



# Noadswood

## SEND Policy and Information Report

Policy	<b>SEND</b>
Policy status	<b>Statutory</b>
Member of staff responsible	<b>SENDCO</b>
Date approved by SLT	<b>June 2024</b>
Governor committee responsible	<b>FGB</b>
Date relevant governor committee approved (including FGB agreement)	<b>June 2024</b>
Revision period	<b>1 year</b>
Revision due date	<b>June 2025</b>

## **CONTEXT**

Noadswood is a popular Mainstream Secondary School with around 1000 pupils from year 7 – year 11. An inclusive school, we are proud to be one of four schools in Hampshire that have unitary status for Physically Disabled students and one of few to hold unitary status for two areas, with our provision for Social Emotional and Mental Health having also opened in September 2022. We are an accessible site with excellent additional facilities for all students including those in our unitary provisions. The site is also regularly updated for other students who may have sensory needs.

SENDCO – L Hyland – [lhyland@noadswood.hants.sch.uk](mailto:lhyland@noadswood.hants.sch.uk)  
Redwood SEMH RP lead – C West – [cwest@noadswood.hants.sch.uk](mailto:cwest@noadswood.hants.sch.uk)  
Lead RP – K Williams – [kwilliams@noadswood.hants.sch.uk](mailto:kwilliams@noadswood.hants.sch.uk)  
Trustee with responsibility for SEND – Jan Church

## **RATIONALE**

At Noadswood, we pride ourselves on welcoming all students into our care. Our students are offered a broad balanced and relevant curriculum which is appropriate to their needs and ambitions as individuals. The delivery of such a curriculum is a whole school responsibility for all our students. An excellent partnership with parents and carers will always be sought as their role is equally vital in supporting their child's education. All our students are valued equally, their views are sought and taken into account, when advice is provided to them by the SENDCO or other key workers.

We are resolute in striving to close the attainment gap between SEND students and other students, and work with relevant local and national experts in the production of a SEND Strategic Plan with clear objectives to help us to achieve this.

The policy is reviewed annually and reported on to the Board of Trustees and should be read alongside our Accessibility Plan, our School's SEN Information on our website here <https://www.noadswood.hants.sch.uk/school-life/learning-support> and other school policies dealing with Behaviour, Teaching and Learning (including Assessment), Child Protection, Equal Opportunities and Anti-Bullying.

We have three key principles in developing and maintaining an inclusive curriculum and equality of opportunity alongside effective support for everyone:

- We strive to give every student the opportunity to experience success in learning and to achieve high standards for themselves, with the right support around them to help overcome barriers.
- We respond to students' diverse learning needs: We take into account differing experiences, interests and strengths which influence the way in which students learn when we plan our approaches to their learning and teaching and our interventions to support them – we do our all to bespoke this to the individual.
- We work to overcome potential barriers to learning and assessment for individuals and groups of students: We recognise that some have particular learning and assessment requirements that will create barriers to learning if they are not addressed appropriately through a variety of special arrangements.
- We will ensure that the provision for students with Education, Health Care Plans is appropriate and regularly reviewed, and that it enables them to develop their academic potential, interests, enjoyment of school and aptitudes well supported by the quality of our provision.

## **HOW DO WE SUPPORT OUR YOUNG PEOPLE WHO HAVE ADDITIONAL EDUCATIONAL NEEDS?**

In ensuring that all pupils have an equal opportunity to receive an education appropriate to their needs, we will identify and assess additional needs as early as practically possible, taking into account information or worries from parents, students, our feeder schools, performance data, outside agencies and professionals, referrals and Hampshire County Council advice.

Once the student has joined us at Noadswood, we will be responsive to concerns about progress raised by teaching staff, continuing to be responsive to information or concerns from parents, carers or other professionals. We will carry out further assessments to support applications for exam access arrangements and to provide teaching and support staff with a detailed picture of need via individual learning plans. If parents/carers are concerned that a child may have a special educational need or disability they can contact their child's tutor, year leader or our SENDCO.

The Equality Act 2010 states that a person has a disability if they have a physical or mental need that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental need like this includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

If the need has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

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

A young person has a learning difficulty or disability if they :

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

In order to inform parents and carers, and our own key workers and teaching colleagues, about students' progress, we use data held in subject departments, by agencies working with the child/young person and on our central tracking system, SISRA.

All students are set targets as part of our commitment to improvement and our challenge is to review the students' curriculum, their wellbeing and their progress

to help them hit their targets/overcome barriers to doing so. We report academic progress to parents/carers each term.

