



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Name of Policy	Special Education Needs & Disability (SEND) Policy
Reviewed by	Dan Sayers Natalie Atkins
Review Date	December 2025
Next Review Date	December 2026
To be Read in Conjunction with	
Legislation Referenced	<ul style="list-style-type: none">• Special Educational Needs & Disability Code of Practice 0 to 25 (2015)• Special Educational Needs & Disability Act (SENDA) 2001• Equality Act (2010)• Families Act (2014)

Unless otherwise stated, all Policies of St Hilda's School apply to the school in its entirety. This comprises all staff and pupils in the Early Years Foundation Stage (EYFS), the Junior School (Key Stage 1) and the Senior School (Key Stage 2).

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1. TERMINOLOGY

The Special Educational Needs and Disability Code of Practice 2015 states that:

A child or young person has SEND 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 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.

Special educational provision is defined as:

Educational or training provision that is additional to, or different from, that made generally for others of the same age.

2. KEY OBJECTIVE

To reduce and, where possible, eliminate barriers to accessing all parts of the school curriculum, and to achieve as full a participation as possible in St Hilda's community for pupils and prospective pupils with a disability.

It should be noted however that St Hilda's is housed in old Victorian buildings, with a large modern extension. The building is situated beside a busy residential road. It has five separate levels on three floors and several sets of steps/narrow flights of uneven stairs.

3. PRINCIPLES

Compliance with the DDA is consistent with St Hilda's aims and equal opportunities policy and the operation of St Hilda's Learning Support policy. St Hilda's recognises its duty under the Disability Discrimination Act (DDA) (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions and in the provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled. The school has a duty to take such steps, as it is reasonable to have to take, to provide the auxiliary aid.
- to publish an Accessibility Plan

In performing their duties, Directors and staff will have regard to the Special Educational Needs and Disability Code of Practice 2015 and any subordinate legislation or guidance. St Hilda's recognises and values parents' knowledge of their daughters' disabilities and their effects on her ability to carry out activities. The school respects the parents' and child's right to confidentiality. St Hilda's provides all pupils

with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. The school also endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

4. EQUALITY

The disability provisions in the Equality Act (2010) define a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities'. St Hilda's School understands that some learning difficulties such as dyslexia, dyspraxia, ADHD, Asperger's and Autism can be registered disabilities. The school actively seeks to ensure that there is no discrimination (direct or indirect) or harassment arising from disability. Moreover, the school works at promoting positive attitudes towards disabled people.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction - that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments so that they can benefit from what the school offers to the same extent that a person without that disability. Provision for disabled pupils is closely connected with the provision for children with Special Educational Needs (SEND).

The school fully meets the requirements of the Equality Act regarding disabilities. All reasonable steps are taken to ensure that children with disabilities can benefit from what the school offers to the same extent that a person without that disability. The school is committed to providing an environment that allows disabled children full access to all areas of learning where possible within the physical limitations set upon us. The Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access. We will endeavour to continue improving provision for disabled pupils and staff. We will do our best to anticipate the needs of a pupil or staff member with disabilities before she joins the school. Further guidance on making reasonable changes can be found at:

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-codes-practice>

The School understands its duty to provide auxiliary aids as part of the reasonable adjustment duty to those with disabilities; auxiliary as defined 'helpful, assistant, affording aid, rendering assistance, giving support or succour'. This may be provided through support in lesson by TAs or from members of the Learning Support Department.

5. ACTIVITY

5.1 Education & related activities

St Hilda's School will continue to seek and follow the advice of educational services, such as specialist teacher advisers, learning support advisers and appropriate health professionals.

5.2 Physical environment

St Hilda's School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular, the school has installed extra emergency lighting, a disabled toilet and lift.

6. ACTION PLAN

See Accessibility plan, and the School SEND 3 and 5 years plans.

7. PROVISION OF INFORMATION

St Hilda's School will make itself aware of local services for providing information in alternative formats when required or requested.