



## FARNBOROUGH HILL

WHOLEHEARTEDLY

### SENDA POLICY 2024 – 2027

The School is committed to a full policy of equal opportunities and recognises its responsibilities under the Equality Act 2010, The Children & Families Act 2014 and The SEND Code 2015 to ensure it does not discriminate against pupils or potential pupils with a disability. The School, including all staff and Governors, recognises its responsibility to make reasonable adjustments to ensure that it provides a broad and balanced curriculum that does not place a disabled pupil at a disadvantage.

This document should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Access Arrangements during External and School Assessments and Examinations
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Assisting with Visual Impairment Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy and Procedure
- English as an Additional (EAL) Policy
- Equal Opportunities Policy
- Extended Learning Policy
- Health and Safety Policy
- Learning Support Policy
- Mental Health Policy
- Non-Examination Assessment (NEA) Policy
- Pandemic Policy
- Public Examinations Policy
- Recruitment Selection and Disclosures Policy and Procedures
- Supporting Pupils with Medical Conditions Policy

Many children or young people who have Learning Support may have a disability under the Equality Act 2010.

#### **The Equality Act 2010 definition of disability**

Generally, impairments have to meet the statutory requirements set out in Section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition – <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means ‘**limitations going beyond the normal differences in ability which may exist among people**’.

‘**Substantial**’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

‘**Long term**’ means the impairment has existed for at least 12 months, or is likely to do so.

‘**Normal day to day activities**’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

**(Study and education related activities are included in the meaning of ‘day to day’ activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

**Factors that might reasonably be expected to have a substantial adverse effect include:**

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example, because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;

**Factors that might reasonably be expected not to have a substantial adverse effect include:**

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person’s native language without assistance;
- inability to concentrate on a task requiring application over several hours.

The Special Educational Needs of Disability Code of Practice (SEND Code 2015) 0-25 years 2015 states:

“A child or young person has Learning Support if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.”

This definition includes children or young people with long-term medical conditions such as diabetes, epilepsy, cancer and eating disorders. It can also include dyslexia, dysgraphia, dyspraxia, underlying language difficulty and autism, if significant enough. Children and young people with such conditions do not necessarily have Learning Support, but where a pupil requires special educational provisions over and above the adjustments, aids or services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

The School is wholly guided by these principles in planning and designing its educational provision and aims to ensure that all pupils have equal access to learning and to the curriculum.

## **Special Needs**

The School’s mission is to educate girls, to nurture their personal, spiritual, moral, social and cultural development, and to promote academic excellence. The School aims to provide a safe educational environment in which all pupils are able to access the curriculum, make a positive contribution to the life of the School and achieve their potential. The School is particularly aware of the needs of those children with

disabilities and works hard to ensure that pupils with special educational needs are not treated less favourably. For pupils with diagnoses of special needs who, under the Equality Act 2010, have a physical or mental impairment identified that is substantial and long term and which impacts with an adverse effect on day-to-day activities, the School aims to put in place reasonable adjustments to aid pupils' learning and attainment.

Due to their Grade I listed status, many of the school buildings have limited facilities for disabled pupils but all reasonable adjustments are made to accommodate pupils with disabilities and to comply with the school's responsibilities under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Equality Act 2010.

The School accepts pupils with a variety of learning difficulties such as dyslexia. The School also offers places to pupils who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional problems. The School has worked with local authorities for children with additional needs and plans.

The Head of Learning Support is available to work with those pupils who have reached the required academic standard in the entrance examination but who need some help to reach their full potential. The School may also recommend additional working independently specialist support for pupils including those who have English as an additional language with a peripatetic specialist. This would be arranged and overseen by the Head of Learning Support. Referrals for support are made via the pupils' Head of Year. Please see the Learning Support Policy for further details. The School Nurse takes a similar responsibility for supporting pupils with a physical disability, liaising closely with the Head of Year and teaching staff.

## **Admissions**

In accordance with the School's terms and conditions, prospective parents must inform the School at the time of registration (or on request at any stage in the admissions process) of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School. Parents are advised to discuss their child's needs with the School before registration.

In assessing a prospective pupil, the School may seek any further information it regards appropriate to consider what reasonable adjustments can be made for the entrance assessment. All adjustment requests must be verified by a medical specialist or an Educational Psychologist's report or be confirmed as a current access arrangement by the child's current school. Those who have an access arrangement at their current school may use that arrangement, or one that the School deems to be similar, to access the entrance assessments unless they assist the candidate with a skill the test is designed to measure. All such requests must be made and agreed in advance in writing with the School.

