



LEWES OLD GRAMMAR SCHOOL

Disability Inclusion, Special Educational Needs and Learning Support Policy

ADMISSIONS AND PUPILS WITH DISABILITIES, SEN AND LEARNING DIFFICULTIES

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 Trustees 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 pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Learning Support Department can provide them with the help and support that they require.

THE SELECTION PROCESS

Lewes Old Grammar School's selection policy is described in its prospectus/admissions procedure. Applications from all who have the ability and aptitude to access our academic curriculum are welcome. Parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance exam so that appropriate provision can be made for them on the Entrance Examinations day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support any request.

BEFORE ENTRY

Each pupil with SEND requires special consideration. If adjustments to the curricular and extra-curricular activities need to be put in place, they will be discussed thoroughly with parents, and if appropriate with their medical advisers, before their child becomes a pupil at the school. On entry to the School, pupils with SEND will have an IEP which is regularly reviewed with the pupil, parents and the teachers.

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.

Since pupils with SEND have very different needs, the school recognises the importance of communicating closely with parents with regards to learning assessments for their child/ren and related targets for improvement. The school shares targets with pupils and parents with the aim of enabling progress to be achieved.

PHYSICAL ACCESSIBILITY

Parents of current and prospective pupils with disabilities may wish to obtain copies of the school's accessibility plan from the website and school office. This shows the ways in which the Trustees' plan to make the buildings progressively more accessible to disabled pupils, 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 pupil's needs, within the constraints imposed by its historic and listed buildings, scattered site and resources.

OTHER ADJUSTMENTS

Menus can be devised to cater for some special dietary requirements but students can bring in their own packed lunches if preferred or more practical.

From 1 September 2012: AUXILIARY AIDS AND SERVICES

The Equality Act is making significant changes to the law on discrimination as it affects disabled pupils and in particular the extension of duties on schools to include the provision of auxiliary aids and services (which has been effective from 1 September 2012). Further guidance from the DfE is currently awaited on this but Lewes Old Grammar School follows the principal guidance in the EHRC draft Code of Practice for Schools.

PUPILS WITH EDUCATIONAL HEALTH PLANS

Pupils with EHCS from their local authorities who are suited to the school's educational offer are welcome.

ENGLISH AS AN ADDITIONAL LANGUAGE

In order to cope with the academic and social demands of Lewes Old Grammar School, pupils should ideally be fluent English speakers. For exceptions, see the School's English As a second Language, (EAL) Policy.

THE LEARNING SUPPORT DEPARTMENT

ROLE OF THE SEND Coordinator

The head of the learning support department has an important role as Lewes Old Grammar School's SEND co-ordinator (SEND). Working closely with the Assistant Head Pastoral and Assistant Head Academic together with the other pastoral and academic staff, she plays a key role in determining the strategic development of the SEND policy and provision in the school in order to cater for the individual needs of pupils with SEND. She will liaise closely with the pupil's teaching staff, family and

where appropriate, with external agencies. The head of the learning support department attends regular external training in order to remain current with her latest duties as SENDCo.

The learning support department is staffed by fully qualified teachers and specialists who are able to support each pupil with a specific learning difficulty in the following areas:

Dyslexia, Dyspraxia, Dyscalculia, Autism, Asperger's syndrome

The learning support department will prepare an individual education plan for each child, 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.

Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected learning difficulties will 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.

STAFF TRAINING

All members of staff (including teaching and support staff) are given regular training on working with SEND by the SENDCo. This training focuses on helping each child to reach their maximum potential, by making the appropriate adjustments to their teaching and classroom practice (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 expects its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of gifted and talented pupils). The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in exams.

One of the responsibilities of the Trustees' educational sub-committee is oversee of the provision of learning support and accessibility for pupils with SEND and learning difficulties. This role is performed by Trustee; Mrs F O'Halloran.

SCHOOL BEHAVIOUR AND DISCIPLINE

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils, from the youngest in the nursery upwards are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND does not suffer less favourable treatment as a result of discrimination. Pupils 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/school rules 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 invested in preventing bullying, victimisation and harassment and in dealing with it when it occurs. All pupils 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 SENDCo, other pastoral staff, tutors teaching and first aiders who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

COMPLAINTS

The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND 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.

CHARGING POLICY

See Reasonable adjustment Policy in Finance section

Recommended review period: Annual
Review by: Head, Bursar and SENDCo
Date reviewed: August 2017
Date to be reviewed August 2019