Plan for 2017/18– 2019/20 which is a written plan with targets and will be published on the School website.

We will regularly monitor the success of our Accessibility Plan and it will also be reviewed annually by the Academic Committee.

3. Action Plan

The following is carefully considered by the School's SLT and Academic Committee and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of the School's continuous monitoring of the above informs the Accessibility Plan which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the School's curriculum;
3. 2(b)	Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Target Completion Date (short/medium or long-term)
Improve access to the physical environment	Schedule 10 3.2 (b)	<p>Ongoing maintenance to always consider and, where appropriate, improve access to the physical environment.</p> <p>Work to be undertaken in response to any identified access needs of new and existing pupils and staff.</p> <p>Ramps put in place to areas used by pupils and staff with access needs and where the School may receive visitors.</p> <p>Increase number of marked footpaths and improve outdoor lighting.</p>	Bursar, Heads and Estates Manager	Works Department and external contractors where required	Medium to Long term
Increase access through development of the School Site Master Plan	Schedule 10 3.2 (b)	Emerging site developments to increase accessibility, for example any new boarding accommodation to have adapted study rooms and lifts.		Approved School Site Master Plan	Long term
Emergency evacuation procedures for pupils and staff with a disability	Schedule 10 3.2 (b)	Ensure Personal Emergency Evacuation Plans (PEEPs) are in place for all pupils and staff.	Bursar, Deputy Heads, Estates Manager and Health and Safety Officer (HSO)	Support from HSO to Deputy Heads, HMs, and line managers	Ongoing

Target	Standard To Be Met	Action Required	Lead	Resources Required	Target Completion Date (short/medium or long-term)
Increase focus on providing support for wellbeing and mental health	Schedule 10 3.2 (a) 3.2 (b)	<p>Establish a Wellness Centre to provide targeted, proactive and preventative strategies, to help build resilience and emotional well being and provide therapeutic activity.</p> <p>Embed Mindfulness within the Prep School by creating greater awareness, providing further training for staff and integrating mindfulness within daily school life.</p>	<p>Deputy Head (Welfare) and Estates Manager</p> <p>Deputy Head (Prep School)</p>	<p>Estate and staffing resource for Wellness Centre</p> <p>Ongoing Mindfulness training for staff</p>	<p>September 2017 and ongoing</p> <p>Ongoing</p>
School policies	Schedule 10 3.2 (a) and 3.2 (c)	Ensure all school policies provide transparency with regard to recognising and adapting to pupil and staff needs with regards to disability, in particular the admissions, behaviour and exclusion policies.	Heads and Compliance Manager	Existing staff	Ongoing
Supporting individual pupil needs	Schedule 10 3.2 (a) and 3.2 (c)	<p>Continue to respond to the individual needs of pupils with a disability, including individual plans for SEN/SFL pupils.</p> <p>Continue to have in place and monitor ICP and EHCP plans for individual pupils.</p> <p>Initial and ongoing assessments.</p>	SENCO in both schools	Dependent on the needs of individual pupils	Ongoing

		<p>Continue to put in place materials, access arrangements, relocation of lessons, readers, scribes, large screens and powerpoint available after lessons.</p> <p>Make use of Google Classroom to support pupils with a disability.</p> <p>Liaise with specialists to provide bespoke support, for example hearing or sight impairment specialist.</p>			
Access to school trips	Schedule 10 3.2 (a) and 3.2 (c)	Extra measures to be put in place from the Medical Centre for pupils with Individual Care Plans to ensure inclusivity on school trips through medical and emotional support.	Deputy Head (Welfare)	Medical Centre staff	Medium term
Prep School - increase opportunities for pupil and parent feedback	Schedule 10 3.2 (a) and 3.2 (c)	Put in place feedback meetings for pupils, and parents of pupils, receiving SEN support to increase opportunities for pupil and parent voice with regards to accessibility and SEND support.	Prep School SENCO	Existing staff	Medium term

Target	Standard To Be Met	Action Required	Lead	Resources Required	Target Completion Date (short/medium or long-term)
Senior School - target Teaching Assistant (TA) support and increase use of Higher Level Teaching Assistants (HLTA)	Schedule 10 3.2 (a)	Target TA support to classes with higher proportions of SEN pupils. Increase the number of HLTAs within classes in response to the proportion of pupils arriving at the School with EHC Plans.	Senior School SENCO	Possible staffing resource	Longer term
Senior School - increase support in place for exam arrangements	Schedule 10 3.2 (a)	Hire in temporary small accommodation/ units during public exam time for pupils with learning support needs. Increase existing exam support provision beyond public examinations.	Senior School SENCO	Accommodation and exam support	Ongoing