

Special Educational Needs and Disabilities Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The

Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice has also accompanied this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information describing this new pathway in more detail on your corresponding county's SEND local offer website for Hampshire or Dorset:

www3.hants.gov.uk/sendlocaloffer.org.uk

www.dorsetforyou.com/local-offer

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with Special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire and Dorset that have an Education, Health and Care Plan and, in the Early Years setting only, those who do not have a plan, but still experience some form of special educational need. (See our Early Years' offer, Appendix 1) The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Vision statement

The School's vision statement

Ballard School provides a supportive and caring environment for learning, based on Christian values and excellent teaching, designed to ensure all pupils achieve their personal best. High academic standards, together with thorough preparation for future education and the world of work, are underpinned by an ethos of concern for others, unselfish attitudes and an awareness of the rights and duties of a good citizen. The diverse range of activities and broad curriculum nurture the self-confidence of all our pupils, and help the development of their personality, engendering also lifelong interests and stimulating a desire to serve the community. Alastair Reid, Headmaster, June 2017

At Ballard School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Our Department of Enhanced Learning (DEL) can arrange additional Specialist Teacher support for our pupils with Special Educational Needs and Disabilities (SEND), those needing support with English as an Additional Language (see EAL Policy) and those benefitting from behavioural and emotional support through our ELSA programme.

Together we take pride in making a positive contribution to our school and the wider community.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, who complete a declaration form for special educational needs and disabilities prior to entry, Early Years settings and Education, Health and Care services prior to the child's entry into the school. Baseline assessments are carried out within a month of pupils starting at Ballard to inform learning and teaching and to highlight discrepancies.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers and, when deemed necessary, Specialist teachers, will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the Head of Learning Support (Mrs Jan Belcher), EYFS SENCO (Mrs A Harnett) and Head Teacher (Mr Alastair Reid) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with pupils** to develop a pupil profile to ensure the individual is fully engaged and taking responsibility for their own learning outcomes.
- **Seeking the support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services will include Specialist Teacher support for the Hearing Impaired, Speech and Language Therapy, Children, Adult Mental Health Service (CAMHS) and the Network of SENCOs operating in the Area 5 sector of independent schools.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinion of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and through the Houses: Broadley, Holmsley, Setthorns, and Wilverley.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Alastair Reid, Headmaster.
- The person responsible for overseeing SEND provision on the board of governors is Mrs Fiona Morgan.
- The person responsible for SEN provision on the Senior Management Team is Mrs Jan Belcher.
- The person responsible for co-ordinating the day to day whole school provision of education for pupils with SEND is Mrs Jan Belcher, Head of Learning Support [*SENCO*]
- The person responsible for the day to day provision of education for pupils with SEND at Early Years Foundation Stage is Mrs Anne Harnett.

3. Arrangements for co-ordinating SEN provision

The Head of Learning Support will hold details of all SEND records for individual pupils.

All staff can access:

- The Ballard School SEND Policy via Sharepoint
- A copy of the full SEN Register via Sharepoint
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including Personalised Education Plans (PEPs previously referred to as IEPs), targets set and in-class adjustments.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities. Details of classroom strategies for SEND pupils are linked to registers and mark sheets on SIMS.

Early Years Foundation Stage (EYFS) staff can access:

- All of the above
- SEN information through Hampshire's Early Years Educational Authority

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus and our separate Admissions Policy.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

We are committed to whole school inclusion providing reasonable adjustments can be made in our school context. (See Reasonable Adjustments Policy, Appendix 2) In our school we support children with a range of special educational needs. We can provide specialist SEN provision as an additional service and seek training from SEN services, such as Hearing Impairment specialist teacher services, where necessary.

5. Specialist SEN provision

We are committed to whole school inclusion. At Ballard School we support children with a range of special educational needs. We can provide additional specialist teacher support for literacy and numeracy, and seek specialist SEN provision and training from SEN services where necessary. (See schedule of fees for the appropriate academic year for advice on charges for additional support).

6. Facilities for pupils with SEN

The school complies with relevant accessibility requirements within our school context. Please see the school's Accessibility Plan for more details.

