

# ROEDEAN

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT

### THREE YEAR PLAN 2009- 2012

A person has a disability if they have a physical or mental impairment that has a substantial and long-term effect on their abilities to carry out normal day-to-day activities

*Disability Discrimination Act 1995 Pt 4.*

At Roedean this mainly concerns pupils with Specific Learning Difficulties.

#### AREAS COVERED

- ADMISSIONS
- EDUCATION AND ASSOCIATED SERVICES
- EXCLUSIONS
- WORKING IN PARTNERSHIP WITH PARENTS

#### ADMISSIONS

Pupils are admitted to the school on the grounds of having the ability and aptitude to access an academic curriculum. Those applying for a place in the school will not be excluded on the grounds of learning difficulties or disability.

However, this will be subject to the capability of the school to make reasonable adjustments in terms of site, learning environment and curriculum.

Parents can provide auxiliary aids and services at their own expense.

Additional charges will be made for specialist lessons and assessments by specialist teachers.

Plan for development over next three years

Objective	Action	Person(s)	Time	Resources	Outcome
To improve advance information so that anticipatory action can be applied.	Records of Prospective SEN pupils. SEN information pro-forma sent to parents.	Admissions Manager  SENCO	2009 – 2011	Time  Meetings	Improved provision for SEN on entry.
To improve communication.	Parents of SEN pupils or those with disability to be interviewed.	Senior Tutors SENCO	2010-2012	Time Meetings Sharing information.	Enhanced confidence of parents and pupils.

## **EDUCATION AND ASSOCIATED SERVICES**

This is a range of school activities and services that will involve those pupils with SEN or any other disability.

### **1 Curriculum**

The school offers a wide variety of academic subjects which are open to all pupils and is age and ability appropriate. No pupil with SEN or any other disability is exempted from any subject on the grounds of disability.

<b>Objective</b>	<b>Action</b>	<b>Person(s)</b>	<b>Time</b>	<b>Resources</b>	<b>Outcome</b>
Curriculum reduction.	Any pupil may have their curriculum reduced due to overload of work for the individual.	Senior Tutors HODs SENCO Parental consultation	2009-2010 On going	Monitoring pupil progress. Meetings	Less stress and better results for pupil.
Modern foreign languages	All pupils have access to all MFLs. However, dyslexic pupils may have a reduction of their participation if they have difficulties.	Senior Tutors MFL staff SENCO Parental consultation	2009-2010 On going	Monitoring pupil progress. Meetings.	More confidence in learning.
Extra curricular activities	All pupils have access to the whole range of activities. Reasonable adjustments made for disability. Exam arrangements for Music and Drama	Senior Tutors HODs Performing Arts SENCO	2009-2010 On going	IEPs Monitoring activities by Tutors	Assessing development for whole pupil in terms of talent and life skills.

## **2 Teaching and Learning**

Information and specialist advice is available to all teaching staff through the system of individual education plans (IEPs) on the ISAMS database.

<b>Objective</b>	<b>Action</b>	<b>Person(s)</b>	<b>Time</b>	<b>Resources</b>	<b>Outcome</b>
Early identification of disabled and SEN students	Use of screening procedures to identify pupils within the school. Staff trained to recognise learning difficulties.	SENCO Head EAL Director Of Studies Senior Tutors Teachers Residential Staff	2009-2012	MidYRS, Yellis and Alis tests.  Regular inset for staff.	SEN register Programmes in place IEPs for staff information Identification of Multi lingual dyslexia
Access to materials	Advice on IEP to provide materials for SEN pupils before the lesson or in large format.	SENCO Head of EAL Learning Support staff HODs Class teachers	2009 - 2012	Written materials for use in class.  Any written materials given for administration purposes.	Improved ability to read and understand information.
Language appropriate lessons and materials.	Advice on IEP for pupils with Language acquisition difficulties or who have English as an Additional Language. Provision of subject specific glossaries.	SENCO Head of EAL LS staff Class teachers HODs	2009-2012	Subject schemes of work and planning.	Differentiated Lesson and materials for these pupils. Improved access to written material.
Differentiated approach	Use of teaching styles and learning techniques to cope with needs of disabled individuals.	SENCO Head of EAL LS staff HODs Teachers	2009-2012	Classroom organisation. Use of technology. Schemes of work and planning.	Improved access to content of lessons, memorisation and results.
Assessment for learning	Use of positive classroom assessment techniques. Thus disabled pupils should benefit.	Director of Studies HODs Teachers SENCO Head of EAL	2009-2010 for initial phase. Annual review	School marking policy.  Assessment for learning materials.	Improved confidence for pupils to take initiative for their own learning.
Homework/ prep	The amount of prep is regulated for all age groups Dyslexic pupils will need more time to correctly record and complete prep.	Director of Studies HODs Senior Tutors Tutors SENCO Teachers	2009-2010 Annual review	Curriculum review Learning and Teaching policy. Tutors to check on prep at regular intervals.	Less anxiety and over tiredness due to prep and assignment deadlines.
Exam access arrangement	Disabled and SEN pupils are assessed by specialist teacher	SENCO Specialist teacher	2009-11-08 2010	Evidence on pupils kept confidentially	Legally correct access arrangements