The School will be sensitive to any requests for confidentiality regarding a learning support/disability. However, this may limit what the School could provide in making reasonable adjustments. Under these circumstances the School has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

Given the selective nature of the School, no adjustment will be made to the minimum overall academic standard required of all pupils, but individual reports on SEND will be taken into account when assessing performance in the assessments.

There may be exceptional circumstances in which the School is not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, the School feels that a prospective pupil is not going to be able to access the education offered, or that her health and safety or those of other pupils or staff may be put at risk, the School reserves the right to decline a place at the School.

Should the situation of a pupil with a disability and/or special educational need change between a place being accepted and the pupil starting at the School, parents are required to update the School immediately with any significant changes which render previously provided information out of date or incomplete. In the majority of cases this will not affect a pupil's place at the School. However, the School may, in exceptional

circumstances, need to reconsider the offer of a place if the pupil's situation has changed materially. Fees in lieu will not be payable in these circumstances and the acceptance deposit will be returned

If an applicant's disability and/or special educational need becomes apparent after admission into the School, the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the School. If, after reasonable adjustments have been considered, the School is unable to adequately cater for and meet the needs of the pupil, the Headmistress may request parents to withdraw their child. Fees in lieu will not be payable in this circumstances and the acceptance deposit will be returned

### **Education and Associated Services**

All pupils have the opportunity to learn and make progress. The School has a duty under SENDA to ensure that *less favourable treatment* does not occur in the following areas:

- Curriculum
- Teaching and learning
- Timetabling, classroom and school organisation and setting
- Homework
- Serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

All of these are bound by the limits of *reasonable adjustment* as detailed in the DDA 2005.

The role of SEN Co-ordinator is the responsibility of the Head of Learning Support and is described fully in the *Learning Support Policy* document. We endeavour to ensure that all subjects are available to each pupil but do on occasions allow a modified curriculum (such as the omission of foreign language study) in response to the needs of an individual's learning profile.

### **Access to classroom activities and Co-curricular activities**

The School will, wherever possible, make reasonable adjustment to allow all pupils with a learning difficulty or who are disabled to access the full educational and learning experiences that the School provides. However, under the *reasonable adjustments duty* the School would also have to consider:

- The financial resources available to the School
- Health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation
- The interests of the other pupils and persons who may be admitted to the School as pupils

In the event that a pupil's co-curricular or recreational activities are limited by their learning difficulty profile, alternative opportunities will be made available wherever possible. To this end, there is close liaison between the Head of Learning Support, Head of Year and Physical Education staff.

All appropriate steps will be taken to ensure that a pupil who becomes disabled, or whose situation changes necessitating additional help, during their time at the School has every opportunity to remain at the School through a process of adaptation and support.

### **INSET**

The School recognises the needs for staff INSET on issues of SENDA provision and incorporates this within the plans for full staff INSET. In addition, an awareness of SENDA issues is part of all new staff induction and addressed appropriately at regular staff and pupil assessment meetings. The Head of Learning Support also

provides INSET to PGCE students and ECTs on the staff, as well as being the centre training school for SENCOEs held with sessions on access updates led by the Head of Education for the JCQ

## **Review**

The School is committed to reviewing annually both admissions procedures and policies and issues of access to learning to ensure that a *continuous responsibility* is exercised. Other areas of policy and provision should, in addition where appropriate, be reviewed with SENDA in mind.

This policy is reviewed annually by the Director of Admissions and Marketing, Headmistress, Bursar and Head of Learning Support.

The next review is due in March 2026.



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### SENDA PLAN (Special Education Needs & Disability Act)

1 April 2024 to 31 March 2027

The three areas to be addressed are:

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
2. Making written information accessible in a range of different ways for disabled pupils and parents.
3. Developments in physical access to education and associated services (the Accessibility Plan).

Priority Area	Target	Strategies	Outcomes	Time Frame
<b>1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum</b>	Accurate data collection concerning disabilities (including learning difficulties) on entry to the School and dissemination to staff	All new parents to the School asked to complete a Questionnaire for Learning Support needs questionnaire on entry and note made on difficulties/disabilities written on response from parents  Recommendations, plans and profiles for learning adjustments given to staff and departments to adjust their teaching; updated when new diagnoses received  Increasing specialist help for pupils as the department expands	Additional data collected by Head of Learning Support and disseminated to staff and teachers to adjust their teaching in regard to specialist recommendations  Meeting with Bursar and Headmistress to discuss additional specialists to be employed in the department  Immediate association with three neurodiverse specialists engaged for staff training and therapy needs  Aim is two specialists to be employed by September 2025 and reviewed after a term to check this matches needs	Review of pupil progress at regular intervals <b>each term</b> . Process reviewed each year by Head of Year and Deputy Head – Academic, as well as Heads of Department each term of adding pupils to support and meeting parents to discuss progress if diagnosis required.  Heads of Department make a formal , collated check of all processes and curriculum to be inclusive in line with SEN diagnoses and Passport Profiles (this process begin in 2024-25) and carried out by the beginning of the summer 2025 each year.  Neurodiversity specialists formally associated to

