

PANGBOURNE

- A. **SEN POLICY – including the *whole College approach and accessibility***
- B. **SENDA PLAN - *improving access and inclusion***

Last reviewed by HoLS & Bursar June 2016	Approved by Headmaster, June 2016
Next review by HoLS & Bursar June 2019	Approval by the Headmaster June 2019

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Learning Skills Department Policy Statement

The overall policy of the Learning Skills Department is to fully integrate all pupils into the academic, sporting, artistic and social aspects of college life by ensuring that any learning difficulties are recognised and supported. We foster self-esteem and build on each individual's strengths.

Definition of special educational needs (SEN)

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." Paragraph 6.14; [SEND Code of Practice \(2015\)](#)

Broad areas of need:-

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

The SEN Register

Many students have been identified before attending Pangbourne with a specific learning difficulty and may qualify for access arrangements in exams. However, unless the student needs provision 'different from or additional to that normally available to pupils of the same age' (**SEN SUPPORT**) they will not be recorded on our SEN register but put on our *monitoring* register. All details will be recorded for all students via our ILP system for teachers to read

Pupil ILPs –

All new pupils categorised as 'SEN Support' or on our monitoring list will have an ILP. This ILP will give a brief overview for teachers of the pupils' difficulties and strategies to help them. In addition each specialist teacher for those pupils attending individual lessons or group lessons will identify targets that students are working on.

Some pupils enter the college without previous identification of learning difficulties. Concerns about individual pupils not already recognised as having learning difficulties is the responsibility of **all staff**. Concerns should first be passed to the pupil's tutor or SENCo, who must liaise with each other. The SENCo will contact the parents to discuss the identification of learning difficulties and will also arrange an assessment of the student if, after discussions, all are in agreement to do so.

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Pupils with Education Health and Care plans (EHC)

The college does, from time to time, admit a small number of pupils with an EHC. Annual reviews take place in accordance with the statutory guidance.

