



# **HULL COLLEGIATE SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS, DISABILITY**

### **AND INCLUSION POLICY**

This policy applies to all members of our school community including those in our EYFS setting.

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following document:

- Disability Teaching and Learning Adjustments
- SENDA and SENDA 3 Year Plan
- Admissions
- Teaching and Learning
- SEN Information Report 2017-2018
- Gifted & Talented

This document is reviewed annually by Mr A Norburn, Mrs N Lough and Mrs A Manton or as events or legislation change requires. The next scheduled date for review is September 2019.

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## Policy Statement

At Hull Collegiate School we believe that pupils have individual needs and that all concerned with the school have a responsibility for meeting these individual needs. Hull Collegiate School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. Every pupil is encouraged to engage with learning and to be equipped with the attitudes, work habits and learning strategies that they need to succeed, and in accordance with our Equal Opportunities Policy, is treated equally without regard to ability, class, gender or race. We are committed to a curriculum and teaching which effectively provides for subject matter appropriate to the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan and are committed to providing a curriculum and teaching through which all pupils, including those with special educational needs, have the opportunity to learn and make good progress.

Being subject to the Special Educational Needs and Disability Act (SENDA) and the Equality Act 2010, the school undertakes to:

- Ensure that pupils with learning difficulties and/or disabilities (LDD) and special educational needs (SEN) pupils (current and prospective) are not treated less favourably
- Take reasonable steps to avoid putting pupils with special educational needs and disabled pupils (SEND) at a substantial disadvantage in matters of admission and education
- Have a three year plan which sets out:
  - i) how we will increase the extent to which SEND pupils can participate in the whole curriculum;
  - ii) how we will improve the provision of written information is made accessible in a range of different ways for SEND pupils as it is already available for non-disabled pupils;
  - iii) proposed improvements and developments to the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered.

## Definition of SEND

Pupils with Special Educational Needs and Disabilities (SEND) are pupils aged 5–16 who have Education, Health and Care Plans or Learning Difficulties and/or disabilities. Particulars of educational and welfare provision for pupils with EHC plans may be made available to parents of current pupils and those pupils admitted and soon to arrive.

A pupil has learning difficulties if he or she:

- Has significantly greater difficulty in learning than the majority of pupils of the same age; an example of this would be dyslexia.
- Has an identified and significant discrepancy between his or her ability and attainment.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age; this would include pupils with physical disabilities.
- English as an additional language is not considered to be a learning difficulty and is dealt with separately.

At Hull Collegiate School pupils in the above categories may have Statements of SEN or Education, Health and Care Plans, in which case the school will follow the procedures defined

in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) for an annual review of pupils with EHC Plans and supply information to the responsible Local Education Authority.

### Aims of SEND Provision

1. To ensure full access for SEND pupils to high quality education within a broad, balanced and relevant curriculum, appropriate to their age, which aims to promote intellectual, emotional social and physical development as well as personal qualities including safety awareness, perseverance, initiative and independence, so that they can progress and enhance their confidence and self-esteem.

2. To educate SEND pupils alongside their peers within the normal curriculum wherever possible.

3. To stimulate and maintain pupil curiosity, interest and enjoyment in their own education.

4. To identify pupils with SEND as early and thoroughly as is possible and necessary.

5. To fully involve parents and pupils in the identification, assessment and delivery of SEND provision and to strive for close co-operation between any agencies concerned.

6. To have regard to the number, age and needs (including any special needs) of pupils when allocating classrooms so that they are appropriate in size to allow effective teaching, and to ensure that the furniture and fittings are appropriately designed for the age and needs (including any special needs) of all pupils registered at the school.

### Introduction

This policy outlines the organisational arrangements in place at Hull Collegiate School to help those pupils with special educational needs and/or disabilities (SEND) overcome their difficulties, build on their strengths and fully engage in their learning.

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with special educational needs and all teachers have important day-to-day responsibilities in teaching such children by making reasonable adjustments to enable pupils with SEND to access the school curriculum.

