

Policy in response to the Special Educational Needs & Disability Act Whole school policy

including EYFS and Boarding

Person responsible for this policy:

Paul David
Headmaster

Date of Policy Review:

March 2022

Next Review Date:

March 2023



Dulwich Prep
Cranbrook

This policy is provided in addition to the school's policy on Special Educational Needs written to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

Dulwich Prep Cranbrook recognises its duty to:

- have due regard to the Equality Act (2010) and the Children and Families Act (2014)
- review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- make recommendations with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and by continuing to review these
- continue to review the school's Accessibility Plan
- report annually to the Governors.

Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) 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:

- a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.
[SEN Code of Practice 2015]

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This has been defined as follows:

'A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. [SEN Code of Practice 2015]

Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled children and young people. This document provides information to demonstrate the school's compliance with the Equality Act 2010 and sets out objectives to achieve the core aims of the general duty.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. The school makes reasonable adjustments to procedures, criteria and practices and wherever necessary by the provision of auxiliary aids and services. The school will continue to make reasonable adjustments by making physical alterations to the buildings and site according to need and available resources. Please refer to the school's Accessibility Plan at Appendix B.

The school will not deliberately directly or indirectly discriminate against, harass or victimise disabled children or adults.

The school will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children.

Where a child is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEN planning and review.

Physical disabilities include sensory conditions, such as visual, hearing and speech impairments, and physical impairments such as cerebral palsy, hyper-mobility syndrome, paraplegia, spina bifida, muscular dystrophy, cystic fibrosis, Down's syndrome. (Deaf students, whose primary means of communication is sign language, may wish to consider themselves members of a linguistic minority rather than, or as well as, disabled and may require an assistant).

Mental health problems forming disabling conditions including clinical depression, obsessive-compulsive disorders (such as ritualistic washing), psychotic conditions such as schizophrenia and bi-polar disorder and manic depression and other long-term conditions such as anxiety disorders.

Hidden conditions such as asthma, Asperger's Syndrome, Attention Deficit Disorder / Hyperactivity Disorder, diabetes, dyspraxia, dyslexia, dyscalculia, epilepsy / petit mal and ME (chronic fatigue syndrome) are also covered.

Progressive conditions such as multiple sclerosis, HIV/AIDS, or cancer are covered by the Act from the time that the condition leads to an impairment that has substantial adverse effect on the ability to carry out normal day-to-day activities.

The school provides opportunities when possible for pupils to interact with peers who are different in terms of background, ethnicity, gender and ability. We encourage pupils to interact with children from different schools and those from other countries.

There is a well-established practice throughout the school for giving responsibility to all pupils at appropriate levels. Pupils act as mentors to those in a different year group. Pupils are encouraged to act as advocates for their peers. The school has a fully

functioning school council in Little Stream and in Upper School, with pupils having some real say in the running of the school.

The school celebrates the achievements of a range of pupils' work. All pupils are aware that their work is valued. Individual achievements are recognised and celebrated through assemblies and awards throughout the school. Curriculum materials and learning resources reflect positive images of all groups and negative stereotypes are challenged.

The school has experience of managing those conditions mentioned in the 'hidden' category above and it is with this knowledge, and established ethos mentioned, that we will seek to make reasonable adjustments so that, where possible, children covered by SENDA can benefit from an equality of treatment and educational opportunity at Dulwich Prep Cranbrook.

In order to do this the School will need a full account of the child's disability and on-going support from the child's parent and doctor/consultant/specialist. This information could be given to the school doctor or school nurse whose informed advice might help us to decide if reasonable adjustments can be made in an individual case.

Despite all this it may not be possible to cater for all disabilities. If this is the case the school will explain the reasons for this decision to the parents of the individual child.

Disclosure and Confidentiality of Information

The disclosure of a child's disability should be made when the admissions process begins, or immediately the disability becomes apparent, so that reasonable adjustments can be made as soon as possible. The disclosure should be made in writing on the admission form provided but could be given by the pupil's parents or guardian to any member of staff, academic or medical. This information will be passed to the Headmaster, Special Educational Needs Co-ordinator (SENCO) and then to other staff on a 'need to know' basis.