7. Allocation of resources for pupils with SEN

Pupils with SEND who have been issued a Statement of Special Educational Needs, or an EHC Plan, can apply for additional funding from their local authority. It would then be the responsibility of the Head of Learning Support, Senior Leadership Team and Governor responsible for SEND to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Head of Learning Support will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward. A decision may be made to carry out a diagnostic assessment at this stage.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and

national data, as well as the views and experience of parents. The pupil's views and where relevant, specialist teacher assessment or referral to external professionals will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between tutor, subject teachers, Head of Learning Support (Mrs Jan Belcher) and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group and/or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Head of Learning Support.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The specialist teacher, in conjunction with the Head of Learning Support will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will usually be taken at a progress review/meeting with parents.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Head of Learning Support /SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www3.hants.gov.uk/sendlocaloffer.org.uk

www.dorsetforyou.com/local-offer

or by speaking to an Education, Health and Care Plan Co-ordinator on: 01305 224138 or by contacting the Parent Partnership Service at www.dorsetforyou.com or www.3.hants.gov.uk/childrens-services/parentpartnership

Education, Health and Care Plans [EHC Plan]

- a) Following Statutory Assessment, an EHC Plan will be provided by the appropriate county council, Dorset or Hampshire, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in the classroom setting. Additional support may be deemed necessary, in which case the Head of Learning Support will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and by attending external CPD courses. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision; there is usually a charge for additional specialist services. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

10. Inclusion of pupils with SEND

The Head Teacher (Mr Alastair Reid) and Head of Learning Support (Mrs Jan Belcher) oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of reports, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on a Personalised Education Plan (PEP) for pupils attending the DEL; targets are set and updated when success criteria is achieved; progress is measured and recorded using quantitative as well as qualitative data. SEN provision and interventions for all other SEN pupils are recorded in SIMS and updated when the intervention is changed. These are updated by the specialist teachers and monitored by the Head of Learning Support. These reflect information passed on by the Head of Learning Support at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated weekly by allocated specialist teachers, biannually by the Head of Learning Support and information is fed back to the parents and staff. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or Deputy Heads, who will be able to advise them on formal procedures for complaint.

13. In-Service Educational Training (INSET) and Continual Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The Head of Learning Support (Mrs Jan Belcher) attends relevant SEN conferences and courses, and presents in house training. She also facilitates and signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The Head of Learning Support, in conjunction with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school has limited access to external support services, but where possible continues to build strong working relationships and links with external agencies in order to fully support our SEND pupils and aid school inclusion.

15. Working in partnerships with parents

Ballard School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor (Mrs Fiona Morgan) may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school works in liaison with other schools in the IAPS 'group of 16' for independent schools and the IAPS Area 5 SEND Leaders' team; we have additional links with ISA and London West District. This enables the schools to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Ballard School carries out in house identification and assessment of, and provision for, SEN, but invites and seeks advice and support from external agencies when necessary.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged.

Signed _____ [*Mr Alastair Reid*]
(Headteacher)

Date _____

Signed _____ [*Mrs Jan Belcher*]
(Head of Learning Support/ SENCo)

Date _____

Signed _____ [*Mrs Fiona Morgan*]
(SEN Governor)

Date _____

This policy will be reviewed annually.

Adopted: September 2014
Reviewed by Mrs J Belcher: July 2017

Next Review date: July 2018

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LOCAL OFFER

EARLY YEARS EDUCATION PROVIDER NAME:

| |
|------------------------------------|
| Ballard School DfE 850/6012 |
|------------------------------------|

OFSTED UNIQUE REFERENCE NUMBER:

| |
|----------|
| EY311188 |
|----------|

CONFIRMATION THAT 'CO-PRODUCTION' HAS TAKEN PLACE WITH PARENTS, CARERS, STAKEHOLDERS: YES/ NO

LOCAL OFFER SUBMITTED BY:

| | |
|------------------|-----------------------|
| Name | Anne Harnett |
| Date | September 2017 |
| Signature | <i>A Harnett</i> |

1. How does the early years setting know if children need extra help and what should I do if I think my child may have special educational needs or disabilities?

Before each child starts Ballard School we ask parents to supply information relating to any additional needs a child may have along with any medical needs and health history. Upon joining Ballard School if an additional need is known a care plan is put into place in order to support the child's individual and/or additional needs.

Ballard School tracks each child's progress as they proceed through the school. We have regular parent meetings to exchange information and to maintain support for both the child and the family if additional help is needed. Regular school reports are provided at the end of each term.

The Pre-Prep department also have a parent/carer handover at the beginning and end of each child's day. Should a parent or member of staff have concerns that cannot be dealt with at handover times a meeting is arranged between the parents and staff.