Hull Collegiate School accepts and values each individual and has a commitment to use its 'best endeavours' to ensure that the school is accessible and that no pupil will be discriminated against.

## **1. Identification and Interventions**

1.1 All pupils are entitled to have their particular needs recognised and met within the resources available.

1.2 All pupils will be enabled, as far as is possible, to achieve success.

1.3 Pupils with SEND will be taught together with their peers for as much time as is possible within the plans in place to address their individual needs.

1.4 All staff have a responsibility for identifying and meeting the needs of pupils with SEND and for distinguishing between a learning need and a behavioural need, and catering for both.

1.5 All teachers, in every department, are responsible for making their curriculum accessible to all pupils and for engaging pupils with SEND by deploying appropriate strategies from a wide variety of teaching styles.

1.6 In determining strategies for individual pupils with SEND, the views of the pupils and parents will be sought and taken into account.

1.7 Decisions to involve external specialists should be taken in discussion with parents and parents should be informed if their child is receiving SEN support.

1.8 Each pupil with SEND with an EHCP, significant learning need or following the Dyslexia Institute Literacy Programme (DILP) will have an Individual Education Plan that is updated at least annually. The plan should be known by the pupil's teachers and parents, as well as by the pupil.

1.9 Appropriate provision will be made for pupils identified with SEND when it would be reasonable to do so and if such provision would alleviate any substantial disadvantage that the pupil faces.

1.10 The school will continue to put children, young people and parents at the centre of decision-making, including making sure parents are fully informed and involved with how their children are progressing.

## **2. Pastoral Implications**

2.1 In supporting pupils with SEND, specialist teachers and learning support staff will liaise closely with class teachers, form tutors and heads of year.

## **3. Roles and Responsibilities**

3.1 The Local Governing Body (LGB) member with specific responsibility for SEND will review the implementation of Hull Collegiate School's SEND policy and ensure that information is reported to the LGB.

3.2 The Headmistress and Head teacher of the Prep School have responsibility to ensure that:

a) resources for supporting pupils with SEND are deployed fairly, appropriately and efficiently

b) appropriate training is provided for staff

c) there is systematic monitoring of the policy's implementation and that the findings are reported to the LGB on a regular basis.

3.3 The Senior School SENCo and Prep SENCo have responsibility for:

- a) the day to day operation of the SEND arrangements and for coordinating the provision for pupils at Red or Amber stages.
- b) efficient systems being in place for identifying pupils with SEND.
- c) ensuring their needs are known to all staff who work with them.
- d) devising Individual Education Plans for pupils with SEND; in conjunction with specialist SEND teachers and external agencies
- e) the recording of interventions and actions at the various stages in meeting a pupil's needs.

#### **4. Implementation**

4.1 Where there is a special need that may inhibit full integration, the school will take as many steps as possible to facilitate integration, drawing upon advice and support from external agencies and teachers as appropriate.

4.2 All records of SEND actions and interventions will be brief and precise and will be archived for 10 years, as there is the possibility that they may be used as evidence in law.

## COMPLEX



Red refers to pupils who require full support and need interventions 'additional to' or 'different from' the school's usual differentiated curriculum.

### **DILP**

A number of dyslexic pupils are withdrawn from lessons for specialist support and tuition. (DILP = Dyslexia Institute Literacy Programme). This includes pupils from year 7-year 9 only, with an occasional Year 10 at lunchtime. Dyslexia Teachers draw up Individual Plans for each of these pupils.

### **EXAMS ACCESS ARRANGEMENTS**

Some pupils have completed dyslexia programmes and have extra time, a reader or scribe to assist them. These pupils must have evidence of need in their normal way of working. They also must be assessed by a specialist assessor either in school or externally by Dyslexia Action.

Other pupils will require the help of external services (e.g. because of visual impairment, hearing impairment, etc.).

Visually impaired pupils may need textbooks, worksheets and exams modified and enlarged both visually and audibly impaired may need some equipment adapted.