If the school becomes aware of a child's special educational need or disability it will inform the parent or guardian of that child as soon as possible. Parents can make a request for confidentiality and detailed discussion of all the practicalities involved will then follow. In some cases it might be desirable to enlist the assistance and understanding of the child's peer group as well as staff. In our experience, if children understand the disability, they are more likely to be sensitive to the needs of the disabled child.

The need for regular meetings and monitoring, by staff and parents, is important and desirable for the well-being and development of the child. The education and welfare of all the children in our care should be seen as a partnership between the parents and the school.

Access to Teaching and Learning for Pupils with Special Educational Needs and Disabilities

In planning and teaching the curriculum, teachers have responsibility for:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Pupils covered by SENDA will be noted on the School database and may require a Pupil Care Plan to be devised.
- In certain circumstances it may be necessary to employ a teaching assistant to work alongside an individual pupil. The funding of this level of support may be passed on to the parents of the child
- Lesson times should allow for the pupil to move from lesson to lesson with ease
- The school has considered access to the facilities for disabled pupils. The Disability Access Audit at Appendix B considers ways in which reasonable adjustments can be made
- Lesson delivery should allow for pupils to record information in a variety of ways and in a manner that best suits the needs of the individual pupil
- Lip reading may be required, and in this case members of staff will be made aware of best working practice to enable the pupil to gain access to the curriculum. This will include where to stand – with the light shining on the teacher's face so that the pupil is able to read lips as clearly as possible
- Note taking may also be required and pupils should be permitted to use approved mobile technology to aid this aspect of their learning, if appropriate
- The use of laptops and iPads for word processing is encouraged when required for lessons and preps
- Year 5 pupils practise keyboard/touch-typing skills in Study Skills lessons and touch-typing is available for pupils identified as needing to develop this skill
- Reading should be prioritised and commented to distinguish essential from useful or optional reading
- Materials such as handouts, notes and visual material should be prepared in ways that maximise accessibility e.g. printing on pastel coloured paper, large print, etc.
- Pupils with severe visual impairment may require substantial adjustments. These might include the use of technology to support learning.
- Assessment requirements of disabled pupils will be anticipated as far as possible e.g. the use of a reader, scribe or word processor, or extra time in school and public exams is already catered for as a matter of course.
- The school will be sensitive to the dietary and medical requirements of the child. (Physiotherapy, speech therapy, counselling etc. might need to be funded by the parents.)
- For certain out of school visits it might be difficult to accommodate a disabled child and the member of staff arranging a visit will have to plan the work with the needs of all children in mind. A disabled child must be catered for distinctly on a risk assessment for any trip. It might be possible for the disabled child to access the elements of an educational visit by some other means e.g. written or photographic material, tape or video recording, etc.

Pastoral Care of Pupils Covered by the Equality Act

The form teacher/tutor should be aware of the needs of all children in their care but should liaise with parents, SENCO and staff to check that the particular needs of a disabled child are being catered for and that suitable targets are being set. The form teacher/tutor should endeavour to know the history, nature and requirements of the disability, the family, academic performance, talents, interests and behaviour of the child.

The SENCO is responsible for placing a child covered by SENDA on the school database and devising and monitoring a Pupil Care Plan (PCP) and liaising with the parents and staff who teach the child.

The Assistant Head Welfare and the Assistant Head Pastoral will allocate a tutor for children moving from Year 6 into Year 7, and also for children joining the school at the start of, or during, Year 8. Full account of the needs and requests of the disabled child and access to the tutor group's meeting place will be considered.

The School has an anti-bullying policy which applies to all children throughout the school. If a disabled child encounters bullying he/she will be given support and guidance to cope with the situation. The Worries Box is at an accessible height. Some education of the peer group might be required in helping them to understand the nature and requirements of a particular disability. This would be carried out in a sensitive manner and with the agreement of the disabled child.

