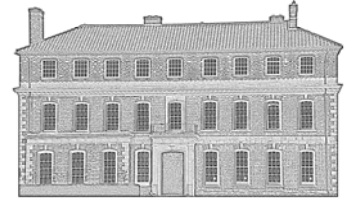


WINDLESHAM HOUSE SCHOOL

SENDA POLICY



Reviewed: January 2011

Policy Ref: 010

Windlesham

1) Admissions and Special Needs

- a) The aim of the policy is to promote equality of opportunity for all and to ensure that no-one is discriminated against because of their gender, race, ethnic or national origins, nationality, colour, background, political or religious beliefs, age, sexual orientation, marital status, family responsibilities, reputation, patterns of work (e.g. shift patterns) or disabilities.
- b) At Windlesham House School we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of the School.
- c) Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not however have the facilities to offer highly specialised and intensive treatment. We will look to see that the prospective pupil exhibits the potential to cope with mainstream education and with the broad ISEB Common Entrance curriculum.
- d) The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at Windlesham.
- e) We advise parents of children with special educational needs to discuss their child's requirements with the School at the time of application and before he or she visits so that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.
- f) In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate, but will be sensitive to any requests for confidentiality

This policy also applies to our Early Years Foundation Stage and after School care.

2) On Entry

- a) Each child with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical or educational advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before the child becomes a pupil at the School.
- b) Our Learning Support Department is staffed by fully qualified specialists who are able to support each child with a specific learning difficulty in the following areas:
 - i) Dyslexia,
 - ii) Dyspraxia

WINDLESHAM HOUSE SCHOOL

SENDA POLICY

3) Monitoring and Review

- a) We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and shared and small group lessons in literacy and maths, and help with study skills across all subjects outside the normal curriculum. We work closely with the child's parents to help overcome the barriers that the specific difficulty presents.
- b) Our Learning Support Department will prepare an Individual Education Plan for each child, setting achievable targets. The child, together with his/her parents and teachers reviews the plan regularly.

4) Physical Accessibility

- a) We recognise that some children with special education needs may also have physical disabilities.
- b) Parents and prospective parents of disabled children can obtain copies of the school's Accessibility Plan and Disability Policy from the web site. This shows the ways in which we are making our buildings progressively more accessible to disabled pupils, parents and visitors.

5) Other adjustments

We are able, depending on need and following the advice and recommendations of an Educational Psychologist or Occupational Therapist, to arrange for children to use laptop computers in classes.

6) English as a second language

We may recommend that some children, whose first language at home is not English, receive individual and/or group tuition in English as a foreign language.

7) Staff Teaching Support

Our Teaching Staff receive support for the learning needs of children with special education needs and disabilities when appropriate.

8) Charging Policy

- a) Specialist learning support assessments and lessons and English as a foreign language are charged as extras.
- b) Details are included on the Fees Schedule, copies of which are included in our Admissions package or from the School on request.