



Education is that which liberates

B27 Special Education Needs and Disability (SEND) Policy

The Swaminarayan School

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1. Introduction

1.1 School Aims

The Swaminarayan School values is:

1. To promote Hindu and British culture and values and way of life.
2. To enable pupils to become “life long learners” who are lively, imaginative, enquiring, confident, independent, and display self esteem and self discipline.
3. To continue to raise our academic standards by having high expectations of teaching and learning.
4. To give our pupils an opportunity to take part in a wide range of extra-curricular activities, performing arts and cultural experiences so that they become good citizens of the country.
5. To send well-adjusted and well-rounded young people to higher education to become productive members of the community.
6. To instil a sense of concern, awe and wonder about the world within our pupils and establish strong links with the parents, Mandir, and the wider community.

1.2 Aims

The policy has been authorised by Governors, is addressed to all members of staff, and is available to parents on request. It applies to Early Years Foundation Stage provision, Preparatory School and the Senior School. This policy has regard to the 2015 SEND reforms and the revised SEN Code of Practice of 2015.

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

This policy has the aim of making sure all pupils within the school have the right to succeed and reach their potential.

1.2 Commitment of the School to Pupils with SEN

As per the school values and aims we try to promote self-esteem and lifelong learners.

As a school we are committed to having an inclusive classroom that aims to help all students reach their full potential. To achieve this, we try to minimise the amount of time students spend out of class and away from their peers and normal learning environment. This belief comes from a school wide view on believing in quality first teaching for all students. This is the aim for all students in our school and is replicated in our MAGT (More Able, Gifted and Talented) policy as we believe it benefits all students regardless of ability:

"We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines." (MAGT Policy, 2016)

We are also aware that some student who are considered SEND may also be considered MAGT and they could exist as multi exceptionality. These students will receive support both for their needs and to develop their skills as expressed in further detail in the MAGT policy.

Policy and practice for SEN at Swaminarayan will reflect national changes for SEND and recent guidance for schools as a result of legislation: See Appendix 1, Regulatory Guidelines including the role on this of independent schools.

Education, Health and Care Plans (EHC) that replace Statements of SEN by 2017;

In the prep and senior school there are no pupils with statements or EHC plans. However, we have several pupils who have been assessed and require support (Learning support). We comply with the New Code of practice in using a graduated response and Pupils and their parents are central to the decision-making process about needs and provision;

1.3 Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for additional provision to be made for them. A child or you person (age 0-25) has a learning difficulty or disability if they:

Have a significant greater difficulty in learning than the majority of other students of a similar age in the context of national normal ranges in this country, rather than the normal ranges within this school.

Or

Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of a similar age in a mainstream school. Under the Equalities Act

(2010) ' a person is disabled if they have a physical and/or mental impairment which has a substantial and long term effect on their ability to carry out day-to-day activities'.

We also adhere to the Disability Discrimination Act (DDA) 2010, which describes a disability as a **physical** or **mental** impairment that has a 'substantial' and '**long-term**' negative effect on the ability to do normal daily activities. As such we try to make sure that we make 'reasonable' adjustments.

The main categories for describing Broad Areas of Special Educational Need are as follows:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

IPP use broad tracking analyses as well as more specialised assessments and feed into the **School's SEND register**. This shows the frequency and categorisation of SEN for the whole school.

1.4 The Responsibilities of the School

Swaminarayan will take all reasonable measures to ensure that children learn to the best of their ability and to ensure that children with SEN are provided with appropriate support. This support may involve assessment and intervention from external agencies as well as school staff. During the Academic Year 2016-17 staff will develop practice that is fully reflective of the revised SEN Code of Practice. We comply with the equalities act in that

- Early intervention and graduated responses are required;
- Evidence based intervention must be in place;
- Provision plans must be accurate and up to date with clear expected outcomes outlined;
- Progress must be tracked and reviewed, at least termly;
- Parents must be informed if an Individual Provision Plan is being made.
- We agree and comply with the definition of disability as defined in The Equalities Act 2010. This defines disability as a "physical or mental impairment which has a substantial and long term effect on someone's ability to carry out normal day to day activities.'

To ensure that reasonable adjustments (refer below) are made for pupils who are on an IPP (Individual Provision Plan) or EHS (Educational Health Statement).

If a pupil is identified as requiring specialist provision that won't be covered by the LA then the school may reserve the right to charge for the provision. See Appendix 1.