### **EHCPs**

- A EHCP is drawn up when a pupil's needs cannot reasonably be met within the resources normally available to a school.
- Currently we receive funding from various LEAs for 5 EHCP Senior pupils.
- This money is spent on the employment of Learning Support Assistants and any recommended specialist resources.
- Regular support meetings are held in school for each pupil.
- An Annual Review is held in school for each pupil with an EHCP; Learning Support Assistants, form tutors and Heads of Years are expected to attend. These are organised by the SEN Administrator (C. John) and the SENCo.
- The school will supply such information to the responsible local authority as may reasonably be required for the purpose of the annual review of the EHCP.

## MODERATE



Pupils who require moderate support and have a specific learning difficulty which qualifies them for Exam Access Arrangements or Dyslexia lessons. LSAs may occasionally support them in the classroom if timetabling allows.

The school is committed to the provision of IEPs [Individual Education Plans] for pupils with significant learning difficulties or disabilities, for example all pupils receiving DILP lessons at KS3 and those for whom additional interventions are in place.

## MONITOR



Pupils about whom we have had previous concerns but currently for whom there is no active support in place. These pupils were highlighted through screening, parents and/or teachers expressing concerns. They continue to be monitored.

*All SEND pupils have a school file held in the SENCo's office (S11) containing information and records of letters, Psych Ed Reports, IEPs, Reports, Annual Reviews, etc. Staff are*

## **HULL COLLEGIATE SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITY CODE OF PRACTICE 2018-2019**

### **Provision for Pupils with EAL**

#### **1. EAL Philosophy**

At Hull Collegiate School, we aim to embrace diversity and to provide a comprehensive, stimulating and enjoyable educational environment. The Learning Support department strives to produce happy, well-balanced pupils prepared for the demands of our ever-changing society. The pupils, through their respect for languages and cultural diversity, are prepared to take seriously their role in our global society.

The Hull Collegiate School Learning Support department when required will cater for pupils who are from non-English speaking backgrounds and who do not have sufficient English language proficiency to access the curriculum of the year in which they have been placed. EAL support will be offered to pupils who are deemed eligible across all five Key Stages. Particulars of educational and welfare provision for pupils for whom English is an additional language may be made available to parents of current pupils and those pupils admitted and soon to arrive.

#### **2. Aims and Objectives**

Using a vocabulary building intervention programme enables pupils to develop their language skills within a small group setting, which provides for a great deal of individual attention and support.

The Learning Support department believes in adventurous learning and uses a variety of teaching methods and approaches. Careful attention is paid to ensure that language is presented through active and meaningful contexts. Whenever possible, links are made to mainstream subjects and to the personal interests and experiences of the EAL pupils. Our main aim is to provide a balance between fluency, accuracy and complexity and to develop happy, confident EAL pupils.

