



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY INCLUDING ACCESSIBILITY PLAN

DATE AGREED: SEPTEMBER 2017

DATE OF NEXT REVIEW: SEPTEMBER 2018

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL ADHERE TO ITS CONTENTS.

Cherry Tree Special Educational Needs and Disability Policy

Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to “have regard to the Code of Practice.” This means that whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: “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 him or her. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... *a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities*”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2014)

Admissions

This policy explains how Cherry Tree makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements, SEND Code of Practice (0-25) 2014, Equality Act 2010).

Cherry Tree asks parents/ carers to provide information concerning any disability or special needs prior to accepting a place. Providing the School with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.

Consideration is then made following the criteria laid out in the Admissions policy 2017-2018.

Identification and Assessment of SEND

Identification of any SEND will be identified in the first instance within the pupil’s Statement of SEN and or Education, Health and Care plan. Tutors will also carry out regular formative diagnostic assessments which will highlight if the pupil:

- needs extra input to close any identified gaps
- is reaching their expected rate of progress

A parent/carer who is concerned about their child's progress can speak to the Headteacher and or any of the class tutors who will take any referral action necessary.

Pupils are also encouraged to discuss with staff, any difficulties they might be experiencing.

English as an additional language (EAL)

Students who require EAL tuition are usually identified on application to the school. All students admitted to the school requiring EAL support will be assessed in terms of how much assistance they require, but typically this is likely to be 1-2.5 hours per week specialist teaching in addition to the school's curriculum.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We would make every effort to look carefully at all aspects of a pupils performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. We recognise that difficulties related solely to limitations in EAL are not SEN.

Curriculum

Appropriate action will be taken to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by all pupils. See curriculum policy.

Exam access arrangements

The Equality Act 2010 requires an examination board to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks.

How reasonable the adjustment is will depend on a number of factors in addition to the needs of the disabled learner. An adjustment may not be considered reasonable if it involves unreasonable costs or timeframes.

Accessibility

Cherry Tree school has been granted planning permission to educate 8 pupils but has specific building conditions attached to the permission and the building structure cannot be altered.

Although the school is based over two floors the main entrance has one very small step and a temporary ramp could be installed if a staff member or pupil with mobility problems joined the school.

Lessons are based in various rooms which requires pupils to move around classrooms including going up stairs. Pupils with impaired mobility would be disadvantaged by these arrangements. These may be remedied by giving consideration to making reasonable adjustments to the location of lessons. The Accessibility Plan is attached below.

Children with medical conditions

(With regard to legislation: Section 100 of the Children and Families Act 2014; Supporting Children with Medical Conditions, 2014 (non-statutory advice))

The School recognises that not all children with medical conditions will have a disability and not all will have special educational needs.

Children with long-term and complex medical conditions may require on-going support, medicines or care while at school to help them manage their condition and keep them well. Others may require

monitoring and interventions in emergency circumstances. Children's health needs may change over time, in ways that cannot always be predicted, sometimes resulting in extended absences.

In supporting children with medical conditions, Cherry Tree will establish relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils.

Emotional Implications

The social and emotional implications associated with SEN and medical conditions are handled sensitively by Cherry Tree. We recognise that children may be self-conscious about their condition, some may be vulnerable to developing emotional disorders such as anxiety or depression around their SEN or medical condition. All pupils have continued support identified within their Individual Learning and Behaviour strategies and also have regular 1-1 meetings with their tutors and there is an open door policy to all senior staff including the Headteacher.

This policy will be reviewed annually by the Headteacher and or the Management Committee