Break times can be taken within the classroom, library or ICT room if required and shared with a nominated small group of friends. The form teacher and duty staff would need to be informed of special break-time arrangements.

Lunch is a time when staff and children can be sociable and every effort is made to enable disabled child to take part. Peers could help with trays and cutlery as well as clearing. (Wheelchair access to the dining room has been improved and a ramp will be provided whenever necessary.)

In the event of an emergency or fire practice the member of staff teaching the disabled child (or person on break duty) should oversee the evacuation of the room and then help the disabled child to make their escape by the best possible route. In some circumstances this might involve a member of staff lifting and carrying a child out of the building to a safe place. Some children may have a PEEP (Personal Emergency Evacuation Plan).

As with any child in their care the form teacher/tutor should help the disabled child to develop and progress both in and out of the classroom. Support and guidance with behaviour and friendships should be given and monitored. Progress should be encouraged by the use of the school's rewards and sanctions policy bearing in mind that awards can be made for courtesy and effort as well as achievement.

Dulwich Prep Cranbrook will try to ensure, with reasonable adjustment, that disabled children can make progress in all areas of school life, in line with the aims of the school, and not suffer less favourable treatment than non-disabled peers.

Staff Training and Awareness

It is school policy for staff to attend development courses on a regular basis. The requirements of the Equality Act means that staff will need to have INSET on a number of issues relating to the range of disabilities. It is the aim of the school to ensure that we continue to meet this requirement by providing at least one whole school INSET each year on a relevant aspect of SEND.

January 2015	Understanding ADHD	Fintan O'Reegan
October 2015	Deaf Awareness Training	Kent Specialist Teaching Service for the Hearing Impaired
September 2017	Supporting the Education of Adopted Children	Barnardos
January 2020	Why children behave the way they do	Dr Samuel Stein
January 2021	Understanding and support girls with Autism (delivered via Zoom in Lockdown)	Julia Clements Place2Be Educational Psychologist

Appendix A

Admissions

The School and its ethos are fully co-educational. The School is resourced and managed so that a similar number of places are available for both boys and girls. We will seek to ensure that siblings of children already in the school will be given priority. Having taken these factors into account, children are considered for places in order of registration.

Standards for Admission and Remaining in the School

Admission to the school depends upon a prospective pupil meeting the criteria required to ensure that he/she:

- Will benefit from and be challenged by the educational programme offered.
- Will feel comfortable with the range and depth of that programme and the pace at which it is delivered.
- Will feel comfortable in the intellectual context of the other pupils in that year group.

Furthermore, admission depends on a prospective pupil meeting the criteria required to maintain and, if possible, to improve the educational and general standards for all its pupils, commensurate with the ethos to which the school aspires. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded individual with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the school.

The School's policy is to apply these criteria to all pupils and potential pupils, regardless of any disability of which it is aware. This is subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage, compared to any pupil who is not disadvantaged, because of his or her disability.

The School asks parents to complete a declaration about any medical condition, learning difficulty, special educational need or disability, in respect of a prospective pupil, at the time of registration. In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it regards appropriate. Subject to this, the School will be sensitive to any requests for confidentiality.

Appendix B

Three Year Accessibility Plan – (September 2021 to August 2024)

This policy applies to all children including those within EYFS.

Dulwich Prep Cranbrook aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that every pupil can take part in the whole school curriculum. 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 seek 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.

The school regularly reviews and takes 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. The school continues to upgrade and improve accessibility at every reasonable opportunity. The re-developments of Little Stream and Nash House mean that there is now full access to all teaching facilities with disabled facilities for all visitors and pupils from Nursery through to Year 4 inclusive. The extension to the Dining Hall has also ensured full disabled access and includes disabled WC facilities.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, we provide a range of support materials and equipment for those pupils with special educational needs including colour overlays and exercise books with coloured paper for dyslexic pupils.

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 all our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials. Pupils with Pupil Care Plans (PCPs) are monitored continually to assess progress relating to their PCP targets.

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications, regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of the school.