Feedback on progress

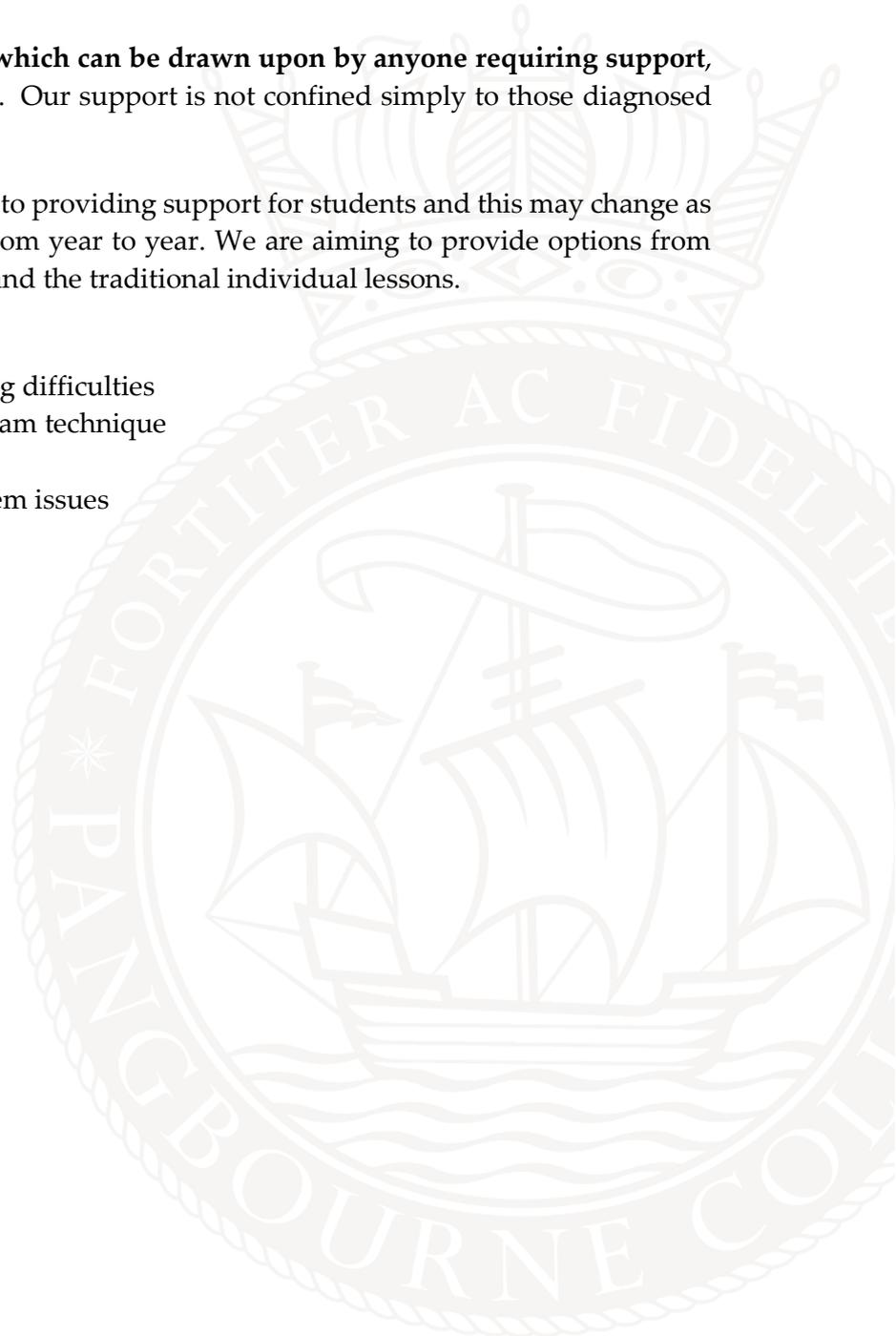
Termly reports are written for all pupils who are receiving regular LS sessions. We are always available for consultation at parents evening or by appointment. Parents are welcome to contact the LS teachers at any time throughout the year by telephone or email.

Learning Skills (LS) is a resource which can be drawn upon by anyone requiring support, long term, short term or occasional. Our support is not confined simply to those diagnosed with a specific learning need.

A fluid approach has been adopted to providing support for students and this may change as the needs of the students change from year to year. We are aiming to provide options from drop in workshops, group lessons and the traditional individual lessons.

We can help with:

- Spelling, reading and writing difficulties
- Study skills, revision and exam technique
- Organisational difficulties
- Concentration and self-esteem issues
- Essay writing
- Handwriting
- Learning to learn
- Maths



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Accessibility

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable prospective pupils to take up a place at the College and to satisfy the current admissions criteria, the College is committed to providing those *reasonable adjustments*, as outlined in the Equality Act 2010.

In order to fully meet the needs of disabled pupils, the College requires complete disclosure of information prior to entry. The College will ask all applicants for admission to the College to say whether they have received any previous learning support, have had an educational psychologist's report or have any disability or other condition of which the College should be aware.

In assessing the pupil or prospective pupil, the College may need to take advice and request assessments as appropriate. The College will be sensitive to any issues of confidentiality at all stages.

Parents and Guardians, together with either prospective or current pupils will be invited to share their needs with the College, usually in the first instance with the HoM. From this consultation any assessments of adjustments that may be required such as ramps, or ground floor classrooms will be included in planning. This will be the case with short term in capacity such as broken legs. Pupils with accessibility issues are regularly asked for their views on how the College can continue to make reasonable adjustments. These views are then passed on to either AMT for timetabling/curriculum issues or to the Head of Boarding for Division issues and ultimately to the Bursar for longer term adjustments.

Whole College approach to SEN

Please see Literacy across the Curriculum Whole College Policy (available on the College VLE)..