In the Early Years classes a special education needs co-ordinator (SENCO) along with the class teacher puts into place a personalised education programme (PEP). As the child progresses through Ballard School the Head of Department for Enhanced Learning takes over the SEN provision.

2. How will early years setting staff support my child?

The class teacher will plan an educational programme for each child in their care. The class teacher works closely with the classroom assistants to monitor the individual needs of each child. Each day at the end of the session the teacher will feed back information relating to your child's day. Regular parent time meetings are held and information sharing between the staff and the individual child's parent/carer is encouraged to ensure each child's needs are met.

The class teacher is your child's Key Person and the classroom assistants provide support as Co Key persons. The Pre-Prep SENCO, Mrs Harnett works with both the teaching staff and parents to provide continuity of care. The SENCO will also support the process of obtaining extra care or support from outside professionals or agencies. If additional help or one to one care is needed, and the parents are not able to access full funding, parents may be required to help with additional costs.

The Department of Enhanced Learning within the school support the child as they proceed through each year group. They work closely with the children before exams to ensure they have an equal opportunity to succeed.

3. How will the curriculum be matched to my child's needs?

The initial parent meeting which is held before your child starts school will enable the teacher to get background information and discuss and plan with the parents the most suitable approach to plan for and support the individual child's needs. We encourage each child to come in for a short taster session so that we are able to get to know them before they start. This allows time for planning and differentiating play to enable them an equal opportunity to pursue the various activities that are completed within the sessions.

In Early Years each child with additional needs will have a PEP (Personalised Education Plan) compiled with the help of the class teacher and the SENCO. We work with outside professionals, such as speech therapists and occupational therapists, and they will often provide a PLP for the teacher to use in school.

The children's progress is documented by regular observations that enable us to assess and plan for the individual child's needs on a continuing basis.

Children with English as a second language will be supported to gain confidence in English language skills.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

Through tracking their progress during the session and by regular observations, we will constantly monitor the individual child's progress. Reports and parent meetings are held on a regular basis. Holding regular meetings with the parents / carers enables Ballard School to support the family as well as the child. We value the support of the parents/carers to share information and knowledge of the individual child's progress and needs.

5. What support will there be for my child's overall well being?

At Ballard School we have two qualified school nurses on hand for any medical emergencies. There are also staff in Pre-Prep who have paediatric first aid training. Only prescribed medication is administered unless a medical emergency arises then the school nurse will administer calpol/ paracetamol having received parental consent at entry to Ballard School on the medical consent form.

Parents/carers are asked to fill out a medication form when handing over the prescribed medicine. This is signed and witnessed by staff as the medicine is given and then signed again by the parent/ carer on collection of the child. Parents are given a copy and the school retains a copy of this form. We seek training, where available, on administering medication and work closely with the outside professionals that are involved in the care of the child.

Staff attend various training throughout the year to enhance their knowledge and understanding on the care and development of the Early Years child.

Details of all our Early Years Policies, including the administration of medicines, can be found at www.ballardschool.co.uk on the Pre-Prep page.

6. What specialist services and expertise are available at or accessed by the early years setting?

All class teachers hold relevant qualifications. At Ballard School we have an Early Years Special Educational Needs Coordinator (Mrs Harnett) who works with children in Nursery. Mrs Hunt holds a certificate in special educational needs and attends regular refresher courses and local authority meetings. Mrs Lise Verdon is our Kindergarten teacher and works with children the year before Reception. As the child moves into the Reception class and progresses into the main body of the school, the Department of Enhanced Learning oversee and assist subject teachers, to provide Quality First Teaching to all as part of the staged approach, and support the child as they proceed on through each year group.

The school will contact and liaise with external agencies as the need arises in the Early Years. Further one to one support is available, if required, please see SEN policy.

7. What training have the staff supporting children with SEND had or are having?

The Early years special education needs coordinator holds a certificate in special needs awarded by the Pre-school Learning Alliance. She also attends regular SENCO meetings and refresher courses. When the child moves into the Reception class the Department of Enhanced Learning take over the learning needs of the child. It is staffed by fully qualified specialist teachers, details of which can be found on our school website www.ballardschool.co.uk

8. How will my child be included in activities outside the early years setting including trips?

Children attending the Early Year's section of the school from Nursery until Kindergarten remain on site. The school has extensive grounds for the children to explore on regular nature walks and outside play. We discuss the individual child's needs and address those needs where possible. Risk assessments will be undertaken as necessary.

