

Special Educational Needs and Disability Act

(SENDA)

and

Three-Year Plan: 1 April 2009 to March 31 2012

Introduction

Special Educational Needs and Disability Act

This refers to disabled students in a wide sense, including those with special educational needs.

ACS Cobham International School continues to accept and support students with a wide range of disabilities. We do not currently have any students with LEA statements of Special Educational Needs. We welcome prospective students, provided that we are able to offer appropriate support and they fulfil our admissions criteria. We also endeavour to ensure that any disabled student, or those suffering from serious illness have been able to return to school either during or after treatment and are able to be involved in the life of the school, as far as it is possible, appropriate and safe for them and for other staff and students.

We have many Learning Resource staff, as well as teacher assistants, and students and parents are communicated with once students with learning and/or physical disabilities have been identified. The experienced Learning Resource staff and assistants provide a wonderful opportunity for students to progress.

One of the obvious problems the school has is its large campus and layout. However, most buildings provide adequate doorway, ramp access and lift usage. All classroom blocks have ramp access and lifts. Disabled parking is also provided with easy access to the various divisions and classroom blocks. The Early Childhood area is easily accessible in general, however four top-floor classrooms do not have lift access.

Welfare

ACS Cobham is a supportive community and has an established tradition of welcoming students from a variety of backgrounds.

There is a range of pastoral support available to all students and even staff, including access to advisors, counsellors, nurses, Child Protection Officers and Boarding House tutors. Issues such as bullying, friendship difficulties, bereavement, eating disorders and drug and alcohol abuse are covered in Health teaching sessions and there are other opportunities for discussion and peer support. There is recourse for issues with any of our policies through the complaints procedure.

The school kitchen can make arrangements for special dietary requirements and should a student need to eat separately, he/she will be supervised appropriately.

The welfare of all students and particularly those with learning disabilities or special needs are regularly discussed at staff meetings and/or INSET sessions.

Updated August 2011

This three-year plan for ACS Cobham International School is to be read alongside:

- The School Philosophy
- The School Education Policies (Volume III)
- The School Health and Safety Policy
- The Student Handbook (August 2011)
- The Admissions Policy
- The 5-year Strategic Plan

The Special Needs and Disability Act 2001 refers to disabled pupils in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act places a legal requirement on ACS Cobham International School to:

- Not treat disabled pupils 'less favourably'
- Make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage in matters of admission and education.

The three-year plan covers the following areas:

1. The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
2. Making reading and writing more accessible in a variety of ways for disabled pupils.
3. Proposed developments in physical access to education and relevant services.

The plan is kept under review and updated as appropriate.

ACS Cobham SENDA Three-Year Plan: 01.04.2009 – 31.03.2012:

	Development Area	Action necessary	Timescale	Action taken/date
Short term	<p>Extend EAL learning support provision to Kindergarten</p> <p>Expand EAL provision to allow all pupils to participate fully in language work at the start of Kindergarten up to Grade 12</p>	JK to promote teaching EAL from Kindergarten. LC and RH will look at different levels in Lower School in order to support student learning and progress. Will continue providing EAL lessons to MS/HS students and Native Language lessons.	Autumn 2011	EAL and resource support being provided at all levels
	Review screening procedures on entry at all divisions to ensure that pupils with learning difficulties are identified	HA to be involved in interviews with Principals and to review files prior to acceptance. Relevant documentation to be gathered and reviewed. Support plan to be implemented and shared with parents, teachers and students as soon as possible.	Ongoing from Summer 2011	The Dean of Admissions has been submitting files of students with special educational needs to Principals for the purpose of determining the suitability of our special needs programme for each student with special needs. Principals have been in communication with HA regarding admission of students with special educational needs with the intention to evaluate whether student needs can be met effectively. Learning support teachers start observations immediately and give feedback to teachers, parents, students and principals. All observations and meetings are documented and kept in student files.

	Facilities Manager will assess that all grounds and building have suitable entrance and exit ramps and doors that allows mobility of disabled persons	DM to liaise with Head of Facilities about problem areas	Autumn 2011	Julie Bowen resigned which has meant that process of evaluating these systems has had to be re-assessed
	Creating an awareness of students with special educational needs	Counselling staff and Principals identify those with learning difficulties or even certain talents.	Ongoing	Counselling staff have regular meetings with Principals and/or teachers
	Individual staff meetings held with regards to students on any SEN register (if any)	Confidential information to be exchanged with teaching staff from all three divisions.	Autumn 2011	Files containing student information shared and distributed amongst Lower School teachers by AT. Completed Autumn 2011.
	Ongoing communication and information to be shared with parents in a consistent and timely manner throughout all three divisions. At a minimum communications should include an introductory meeting, a mid-year letter delineating the student's progress, and an end of year meeting to discuss progress made and considerations for the following year.	Individual parent meetings/communications to be held when necessary but at a minimum of three times per year to update them on formal assessments, share support plans and update academic or personal needs of students. Formal meetings to be arranged by Resource teachers accompanied by counselor if necessary.	Ongoing from Autumn 2010 in Lower School Implemented in Middle School and High School from Autumn 2011	Formal meetings conducted with parents and necessary information is exchanged during the beginning, middle and end of the academic school year. Documentation of meetings are kept in student file and consistently maintained throughout all three divisions. Documentation may include, but is not limited to, minutes from meetings, letters of invitation, letters of progress, etc.
	Monitor provisions for pupils with disabilities on all visits including day, week or overseas trips	Information on individual pupils with nut allergies, asthma, and diabetics to be shared by School Nurse to trip organizers and leaders.	Ongoing Autumn 2009	Updated list of students with medical conditions has been distributed to principals and Head of Departments to ensure efficient exchange of