As part of the DDA (2010) reasonable adjustments we will where it is appropriate allow them extra time in internal exams and where an outside body agrees external as well. This can be found in more detail in the Access Arrangements policy.

2. Roles

All staff contribute to the school's SEN and Inclusion policy and practice, for example:

Inclusion in the School as 'general' practice

2.1 Teachers

Teachers ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

Teachers attend to the social and emotional needs as well as the academic needs of children in their class, so that all children feel included and empowered. Some children with SEN may need support to communicate clearly, manage their feelings or make friends, for example. If the child or student is comfortable then he or she has the foundation for accepting challenge which is essential for progress.

Teachers are expected to provide '**quality first teaching**' which is relevant for all abilities through differentiation. Differentiation should be made for lesson content and process; for example, children may be given text at different reading levels or children's writing can demonstrate different levels of punctuation. At the same time attention can be paid to which children can partner an SEN child productively or where a child is better seated.

Teachers have high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to **address potential areas of difficulty** and to **remove barriers to pupil achievement**. Pupils have opportunity to overlearn with appropriate resources and differentiation.

Teachers will be supported in their SEN responsibilities by an Inset programme led by the SENCO and external specialists.

2.2 The EYFS, Prep and Senior school SENCOs

Co-ordinates provision for children with SEN;

Liaises with the relevant teacher where a looked after pupil has SEN to inform

Advises on the graduated approach to providing SEN support;

Liaises with parents of pupils with SEN and advises on assessment and referrals if an outside agency is needed.

Assesses pupils where appropriate (for example for SpLD)

The SENCO is a key point of contact with parents and outside agencies mainly the Educational Psychologists. The Parents go through their NHS Doctor for referral for CHAMS, speech therapy or Physiotherapy etc., or pay privately for interventions where support services are not available.

SENCO's Liaise with each other, and EYFS, school staff, regarding SEN pupils transferring to the senior, or prep school ensuring all tracking of results, (CAT's and others) assessment and interventions are passed on. This can in some cases help in "painting a picture of pupil's difficulties" and what is best to support them and their transition.

Liases with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned to other schools or secondary education.

Create a SEND List/ provision map tries to outline pupils with SEND and their persistent difficulty or persistent and significant difficulties or substantial and long term impairment. The provision mapping of these children tries to narrow the gap of substantial difficulties and disadvantage between children with SEND and their peers with without SEND.

Works with the Head Teacher, Head of Prep School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) and *SEN and Disability Code of Practice (2015)* with the DDA (Disability Discrimination Act in regard to Reasonable adjustments for disabled pupils, including but not limited to;

- the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- Ensures that the school keeps the records of all pupils with SEN up to date. Tracking and pupils' notes are passed on from the Prep-school at Secondary transfer time.

2.3 Parents, Children and Young people

Parents have a significant role in helping to identify SEN and in supporting children with additional need. At the **Initial Concern** stage parents will communicate with the pupil's teacher about their child's strengths and difficulties and can use recommendations from the teacher about how they can maximise the child's learning at home. If children are assessed as having an SEN then more specific provision may be needed, perhaps an intervention programme at school or the input of an external specialist. It may be necessary, as the school does not have full access to Brent's **Local Offer**, for parents to meet the cost of external assessment and provision.

Parents of pupils with an IPP will have this discussed at the parents' meetings throughout the year and parents will be consulted on an annual basis, or as changes need to be made.

Children's views about their needs and progress are an essential part of the SEN process and they should be supported to participate fully in this. For example, they will be consulted about their experience of learning and can attend termly and annual reviews and TAC meetings. The SENCO will

know each child with an SEN in order to encourage and motivate academic, emotional and social progress.

3. Variations due to settings

As a school we try to aim to have a whole school philosophy around inclusion and support for children with SEN. Due to the fact that the school caters for such a large age range it is necessary that some areas are specific for each age range.