9. How accessible is the early years setting environment? (Indoors and outdoors)

All classrooms in the Early Year's section of the school are on ground level. We have made a small ramp to enable walking frame or wheelchair user's access to the main corridor leading into the dining room and Sports Hall. We have a disabled toilet adjacent to the Early Year's classrooms. Children with a walking frame or wheelchair can access the outside play area but not the woodchip area surrounding the climbing frame. Consideration will be made for children with English as a second language to include resources that reflect their home language or environment.

10. How will the early years setting prepare and support my child to join the early years setting, transfer to a new setting / school?

Before each child starts Ballard School we ask parents to supply information relating to any additional needs a child may have along with any medical needs and health history. Upon joining Ballard School if an additional need is known, a care plan is put into place in order to support the child's individual and/or additional needs. We encourage any new schools, to which the child may be transferring, to visit and see the child in session; parents are also welcome at these meetings. We liaise with the new school offering any information, including the latest reports, which they may need at the time of transfer and are willing to receive contact from the new school at any time.

11. How are the early years setting's resources allocated and matched to children's special educational needs?

Special educational needs funding is allocated where appropriate from the local education authority and may involve use of outside agencies. The school support parents in gaining access to this funding. A meeting is held with parents /carers to identify the areas most in need of help. A care plan is generated to meet the needs of the child and to discuss how the funding should be spent.

12. How is the decision made about what type and how much support my child will receive?

Ballard staff work closely with both the children and the parents. Regular assessments are carried out on each child. If a child appears to need extra support in a certain area we work together with the parents. Some children behave differently at school and a different approach may be needed for that child. If support is still needed and progress is slow the special educational needs coordinator will work with the class teacher and compile a personalised programme that is monitored and reviewed regularly. The next step would be to call on outside professional help. The teacher and parents work together throughout this process.

13. How are parents involved in the early years setting? How can I be involved?

At Ballard School we hold regular parent meetings and feedback information on a daily basis at handover time. Parents can also contact teaching staff through email and phone. When recording each child's progress we take into consideration any developmental milestones that have occurred in the home environment. In Kindergarten we have MAGs and DUGs mornings where **mum, aunty and grandma or dad, uncle and grandpa** are invited in to share activities with their child. Reception class also have termly open classroom mornings. Parents are warmly invited to Pre-Prep assemblies on Fridays in the school chapel.

14. Who can I contact for further information?

A parent's first port of call would be their class teacher who is also their Key Person. The Early Years SENCO is Mrs Harnett who can be contacted by email at ann.hunt@ballardschool.co.uk . The Head of Pre-Prep is Angela Curran-Smith who can be contacted by email at angela.curran-smith@ballardschool.co.uk All of the above staff can also be contacted by phone on 01425 626900.

Appendix 2

Reasonable Adjustments Policy for Disabled Pupils

Introduction

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

The declared aim of Ballard School is to meet the unique needs of every boy and girl. This policy does not seek to cater for every situation but is intended as a general statement of our policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

Reference should be made to two other school policy documents which relate to reasonable adjustments: firstly, the school disability policy; secondly, the SEND accessibility plan. These contain specific examples of where adjustments can be made / have been made.

When does the duty arise?

We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil 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. Special consideration will be given to any pupil suffering from a temporary disability caused, for example, by an accident.

What is the scope of the duty?

Ballard School seeks to ensure that disabled pupils 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.

What is not covered?

We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. 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 may do so as part of our admissions process. If necessary, we would 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 any such test would not be altered as this would not be a reasonable adjustment. In the main, however, our admission process (as detailed in the admissions' policy) does not usually require an entry test (unless this is for a scholarship assessment). We rely primarily on a 'taster day' or days (during which some informal testing may take place), previous school reports and a school reference. Once admitted to the school we do carry out baseline assessments (INCAS and MIDyis) to help with set placement, with target setting and to identify any particular weaknesses.

How do I request an adjustment?

Ballard School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

If your child is disabled and you believe that (s)he is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may contact the Head of the Learning Support in the Department of Enhanced Learning (DEL) at the School setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response

In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In other cases, 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 pupil 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 pupil;
- the cost of the proposed adjustment;
- whether it will be provided under a statement of special educational needs 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 pupils (and potential pupils).

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.

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.

Policy implemented January 2013

Alastair Reid (Headmaster)

Reviewed and updated: July 2017

Jan Belcher (Head of DEL)