All teachers are teachers of pupils with special educational needs and therefore teaching these pupils is a whole college responsibility and requires a whole college approach. It follows that good communication is essential between the Learning Skills Department, teaching staff and housemasters/mistresses. There is close liaison to ensure that pupil's needs are addressed and met sympathetically.

- All subject staff are expected to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice available on student's ILPs or on the college database, based on either an educational psychologist's or other specialist reports.
- Subject teachers should aim to work closely with the LS department in order for SEN pupils to reach their potential and most positive learning outcomes. Teachers should be aware of the learners current ILP which can be found on the college database.

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- Each subject department should aim to invite a member of the LS department to meetings which are dedicated to discussing pupils' additional needs in that subject. Concerns may be raised and LS teachers can offer strategies for subject teachers to use within their lessons.
- Subject teachers should contact the LS department as soon as they have a concern about a pupil, especially if the pupil is not on the SEN register.
- Each Head of Department should make available to the Learning Skills department the scheme of work for each year group and provide them with a copy of relevant text books.

Three Year Plan 2016-2019

PART A - Improving Curricular Access for students with Specific Learning Difficulties

Review of previous plan - September 2013 to July 2016		Progress
Autumn 2013	Raise whole college approach to SEN Implement new policy to support teachers with our SEN children in class	Increased interaction between LS and teachers achieved by improved sharing of ILPs and discussions in Pastoral Meetings
Autumn 2013	Whole college literacy policy Liaise with English HOD to implement new policy which ties in with SEN policy	Integrated into Forms 1 to 3 as a focus in SoW
Autumn 2013	Recruit new Speech Therapist Claire Heslop has been recommended	Additional specialist support secured – as needed
Autumn 2013	New look ILPs All new students with SEN needs are to be written an ILP rather than a summary of their EP report. These ILPs will be clearer and give teachers strategies to help the student whether they come to LS lessons or not.	In place
Autumn 2013	Invite representative of Text Help to demonstrate to staff, parents and students. College to consider if this software will be useful to be networked for whole college use or parents may want to purchase it for individual use.	In place and integrated into the Core Skills curriculum
Spring 2014	Look into Mindfulness Meditation to help students with anxiety problems.	Continued reflection on branded schemes plus 2015-16 College Mental Health year

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	Discuss with Caroline Bond and PSE teachers. Find a Mindfulness practitioner.	
Spring 2014	Increase stock of assessment materials Reading Comprehension for 16+ students; Reading speed, Mental Health, ADHD	Ongoing purchasing
Summer 2014	Review arrangements for public exams Especially new policy for PC use.	Review completed and put in place. DHA taking the role of Reviewer where concerns raised.
Summer 2014	Add onto budget request for funding a new colour printer, photocopier and scanner.	In place
Autumn 2014	Review impact of new SEN Code of Practice	Ongoing
Autumn 2014	Consider ILPs and Health Care plans as one document. This would be in line with the new Statementing procedure and makes sense that all information regarding a student should be on one document.	One EHC followed through successfully to completion.
Autumn 2014	Review present levels of staffing department	Ongoing
Summer 2015	Review funding arrangements, accommodation & staffing for department	Ongoing – restructure in place from September 2016.
Summer 2016	Review present levels of staffing department	Ongoing

SENDA 3 Year Plan Sept 2016 - July 2019

Timing	Action	Progress
Autumn 2016	Review Staffing arrangements Specialist teachers and TAs	TAs integrated into their role in supporting in class
	Staff training for Access Arrangements, Texthelp	Completed with ICT systems in place to capture evidence for Access Arrangements
	Monitor English department managing testing for 3 rd and 1 st form	Ongoing – with the introduction of Reader Pro (02/18), progress monitoring and integrating reading will enhance this facet
	Review testing materials for Access Arrangements	Ongoing positive development with more specialist personnel employed
	Monitor take up of group lessons for 4 th and 5 th form	Ongoing – using LS v. SPS effectively to limit the exposure of LS pupils to isolation/profiling in their year group
	Monitor 6 th form take up of LS.	Ongoing