	and educational psychologist.  EAL pupils extra time under two year rule.	Exams Officer Careers  Head of EAL Exams officer	Annual review subject to JCQ Regs.	Regular assessment  Educational psychologist assessment for university entry.	Confidence when transferring to higher education.
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### **3 Residential and Social**

As Roedean is a boarding school, policies are in place to facilitate access to appropriate pastoral care for all students.

<b>Objective</b>	<b>Action</b>	<b>Person(s)</b>	<b>Time</b>	<b>Resources</b>	<b>Outcome</b>
Access to facilities	Accessibility plan reasonable adjustments within the restriction of site and environment	Headteacher School Council Bursar	2009-2012	Meetings communication	Legally defined access to facilities
Boarding arrangements	Plan for disabled and SEN pupils on individual need basis	Head of Boarding Senior Tutors SENCO	2009-2012 On going	Coordinated approach Information from IEPs	Suitable facilities for disabled and SEN pupils
School meals	Plan for disabled and SEN pupils on individual need basis	Head of Boarding Boarding staff Catering	2009-2012 On going	Coordinated approach  Menu information	Dietary requirements and meal arrangements for pupils.
Interaction with peers	Monitoring social interaction for disabled and SEN pupils	Head of Boarding Boarding Staff Senior Tutors Tutors	2009-2010 On going	Boarding house facilities for residential and day pupils	Well developed system of pastoral care for social interaction

### **EXCLUSIONS AND SCHOOL DISCIPLINE**

In line with school rules, regulations and discipline procedures, exclusions from school and other sanctions are only given as a result of a breach of school rules, not on the grounds of disability.

<b>Objective</b>	<b>Action</b>	<b>Person(s)</b>	<b>Time</b>	<b>Resources</b>	<b>Outcome</b>
To ensure that a disabled pupil does not suffer less favourable treatment as a result of discrimination	Guidelines laid out in SENDA should be consulted if a disabled pupil is to be excluded. Parents must be involved in process.	Headteacher SLT Head of Boarding School Council Parents	2009-2012	SENDA regulations  Coordinated approach  Parental consultation	Disabled pupils are not discriminated against in terms of unfavourable treatment if sanctions or exclusion need to be applied

## **PARENTAL PARTNERSHIP**

Although Roedean as an independent school is not generally subject to the process of statutory assessment, parents still have the right to seek redress if they have a cause to go to a tribunal (SENDIST) in terms of unfavourable treatment. The school has a good relationship with parents which, is developing and the following areas apply to disabled pupils.

<b>Objective</b>	<b>Action</b>	<b>Person(s)</b>	<b>Time</b>	<b>Resources</b>	<b>Outcome</b>
Admissions	See first section	SENCO	2009+	As above	As above
Curriculum inclusion and choice	Parents and pupils involved with academic staff throughout any curriculum choice (GCSE) or change.	Parents Pupils Senior Tutors Tutors SENCO	2009-2010 On going	Coordinated Approach  Communication and meetings with parents	Appropriate curriculum choice that is not subject to unfavourable treatment.
Assessment	Parents are part of the assessment process and consulted at all times.	SENCO Specialist teacher Senior Tutors	2009-2012	Coordinated approach  Communication and meetings with parents	Outcome of assessments are subject to an agreed course of action with parents.
Individual programmes	Parents are involved in decisions about specialist lessons or adjustments to pupil's education	SENCO Head of EAL Specialist Teacher Senior Tutors	2009-2012	Coordinated approach  Communication  IEP and inclusion on the SEN register	Pupils developing through an individual education programme