The Senior Management Team (SMT) reviews all policies and other aspects of compliance including procedures and facilities as they are likely to affect pupils and

prospective pupils who are disabled. All staff are encouraged to make recommendations with a view to improving the accessibility of education to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future. The school also has a separate SEN policy. All plans and policies are routinely reviewed to ensure that they remain up to date.

This accessibility plan is monitored regularly and is reviewed periodically by the governing body.

Aims of the Dulwich Prep Cranbrook Accessibility Plan

Dulwich Prep Cranbrook acknowledges its duty towards pupils, staff, parents, Governors and members of the wider community who have a disability. Where pupils or prospective pupils are concerned, Dulwich Prep Cranbrook acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015 and the Equality Act 2010.

- Dulwich Prep Cranbrook is a non-selective school and the admission policy is set out on the school website and in the prospectus
- The school asks parents to complete a Registration Form and to disclose any disability, special educational needs or medical conditions. The parents will then be required to submit further information, if necessary.
- In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
- Where it is practical to make reasonable adjustments based upon the information given and advice received, to enable a prospective pupil to take up a place at Dulwich Prep Cranbrook and to satisfy the admissions criteria, the school is committed to providing such reasonable adjustments.
- Where the school agrees to provide additional services, such as small group learning support or touch typing lessons, no charge will be made for these services.

Background to the Accessibility Plan

The accessibility plan needs to be considered in the context of the school grounds and buildings:

- The school stands in its own extensive grounds and consists of a Georgian manor house joined to extensive modern teaching facilities (Upper School). There are two recently built sections of the school housing pupils from Nursery to Year Four known as Nash House and Little Stream.
- There is easy wheelchair access to the ground floor rooms in all the main parts of the school and lifts have been installed to allow access to the first floor in Upper School and lower floor in Little Stream.
- There is wheelchair access for any disabled parent needing to visit the School Office or meet with any of the teaching staff.
- There is wheelchair access to most specialist teaching rooms, including all physical education and meeting areas.
- The games fields, swimming pool, tennis courts and playgrounds are all located adjacent to the main buildings and are easily accessible for all pupils, staff and parents.
- Dulwich Prep Cranbrook recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled. At the present time, the school has pupils who suffer from Attention Deficit Disorder, Autistic Spectrum Disorder, Diabetes, Dyslexia, Dyspraxia, Epilepsy, Food Allergies, Speech and Language difficulties. In addition there are pupils who need access to an Epipen, as well as those who have impairments in hearing, speech, sight and physical movement. Provision for these pupils is already being made in terms of teaching support and the allowance of extra time and readers in examinations, and, where required, by the use of such aids as laptop computers, iPads and specialist software such as Read Write Gold.

At the time of compiling this plan Dulwich Prep Cranbrook is not required to provide auxiliary aids and services or to make physical changes to the existing buildings. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers. However, where practical, the school will make adjustments to the timetable to enable such a pupil with restricted mobility to still be taught in an effective manner or for amendments to the curriculum to be made.

General

The School will:

Review this plan annually to monitor and evaluate:

- The effectiveness of any action taken the previous year
- Any relevant targets for the next school year
- Its response to any further legislative changes.

Conclusion

Dulwich Prep Cranbrook takes its duty of care to pupils with disabilities very seriously. Within the constraints of making structural alterations, we always endeavour to provide access for pupils with mobility disabilities as far as is possible and will always respond to any reasonable request for improvement to the school site. Provision is already in place, and will be annually reviewed, to meet the needs of pupils with SEN or disabilities. We believe the steps detailed in this document will clearly show we are meeting our obligations under the terms of Special Educational Needs and Disability Code of Practice 0 – 25 years, 2015 and the Equality Act, 2010.

Action Plan

Some limitations remain in the older buildings which include the boarding accommodation and music school although these will not prevent accessibility to full participation if a disabled pupil or member of staff requires them and adjustments can quickly be made on a temporary basis whilst permanent installations are being implemented. On registration of a disabled pupil a full assessment will be required to determine the specific adjustments that are required and, where necessary, temporary ramps, dedicated manual assistance, etc. will be provided whilst the permanent adjustments are being considered.