##### **2.1 The Learning Support Department's Aims with regard to EAL pupils**

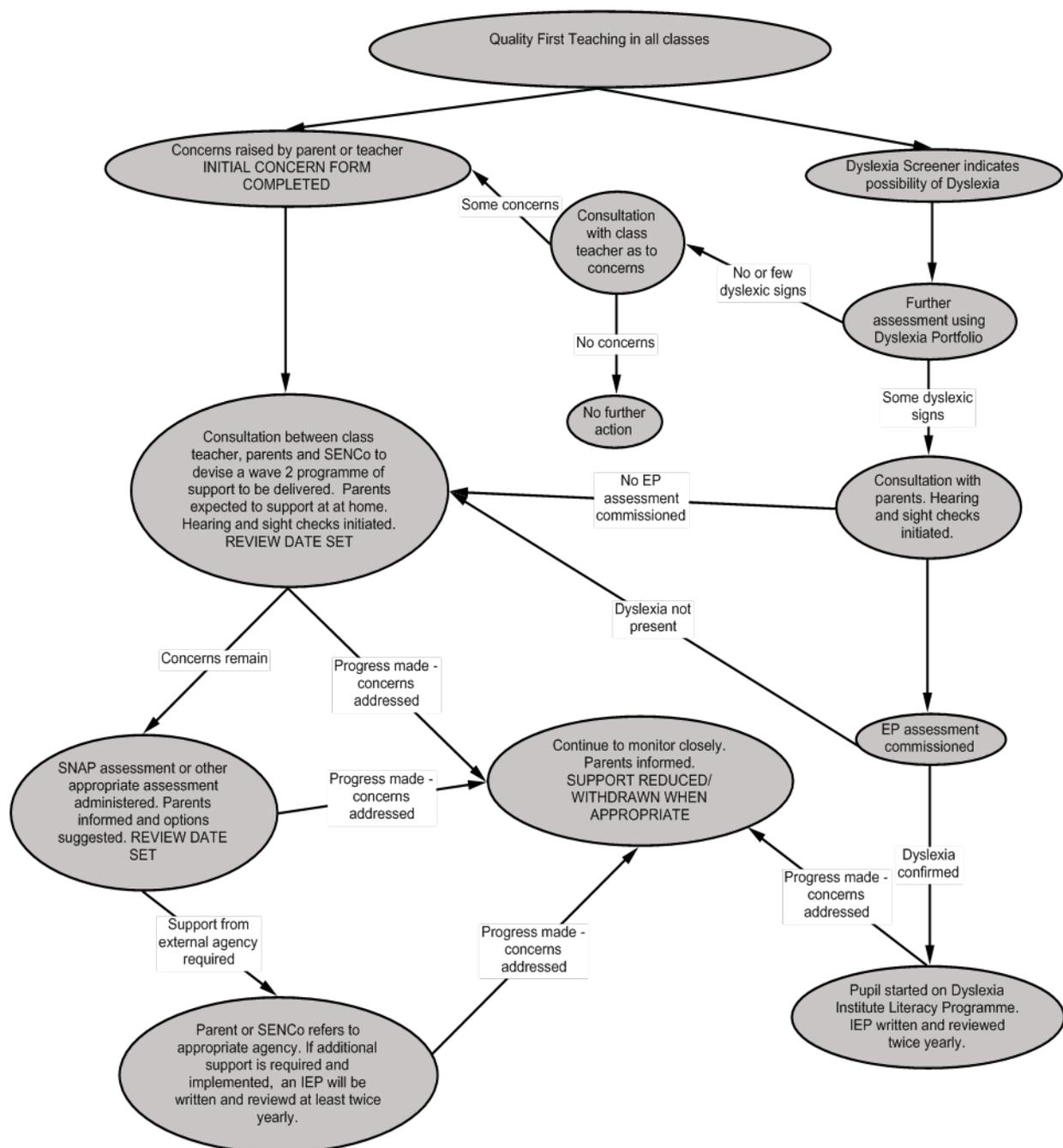
- To foster the acquisition of social language and assist pupils in acquiring cognitive academic language proficiency necessary for success in mainstream teaching;
- To promote an awareness of EAL pupils' needs throughout the school;
- To provide support for EAL pupils who may need advice and reassurance;
- To enable EAL pupils to be able to continue their education in English.

##### **2.2 The Learning Support Department's Objectives with regard to EAL pupils**

- To provide EAL pupils with specific provision in the form of small group academic sessions and larger group social activities;
- To incorporate or support the content work of the mainstream curriculum where possible;

- To provide opportunities for the real use of English in authentic contexts;
- To disseminate good EAL practice to subject staff;
- To offer an environment where confidence building, risk-taking and questioning is encouraged;
- To monitor EAL pupils' progress in order to provide appropriate teaching and learning opportunities so pupils can achieve their best.