3.1 Early Years and Foundation Stage

3.1a Policy:

- We aim to work within the guidelines for special educational needs and disability set out in the 2014 Code of Practice insofar as they relate to pre-school settings. The progress of all children in the Foundation Stage is monitored and entered in their Learning Journeys (LJs). The Key staff of each group will note if the progress is considered adequate or not. This review will cover issues such as the gap between the child's attainment and those of others of the same age, and the child's social, language & communication, personal skills and behaviour. These records, and indeed all records, are confidential. In most circumstances their content is known to a parent or carer, but there may, in extreme cases, be situations in which this is not advisable.
- The school will work closely with parents to listen to their views in order to build on the children's experiences, knowledge, understanding and skills at home. The Head of Foundation Stage (the EY SENCO) will develop and maintain appropriate methods of communicating with parents in relation to the issue of special needs. No action should ever be taken without the parent having a full understanding of what is being done to help the child. Where necessary, the school SENCO will support with any referral process. Parental consent is essential.
- All children who are identified as having a special educational need will have an Individual Plan (IP) including details of parents' viewpoints, short term targets, home support, teaching strategies and outcomes which are different from the curriculum plan for the children and are specific to the special needs. The aim of the IP is to help the child make the maximum possible progress in all relevant areas through individualised approaches to learning and teaching. The individual plan will be reviewed each term.
- The Foundation Stage recognises that some children will have special educational needs, but notes that children whose first language is not English will not be considered to have special educational needs because of their language situation alone.

- All children with IPs will have their progress monitored against the IP targets and in the LJs. Those who are making less progress than might otherwise be expected, as noted in their Learning Journeys, will have different opportunities and alternative approaches to learning. This will be noted in the target planning.

- Where a child's progress is considered to require further external referral support, there will be a meeting with the parents only with their consent, the Early Years SENCO will go ahead with the referral process. The Brent Early Years Inclusion Team Adviser will be consulted by this stage through a visit to school. Where it is deemed necessary, help and information will be gathered from health, social services and the education psychology service.

- Each term, the Head of Foundation Stage with the parents, other involved agencies (or their report, if they cannot attend) and Key person will review the progress of all children who have been identified with special needs. The Head of Prep School will be informed of this. The Head of Foundation Stage and Key staff will also be in charge of all record keeping relating to special educational needs.

- The EY SENCO with the key person will also review the ways in which each child with special educational needs is able to access the whole curriculum. All review meetings will note the outcomes and points relevant to each individual child and will be dated to then make the next Individual Plan (IP). The Head of Foundation Stage (the EY SENCO) with the class teachers and co-ordinators will be responsible for keeping records in the office records folder. A copy will be kept with the whole school SENCO, class teachers and co-ordinators in the children's LJs.

- The Head of Foundation Stage and two co-ordinators will ensure that all relevant staff are aware of which children have an IP. The Head of Prep School will be informed of this through the register maintained by the whole school SENCO.

- On a later review of progress or on the initial concern, it may be decided that an Education Health Care (EHC) Plan is necessary for the individual child. The school will work with the parents, all the agencies concerned as well as the Brent EY Inclusion Adviser to enable this application for support from the relevant LEA. The Head of Foundation Stage will note the LEA's response and subsequent action. The Head of Prep School will be informed of this.

- The Head of Foundation Stage will ensure that Brent's transition procedures will be followed where children with special educational needs moving from the Foundation Stage to a primary school, so that another SENCO will be able to understand and immediately build upon the needs identified and progress made within this school's Foundation Stage.

- To meet the needs of all our children, it may be necessary at times to share information on the children's development and also seek help and advice from external professionals. All information will be on a need to know basis and the parent's permission will be requested, as per Brent's EYSEND guidelines.

3.1b SENCO training

The EY SENCO has undertaken the EY SENCO (LL3) training by Brent LEA. . We also have access to the Brent Early Years Inclusion team, whom we can contact if we require any advice or support for staff and children.

3.2 The Prep School

3.2a Policy

Each Class Teacher or Subject teacher (as in the Senior School) will meet with the SENCO to discuss the needs of their pupils. Further pupil information and advice because of assessments may be discussed with Subject specialist teachers. This may involve targeted interventions (for example, pupils with a Specific Learning difficulty) and support for them to maintain Quality First Teaching (QFT) and differentiation.

Assessments are made as soon as possible by the SENCO or an external specialist, after attainment data and observations have indicated a potential Cause for Concern (appendix 2);

Interventions are planned, delivered, monitored and recorded according to school policy for teaching and learning and performance management;

Every child who is named on the SEN Register has an Individual Provision Plan (appendix 3) which clearly indicates the Assess, Plan, Do, Review cycle required for each child.

School based reviews of the child's progress with parents take place once a term, Teachers and SENCO will meet formally each term after termly testing. There will also be other informal meetings with class teachers.