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	Review LS teaching accommodation and discuss plans for the future.	
Spring 2017	Monitor in house assessments for exam concessions.	Completed with additional personnel appointed for this function
	Investigate the use of Texthelp in exams	Not permissible
	Review invigilator numbers	Ongoing and increasing in number
Summer 2017	Review group sessions	
	Review whole staff training needs	INSET January 2018 – Differentiation and EAL learners – all teachers
Autumn 2017	Review staffing	On hold until maternity leave completed
	Review accommodation	Ongoing
Spring 2018	Consider staff training	Continues – aided by the appointment of the Head of Teacher Development.
Summer 2018	Up- date testing materials	
	Review staffing	
Autumn 2018	Review accommodation	
Spring 2019	Up- date resources	
Summer 2019	Review funding of department	

Part B: Improving Physical Access for students with a physical disability

The College is fully aware of the need for access for physically disabled people and as such we continue to review and improve our existing facilities as well as ensuring that all new buildings include purpose-built facilities. The following buildings have disabled facilities:

Illawarra – Girls' Boarding House

- Disabled access
- Lift
- Disabled shower/lavatory on the ground floor
- Access via lift to all accommodation

Dunbar – Mixed Junior Boarding House

- Disabled access
- Lift
- Disabled lavatory on ground floor

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- Access via lift to all accommodation

Macquarie – Boys' Boarding House

- Disabled access
- Ground floor lavatory

St. George's Boarding House – Girls' Boarding House

- Disabled access
- Lift
- Disabled lavatory on ground floor
- Alarm access point

Hesperus – Boys' Boarding House

- Disabled lavatory

The Harding Communication Centre

- Disabled access
- Lift
- Disabled lavatory on first floor
- Alarm access point
- Disabled parking

Anthony Hudson Pavilion

- Disabled access
- Disabled toilet/shower

Shop

- Disabled access
- Disabled lavatory

Health Centre

- Disabled access to ground floor
- Disabled shower/lavatory
- Ground floor bedrooms, surgery and treatment room