We share examples of good practice during departmental meetings and via a new, rebooted system since the Pandemic of reps from each department meeting as a forum, we also provide an ever-richer menu of professional learning generated by in school and external experts: colleagues overcome learning barriers by working together.

Achievement is celebrated through regular contact between key workers, our SENDCO and parents/carers and the school's rewards system, as well as via our Consultation Evenings each year.

Other ways we address educational barriers:

- We run time limited intervention programmes to meet students' additional learning needs.
- We have key colleagues trained to help students cope with emotional issues, and we are working towards whole staff CPD goals in this respect in our SEND Strategic Plan for each year.
- We work closely with the link primary/junior schools to ensure students feel happy and confident in Year 7 though additional visits for identified students before they join the Noadswood family.
- We are developing a curriculum in Y7 that will provide additional support for key students, identified in partnership with their previous school, parents and carers and the child.
- We have a provision at lunchtimes in our Learning Support Dept, M17, and in our SEMH RP, Redwood, for students who need that additional support during social times.
- We offer a homework cl, throughout the school Week and this is supported by the learning support assistants.
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**The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and other key lead SEND colleagues are responsible for:**

- The day-to-day operation of this Policy and monitoring of the effectiveness and impact of the provision for pupils with additional educational needs;
- Ensuring that any information about students who are having difficulties in the Educational Context is disseminated to teaching staff, LSAs, the pastoral team which includes tutors, and the relevant year leader team /LSAs and cover supervisors;
- Liaison with and accountability to the Senior Leadership Team, the Trust Board, teachers, Year Leaders, all members of the Learning and Pastoral Support teams, external support agencies and parents and carers;
- Leadership and Management of the Learning Support Team and of the leads in our two Resource Provisions (PD and SEMH);
- Liaison with Feeder Primary Schools and post 16+ providers;

- Co-ordination of Continuing Professional Development of the Learning Support Team and the wider staff team;
- Running of and implementation of Annual Reviews and Individual Learning Plans;
- Statutory Assessment processes;
- Collating and analysing relevant data about students' academic performance to inform intervention;
- Allocating resources effectively to ensure the most appropriate and effective impact on students' attainment, wellbeing and progress;
- Attendance at open mornings/celebration evenings;
- Contributions to SENCo Circle and
- Dissemination of the knowledge and understanding of all developments of national research and policy for SEND.

**Team Leaders are responsible for:**

- Ensuring schemes of work show regard to this Policy;
- Liaising with the SENDCo for the deployment of LSAs;
- Monitoring the provision and its impact and progress of students with additional needs;
- Ensuring information provided by SENDCo is passed on and acted upon by all colleagues.

**Teachers are responsible for:**

- Knowing and planning for the additional educational needs of their students, making use of the information shared from Annual Reviews, ILPs or other reviews;
- Contacting the SENDCo or other key staff about pupils they are concerned about with respect to progress, participation and inclusion in all aspects of the curriculum and school life;
- Liaising with the LSA to ensure clear communication with regard to support in the lesson

### **Learning Support Assistants are responsible for some/all of the following:**

- Supporting students under the direction of the SENDCo and in partnership with teaching colleagues;
- Monitoring progress as requested by SENDCo
- Attending meetings to discuss student progress and strategies for individual students;
  
- Maintaining written records and contributing to ILPs.
  
- Developing their own professional learning to help them in their support of students and via their performance management.
  
- Physically disabled student care
  
- Specific interventions
  
- Risk Assessment writing for SEND pupils

### **The Headteacher and the Trust Board have oversight of the work of the SENDCO and responsibility for:**

- Ensuring that there is appropriate provision for pupils with an EHCP; with additional needs and its quality;
  
- Reporting to parents/carers on progress and the impact of interventions for those with additional educational needs with the SENDCO;
  
- Appointing a link Trustee;
  
- Liaising with the SEND Department about its work, its impact and its objectives;
  
- Oversight of how funding, equipment and personnel are deployed.

### **ADMISSION ARRANGEMENTS:**

The admission of all students, including those with additional educational needs, will be subject to the school's admissions policy.

Noadswood is consulted by the Local Authority about those who wish to join the school, when they have an EHCP.

The school aims to meet the needs of any student whom the parent/carer wishes to register at the school as long as a place is available and the admission criteria are

fulfilled, unless the Local Authority indicates, following dialogue with the school, that the provision required by the student is incompatible with that available at Noadswood.

