



REDDAM
— HOUSE —

BERKSHIRE

SEND, EAL and Inclusion Policy

Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.

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Introduction

The school is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important, and students with physical disabilities are welcome.

Students, whose Special Educational Needs (SEN) and learning difficulties are suited to the curriculum, are also welcome provided that the school and Academic Support Department can provide them with the help and support that they require.

Admissions and Students with Disabilities, SEN and Learning Difficulties

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

We advise you that not declaring known difficulties, whether diagnosed or otherwise, may result in any place at Reddam House School being withdrawn and we reserve the right to withdraw an offer if we subsequently discover an underlying difficulty which falls outside of our admission criteria.

Before Entry

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

At entrance assessment, for students sitting formal assessment, the school requires benchmark information to judge a prospective student's current ability. Those who have an access arrangement at their current school may use that arrangement, or one Reddam deems to be similar, to access entrance tests, unless they assist the candidate with a skill the test is designed to measure, for example, a computer or human reader would not be allowed for a test assessing reading or comprehension skill. Similarly, the text for an entrance test that was not testing reading or comprehension skill may be read aloud to all candidates, rather than allowing the use of a computer reader to one specific candidate. Similarly, extra time may not be applied to any test which is examining the rate of work/amount of work produced under timed conditions.

Where a student has a handwriting difficulty that compromises legibility, they may be granted the use of a Reddam computer to record any long writing piece in order that the quality of writing can be assessed. This must be requested in advance, agreed by the Registrar and supported with

evidence from the current school to show that recording via type is a current access arrangement. Spell and grammar check, and/or predictive text facilities will be disabled for this part of the test.

On occasion, the offer of a place will be conditional upon the student undertaking support with the academic support team.

Barriers to Learning

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

Physical Accessibility

Parents and prospective parents of disabled children may wish to obtain copies of the school's accessibility plan from the school reception. This shows the ways in which the governors' plan to make the buildings progressively more accessible to disabled students, disabled parents and visitors. The school has an active monitoring policy and will do its best to make adjustments to take account of an individual student's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

Other Adjustments

Other adjustments are also possible. Depending upon need, children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required. Students can have modified social time plans put in place.

Menus can be devised to cater for special dietary requirements.

Auxiliary Aids and Services

The Equality Act 2010 extends the duties on schools to include the provision of auxiliary aids and services.

Reddam House Berkshire do not currently have any students with an Education and Health Care Plan (EHCP) but will consider admitting students with these plans, in exceptional circumstances, and when we believe we are able to meet the needs of the student and their needs will not negatively impact on the learning of their peers.

The Academic Support Department

The Academic Support (AS) department is staffed by qualified specialists who can support each student with a milder form of specific learning difficulties in the following areas:

Dyslexia, Developmental Coordination Disorder/Dyspraxia, Dysgraphia, Dyscalculia, ADHD and its inattentive subtype, less impactful forms of Autism which formerly would have been identified as Asperger's Syndrome.

The Academic Support Department is headed by the Academic Support Coordinator, who is also the SENCo for the Junior School. She liaises regularly with the SENCo for Middle and Senior School.

Some disabled students may also require specialist support from AS. This would normally be discussed with parents before their child enters the school. Students with identified or suspected learning difficulties may be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one lessons and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents and to help them to overcome the barriers that their difficulties present.

The AS department will prepare a personalised plan for each child who receives their lessons, setting achievable targets. The child, together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets. The Academic Support teacher will work with the child's tutor and Year Coordinator to monitor progress and communicate regularly with parents via an online Learning Passport.

English as an Additional Language (EAL)

In order to cope with the high academic and social demands of Reddam House Berkshire students must be fluent English speakers. The school may recommend that some children, whose first language at home is not English, receive individual or group tuition in English as an additional language.

Role of the SENCO

The SENCo holds an important role as Reddam House Berkshire's SEN co-ordinator (SENCO). At Reddam House Berkshire the SENCo role is split between two professionals; one for the Junior School and another for the Middle/Senior Schools. Working closely with the Heads, Heads of Year, and the other pastoral staff, they play a key role in determining the strategic development of the SEN policy and provision in the school in order to cater for the individual needs of students with SEN. S/he will liaise closely with the student's teaching staff, family and where appropriate, with the school's medical staff and with external agencies.

Staff Training

All staff (including teaching and support staff) are given regular annual training on working with SEN and disabilities by the SENCo/s. This training focuses on helping each child to reach their maximum potential, the appropriate adjustments (such as large print or using coloured paper) that can give full access to the curriculum and facilities of the school to the greatest extent possible.

The school trains its teachers to differentiate within the curriculum and to take into account students' learning difficulties (as well as the needs of gifted and talented students). The SENCO liaises with the teaching staff about the most appropriate means of meeting the needs of students with SEN and learning difficulties.

School Behaviour and Discipline

The school takes pride in its well-developed system of pastoral care for social interaction amongst students. All students, from the youngest in the Early Learning School upwards are taught that discrimination, victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a disabled student, or a student with SEN or other protected characteristic, does not suffer less favourable treatment as a result of discrimination and that they fully comply with the school behaviour and discipline code, regardless of any disability.