Team Around the Child (TAC) reviews take place within the year and involve school and external professionals. TAC reviews can incorporate reviews for Child Protection and Safeguarding issues as well as Occupational Therapy, Speech and Language and Sensory Impairment, for example.

School and TAC reviews all contribute to the EHC Annual review.

In the Prep school the SEN Teacher Leads intervention groups and supports within the classroom where appropriate.

3.2b SENCo Training

Currently there is no SENCo in the prep school the role is covered by the SEN teacher. The SEN teacher is a qualified teacher with experience in special needs including a degree in Special Needs and Inclusion. The SEN teacher is also currently learning and attending course to help adapt them to know the role of the SENCo.

3.3 The Senior School

Policies 3.3a

The senior school works with the pupils, parents, individual subject teachers, the Educational Psychologist and those from outside agencies such as consultants etc.

We follow the new SEND Code of practice 2015 and provide support for those who have persistent and significant difficulties or a long term impairment. Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.

The code outlines a 'graduated approach' formed of four actions (assess, plan, do, review), to ensure effective support through decisions that are revisited and refined. There should be a clear set of expected outcomes, which include academic and developmental targets, and provision should be accurately recorded. Usually in an individual provision Plan. Teachers remain responsible for progress.

A teacher with a good understanding of the young person, supported by the SENCO, should meet parents at least termly to set clear goals, to review progress made and identify the responsibilities of the parent, pupil and school.

The school is able to assess pupils generally if pupils have a cause for concern by the SENCO but full assessments are done by the Educational Psychologist at The Ruth Birnbaum practice. The Ruth Birnbaum Practice are used in particular in relation to the assessment of Access Arrangements, Form 8 section C. Other assessments needed are done in conjunction with the Parents, pupil and the SENCO with information over time from the teachers. Parents may have to go through their GP to arrange for specific assessments to be done. Some assessments are used for evidence in Access Arrangements.

At present we do not have anyone with an Education, Health and Care plan (EHCP).

Access Arrangements -Please see the Access Arrangements policy.

This is particularly important for parents who have children requiring extra time and other provision put in place for public examinations. Note that the evidence for this may start before year 9. Please see **Word processor policy**. This can be found in the Access Arrangements policy in Appendix 2.

Those who have access arrangements in year 6, do not apply for those for who do public examinations in the Senior school however they do count as evidence for them.

Secondary Transfer

Pupils who are identified with specific difficulties in the Prep school come into The Senior school with a known history of intervention. The SENCO liaises with the Specialist teacher in the Prep school. The SENCO can liaise with a SENCO from a previous school if needed. Any previous learning support information is very helpful in supporting the pupil.

Transfer to sixth form.

There are usually no transfer issues for those going to our own sixth form from the senior school, unless it's for those needing changes to their Access Arrangements. Some may require more evidence from a Dr or consultant. However those who come into the sixth form from elsewhere who need Access Arrangements to continue should bring with them a JCQ Form 8.

Transfer to University or to other schools

All information regarding support can be given to the pupil to take with them when they leave. Any pupils having access arrangements who need to do 'resits' at this school after they leave need to arrange for access arrangements to cover this time.

3.3b SENCO Training

SENCO Qualifications

- Advanced Certificate in psychology and special education (SpLD assessment and Intervention.)
- Access Arrangements CPD .November 2016.
- I have worked as a SENCO and an advisory teacher for over ten years
For full qualifications; see website.

4 Procedures

4.1 Review Process

Those pupils who are identified as SEN (but don't have an EHS) or EAL will have their IPP's reviewed at times throughout the year with the SENCO and class teachers to make necessary amendments to pupils' targets.

If any pupils gain an EHS they will have annual reviews on the statement (EHS) to be carried out by the SENCO in conjunction with the LA in order to assess the progress of the pupils, and to make any necessary amendments.

This policy is to be reviewed annually, or when there are changes made in the national standards.

4.2 Confidentiality

To meet the needs of all our children, it may be necessary at times to share information on the children's development and also seek help and advice from external professionals. All information will be on a need to know basis and the parent's permission will be requested.

4.3 Complaints

If any parents or members of staff have any complaints about our provision for children with special educational needs the School's complaints procedure should be followed. Every effort will be made to resolve the complaint.