Liaison with primary schools takes place as early as possible for those known to have additional needs. We will gather information from any school attended, from parents/carers and from other agencies, and ensure attendance at the student's final annual reviews and transition agreement meetings for those with an EHCP.

### **A graduated approach to supporting those with Additional Educational Needs:**

At Noadswood School all teachers are responsible and accountable for all students in their classes (this includes where students also access support from LSAs or other support staff colleagues). All teachers are responsible for delivering high quality, engaging, carefully differentiated teaching as the best way to enabling all students to access the curriculum effectively within each class. Additional support is then determined by the SENDCo in liaison with teachers and team leaders, following national guidance and our own understanding of the particular child.

Each subject team has to account for the progress of pupils in vulnerable groups, including those with additional educational needs in both regular school meetings, performance management and in an annual report of examination results.

For more significant/complex needs Noadswood has links to a wide range of other specialist professionals, including the Educational Psychologist, physiotherapists, occupational therapists, and a host of other specialist charities and resources to whom we look for support for additional interventions.

### **RESOURCES:**

When the Trust Board approves the school's budget, consideration will be afforded to the resources allocated to meeting additional needs. Consideration will also be given to any funds allocated by the Local Authority, Hampshire County Council, in respect of those who have EHCPs. The Head Teacher, Assistant Headteacher and SENDCO will manage the allocated funds and will ensure carefully considered use is made of these resources. This will be achieved by prioritising needs through the staged procedure described below and by ensuring that students are appropriately grouped to optimise the use of colleagues' time and equipment.

### **STAGES OF ASSESSMENT AND PROVISION:**

Access to the school's curriculum is achieved for most pupils through differentiation of classwork by teachers and LSAs. It is the responsibility of the teacher to ensure that work is adapted to the needs and the ability of the student in the first instance.

When teachers find, that despite their planning, a student is consistently failing to achieve learning objectives and outcomes, the following procedures will be adopted:

## **FIRST STEPS OF ADDITIONAL SUPPORT IN SCHOOL:**

The SENDCO and all other colleagues will work according to the Graduated Approach: a four-part cycle through which decisions and actions are revisited, refined and revised, the Assess, Plan, Do, Review Cycle.

Our reflections as to where to pitch support are based around the following broad categories of need:

1. Students who require some level of intervention to ensure that they get back on-track in terms of their attainment in literacy and numeracy or students who have other additional needs for whom we can provide from our own resources or from other organisations/charities we routinely work with.
2. A smaller number of students who require more specialist programmes or have some outside agency support in place for example Child and Adolescent Mental Health Services (CAMHS), medical professionals or counselling which will inform us about how best to ensure progress.
3. A small number of students without an EHCP who have other specific additional support following application for funding from the Local Authority.
4. A number of students will have an Education Health and Care Plan (EHCP) or have severe and complex needs such as being a new arrival in the country and not being able to speak any English.

### **Identification**

Assessment is a continuing process that can identify students who may require the kind of support required above. The SENDCO will facilitate the collection of all available information about the pupil such as:

- Baseline & diagnostic testing – e.g. spelling, reading, numeracy  
Evidence from teacher/staff observation & assessment
- Their performance against age related expectations at the end of a key stage, Standardised screening or assessment.
- Information provided by parents and carers.
- Reports from outside agencies.

1. The triggers for intervention will be borne out of information about the individual student who, despite receiving all the opportunities within the usual curriculum:
  - Make little or no progress and struggle to remain accessing the curriculum.
  - Shows signs of difficulty in developing literacy and numeracy skills resulting in poor attainment and/or lack of engagement.
  - Has persistent emotional and/or behavioural difficulties which continue despite behaviour management techniques generally used in the school, including the input of the school's year leader team or ELSA involvement.
  - Has sensory or physical problems which continue despite the provision of specialist equipment.
  - Has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum, including group and paired work, and opportunities to build these



skills via working with our LSAs, ELSA or other pastoral support team.