		All staff to receive Epipen training.		information. Most staff have had the opportunity to train in Epipen in 2011. Ongoing plan to train all staff by summer 2012
	Monitor provisions for students with disabilities in some areas of PE and Games	Director of Sport (DS) to be informed about students with special needs and for DS to provide alternative provisions for students with disabilities	Autumn 2011	Principals are in regular contact with DS to ensure that the PE curriculum is accessible to all students with disabilities. Meeting held with PE department in August 2011.
	Formalize student services referral process to ensure that pupils are identified and supported in all curriculum areas	All staff to be provided with workshops and student services handbook which outlines the referral process clearly. Request for Support form to be located centrally on FORUM and FirstClass. All new referrals to learning support need a referral form to be completed and parents to be informed before any formal intervention can take place.	Autumn 2011	See attached Referral Process Document
	Counseling departments in all divisions to promote and inform teachers and parents of their services	Workshops and Open mornings to be held to provide regular information exchange. Leaflets to be printed to explain services provided by student services. Include information on upcoming workshops on bulletin boards around school.	Ongoing Winter 2011	Open Houses already held in all divisions and counsellors and teachers have had opportunity to explain their functions.

	Install computers in all divisions to expand touch-typing programme to assist pupils with handwriting or poor coordination	Learning Support budget to be increased Redecoration and refurbishment of Learning Support area	Summer 2012	Part of grade 5 curriculum in the IT class. Lunchtime sessions offered to grade 6 - 8 students as needed. Teachers/support teachers and resources will be trained by summer 2012
Medium term	MAP to be evaluated and students who are underachieving, coasting or attaining significantly higher results to be identified. Factors that may influence progress are to be considered in light of results. Training to be designed and implemented to guide teachers in the assessment for/of student learning and its impact on the curriculum. Evaluation and review of whole school needs in light of student progress. i.e. resources and curriculum development.	Student services to gather information regarding exam concessions and sharing this with admin and teaching staff. Organizing the logistics regarding exam accommodations, exam locations and introducing AFL across the school. Each division will continue to offer teacher training with regards to understanding the benefits of MAP to teach planning and personalized learning i.e. student goals and success criteria.	Ongoing Spring 2012	Most rooms in divisions have been upgraded with Mac computers to allow students to carry out MAP testing. MAP team will develop diagnostic plan to pass on to teachers. Part of goal plans for 2011
	Academic Resource Department to coordinate with Librarians/ teachers to review and update books available to pupils who struggle with reading	Books recommended by Dyslexia Action and British Dyslexia to be purchased by library teachers. Lexile report from NWEA to be used for accurate and current Lexile scores for students.	Ongoing Spring 2012	

Access Policy and Accessibility of Buildings on the Campus

1. Main administration block – downstairs accessibility is good with a toilet for the disabled. However, upstairs is only accessible by stairs. The entire block is being refurbished in summer 2012 with a lift being provided for upstairs access.
2. Early Childhood – ground floor access is good but the special Art room and 3 other rooms are only accessible by stairs. It is planned to provide lift access but this is dependent on planning permission.
3. Pedestrian/Vehicular Access and Parking – there is one road entrance and all at one level. Paved pedestrian pathways are provided across the campus up to the all-weather track and tennis courts. Pedestrian access to all buildings is paved.
4. Main school blocks/classrooms – door and ramp access is provided to all buildings except for a porta-cabin Science laboratory and the maintenance offices. Access to these two buildings will be improved in summer 2012. Disabled parking is provided in all lots.
5. Water hazard and forest area – the water hazard is fenced off and there is a pathway through the forest.
6. The Sports Centre has lifts in the building as well as allowing vehicles to drive up to the back entrance.

Planned timetable

1. A brand new Performing Arts Centre and cafetorium will be built in 2012/13. Provision has been made for full accessibility to all areas.
2. The current administration block will be refurbished in summer 2012 and accessibility to upstairs area will be improved with a lift.
3. Bus drop off points will be improved in 2012 and sheltered bus stops will be erected.