

# Inclusion Policy

Including Able, Gifted and Talented (AGT); Special Educational Needs or Disability (SEND); English as an Additional Language (EAL); and Vulnerable.

At Gad's Hill School we see diversity as a strength and are committed to the equality of access to quality educational opportunities for all. We recognise that all pupils have individual and unique gifts, abilities, talents, needs and backgrounds, and we are committed to ensuring that every pupil has the support and challenge required to flourish and reach their full potential.

This policy outlines the procedures for the assessment, planning, delivery, and review of Inclusion Provision for pupils with AGT, SEND, EAL, Vulnerable or other significant factors impacting learning to that aim.

## Other Related Policies:

I1 Whole School Mission, Visions, Values and Ethos

A01 Admission procedures

S4 Safeguarding policy

S4 Safeguarding policy appendix J: Mental Health

E4 Curriculum policy

A05 Examination Procedures and Access Arrangements Policy

S7 Health and Safety incl. EYFS policy

S9 Medical Treatments and First Aid policy

S2 Anti-bullying policy

S3 Behaviour Management policy

I8 Early Years Foundation Stage policy

S15 School Visits policy and procedures

S10 Parental Complaints procedures

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014, 3.65) and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for Schools DfE (Feb 2013).

Statutory Guidance on Supporting Pupils with Medical Conditions (Apr 2014).

Teacher's Standards (2012)

Children and Families Act (2014)

This policy was created by the School's Inclusion Coordinator (SENDCo) in liaison with the Inclusion Department, Senior Leadership Team and Governing Body of the School.

## Staffing:

The Inclusion Department has a high calibre of specialist teachers and support staff and liaises with a wide range of internal colleagues and external agencies to meet the needs of all students. Examples of external agencies include; Medway/Kent SEN Team, Educational Psychologists, Speech and Language Therapists (SALT), Occupational Therapists (OT), Children and Adolescent Mental Health Service (CAMHS), and Early Help.

## SECTION 1: MISSION, VALUES & AIMS

The Gad's Hill mission is to enable our pupils to enjoy school, to achieve good academic qualifications, and to develop those personal attributes and qualities, which will guide them on their journey through life.

The Inclusion Department at Gad's Hill focuses on realising the school's mission: ensuring that all pupils, including those with Special Educational Needs or Disability (SEND), English as an Additional Language (EAL), and students who are Able, Gifted and Talented (AGT), and other significant factors impacting learning, such as those who are vulnerable, or those with mental health needs, can achieve through a holistic approach, underpinned by our school values of Excellence, Enthusiasm, Friendship and Success.

We aim to:

- Ensure that all pupils have opportunities to be confident, flourish, celebrate their talents and reach their individual potential.
- Ensure that all pupils can access a broad and balanced education.
- Identify pupils' additional needs in an evidence-based, holistic and timely manner.
- Ensure all inclusion support is targeted to a specific need and enables pupils to improve and make progress, achieving age expected standards or higher.
- Liaise with, and advise, teaching staff to ensure the curriculum and learning environment is accessible to all pupils and challenges AGT pupils.

All pupils require different support and challenge to fully realise their potential. Pupils of all ability levels receive Quality First Teaching, being supported and challenged through a rich curriculum with diverse enhancement opportunities, including those aimed specifically at AGT pupils. Following termly Assessment Meetings, Provision Maps are created to ensure that, where required, pupils receive

Targeted Intervention to ensure good progress. Where appropriate, the Inclusion Department provide a range of Specialist Provision, either small group or 1:1, that is flexible and reactive to the individual's needs; please see school fees information for relevant costs.

In line with NASEN (National Association of Special Educational Needs) best practice, the school follows a Graduated Approach to Inclusion Provision, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of a pupil's needs and of what supports them in making good progress and securing good outcomes.

The four stages of the cycle are: • Assessment and Referral (See: Section 2)

- Provision Planning (See: Section 3)
- Provision Delivery (See: Section 4)
- Review (See: Section 5)

## **SECTION 2: ASSESSMENT & REFERRAL**

Treating every pupil as an individual is important to us and we welcome pupils with SEND, providing that the Inclusion Department can accommodate the level of support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.

We advise parents of children with SEND to discuss their child's requirements with us before he or she undergoes any entrance assessments so that we can make adequate provision for him/her and give advice on the levels of support we can offer and costs involved. Parents should provide copies of any Educational Psychologist's report or other specialist medical or educational assessments. Information from previous education providers and external specialists will then be considered in combination with the school's own assessments of need to inform provision; SEND provision is not automatically transferred/ granted, except in the case of EHCP, based on external evidence in isolation.

### **Identifying Gifted, Able and Talented:**

#### **Able pupils**

'Able pupils' refers to pupils who achieve, or have the ability to achieve, significantly above their peers in one or more of the core subjects.

#### **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, in the top 5-10% of pupils in English, Maths, Science, History, Geography, Languages, or ICT.

#### **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, in the top 5-10% of pupils in Art, Design and Technology, Drama, Music, or PE.

At Gad's Hill we recognise that Able, Gifted and Talented students may be:

- Very able in one area e.g. a curriculum area such as maths, music, art sport.

- Notably good all-rounders.
- Able, but who do not/cannot currently overtly show their ability.
- Possess unusual abilities.

### **Identifying Special Educational Needs**

‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’ (Special Educational Needs and Disability (SEND) Code of Practice, 2014)

The four broad areas of SEND are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Further impacts upon learning, whilst not categorised as SEND, are also recognised by the school:

- Medically diagnosed condition
- English as an Additional Language (EAL)
- Being a looked-after child / a child separated from parents or guardians
- Being Vulnerable

### **Referral Routes to Inclusion Provision**

At Gad’s Hill School, we adopt broad and flexible identification strategies which are realistic, manageable, achievable and regularly reviewed, these include identification through:

- Part of routine admissions procedures.
- A result of routine screening, assessment, and tracking of all pupils’ progress through data analysis; including Assessment Meetings and Reports; which form an integral part of the school’s cycle of planning, teaching, assessment and monitoring.
- Teacher referral made to a member of Inclusion Staff, accompanied by relevant evidence, observations, and assessments to help pinpoint concerns.
- Parental request: Gad’s Hill School has an open-door policy in which parental views are welcomed and valued. Parent consultation evenings, parental involvement in school life, comments on termly reports and school questionnaires are all mechanisms by which parents may be able to contribute to the identification of a pupils with AGT or SEND.
- An externally commissioned Educational Psychologist’s, or other relevant medical specialists’, assessment report recommendations.
- Self-referral through our ‘open door’ policy in the Inclusion Department.

## Assessment

Gad's Hill school provides a nurturing environment, with strong emphasis on pastoral care, wellbeing, and positive pupil-teacher relationships. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils. All pupils complete Cognitive Ability Tests (CATs) in years 2, 5, 7 and 9. These provide nationally standardised scores in: Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning, and Quantitative Reasoning. CATs add to the rounded profile of pupil ability and are used to aid targeting support and challenge, making informed decisions about pupils' progress.

In addition, the school follows a regular cycle of subject specific progress assessment each term, with formal Assessment Meetings to analyse data on attainment and progress to inform the Inclusion Provision. Where a pupil requires provision beyond Quality First Teaching, Targeted Intervention will be agreed upon and entered onto the Provision Map, with clear targets, staff responsibility, and time frame. Some pupils with more complex needs, or those not met by short term Targeted Intervention, will require Specialist Provision (see Fees section of school website) to ensure good progress and improved outcomes.

Gad's Hill also utilises fine-tuned assessments, such as standardised reading comprehension, literacy, and written output screeners, to explore further the precise gaps in pupil's learning and development and/or to clarify what their barriers to learning might be. These screeners may be utilised as part of prospective pupil assessment days, to ensure that we are aware of and can meet additional needs of pupils of all academic abilities prior to a place being offered. These screeners are used with pupils as a matter of routine practice across all ability levels, as part of a regular cycle of assessment across all phases of the school; to ensure that additional needs are identified, regardless of academic performance.

Where the school feels it necessary, additional screeners around processing, phonological processing, working memory, and visual or auditory processing will be conducted. Parents/ carers will be informed if areas of need are identified, and, where relevant, what additional provision or exam access arrangements may be required.

Where the school feels it is necessary, specialist screening may be required. The school will seek parental permission to conduct specialist screening, such as Wide Range Intelligence Testing (WRIT), the findings of which would be discussed. Further external assessments, for example from a speech and language therapist or an educational psychologist, may be required to be commissioned by the parent/carer at the request of the school.

To ensure information around all pupils' abilities and needs are shared, the school has whole school watch lists:

- Able, Gifted, and Talented Register
- SEND & EAL Register
- Vulnerable Watch List
- Access Arrangements Register

These documents are formally republished each term, with formative updates occurring as required. In addition to these documents on the Staff Pages of the SIS, all relevant information is stored in a pupil's central record on Isams. Teaching staff review these documents regularly and the Inclusion Coordinator informs staff about key updates.

### **Assessment and referral for Reasonable Classroom Adjustments and Access Arrangements:**

The assessment and referral practices of the school can also identify that the needs of a pupil, including those with high academic attainment, can be best met through additional Reasonable Classroom Adjustments and/or Access Arrangements. These ensure that pupils of all ability levels have the access in place to allow them to achieve their personal full potential, in line with the Equality Act (2010) to make 'reasonable adjustments'.

Reasonable Classroom Adjustments are actions taken to enable a pupil with SEND to participate in education on the same basis as other pupils, ensuring pupils are provided with opportunities and choices that are comparable to those available to pupils without SEND. Reasonable adjustments are facilitated to enable pupils with SEND to participate in education on the same basis as other pupils while balancing the interests of all parties.

Please see **Appendix 1: Reasonable Classroom Adjustments** for examples of further classroom adjustments that may be put in place if there is significant need and they are deemed reasonable in the circumstance required.

Please see **Word Processor Policy** for details of the school's guideline for the use of word processors/ laptops in the classroom and as exam Access Arrangements.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. The school will ensure that the appropriate body of evidence is collated to reflect the student's need and 'normal way of working' to complete successful Form 8 applications to JCQ. This will include a formal assessment meeting and screening activities with our on-site Qualified Assessor.

Please note that for some access arrangements, it is a JCQ requirement that the parents commission an external expert report, such as that of an Educational Psychologist, no earlier than Year 9, to corroborate the need for the arrangement.

Please see: **AO5 Examination Procedures and Access Arrangements Policy** for full details.

### **SECTION 3: PROVISION PLANNING**

Through the assessing process, barriers to learning and/or the need for further provision may be highlighted. Termly Provision Maps are a dynamic document, which evidence how the school is strategically targeting support for pupils in each year group. Where required, pupils on the AGT, SEND & EAL, Vulnerable Registers, or any student achieving below age expected standards, have clearly identified targets from the information gathered. The Provision Map identifies the additional provision that will be put in place beyond Quality First Teaching; at Targeted Intervention and/or Specialist Provision levels. The effectiveness of this provision in ensuring that pupils achieve their targets and make good progress is reviewed each full term.

Profile Pages are used to inform Quality First Teaching through pupil voice around learning strengths, needs, and preferences. Teachers can access collated overviews of these on the SIS and they are attached inside the back of pupil planners.

Each pupil on the SEND& EAL Register who receives Level 3 Specialist Provision has an Individual Education Plan (IEP). These plans identify the targets that are being worked towards in that provision, with recommended strategies for in the classroom and at home. From the IEPs Personalised Learning Plans (PLPs) are created to identify specific SMART target criteria and lesson planning to meet these targets. IEPs are reviewed each full term as part of the Provision Map review. Through these processes the school aims to, wherever practical, ensure pupil centred provision: where the pupil is involved in decision making around targets and provision.

Opportunities for staff to engage with development and training around AGT and SEND are actively encouraged (in accordance with guidance from the New Code of Practice 2014). All new teaching staff are inducted into Inclusion routines. As part each year's cycle of training and development, staff receive training relating to relevant areas of AGT, SEND, EAL, and Vulnerable students to ensure Quality First Teaching and/or Targeted Intervention delivery. Training needs of the whole school staff are identified and, as far as is practicable, met. Staff share their knowledge and skills, for example through the weekly Inclusion part of staff conference; to continually develop practice.

The school SIS contains an Inclusion Staff Resources area with information and strategies to support pupils with Special Educational Needs, including mental health needs. This area is updated regularly to reflect developing needs within the school and new resources available. The staffroom also contains a weekly Inclusion Strategy update and Inclusion Library of resources to support staff development.

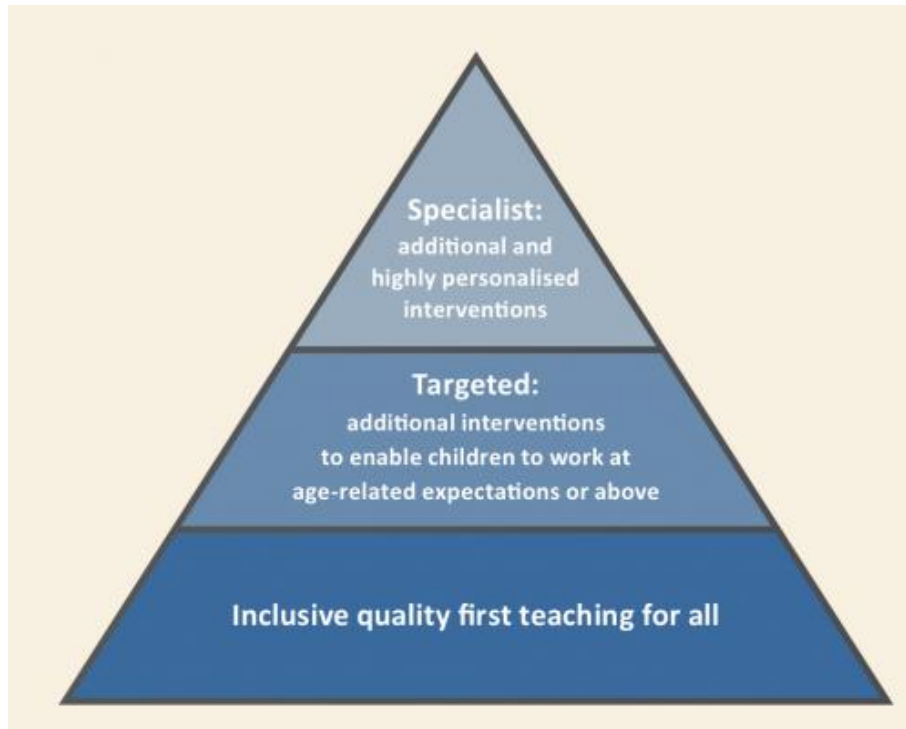
In the weekly Inclusion Updates staff are provided with key updates on pupils, with information that is then updated on the SIS and Isams. Where relevant, staff are provided with strategies to support pupils' developing needs and signposted to resources; such as: the MindEd learning portal which provides free online training suitable for staff wishing to know more about a specific mental health issue.

#### **SECTION 4: PROVISION DELIVERY**

Gad's Hill proactively works to provide high-quality learning experiences for all pupils in an effective and stimulating learning environment. The school employs specialist subject teachers at all school phases. At KS3 and KS4, classes are streamed according to general ability and there is setting in Maths and English, to support those pupils who require the most support and/or challenge in accessing the curriculum. A wide variety of enhancement opportunities are available, including: clubs, subject clinics, GCSE Grade Boosters, national challenges, visits, residentials, productions, Music and LAMDA grades, external experts, and, at the Senior phase, Combined Cadet Force (CCF). Able, Gifted and Talented students receive access to whole school and bespoke enhancement opportunities.

#### **A Graduated Response to Supporting Educational Needs**

For pupils requiring SEND support, the school follows the Waves of Intervention approach, in accordance with NASEN (National Association of Special Educational Needs) best practice.



### **Level 1 : Inclusive Quality First Teaching for all**

Gad's Hill prides itself on delivering Inclusive Quality First Teaching within the classroom. Once the need for Inclusion support has been identified, our first step is to ensure that high-quality teaching, differentiated for individual pupil's specific identified needs, is in place.

Gad's Hill ensures the quality of teaching through reviewing the quality of class and subject teaching, regularly and carefully, for all pupils; with all staff being observed each term, in addition to targeted curriculum area observations. The school provides quality in-house training to develop teacher's understanding of specific learning difficulties and strategies for quality provision.

Where a pupil is identified as having SEND, the school will enable the pupil to participate, learn and make progress in the classroom through:

- Ensuring all those who teach and support pupils with SEND have the highest aspirations for them.
- Holding termly Assessment Meetings to agree effective Provision Mapping based on assessment and screening attainment and progress to ensure full staff awareness.
- Profile Pages are used to inform a personalised approach to teaching and learning.
- Reasonable classroom adjustments are used to facilitate learning, including, where relevant, Access Arrangements for assessment.
- Targeted in-class support is sometimes used to enable further opportunities for differentiation within the classroom.
- Considers the views of the student and their parents/ carers through Form Tutors and Parent Consultations.

At Gad's Hill we believe that all pupils are entitled to an education that will enable them to develop their full potential intellectually, physically, emotionally and socially. We therefore will provide teaching



which makes learning challenging and engaging and we will provide opportunities to identify and nurture those who are more able.

Where a student is identified as Able, Gifted or Talented, the school will ensure their enhanced progress through:

- Schemes of work contain differentiation with specific enrichment and extension activities for gifted and talented pupils.
- Provision for exceptionally able learners who may, for example, wish to sit a subject early at GCSE, or study for an additional GCSE.
- Beyond the classroom there are many activities which benefit all pupils, but which also aim to extend those who are gifted and talented. There are, for example, artistic, music and sporting activities, along with grade-booster sessions and a challenge club to develop thinking skills in the Junior School, as well as many others.
- The school will encourage and be supportive of talented pupils who show expertise in activities outside of school, by allowing time away to help foster their talent.

### **Level 2 Targeted Interventions**

Whilst the class teacher remains directly responsible for all pupils in their class, providing Quality First Teaching, at Level 2 specific, additional, targeted interventions are provided for some pupils who are falling behind the age expected level. These may be offered by the class, department, and/or Inclusion teachers. Specific, timed, measured programmes of intervention target needs as a response to individual needs. Parents are informed where Level 2 Targeted Interventions occur.

Provision may target:

- Lower age knowledge and skills development.
- Revisiting of previous learning.
- Consolidation of topics covered in class to ensure understanding/ support retainment.
- EAL induction.
- Personal, social, and/or emotional skills development.

These interventions can take the form of:

- Targeted homework intervention
- In-school and/or home computer program intervention
- A series of brief, precision teaching, interventions.
- Short-term small group interventions targeted at a group of students with similar needs.
- 2-6 week 1:1 targeted intervention sessions.
- Specific interventions, such as: Read Write Inc Fresh Start, Lego Therapy, Clever Fingers, Starving the Anxiety Gremlin.

These structured approaches are designed to boost progress and reduce gaps between pupil achievement and age expected attainment.

### **Level 3 Specialist Provision**

Gad's Hill provides Level 3 Specialist Provision to pupils who either require a high level of additional support/specialised provision to address their needs or to accelerate progress. Pupils receive highly personalised provision from well qualified Inclusion and/or subject specialist teachers. Parents are informed and consent to Level 3 Specialist Provision; with fees being charged in line with the school's fees page on the website.

Individual Education Plans (IEPs) and Personalised Learning Programmes (PLPs) are created for this small number of pupils who require the most intensive support, with specific outcomes and success criteria. Support is wholly personalised and, where relevant, linked to the classroom curriculum. IEPs are initially designed in collaboration with pupils, parents/carers, form and class teachers, overseen by the Inclusion Coordinator. The termly review of IEPs is informed by the pupil, their attainment, teacher feedback, and, where relevant, parental feedback. The IEP will be provided to parents and accessible to all staff so that targets and strategies for class and home are shared. The Learning Support teacher will then create a PLP to address the targets within their Specialist Provision lessons.

Pupils requiring this level of provision often present complex needs, which may require external specialist support. Where needed, the school will recommend this and, with parent/carer consent, make relevant referrals or signpost parent/carers to appropriate services.

## **SECTION 5: REVIEW**

Gad's Hill regularly and carefully monitors and evaluates the quality of provision offered to all pupils. Pupil, parent/carer and staff views are sought. Teachers continually review pupils' progress, formally and informally. Book scrutiny, observations, audits, Curriculum Group Meetings, staff appraisal and departmental reviews form part of the regular routines within the whole school. Provision Mapping plays an important role in the monitoring and evaluation of intervention and ensures outcomes are good for pupils with AGT, SEND, and EAL.

Formal progress assessments and Assessment Meetings occur each full term to ensure that the attainment and progress of all pupils are measured, monitored, and reviewed. The Provision Map is used to review the effectiveness of intervention and is central to providing a holistic view of support. If a provision, including reasonable classroom adjustments and/or access arrangements, is not having effective impact it may be removed, modified, or replaced to better address needs and ensure progress. If a pupil is not making use of provision, such as through absence, non-engagement, or not meeting agreed terms (such as with the Word Processor Policy); then the school may remove the provision. From the Assessment Meetings, new Provision Maps are created to ensure that there are clear targets, with provision in place, to support and challenge all those pupils who are performing below their age appropriate/ AGT abilities.

For those pupils receiving Specialist Provision, pupil progress towards meeting planned outcomes on their Individual Education Plan (IEP), linked to the Provision Map, is also reviewed once a term, which then feeds directly into the next planning phase of the graduated approach.

An IEP Review considers:

- Has the pupil achieved the agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Are the skills acquired through targeted support transferred back into class work?
- How have the pupil and parents/carers responded to targeted provision?
- What are the views of the pupil, parents/carers, and staff?

- How will the outcomes of this review feed back into the analysis of pupil needs?
- What changes to support, provision and targets are needed?

An IEP review will include reviewing if a pupil is now working at an age appropriate level and it is appropriate for them to exit Specialist Provision. This will be in response to the Review process of the Graduated Approach where the progress of the pupil will be discussed between the class teacher, Inclusion Coordinator, student and parent/carer. When all agree that the pupil no longer requires the extra support with their learning, Specialist Provision will cease.

## **SECTION 6: EDUCATIONAL HEALTH CARE PLAN (EHCP)**

Some pupils will have a higher level of need and therefore have difficulty progressing despite Specialist Provision, thus requiring a higher level of support. For these pupils the local authority will carry out a Statutory Assessment and through this process decide if the pupil requires an Educational Health Care Plan (EHCP). The Educational Health Care Plan, which brings together their health and social care needs, as well as the special educational provision, would be followed in line with the SEND Code of Practice 0-25 (2014).

Parents/carers may choose to educate their child with an EHCP at Gad's Hill at their own expense, but it should be made clear that inclusion of their child must be compatible with the efficient education of the other pupils at Gad's Hill. Any prospective pupil with an EHCP should have a meeting with the Inclusion Coordinator to discuss their child's requirements with us before he/she undergoes any entrance assessments, so that we can make adequate provision for him/her and give advice on the levels of support we can offer and, where relevant, the costs involved.

The LEA must also be satisfied that the school is able to make special educational provision that meets the child's needs before they are relieved of their duty to arrange provision in an appropriate school. Parents will therefore need to inform the LEA of the provision that they have opted for and the LEA still has a duty to maintain the child's EHCP and to review it annually.

A pupil with an EHCP will have their progress and support outlined in their plan which will be reviewed annually with relevant agencies and the Local Education Authority. A report will be written to reflect the success and needs of the child and targets set for the next year. EHCP reviews will be coordinated by the Inclusion Coordinator and copies of current EHCPs are made available to all teaching staff at the school.

The process of planning graduated provision for a pupil with an EHCP is firmly rooted in the graduated approach, the difference being that the needs of these pupils are likely to be more complex and the approach to meeting these needs will be even more personalised and individualised. Crucially, provision will be organised around the planned outcomes written in the pupil's EHCP.

When planning provision for pupils with EHCP, the school ensures that:

- All staff working with pupils have read and understood the key findings and recommendations of the EHCP and any specialist reports.
- A clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice.
- Targeted provision that addresses the pupil's needs is planned, with agreed outcomes and review points in the Provision Map.
- Any additional training for teachers and support staff is arranged.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed, including as part of formal termly Assessment Meetings.

The Inclusion Coordinator monitors progress through the year with the pupil, parents/carers, and relevant staff, through the review of their Individual Education Plan.

Where a local authority indicates hours of additional (teaching assistant/specialist teacher) support on the EHCP, the school focuses first on the agreed outcomes being sought and then on how the 'allocated hours' can be used to meet the agreed outcomes.

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Liaison with the SENDCo of the next education provider will ensure that arrangements are in place to support the pupil at the time of transfer.

## **SECTION 7:**

### **SUPPORTING PUPILS WITH MEDICAL CONDITIONS/ PHYSICAL DISABILITY**

Gad's Hill prides itself on ensuring the safety and wellbeing of all pupils. As such, the school has a dedicated member of staff responsible for ensuring the policies and practices are in place to ensure pupil wellbeing. In addition, the school strives to have all staff first aid trained, with there being weekly published on call first aid lists, so that any medical needs can be quickly and appropriately met.

Please see: **S9 Medical Treatments and First Aid Policy**

Medical needs are managed in accordance with the guidelines in the SEND Code of Practice 0-25 (2014). If a pupil has a particular medical need then a Care Plan will be put in place which is agreed between parents/carers and staff. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

The school recognises that pupils with medical conditions and/or disability should be fully supported so they have full access to education, including school trips and physical education.

Please see: **S15 School Visits Policy and Procedures.**

### **Accessibility**

The EYFS and Junior School phases of Gad's Hill are located in an accessible modern building. The Senior School has a lay-out which consists of separate historic (including listed) buildings of several stories without lifts. The Senior School has classrooms for each subject, based on having all the facilities for one subject in one place. This requires pupils to go from classroom to classroom, often up steps and stairs in buildings without lifts.

Parents and guardians of disabled pupils and pupils themselves are encouraged to visit the School's site and discuss with staff any potential concerns regarding accessibility and possible solutions prior to admission.

## **SECTION 8: COMPLAINTS**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the Inclusion Coordinator and form tutor/relevant subject teacher. Policy S10 outlines parental complaints procedures.

## APPENDIX 1: REASONABLE CLASSROOM ADJUSTMENTS

Gad's Hill will provide Reasonable Classroom Adjustments where there is significant need and the adjustment is reasonable, practical, and cost effective. The list below highlights some adjustments which may be appropriate to a pupil, dependent on need and circumstance. This list is not prescriptive nor exhaustive.

### Presentation adjustments allow a pupil to:

- Learn content from audiobooks, movies, videos and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Access to a kindle for reading text in a more accessible format.
- Have hand outs printed on coloured paper/the use of an overlay.
- Use of a reader pen.
- Hear instructions orally.
- Record a lesson, instead of taking notes.
- Be given an outline of a lesson/ hand outs of key information.
- Avoid copying from a board.
- Use visual presentations of verbal material, such as word webs and visual organizers.
- Be given a written list of instructions.

### Response accommodations allow a pupil to:

- Give responses in a form (oral or written) that's easier for them.
- Dictate answers to a scribe.
- Capture responses on an audio recorder/ use of speech to text technology.
- Use a spelling dictionary or electronic spell-checker.
- Use a laptop/ device to take notes or give responses in class.
- Use a calculator or table of "math facts".

### Setting accommodations allow a pupil to:

- Work or take a test in a different setting, such as a quiet room with few distractions.
- Sit where they learn best (for example, near the teacher).
- Use sensory tools to support focus.

### Timing accommodations allow a pupil to:

- Take more time to complete a task or a test.
- Have extra time to process oral information and directions.
- Take frequent breaks, such as after completing a task.

### Scheduling accommodations allow a pupil to:

- Take more time to complete a project.
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order.
- Take a test at a specific time of day.

### Organization skills accommodations allow a pupil to:

- Use an alarm to help with time management.
- Mark texts with a highlighter.
- Have help coordinating assignments in a book or planner.

- Receive study skills instruction.

**Assignment modifications allow a pupil to:**

- Complete fewer or different homework problems than peers.
- Write shorter papers.
- Answer fewer or different test questions.
- Create alternate projects or assignments.

**Curriculum modifications allow a pupil to:**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions).
- Get graded or assessed using a different standard than the one for classmates.
- Be excused from particular projects or assessments.
- Potentially repeat a year of schooling.

Staff Responsible: JH

Last Review: December 2019

Next Review: December 2020

Governor Responsible: Rosnah Hassell