			<p>Amy medical or physically disabled pupils who may enrol, to be given bespoke assistance in lessons</p>	<p>school by February 2025 for therapy and diagnoses. Review end of Summer 2025 and to increase this in 2025-2026.</p> <p>Meeting with bursar February 2025, to discuss costing of additional specialists for pupils with SEN and plans in place for September 2025, by beginning of summer term 2025. To be reviewed beginning of Easter term 2026 to gauge if this needs increasing in 2026-27</p> <p>Medical/ Physical needs overseen with School Nurse for a Health Care Plan that informs that which may be needed in lessons and extra curricular (updated annually in September)</p>
	Increased screening for disabilities	<p>All Year 7 pupils screened using Ann Arbor tests at the end of their first year at Farnborough Hill</p> <p>To increase this at Year 9 if pupils to be enrolled at this stage from September 2025</p>	<p>Additional information obtained by online questionnaire when enrolled, used to assess result of screening. Parents may be contacted if screening reveals below cut-off when disabilities may be</p>	<p>By July 2025 decision about screening for Year 9 intake, and reviewed annually as school enrolls pupils at this stage is the new plan for September 2025</p>

			<p>present. Additional assessment by Ed Psych may be offered and information may be circulated to staff.</p> <p>Increasing pupils in September 2025 in Year 9, to have additional screening in place as they would have missed Year 7 screening</p>	
	EAL specialist assistance for pupils requiring EAL	EAL specialist appointed	Pupils with EAL able to pass International Certificate and/or English GCSE	Results of examinations in English for EAL pupils to inform needs going forwards for EAL pupils, by summer 2025. Bespoke need provided when results are below that required to access curriculum
	Regular Review of <i>Learning Support Policy</i> and procedures	Head of Learning Support to review policies annually in discussion with Headmistress	Changes to procedures incorporated quickly and effectively	<p>Annual</p> <p>2025-26 – the expansion of specialists and increasing screening in Year 9</p> <p>Reviewed at the end of the year to gauge if further specialist support will be needed for numbers of pupils with SEN</p>
	Staff trained and confident to deal with disabilities	Inset for staff on helping those with disabilities	<p>Staff awareness raised and strategies for dealing with disabilities highlighted and well known</p> <p>Responding to the annual census and SEN highlighted</p>	Regular training on Inset Days – whole staff - and induction of new staff about policy and practice within departments and Heads of Department checklist that all is disseminated including



			– increase in 2025 in neurodiversity	<p>those on NQT programme and training for PGCE.</p> <p>2025 -2026 – increased training in neurodiversity due to numbers of SEN rising in this</p> <p>Links with three specialists in 2025 to increase therapy and diagnose, by February 2025</p> <p>2025-26 to increase specialists in processing</p>
	Potentially poor Study Skills addressed	Increased provision for development of study skills through specialist study skills sessions and external company. Tracking termly by Head of Year who refers pupils for intervention offered where appropriate, sessions and groups composition vary each term	Pupils placed in revision groups for support in learning techniques for revision	Groups reviewed by Heads of Year each term
	Increased liaison with outside agencies for support in learning and Learning Support legislative updates	<p>Ed Psych employed on regular basis to screen pupils and to carry out Ann Arbor screening in July each year</p> <p>During a pandemic, if necessary, assessments can be carried out online with qualified (in online assessing) Educational Psychologist to</p>	<p>Feedback to parents of pupils found at risk of SEN</p> <p>Head of Learning Support liaises with Deputy Head - Pastoral and Head, where necessary, and with LEAs for pupils unable to attend</p>	Head of Learning Support holds JCQ training for 50 schools at the School with Head of Examinations for JCQ and attends updates on SEN training when appropriate annually By September 2025 and reviewed annually

		<p>ensure that such testing continues to be carried out</p> <p>Deputy Head – Pastoral works with services and LEA on full attendance aims</p> <p>Training for staff in aspects of SEN with recommended specialists</p>	<p>school for a prolonged period of absence as well as with specialists where appropriate</p> <p>The new (2024 August) ‘Working Together’ Department for Education Act – statutory to ensure LEAs work with schools. School Inclusion services links for home schooling and also with Surrey Children’s services for children unable to access school due to disabilities in line with the Statutory Act for Attendance</p> <p>Inset and sessions arranged for teachers with specialists</p>	<p>Ongoing, when cases arise, bespoke to the pupil’s needs OT therapist and Speech and Communication specialist training February 2025 for staff with pupils with those needs.</p> <p>Teachers and SLT linked to recommended specialist help Twice annually: arranged with Deputy Head operations (last two have been January 2024 and January 2025 for neurodiversity) Plan in 2025-26 for whole staff training on processing needs. Plan in 2026 - 27</p>
	To provide challenging and stimulating teaching and learning which meets the needs and expectations of pupils and parents	Whole school and department policies and practice led by Deputy Head – Academic	All departments and whole school planning aimed at achieving this target	Ongoing and reviewed annually; Heads of department check the Passport Profiles are signed in their department by the