**Prep School – Flow Chart for Assessment, Support and Review of Pupils with SEND**



## **Appendix 1: The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)**

### **Special Educational Needs and Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### **Changes from the SEN Code of Practice (2001)**

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010
- Information is provided on relevant provisions of the Mental Capacity Act 2005

## **Appendix 2: Roles and Responsibilities of the Senior School SENCo, Prep SENCo, Specialist Teachers and Learning Support Assistants**

### **1. The key responsibilities of the Senior School SENCo and Prep SENCo include:**

- a) the identification of pupils with SEND in collaboration with colleagues, outside agencies, parents and pupils;
- b) keeping up to date SEND information electronically and via pupil filing system.
- c) monitoring and reviewing the progress of pupils with special educational needs;
- d) keeping reviews and IEPs up to date and disseminating relevant information to colleagues;
- e) supporting colleagues; for instance, in teaching strategies and in the appropriate use of classroom support;
- f) advising and supporting staff development;
- g) regularly meeting with Heads of Departments and Pastoral Heads to coordinate and advise on appropriate support and provision throughout the school;
- h) reviewing the effectiveness of the SEND Policy annually and advising the Head teacher, Head teacher of the Prep School and the Governors;
- i) at least twice yearly meeting with the designated SEND Governor to advise on the operation of the policy;
- j) coordinating provision and managing LSAs and other SEND staff; and
- k) liaising with other schools, outside agencies and support services, pupils and parents.
- l) enabling the conduct of exam access arrangements including testing.
- m) Writing an annual SEN Information Report to be published on the school website.

### **2. The key responsibilities of the Specialist Teachers include:**

- a) withdrawing pupils with dyslexia in years 3 to 9 and teaching them in pairs in regular weekly support lessons. Teaching will be based on the Dyslexia Institute Literacy Programme and lessons will be individually planned;
- b) assessing his/her pupils using standardised tests before starting the literacy programme and twice a year thereafter;
- c) writing a progress report/IEP twice annually with new targets outlined;
- d) liaising with teachers and parents and attending parents' evenings;
- e) specialist testing as appropriate.

### **3. The key responsibilities of the Learning Support Assistants include:**

Learning Support Assistants support pupils with special educational needs in particular and some pupils experiencing difficulties in learning in general within the mainstream classroom. They keep relevant records and liaise closely with the Senior School SENCo and the Deputy Head (Prep) in ensuring the effectiveness of classroom and withdrawal support.

#### **SEND Team**

Mrs N Lough	Senior School SENCo
Mrs A Manton	Prep SENCo and Specialist Dyslexia Teacher
Mrs J North	Specialist Dyslexia Teacher
Ms T Moore	Learning Support Assistant
Mrs S Groves	Learning Support Assistant
Mrs E Wright	Learning Support Assistant
Mrs C Mason	Learning Support Assistant
Mrs P Brett	Learning Support Assistant
Mrs S Douthwaite	Learning Support Assistant
Mrs T Harvey	Learning Support Assistant
Mrs C Cutting	Learning Support Assistant
Mrs K Daniel	Learning Support Assistant
Ms S Paine	Learning Support Assistant
Mrs C John	SEND Administrator

#### **List of Departmental SEND Representatives in Senior School**

English	Mr A Dawson
Maths	Mrs F Wells
Science	Ms Q Pahwa
MFL	Mrs N Lough
Humanities	Mrs S Kelsall
P.E.	Mrs A Harvey
Technology	Mr S Doncaster
Music	Mr J Webb

### **Appendix 3: Identification**

Procedures are in place to identify all pupils with SEND.

- All new entrants to the school (from year 3 upwards) will be screened for dyslexia, with parental permission. Pupils who may be at risk of being dyslexic after initial screening will be assessed on further individual tests by a specialist teacher and, if necessary, a full Psychological Assessment will be recommended. Parents will be kept fully informed of the results of these screening tests, as will class teachers, form tutors and heads of year.
- In addition, all pupils on joining the school will be assessed using CEM centre tests in the Senior School. In the Prep School, Progress in Maths, Suffolk Reading Test and the Single Word Spelling Test will be administered annually from Year 3 onwards. This will help identify pupils with SEND.
- If a Prep School teacher has a concern about a pupil, he/she should follow the school system for referral (see flow-chart and concern form for Prep School). A concern should be raised in writing, using the Initial Concern Form, giving details of the concern and the differentiated strategies already adopted. This should be passed to the Prep SENCo and copied to the class teacher. If a Senior teacher has a concern about a pupil, he/she should make an entry on the record of concerns database on Staff Shared. This is regularly monitored by the Senior SENCo.
- In cases where a pupil may have a sensory impairment or physical problem, parents are recommended to seek medical advice via their GP.
- In cases where a pupil is suspected of having a social or communication disorder parents are recommended to seek medical advice initially via their GP or other appropriate professional.