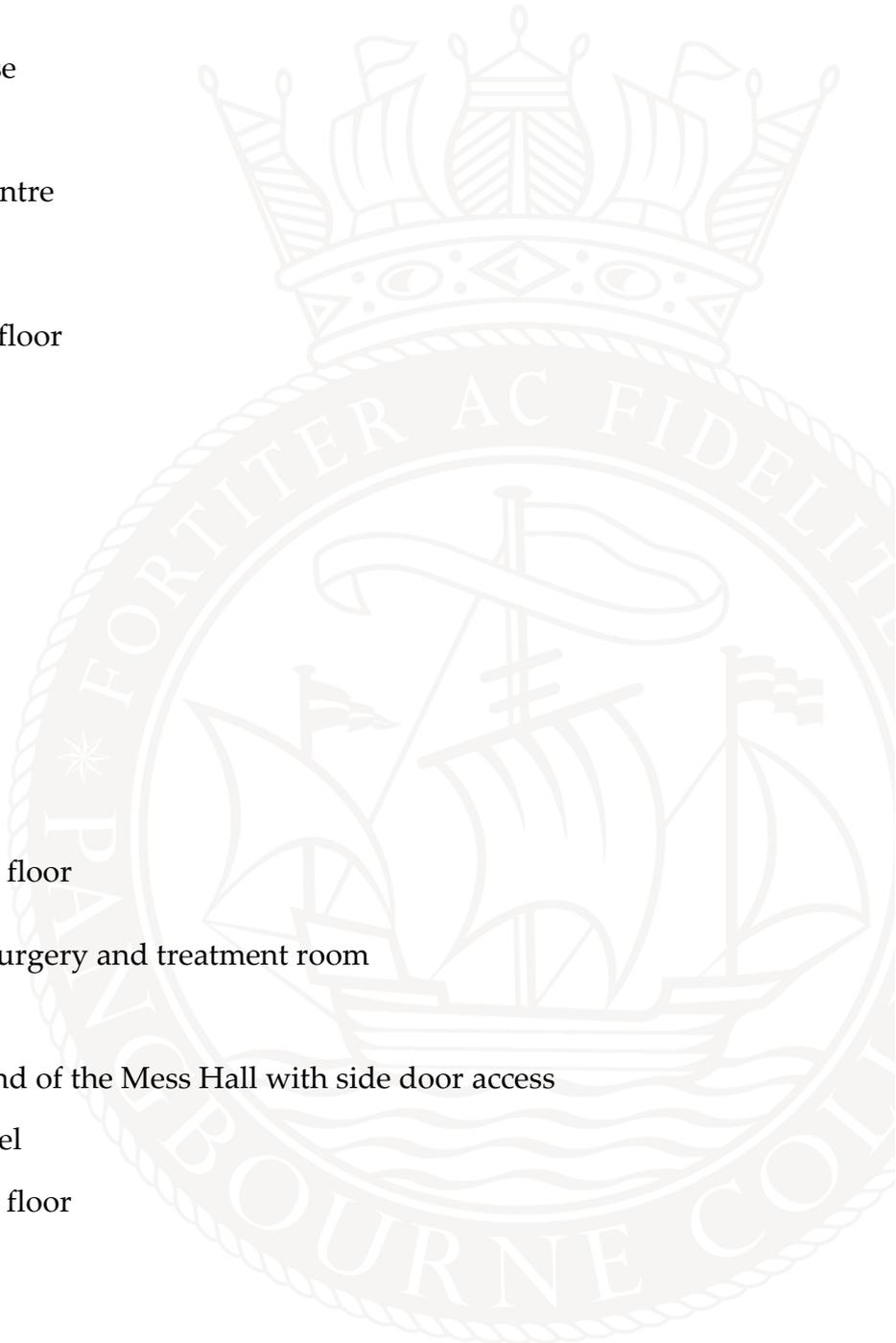
Mess Hall

- Disabled lavatory at the end of the Mess Hall with side door access

Falkland Islands Memorial Chapel

- Disabled access to ground floor
- Disabled lavatory

Design Technology



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- External disabled lavatory within easy reach of many areas

The following buildings all have disabled access:

- Library
- Drama
- Chemistry
- Art
- Drake Hall
- Modern Languages – access to ground floor only
- Hut 6

Accessibility to our older boarding houses has proved difficult, however temporary ramping has been installed on occasions as required, i.e. the visit of HM The Queen in June 2007. We will continue to monitor this and where opportunities arise, improve accessibility.

3 YEAR PLAN July 2016 – 2019

PLANNED – 3 year programme

- New Ramp and access to Mess Hall - COMPLETED
- New disabled toilets in Mess hall - COMPLETED
- Disabled access to new indoor pool (single story) – POOL CONSTRUCTION ON HOLD
- Disabled toilets in new indoor pool area – POOL CONSTRUCTION ON HOLD
- Ramp and access to ground floor of study block. – PENDING SUTDY BLOCK REFURBISH SPRING 2018
- Ramp and easier access to front door of Bursary - PENDING
- Ramp and accessibility to rear patio of Devitt – thus creating entry to The Old Library, Harbinger Gunroom and HM study. - PENDING

NEW BUILD

For which accessibility and facilities will encompass latest legislation:

- Centenary Project - new indoor pool
- Boat House TIMESCALE YET TO BE ESTABLISHED – PLANNING PERMISSION APPROVAL PENDING

Personal Emergency Evacuation Plans (PEEPS)

The Health& Safety Committee conducts an annual appraisal of the College's provision for PEEPs. Any reasonable adjustments will be made as a priority as and when they arise.