2. When a subject or class teacher, member of the pastoral team or SENDCO identifies a pupil with special educational needs they will plan and provide interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The student's name will be added to the school's SEN register.
3. The parents/carers of the student will be consulted by appropriate staff, and the views of the student sought.
4. The SENDCO will instigate further assessment of the student as appropriate and, in consultation with parents, and may enlist the use of outside agencies/specialists where applicable to enhance or advise about the provision being made.
5. The SENDCO will take the lead in planning future support for the student, considering the outcomes for the student and monitoring and reviewing action taken.
6. All staff will be involved in providing further support to pupils as part of their general teaching/pastoral duties.
7. The SENDCO will co-ordinate relevant plans where appropriate and set targets in discussion with appropriate staff and parents. Plans may take the form of Individual Learning Plans, individual behaviour management plans, planned transition agreement plans, specific action plans, KS4 access arrangements plan
8. Plans should be available to teachers and support staff who work with the students. Parents and teachers will be involved in a joint learning approach at home and in school.
9. Whenever possible the student will be involved in the review process and should be involved in the setting of further targets.
10. The student's subject or class teacher will be responsible for working with them, ensuring that they are planning effectively for their progression and participation. They should highlight and record ways in which differentiation has been delivered and considered. Subject teachers will use their expertise to devise strategies and identify appropriate methods of access to their particular curriculum areas and lessons.
11. The impact of the provision and interventions will be closely evaluated and reviewed against agreed outcomes. Amendments will be made in the light of this, and if necessary further assessment and consultation carried out. A request for additional advice from outside agencies may be initiated at this stage. It is anticipated the decision to seek further advice will be taken by the SENDCO in consultation with teaching staff and Year Leaders, ELSAs, parents/carers and students themselves.
12. Subject Evenings are an opportunity to discuss the effectiveness of the provision in place. Other meetings are arranged and held throughout the year between parents/carers and key members of school staff to review progress towards outcomes and to set targets as necessary.

13. Where a pupil has an Education Health Care plan, that plan will be reviewed at least every twelve months via the Annual Review Process and informally, regularly throughout the year.
14. Progress may be such that the student is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available for all.

**SECOND STEP OF SUPPORT IN SCHOOL, PRIOR TO REFERRING FOR AN ASSESSMENT TO AN EDUCATION HEALTHCARE PLAN:**

The SENDCO will take responsibility for the following arrangements;

1. Involving external support services, both those provided by the LA and/or other outside agencies, who will advise on a range of provision and strategies.
2. Specialist Assessment arrangements may need to be made and the Educational Psychology Service involved at this time.
3. The triggers for intervention at a Special Educational Needs Support Agreement level or application for an EHC plan could be that despite receiving a differentiated and individualised programme, and/or support, the pupil;

Continues to make little or no progress in specific areas over a long period of time. Continues working at National Curriculum levels/expected levels of progress substantially below that expected of pupils of a similar age.

Continues to have difficulty in developing literacy and numeracy skills. Has social, emotional or mental health difficulties which substantially and regularly interfere with their learning, or that of the class, despite having an individualised behaviour management programme.

Has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency.

Has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning.

4. The SENDCO, subject specialists, and Year Leaders in conjunction with external agencies, will consider a range of different approaches and appropriate equipment/teaching materials, including the use of information technology.
5. New strategies will be set out in a relevant plan and communicated to all interested parties.
6. The strategies set out will, as far as possible, be implemented in the normal classroom setting and the delivery of the strategies will be the responsibility of the subject teachers.

7. Arrangements for monitoring progress will be agreed with those who are teaching the pupil.
8. Where progress is satisfactory and the pupil is consistently achieving targets over time, a decision may be made to revert back to the earlier stage of support, and removed from the SEN register.
9. The SENDCO will keep pupils' records updated, ensuring that all appropriate and applicable communications with concerned parties are recorded, and where appropriate instigate any further actions/strategies advised.
10. The decision by the school to request a statutory assessment from the LA will be made when the child has consistently failed to reach targets and has demonstrated significant cause for concern in spite of the schools' best endeavours to make appropriate provision from within the resources available. The decision will be reached in conjunction with parents and outside agencies.
11. The SENDCO will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the LA will be writing to them to explain the detailed arrangements. The pupil and parent will be fully involved in this process

### **SCHOOL REQUEST FOR ASSESSMENT FOR AN EDUCATION HEALTHCARE PLAN:**

The SENDCO will again take the leading role and will provide the LA with all the necessary information where possible and available, for them to decide whether a request for an Education Healthcare Plan Assessment should be initiated.

Where possible, the SENCO will gather all evidence available to him/her in the production of the LA pro-forma for Education Healthcare Plan Assessment.

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role should be to continue to meet the needs whilst assessment is underway.