				beginning of the summer term to ensure SEN into account of plans. All staff given updates of the Learning support Register and alerts sent each term to check updates.
	Ensure co-curricular and trips provision is accessible by all pupils	Raise awareness of staff offering co-curricular activities and trips to provide and plan inclusion of those with disabilities carrying out necessary risk assessments	School to seek advice form experts, if necessary	Ongoing and reviewed termly with each trip that arises, checked with Deputy Head - Operations and teacher in charge
	To ensure access arrangements in examinations and High-Level control tests are in line with new JCQ regulations for access arrangements	Head of Learning Support, Headmistress's PA and Deputy Head - Academic to check new regulations and put into practice access arrangements by the deadlines. Information made accessible on iSAMS by Examinations Officer who implements the access. Rest break area from lessons	Pupils needing access for examinations and application made early in the academic year to the examination boards and provision made  Training of administrators for the new Form 9 Medical Needs, by the Head of Learning Support	Ongoing and reviewed termly and each September
Special consideration in external examinations	To assist parents when their daughters may experience medical or psychological difficulties to ensure this is taken into account in the grading final awards	Contact parents identified by HOY whose daughters may require special consideration as to the way to obtain it – Head of Learning Support and Deputy Head – Pastoral may review this and specialists' information where appropriate	Pupils experiencing medical or psychological difficulties with flare ups in examination sessions obtain special consideration in their grading	As cases arise, application is made to the examination board and checked with Deputy Heads (pastoral and Academic) each summer examination session

Inclusive Education for pupils unable to attend school for long periods of time due to prolonged illness	To assist parents in obtaining inclusion services if their daughter is too ill for school, or in hospital for a continuous amount of time	To liaise with parents and LEA services, SLT and Head of Year and School Nurses, Deputy Head – Pastoral, and any specialist and Head of Learning Support to ensure notification of extended absence is made to the relevant agencies and plans in place where needed To liaise with pastoral team and School Nurses as well as Senior Leaders, to ensure there is a stepped approach and identified lead person in school at each step	Pupils maintaining education when ill and unable to attend school  Clear strategies and records of each step and person involved in the process of helping a pupil gain external assistance in Inclusion services if needed and then reintegrated in school or assisted to seek alternative schooling	Ongoing and reviewed termly and each June at the end of year in preparation for the following year  Deputy Head - Pastoral has revised the attendance policy in line with the Working Together Act
<b>2. Making written information accessible in a range of different ways for disabled pupils (and those with learning difficulties)</b>	Assessment of the School's documentation for accessibility by disabled pupils	School's policies reviewed and updated where necessary. Application form reviewed to include information on disabilities and specific needs; provision made for laptops in school, extra time, amanuensis etc. Allowance made in 11+ assessment, where necessary	All pupils can access information effectively	School's documentation and teaching materials provided in large print when necessary; extra time organised for public examinations; extra time allowed in 11+ assessment from 2011 – all parents notified before the examination Application Form changed in 2011 Laptops or iPads provided for Years 9 – 13 to facilitate. All applications stating that a pupil has a SEN must be verified with valid documentation from a specialist or consultant as appropriate to the need ie for a learning disability - must be a recognizable

				qualification carried out with the pupil's current school, and for medical it must be a consultant/specialist level diagnosis up to date. This must be approved by the school in accordance with their learning support policy. Reviewed annually with Headmistress.
	Assessment of the School's publicity materials and Open Days procedures to increase accessibility for disabled pupils and parents	Other formats investigated for publicity materials and Open Day materials eg large print, audio materials; website format	More variety of materials and support for disabled applicants Website user-friendly	DVD available; new web site completed 2010; new prospectus provided in digital format from 2011
<b>3. Developments in physical access to education and associated services</b>	Access improved for disabled pupils and parents	See Accessibility Plan prepared by Lambert Smith Hampton and Promission together with the School's Accessibility Plan	More parts of the building become accessible to disabled users including wheelchair users	Started 2005. Ongoing, and reviewed annually or as required
	Access to all areas by those with disabilities, within previously set out limits	Improve movement around school as required by any individual joining the pupil or parent body	Modifications made as needed eg additional handrails	Ongoing, and reviewed annually or as required