Disabled visitors to the school are provided with manual assistance if necessary for the duration of their visit. Although there are some physical limitations still present in some parts of the school site, all can be overcome with modifications as and when necessary.

The results of Dulwich Prep Cranbrook's audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

Increasing the extent to which disabled pupils can participate in the school curriculum

1. The school will continue to provide training for all teachers in order to help them meet the needs of pupils with SEN or disabilities.
2. The school will continue with its investment in classroom technology to better facilitate communication to pupils with SEN or disabilities. The school will continue to develop the use of high quality audio/visual material through interactive mediums and portable technologies.

The school will evaluate the success of meeting these targets at each annual policy review and will revise priorities accordingly.

The following areas form the basis of the Accessibility Plan with relevant actions 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. Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Audit of accessibility limitations and actions to be taken are summarised in the table below:

Location	Objective	Action/Person responsible	Success Criteria
<u>Physical Environment</u>			
<u>Upper School</u>			
Medical Centre	To improve access from all directions (avoiding steps)	Provide ramp to entrance from school lobby (school office) Bursar	Immediate ramp access installed on registration of wheelchair disabled pupil or staff member. To be completed Summer 2022
Year 5 Corridor	To improve access to kerb on fire exit route to car park	Drop kerb Bursar	Kerb modified at earliest occurrence of next re-surfacing or on registration of wheelchair disabled pupil. To be completed Summer 2022
<u>Music School</u>			
General Access	To improve access to kerb on crossing from main school building	Drop kerb Bursar	Kerb modified at earliest occurrence of next re-surfacing or on registration of wheelchair disabled pupil. To be completed Summer 2022
1 st Floor	To provide access to first floor areas	Install lift Bursar	Provision of access to upper floor considered to be unnecessary – sufficient teaching areas accessible on ground floor
<u>The Manor House</u>			
Entrance from front lobby	To improve width of door for regular wheelchair user	Change size of 1 st opening door of the pair to enable access	Door to be replaced as required on registration of wheelchair disabled boarder for Manor. Review Summer 2022

Complete building	Only ground floor accessible No disabled toilets All fire exits have steps	Installation of lift Installation of disabled toilets Bursar	The layout of the building, and its listed status make it difficult to provide full disabled access. The installation of a lift is not considered economically viable and thus only the ground floor (excluding basement) are realistically accessible. Long term Action – Alter existing toilets to provide one disabled WC and convert one ground floor recreation room to dormitory if necessary.
Curriculum			
Whole School	Learning Support receive regularly updated training in teaching and supporting disabled pupils	Relevant training opportunities identified, provided and monitored by SENCO	Current training record details up to date training for Learning Support staff. Skills gap analysis completed and relevant training scheduled. Review Summer 2024
Whole School	All teaching staff receive regularly updated training in teaching and supporting disabled pupils	Relevant training opportunities identified, provided and monitored by SENCO	Training record details training in deaf awareness and partially sighted provision. Skills gap analysis completed and relevant training scheduled. Review Summer 2024
Whole School	Lessons are accessible and responsive to pupil diversity	Successful monitoring by SENCO and SMT	Continue to monitor through subject review process.
Delivery of Information			
Whole School	Sign posting around the school to be clear to all	Review of signage including and awareness of the partially sighted Bursar/Headmaster	New signage in place. Completed
Upper School	Written information adjusted appropriately to	Coloured overlays, coloured exercise books / paper and coloured exam	Pupils with specific needs appropriately catered for with respect to delivery of written information.

	meet the needs of disabled pupils.	papers provided for pupils diagnosed with visual stress. Written information, including exam papers, enlarged for pupils who are visually impaired or whose learning profile require this specific adjustment SENCO	Completed
Whole School	All teaching staff aware of and trained in new technologies to assist pupils with disabilities	Continue to provide training in TextHelp Read Write Gold 10 and iPad software to ensure all staff using these facilities effectively. Head of ICT and SENCO	Software being used effectively in all sections of the school to support pupils with disabilities. Review Summer 2024