## **Appendix 4: Partnerships in support of Pupils with Special Education Needs**

### **1. Partnership with Parents**

1.1 The importance of working with parents as partners is particularly relevant for pupils with special educational needs. It is in the interest of pupils that there is open dialogue and the mutual sharing of information.

1.2 Where a pupil's special educational need is identified, the SENCo will contact the parents and invite them to discuss the way forward and to help meet the needs of the pupil in partnership with the school.

1.3 Parents are advised and consulted about the alternative or different interventions which may be put in place.

1.4 Parents are invited in to discuss their child's progress and encouraged to contribute towards their child's annual review.

1.5 Parents of pupils who are withdrawn for extra tuition are sent a progress report/IEP twice annually.

1.6 It is expected that parents of pupils who are given revision packs will supervise this practice at home as this is an integral requirement of the provision and parents are asked to sign a contract to this end.

1.7 If a parent has a complaint the school will acknowledge the complaint, deal with it effectively and aim to resolve issues swiftly. There is a school Complaints Procedure Policy.

### **2. Partnership with Pupils**

2.1 Pupils are encouraged to express their views regarding their SEND and to take some share of the responsibilities in overcoming their difficulties.

2.2 Pupils' progress is reviewed with pupils and successes celebrated. They are involved in the target setting process.

2.3 Pupils are encouraged to be fully integrated in the activities of the school, together with pupils who do not have special educational needs.

### **3. Partnership with External Services**

3.1 Where additional intervention is required, the school will seek support from other sources. Partnerships exist with the following external services:

- Hull Dyslexia Action
- NHS Speech and Language Team (SALT)
- Educational Guidance Service (Independent Psychologists)
- NHS Occupational Therapists, Clinical Psychologists and Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Youth Support Service (formerly Connexions)
- North Lincolnshire Autism Team
- UK Young Autism Project
- East Riding Early Years Services
- Private Educational and Clinical Psychologists
- East Riding of Yorkshire SEN Team
- East Riding of Yorkshire Council Education Inclusion Service
- East Riding of Yorkshire Council Early Support
- Hull City Council Social Services
- Independent Speech and Language Therapists

- Independent Occupational Therapists

3.2 In some cases the Senior School SENCo will have close liaison with feeder schools to ensure continuity of support for pupils with special educational needs.

#### **4. Links with Child Health Services**

4.1 A pupil's difficulty may be related to a medical condition, disability or developmental delay which might first be identified by the GP, Health Visitor, Therapist, School Health Service, Community Paediatrician or through teachers or parents expressing anxiety and concern about an aspect of a pupil's development.

4.2 If the school suspects a medical problem we will advise the parents and recommend referral to the family's GP. Alternatively, if that is the wish of the parents and having secured their full consent, we may consult the School Nurse.

#### **5. Links with Social Services & Educational Welfare Services**

Where appropriate the school will seek to work collaboratively with all relevant providers of services and especially Social Services and the Educational Welfare Service for the benefit of all pupils. SENCos will have particular liaison responsibilities on behalf of pupils with special educational needs.

## **Appendix 5: Resources**

- The SEND Code of Practice affirms that pupils with special educational needs, including pupils with statements of SEND, are, where possible, to be educated alongside their peers and have access to a broad, balanced and relevant curriculum.
- Two rooms have been fully equipped for the teaching of small groups of dyslexic pupils at KS2 and KS3.
- Two specialist dyslexia teachers are employed to deliver tuition to approximately 40 pupils who have been identified with dyslexia.
- In the Senior School, five Learning Support Assistants (LSAs) are employed to assist five pupils with EHCP for SEND.
- In the Prep School, Teaching Assistants (TAs) are employed to give in-class support at the appropriate level. The TAs may also provide small group intervention programmes under the direction of the class teachers. Four pupils have statements of SEND. These pupils have LSA support to assist them as appropriate and administer designated programmes of support.
- The SEND department has a wide range of screening and assessment materials and resources for implementing specialist intervention programmes.
- A SEND Administrator is employed for two days per week.

## **Appendix 6: Exam Access Arrangements (Senior School)**

- Access arrangements allow examination candidates to show what they know and can do without changing the demands of the assessment: for example, extra time, readers, scribes, word processors and modified question papers. They are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment. An access arrangement which meets the needs of a disabled candidate would be a 'reasonable adjustment' for that particular candidate.
- For a pupil to be awarded access arrangements in GCSE and GCE examinations, evidence is needed from no earlier than year 9 to support their application to the awarding bodies. Pupils must have a history of need and an assessment with one of our designated specialist teachers at the parents' expense.
- Mrs Jeanette North is designated specialist teacher at Hull Collegiate School.
- Pupils with a medical condition are required to provide a letter from their doctor or other outside specialist.
- The Senior School SENCo will liaise closely with the school's examination officer to ensure that the necessary arrangements are in place for internal exams, mock exams and external exams.
- Regulations regarding access arrangements change each year and the SEND staff involved will attend relevant training courses.

## **Appendix 7: SEND and the Annual Reports of Local Governing Bodies**

Tracy Escreet is the school's named Governor for SEND. The Senior School SENCo and the Prep School SENCo will arrange to meet with the Governor twice a year.

The Governors' Annual Report to Parents will contain information about the provision for SEND at Hull Collegiate School. This may include:

- the progress made by individual pupils
- the efforts of staff in respect of managing pupils with special educational needs
- views expressed by parents and pupils in the special educational needs provision
- feedback from Inspectors and outside agencies.

## **Appendix 8: Equality Act (2010)**

It relies on three key concepts:

1. It is unlawful for a disabled person to be treated 'less favourably' by an institution because of his or her disability
2. If a disabled person is at a 'substantial disadvantage' the institution is required to take reasonable steps to prevent the disadvantage; for instance by delivering courses in alternative ways.
3. Making reasonable 'adjustments' is a requirement in not discriminating. The judgement about what constitutes reasonable adjustments will vary depending upon factors which might include:
  - a) financial resources
  - b) practicability
  - c) the relevant interests of other people

## **Appendix 9: CPD**

### **Performance Management**

After induction, all staff employed by the school are involved in the annual performance management process. This gives opportunities for staff to observe and be observed, thus providing mutual support and improvement. Each year staff, in conjunction with their performance management team leader, identify targets to be achieved within a given time scale. These targets may involve short or long term aspirations and may then be linked to CPD and the School Development Plan.

### **Inset**

Inset is provided both in-house and by external agencies to ensure that all staff (teaching and non-teaching) have awareness of the Special Educational Needs of the pupils with whom they have contact.



**PREP INITIAL CONCERN FORM**

**Date:**

**Name of Pupil:**

**Class:**

**DOB:**

**Reason for Concern:**

**Recent Assessment Results:**

**Areas of strength:**

**Are parents aware of concerns?**

**Any outside agencies involved?**

**Strategies employed to date:** (e.g. different curriculum, extra peer support, small group withdrawal, planned individual work, parental involvement)

**What progress has been made?**

**Action plan:** (e.g. small group/individual withdrawal, phone call/meeting with parents, SENCO to interview/assess, targets set)

**Agreed Date of Review:**

**Teacher signature:**

**SENCo signature:**

## Document Log

<b>DDA and School Examinations Policy Changes July 2018</b>	
Reviewed by:	Mr A D Norburn Deputy Head (Academic)
Date of last review:	July 2018
Approved by:	Local Governing Body
Date of approval:	
Reason for changes:	Inclusion of updates from United Learning
Next scheduled date for review:	July 2019