If the LA decides not to issue an Education Healthcare Plan Assessment, then the pupil will continue to receive support to meet their additional needs. If appeal procedures are invoked, the pupil will continue to receive support likewise.

### **EDUCATION HEALTHCARE PLAN:**

If the LA decide to issue an Education Healthcare Plan Assessment, then the school's role is as follows;

1. The Head Teacher/Assistant Head/SENDSCO will make effective use of any additional resources allocated by the LA to the school to supplement our efforts to meet the pupils SEN.
2. Strategies to meet the needs of the pupil will be set out in the EHCP, other plans and on the additional needs register
3. Progress will be formally reviewed at least once a year. The SENDSCO will inform all interested/invited parties at least two weeks prior to the annual review.
4. The SENDSCO will gather all information available to him in order complete the annual review pro-forma (as set out by the LA) prior to the meeting.
5. The annual review forms and any additional strategies or changes will be distributed to the LA, parents/carers, outside agencies and any other interested parties.
6. In years 9, 10 and 11, the review process will include the completion of a transition plan. It is usual for an Information, Advice and Guidance colleague to attend these reviews in order for all options regarding continuing education, carers and occupational training to be considered. The transition plan will be reviewed each year until the pupil leaves school.
7. The LA will consider the annual review outcomes and findings and decide whether the provision continues to be appropriate or if changes are required.

### **EXITING THE SEND REGISTER FOR THOSE WITH ADDITIONAL NEEDS:**

Students will be removed from the SEN Register if they no longer meet the criteria set out in Hampshire and national guidance.

The decision is normally made at a termly review, in line with the whole school assessment calendar, and in discussion with parents and carers.

Team Leaders and SLT monitor the quality of teaching within the departments and take an overview of progress of all students which can also inform decisions about the additional needs register and adjustments to plans for support.

All departments are quality assessed by SLT to ensure teaching and learning is regularly reviewed in terms of its effectiveness for all students including those with additional needs, which also informs decisions made about the SEN Register.

The SENDCo may also visit lessons to offer support and advice to teachers.

### **SUPPORTING PUPILS AND THEIR FAMILIES:**

Hampshire LA has provided signposting to services to support parents and carers through its local offer, and there is a link there to this information. This can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

## **ACCESS:**

Noadswood is one of four schools in Hampshire where specific facilities for disabled young people are available. All students have the opportunity to participate fully in the life of the school and extra-curricular activities including school trips. The school fully complies with its duties under the Equality Act 2010.

For those with a visual, physical or language impairment specialist staff are always involved and any additional equipment is purchased. All support staff and SENDCO are fully trained to manually handle students who require this.

Inclusion and independence are the aims for all our students. Special provision includes:

Accessible toilets

Lift access to first floor

Automatic doors to main entrances and some other areas

Tracking hoists

Physiotherapy room

Rise and fall tables and hob

Specialist sewing machines

Key staff have expertise and qualifications in the following areas: evacuation chair procedure and manual handling

There are a number of disabled car parking spaces in the car park

Enlarged and/or coloured paper, reader, scribe, extra time, rest breaks and separate room are arranged for assessment and examinations according to specific needs of individual students

Trip planning and that of other events such as Work Experience includes the needs of pupils with SEND to enable access and ensure equality

Alternative PE arrangements are provided to accommodate specific needs of individuals and we have a commitment to inclusive sports

## **SUPPORTING THOSE WITH MEDICAL CONDITIONS:**

Noadswood recognises that there are students at school with medical conditions who must be properly supported so that they have full access to education and extra-curricular opportunities. Some who have medical conditions may be disabled and where this is the case the school will also comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education and Health Care Plan which brings together Health and Social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Noadswood School has a trained Welfare Assistant and First Aiders on site at all times. Each block also has a teacher or member of support staff who is a First Aider.

The School Business Manager is line manager to the Welfare Assistant and ensures that they and the whole staff have their professional training updated in accordance to statutory requirements.

The medical room is equipped to deal with minor medical emergencies. Over the counter medications are stored in the medical room cupboard and are only given if the school has parents' permission. Prescribed medication is kept in the medical room with a note from parents and in its original pharmacy box. All medications are kept locked or in the fridge. For young people with complex medical needs, care plans are written and involvement is required from parents and/or outside agencies that support the young person.

### **MONITORING AND EVALUATING THE EFFECTIVENESS OF PROVISION:**

The school checks the effectiveness of SEND Provision through a variety of measures.