Students are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All students understand that the school has a zero-tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

Partnership with Parents

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

The school works closely with outside agencies, as appropriate, to provide early help with identification of any special needs and early intervention, and involving parents regarding working with external specialists especially in the context of EYFS. The Early Years Inclusion advisor will be the first contact for students in our EYFS setting.

SEND in The Early Learning School

All the above applies to SEND in the Early Learning School as well as the additional provision stated below.

The school plans for the four areas of need: communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs.

The ELS monitor and review students' progress throughout the Early Years. If a child appears to be behind expected levels, the methodology outlined in the *SEND Code of practice 2015* for gathering information and seeking "Early help" in line with the Children Act 1989 and the school's policy for the promotion of

pupil wellbeing may be used. The cycle of action: assess/plan/do/review will be used to create a graduated response to determining individual pupil need.

If necessary, the school may seek external help of specialists or advise parents/carers to request an EHC assessment. Decisions to involve external specialists will be taken in discussion with parents. Parents are informed if their child is receiving SEN support.

Reddam House Berkshire does not discriminate in any way regarding entry. The ELS welcomes students with diagnosed or suspected special educational needs providing that we believe we can offer the support the child requires, and the child's needs do not impact the care of others.

We are aware that the children joining our ELS are very young and may not be diagnosed with or suspected of having special educational needs at their point of entry. If, as your child progresses through the ELS, we believe that our ELS school is not the best fit for your child or that we cannot offer the support needed for them to thrive, we will communicate this to you. We are committed to working with all parents, current and prospective, to support them in the most suitable care for their child. This includes children for whom an EHCP application is being considered. Please do speak to our ELS SENCo if you are considering an EHCP application so that we can explain our school policy.

Though all students within the school will be supported to the best of our ability, students hoping to transition into the Junior School will still be expected to reach the same criteria as their peers.

It will be at the discretion of the staff at Reddam House to discuss with parents what the best setting for their child is at each stage of transition.

- The Early Learning School's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in our schools. Each school's Local Offer is available on the website and on the Wokingham Borough Council Website.

Evaluation of SEND Policy

The Principal, Head of ELS and SENCo will consider the effectiveness and practicalities of the SEND Policy at the end of each academic year. Any remedial action or policy amendments will be reflected in the SEND Improvement Plan and the School Improvement Plan if whole school issues are identified.

Complaints

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

Appendix 1 -Reasonable Adjustments

Reddam House Berkshire is committed to treating its students and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled students and applicants are not put at a substantial disadvantage by comparison with students and applicants who are not disabled.

Reddam House Berkshire recognises that every child is unique. This policy does not therefore seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled students and the factors the school will take into account when considering requests for adjustments.

When does the duty arise?

We have a duty to make reasonable adjustments for students and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with students and applicants who do not have disabilities. A student or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty?

Reddam House Berkshire seeks to ensure that disabled students and applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. to our policies, criteria and practices (i.e. the way we do things); and
2. by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled students. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

Entry tests

We are allowed by law to apply an entry test and we do so as part of our admissions process and believe that each student with a disability and/or SEN requires special consideration and treatment.

If appropriate adjustments need to be put in place, they will be discussed thoroughly with parents and their medical advisers, including adjustments that can reasonably be made to the curricular and extra-curricular activities before their child becomes a student at the school.

At entrance assessment, for students sitting formal assessment, the school requires benchmark information to judge a prospective student's current ability. Those who have an access arrangement at their current school may use that arrangement, or one Reddam deems to be similar, to access entrance tests, unless they assist the candidate with a skill the test is designed to measure, for example, a computer or human reader would not be allowed for a test assessing reading or comprehension skill. Similarly, the text for an entrance test that was not testing reading or comprehension skill may be read aloud to all candidates, rather than allowing the use of a computer reader to one specific candidate. Similarly, extra time may not be applied to any test which is examining the rate of work/amount of work produced under timed conditions.

Where a student has a handwriting difficulty that compromises legibility, they may be granted the use of a Reddam computer to record any long writing piece in order that the quality of writing can be assessed. This must be requested in advance, agreed by the Registrar and supported with evidence from the current school to show that recording via type is a current access arrangement. Spell and grammar check, and/or predictive text facilities will be disabled for this part of the test.

On occasion, the offer of a place will be conditional upon the student undertaking some sessions with the academic support team.

If necessary, we make reasonable adjustments for disabled applicants sitting the entry test, such as, for example, allowing it to be completed on computer rather than by hand. However, the pass mark for the test is not altered as this would not be a reasonable adjustment.

How do I request an adjustment?

If your child is disabled/has a SEN need, and you believe that (s)he is being put at a substantial disadvantage compared with students without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (or "SENCO") setting out in full the adjustment and (if necessary) how the school could put this into practice. The school will consider your case.

The school's response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible, however, in some cases this might not be possible, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in

more detail how best to overcome the substantial disadvantage that the student or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

How will the school decide whether an adjustment is reasonable?

When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- whether it will be provided under an EHCP from the Local Authority;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other students (and potential students).
- whether the adjustment would invalidate the result by assisting the student in the skill the test is devised to measure; for example, having access to a computer or human reader in a test devised to test reading skill at entry.

Confidentiality

You (or your child if the school believes (s)he has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

It may be necessary to share information on the learning need of the student with the teaching, pastoral or supervision team in order to ensure that the student's needs are being met.

Outcome

Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision?

If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure.