



## **Pownall Hall School**

*Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.*

*The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.*

### **5 d, 12a and 10a - SEND Policy**

***This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises.***

*The Special Educational Needs and Disability (SEND) Code of Practice came into effect on 1<sup>st</sup> September 2014. Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015).*

## **1. Introduction**

Pownall Hall School recognises the importance of removing the barriers to disabled pupils' full participation in school life and the legal rights which must be afforded to disabled learners in their education. The school understands its duty under the Special Educational Needs and Disability Code of Practice 2014 (SEND Code 2015) to ensure that 'less favourable treatment' does not occur and aims to:

- Promote equality of opportunity between disabled persons and other persons.
- Ensure that the school's recruitment of both pupils and staff reflects SEND (Special Educational Needs and Difficulties).
- Eliminate discrimination that is unlawful under the act.
- Eliminate harassment of disabled persons that is related to their disability.
- Promote a positive attitude towards disabled persons, through PSHE lessons, assemblies and INSET training and enhance awareness of disability.
- 'Give due regard to the need to take steps to take account of disabled persons' disabilities, even if this does mean that they are treated more favourably than non-disabled persons'.

## **2. Admissions**

Pownall Hall School welcomes children from all backgrounds, including children who have physical, learning or sensory impairment. In receipt of an application from a pupil with specific needs, we will consider whether the school is able to fully meet their needs and allow them to access the whole curriculum. We will also take into account the impact that their specific difficulties may have on other pupils and consult with parents, teaching staff and external agencies if appropriate.

## **3. Curriculum Access**

Pownall Hall School aims to provide all pupils with a broad and balanced curriculum, adjusted and differentiated to meet the needs of the individual and their preferred learning style. Our aim of a more inclusive curriculum involves setting suitable learning challenges for all pupils, responding to their diverse learning needs and overcoming potential barriers to learning and assessment.

The school has supported, and continues to support, pupils and staff with a range of difficulties. We take every possible measure to ensure that disabled pupils, or those suffering from serious illness or temporary disability due to surgery or fractures, are able to participate in school life. They will be included in activities wherever it is appropriate and safe for them to do so and where it does not affect the safety and wellbeing of other pupils or staff.

## **4. Access to Classrooms, Sport and Recreational Facilities**

The school endeavours to make a reasonable adjustment to enable disabled and SEN pupils to access as many facilities as possible. This is achieved through flexibility and adjustments to the timetable and room allocation, although there are certain constraints due to the nature of the school site and layout of the buildings.

The school takes into account the following factors when exercising the duty of reasonable adjustment:

- The need to maintain standards in academic, musical and sporting areas
- Health and Safety legislation which cannot be overridden by the SEND regulations
- Financial resources and the impact certain expenditure might have on the school
- The interests & wellbeing of other pupils who may attend the school

## **5. Improving accessibility**

Regular audits of access to buildings and facilities are carried out. These audits inform the SEND 3 Year Plan and the school's plans for future development.

(Ref: Policy 10c SEND 3 Year Plan)

**Monitoring and Review**

This policy will be monitored by the Headmaster and SENDCO and will be reviewed at least every two years.

**Approved by Governors**

**February 2020**

***Signed: Mrs. Eileen MacAulay***

***February 2020***

**Review Date: February 2021**