

Woodbridge School
SPECIAL EDUCATIONAL NEEDS DISABILITY ACT

1 Policy Statement

Woodbridge School will be cognisant of the Special Educational Needs Disability Act. This statement should be read in parallel with the SENDA three year plan.

2 Procedure

- 2.1 Admission to the School depends upon a prospective pupil meeting the criteria required to maintain and, if possible to improve, the educational and general standards for all its pupils commensurate with the aims to which the School aspires. 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 confident, well-educated and well-rounded.
- 2.2 The School's policy is to apply these criteria to all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who has no disability.
- 2.3 The School requires parents to inform it of any disability of the prospective pupil at the earliest available opportunity. In assessing any prospective pupil the School will take the advice of parents, professionals, present teachers, and will have in mind the admission statement above, sensitive to the balance between any opposing needs of the pupil and others.
- 2.4 The School will undertake as far as reasonable to alter the siting of classes to ameliorate access for any pupil with physical disability, bearing in mind that the School is on a hilly/split level campus.
- 2.5 Review of Disability Policy (Access) is an agenda item on the Health and Safety Committee, which will annually review physical access to classrooms; recreational facilities; and administrative areas. The Assistant Bursar (Estates) is responsible to the Bursar for the School's accessibility plan. These will be reviewed annually.
- 2.6 The Headmaster and Admissions Officer have reviewed the School's admissions literature and policy examination procedures (including access to scholarships and bursaries) to improve accessibility for those with special educational needs. They would welcome suggestions for further improvement.

- 2.7 The Director of Studies (Senior School), The Master (Abbey), and the Head of Queen's House are responsible to the Headmaster for the review of the accessibility of the curriculum for those with special educational needs. This accessibility is reviewed annually with the advice of the Head of Learning Support. The Deputy Headmaster, The Master (Abbey), and the Head of Queen's House are responsible to the Headmaster for reviewing the access of those with special educational needs to recreational and extra curricular activities and will, with the Headmaster, consider adjustments that might be made without compromising the opportunities for all pupils.
- 2.8 The Deputy Headmaster, The Master (Abbey), and the Head of Queen's House are in addition responsible to the Headmaster for keeping in focus any welfare/pastoral problems for those who have any kind of disability. These areas might include bullying, non-education, physical and mental welfare and health. It is recognised that the School has non-discrimination and planning duties and the response to these will be evolutionary. All those on the teaching and support staff are asked to draw any potential concerns to the attention of those responsible above.

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Governor Agreement	

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