- Observations of lessons
- Student tracking (in conjunction with class teacher and Year Leader)
- Three opportunities for monitoring through reviews which are sent to parents and carers
- Termly reviews of Individual Learning Plans with pupils and parents
- Additional testing for students who are on Individual Learning Plans, to monitor progress/plan for future ILPs of a student who is not making the expected progress, they will be identified by the subject teacher, this may be referred to Head of Department and/or Year Leaders and also Learning Support to discuss why a student may be experiencing difficulty and what further support can be given to aid progression

Some pupils require a key worker. A key worker is assigned when a pupil has an EHCP or when a consistent/continuous approach to support their learning, behaviour or emotional progress is needed.

The Key Worker will:

- Track the progress in conjunction with the SENDCo
- Provide interventions as appropriate
- Celebrate success
- Problem solve issues that affect progress Liaise with staff and families if appropriate
- Foster and develop a close relationship with the student and become the main point of contact in school
- Attendance at Annual Reviews or any relevant meetings

## **REVIEWING THE POLICY:**

The school considers the SEND Policy document to be important and, in conjunction with the Trust Board, undertakes a thorough review of both policy and practice each year.

The SEND Policy will be published on the school website in line with other school policies.

## **DEALING WITH COMPLAINTS:**

Noadswood School has a complaints procedure that can be found on the school website which should be the starting point for any formal concern.

Most issues can be dealt with swiftly by direct contact with the SENDCo or Head of P.D. or the SEMH Lead via e-mail:

[liz.hyland@noadswood.hants.sch.uk](mailto:liz.hyland@noadswood.hants.sch.uk)

[katrina.spence@noadswood.hants.sch.uk](mailto:katrina.spence@noadswood.hants.sch.uk)

[Cwest@noadswood.hants.sch.uk](mailto:Cwest@noadswood.hants.sch.uk)

or via school phone: 023 80 840025.

Early contact is encouraged to solve issues quickly and together in partnership.

The Trustee with responsibility for SEND visit the department every year to liaise with staff and students to review progress and next steps.

Other school documents relevant to SEND can be found on the school's website.

These include:

- Equality Policy and Objectives  
(updated annually)
- Behaviour Policy
- Data Protection Policy
- Concerns and Complaints Policy
- Attendance
- Safeguarding Policy
- Supporting Students with Medical  
Conditions Policy
- Admissions Policy
- Hampshire's Local Offer

## **Glossary of terms:**

EHCP	Education, Health Care Plan
EP	Educational Psychologist
ILP	Individual Learning Plan
KS	Key Stage
LA	Local Authority
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs

CAMHS	Child & Mental Health Service
OT	Occupational Therapist
ELSA	Emotional and Literacy Support Assistant
SEMH	Social, Emotional and Mental Health

## **APPENDIX 1**

### **The Disability Discrimination Act and The Equality Act 2010**

As a major part of Equal Opportunities legislation, it is unlawful to discriminate against a disabled person for a reason connected with their mental or physical disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Acts that are most relevant are related to employment, the provision of services through education to children and their parents/carers, and the school's use as a community building. Schools must also make 'reasonable adjustments' to recruitment practices and to policies and procedures to ensure that they do not discriminate in the ways they are implemented or used. To ensure full access to the services offered, schools must also provide auxiliary aids and obtain information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school, the service should be provided by another reasonable means. Since 2004 steps have been taken to remove physical barriers to education in all schools.

We note that SEN and disability are not synonymous. Therefore, some students may be disabled but not have a special educational need. Similarly, a special educational need does not necessarily constitute a disability. For the purposes of clarity, a Register of Disabled Pupils is produced. This is a separate document to the SEN Register but pupils may appear on both.

#### **Who is covered?**

Students and parents/carers, prospective students and parents, staff and others using school facilities.

The 2010 Equality Act defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:



Substantial (more than minor or trivial)

Adverse

Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected)

The Equalities Act also provides protection for people who have cancer, MS, HIV/AIDS (all covered from the point of diagnosis) as well as those who have had heart surgery; are on kidney dialysis; people with diabetes; stammer; dyslexia; people with severe disfigurements', mental health issue and learning difficulties or disabilities – provided their condition results in a disability which meets the Equalities Act definition. Also covered are those who have previously had a disability.

As a school we will endeavour to do everything reasonable to find out if a person has a need by asking if they require any particular adjustment to support them through the admissions process or for their time in the school.

Protection is extended not only to disabled people themselves, but also to those who are perceived to be disabled, or who are associated with disabled people.