5. Further Reading

SEN and Disability Code of Practice, 0-25 years – 2015

The DDA, Reasonable adjustments for disabled pupils – 2015

Equality Act – 2010

See Access Arrangements Policy 2016-17.

To be reviewed September 2016

MAGT Policy 2016

Appendix 1

Regulatory Guidelines including the role on this of independent schools.

Regulatory Guidelines

The following information has been taken from the 'SEN and Disability Code of Practice, 0-25 years 2015.'

Changes to the arrangements for Special Educational Needs come into force from September 2015 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

From 1st September 2014, there are to be no new statements of SEN (except for those already in the pipeline) and new Education, Health and Care Plans (EHC plans) will be rolled out instead. There is to be a three and a half year period for local authorities (LAs) to transition arrangements for children with existing statements of SEN to EHC plans. The two systems will therefore be running side-by-side for several years. *For independent schools much remains as before. The definition of SEN remains the same and schools can still request statutory assessment from LAs when this appears necessary.*

Where a Local Authority (LA) concludes that a child with a statement of special educational needs or EHC plan and should be placed into an *independent school and names the school in the statement/EHC plan*, the LA retains legal and financial responsibility for ensuring that the provision specified in the child's statement/EHC plan is made. *This will include paying the fees charged by the independent school.* The day to day practical responsibility of making provision rests with the school.

If an LA is satisfied that the provision set out in a statement/EHC plan can be made more economically in the state sector, it may decline to name an independent school in a statement/EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an independent school of their choice, so long as the LA is satisfied that the arrangements are suitable. From September 2014, LAs have discretion to make payments to assist parents to make their chosen independent school suitable. This practice was previously common but not underpinned by law. Again, inspectors will need to check that the pupil is being properly provided for.

It is not necessary for a school to obtain the consent of the DfE to accept a pupil with a statement/EHC plan.

The statements/EHC plans of all pupils in this category, *whether placed by parents or the LA, must be reviewed annually and the required curriculum must be provided as set out in the statement/EHC plan*. It is the responsibility of the LA and not the school to review the statement/EHC plan, but it is good practice for the school to check that the review takes place and *the school must co-operate with the LA in the review process.*

As a general principle, *many of the requirements of the SEND code 2015 do not have direct application to independent schools* other than the requirement to provide suitably for pupils with statements/EHC plans. However, it is good practice for schools to (i) provide individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities, and (ii) ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations)

take account of pupils' needs. *The SEND Code 2015 also contains advice and guidance concerning Equality Act duties, which will be useful to independent schools.*

The exception to the general principle is that independent early years providers that are funded by an LA and any independent specialist schools which choose in future to be approved under section 41 of the Children and Families Act (Section 41 schools) are obliged to have regard to the SEND Code 2015.

(a) As regards early years providers, the relevant provisions of the SEND Code 2015 largely replicate the requirements of the EYFS. To the extent that there are differences, transition arrangements currently allow providers a year to move to the new ways of working. **See policy.** [Assessment principles.](#)

(b) As regards **Section 41 schools**, it is important to note that this does not automatically apply to all specialist providers; it is an approved status for which schools meeting prescribed criteria can apply. *However, as at September 2014, no schools within ISI's remit are known to have opted for Section 41 status.* Inspectors will need to double check that remains the position when inspecting schools registered with a SEN specialism.

Those with an EHC have the option of having a personal budget to fulfil the plan;

Education, health and care Plans (EHC) replace Statements of SEN

The system supports children and young people from 0-25 years in Education or Training.

Those with an EHC have the option of having a personal budget to fulfil the plan; Schools have access to resources maintained by Education Authorities-the local offer;

There is an increased emphasis on a personal approach, with improved preparation for adulthood.

See policy. [Assessment principles.](#) –Where is this?

Appendix 2

The equality Act 2010 definition of disability.

Generally impairments have to meet 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 definition of disability has been produced by the Office of Disability Issues (within the Department of 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 trivial.’ Substantial adverse affects can be determined by looking at the effects of the 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 that 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 page 47-51 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 of 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 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 multi-sensory impairment;
 - persistent distractibility or difficulty in concentrating;
 - difficulty understanding or following simple verbal instructions.
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Factors that might reasonably be expected not to have a substantial adverse effect include:

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- 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.
-

Appendix 3

Examples of reasonable adjustments for disabled candidates

- A candidate with Dyslexia needs to use a coloured overlay and a word processor, and requires 25% extra time. The use of a yellow coloured overlay is a reasonable adjustment for the candidate since it helps him to improve his reading accuracy. The use of a word processor is a reasonable adjustment since it is his normal means of producing written work within the centre and is appropriate to his needs.

The candidate has been assessed by a specialist assessor using an up to date nationally standardised test. The assessment shows that the candidate has a substantial and long term impairment as his working memory score is in the below average range. The candidate has a standardised score of 79. The centre can supplement the specialist assessor's report (Section C of Form 8) with a picture of need (Section A of Form 8) showing 25% extra time as his normal way of working within the centre. The application of 25% extra time is a reasonable adjustment and the centre processes an application on-line using access arrangement online.

- A candidate with ADD (Attention Deficit Disorder) has persistent difficulty concentrating and poor working memory. Supervised rest breaks and the use of prompter, who may need to physically show him where on a page he had been working in order to re-start his work, would be reasonable adjustment.
- A candidate has Asperger's Syndrome which is confirmed by a letter from a consultant paediatrician. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and History papers within the time allowed. In other subjects he finishes the mock papers before the end of the test. The centre processes an on-line application of 25% extra time on account of his impairment which is having a substantial and adverse effect in those GCSE subjects with extended writing. Without the application of 25% extra time those subjects the candidate would be at a substantial advantage.
- A candidate with a severe vision impairment requires 50% extra time in order to effectively access and modified enlarged papers ordered for her. In papers involving complex layout and diagrams she also requires the use of a practical assistant and a reader to work under her instruction to locate relevant information. These arrangements are approved by the awarding body as the candidate has a substantial and long term impairment.
- A candidate is profoundly deaf and uses BSL as his normal way of working within the centre. The candidate will be provided with modified language papers (where the paper has not been modified at source), a live speaker for pre-recorded components and a Sign Language Interpreter. These are reasonable adjustments for the candidate. The centre orders modified language papers, where available, using Access arrangements online.
- A candidate with profound Speech, Language and Communication Needs (SLCN) is allocated a reader. An on-line application for a reader was approved as the candidate has a substantial and long term impairment resulting in a below average reading comprehension score – a standardised score of 72. The candidate in light of his substantial difficulties, is presented with a number of prompt cards – “please repeat the instructions”, “please read

that again”, “please read back my answers”. The use of a reader and prompt cards (placed on the candidate’s desk and open to scrutiny by the JQC Centre Inspection Service) would be responsible adjustments for this candidate.

the candidate also has persistent and significant difficulty with memory of spoken language and needs repetition. Extra time of 25% is required as the process of reading will be substantially slower. Without the application of 25% extra time the candidate would be at a substantial disadvantage. The centre awards the candidate 25% extra time and shows the needs for the arrangements within Section A Form 8

Appendix 4

The Swaminarayan School

SEND: INITIAL CONCERNS REFERRAL FORM

NAME OF CHILD		D.O.B	
YEAR GROUP		CLASS	
EAL STATUS		LENGTH OF TIME IN COUNTRY	
NAME OF TEACHER COMPLETING FORM		DATE OF REFERRAL	

RELEVANT HISTORY & INFORMATION	
AREAS OF CONCERN	
Speech & Language	Numeracy
Concepts	Motor Skills

Social Skills & Behaviour	Medical/Sensory
Reading & Spelling	Other
STRENGTHS & INTERESTS	
STRATEGIES USED	
RECORD OF CONSULTATION WITH PARENTS (Include date and signature)	
<p>Signature: _____ Date: _____</p>	
RECORD OF CONSULTATION WITH PARENTS (Include date and signature)	

Appendix 5

Individual Provision Plan – Swaminarayan Prep School

Name of Child:

D.O.B:	Class:	Written on:			Reviewed on:	
NRGT:	INCAS:	CAT: N\A			Termly:	
Previous:	Previous:	V:	Q:	NV:	Eng:	Maths:
<u>Skills & Strengths:</u>						
<u>S.M.A.R.T Targets</u>	<u>Programe</u> How, what, who and when (strategies)			<u>Progress made:</u>		
<u>Speech and Language:</u>	•					

<u>Help from home:</u>		
<u>Pupil view:</u>		
<u>Parent/Carer signature:</u>	<u>Child/Pupil signature:</u>	<u>Staff signature:</u>
Date	Date	Date