

**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 Hillingdon 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 a support services department that includes learning support teachers, EAL teachers, counsellors, and the nurse. Teaching assistants and students and parents are communicated with once students with learning and/or disabilities have been identified. The experienced support services staff provides a wonderful opportunity for students to progress.

Disabled parking is provided. We have ramp access and lifts to most parts of the building; however, as we are in a listed building not all parts of the high school are accessible.

**Welfare**

ACS Hillingdon 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 including access to advisors, counsellors, the nurse, and Child Protection Liaison Officers. Issues such as bullying, friendships, bereavement, eating disorders and drug and alcohol abuse are covered in the curriculum and there are other opportunities for discussion and peer support. There is recourse to any of our policies including the complaints procedures.

The welfare of all students and particularly those with learning disorders or special needs are regularly discussed at staff study team meetings.

This three-year plan for ACS Hillingdon 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 whole school development 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 Hillingdon 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 Hillingdon SENDA Three-Year Plan: 01.04.2009 – 31.03.2012:**

a.) Participation in the whole curriculum

	Development Area	Action necessary	Timescale	Action taken/date
Short Term	Review screening procedures on entry at all divisions to ensure that pupils with learning difficulties are identified	Admissions 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 Admissions 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 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 buildings have suitable entrances and exit ramps and doors that allow mobility of disabled persons	Facilities Manager to liaise with his line manager and Head of School about problem areas	Autumn 2011	Chair lift installed to link West Wing with main building.
	Creating an awareness of students with special educational needs	Counselling staff and Principals identify those with special	Ongoing	Counselling staff have regular meetings with

		educational needs.		Principals and/or teachers
	Ongoing communication and information to be shared with parents in a consistent and timely manner throughout all three divisions	Individual parent meetings to be held when necessary to update them on formal assessments, share support plans and update academic or personal needs of students. Formal meetings to be arranged by case manager accompanied by appropriate learning support teacher or counsellor	Ongoing	Formal meetings conducted with parents and necessary information is exchanged during the beginning, middle and end of the academic school year. Documentation of meetings is kept in student file and consistently maintained throughout all three divisions.
	Monitor provisions for pupils with disabilities on all visits including day trips, week or overseas trips	Information on individual pupils with nut allergies, asthma, and diabetes to be shared by School Nurse to trip organisers and leaders. All staff has received annual EpiPen and asthma training.	Ongoing Autumn 2009	On track
	Monitor provisions for students with disabilities in some areas of PE.	Relevant teachers to be informed about students with special needs and as needed alternative provisions provided.	Autumn 2011	Updated list of students with medical conditions has been distributed to principals and Head of Departments to ensure efficient exchange of information.
	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 support services handbook, which outlines the referral process clearly. 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	Ongoing
	Counselling departments in all divisions to inform teachers and parents of their	Counsellors to have time on the faculty meeting agendas.	Ongoing Winter 2011	Coffee mornings are already held in all divisions.



	Counselling departments in all divisions to inform teachers and parents of their services.	Counsellors to have time on the faculty meeting agendas. Counsellors to attend coffee mornings and explain their services to parents.	Ongoing Winter 2011	Coffee mornings are already held in all divisions. Counsellors have shared their programmes with teachers during faculty meetings.
Medium term	MAP to be evaluated and students who are underachieving, coasting or attaining significantly higher results to be analysed. 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 MAP results will take place and may affect future planning in terms of resources and curriculum development.	MAP coordinators to gather information regarding exam results and share this with admin and teaching staff. Professional development of staff provided so they better understand the benefits of MAP and how it can be used for personalised learning and student goals.	Ongoing Spring 2012	Two members of staff have been sent for MAP training workshops
	Counsellors 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	Spring 2012	We have a professional library for teachers, a parent resource library, and student books in several different languages.
Long Term	Request for Support Services handbook to be located centrally on FORUM.	All student support services members to liaise with FORUM coordinators to receive guidance	August 2012	Support services handbook has been updated.

**ACS Hillingdon International School SENDA Three-Year Plan 01.04.2009 – 31.03.2012**

b) Making written information accessible in a range of different ways for disabled pupils, where it is provided by pupils who are not disabled

	Development Area	Action Necessary	Timescale	Action taken/date
Short Term	Provide computer access to students with writing difficulties	Learning support teachers to coordinate with IT and subject teachers to ensure students with identified difficulties with writing have access to computers	Winter 2011	Students with a formal diagnosis which recommends the accommodation of a laptop have the accommodation added to their SSP and the SSP is distributed to teachers, so that laptop provisions can be provided in class. In some cases students are asked to bring their own laptop to use in different classes.
Medium Term	Investigate alternative forms of recording for students with reading and writing difficulties	Increase learning support budget. Voice activated software to be researched and purchased.	Summer 2012	
Long Term	Develop and train teachers and pupils in alternative methods of reading and writing e.g. Kindle, iPod, Dictaphones, Voice activated software, eBooks, and audio books.	Increase Learning Support budget. Liaise with IT to review electronic device provision for academic work. Research electronic devices available in the market.	Summer 2012	

c.) See attached disability access plan to view further building plans and timelines for completion.

**DISABILITY ACCESS PLAN THROUGH JUNE 2013**

TASK NAME	UPDATE
<b>MAPS &amp; PROCEDURES</b>	
Disability access	Completed March 2006
Emergency procedure	Completed March 2006
Staff training	Completed March 2006
Contractors policy	Completed March 2006
Construction procedure	Completed March 2006
<b>EXTERNAL APPROACH ROUTES</b>	
Erect signage	Completed October 2005
Allocate 2 car spaces	Completed September 2005
Drop the kerb	Completed October 2005
Walkway obstructions	Completed August 2005
Reception access	Completed October 2005
Ramp install	Completed November 2005
Repair broken steps	Completed August 2005
<b>RECEPTION &amp; LOBBY AREAS</b>	
Install & train Ind loop	Completed February 2006
Assistance bell	N/A security on site, ramp access
<b>INTERNAL WALKWAYS</b>	
Survey lighting levels	Completed January 2006
Remedial light works	Completed January 2006
Review door closures	Completed November 2005
Tactile warning strips	Completed July 2006
Remove door wedges	Completed September 2005
Internal handrails	Completed April 2006
Internal colour coding	Completed July 2006
Emergency route signs	Completed November 2005

<b>PASSENGER LIFTS</b>	
Quote lift adjustments	Completed April 2006
Lift adjustments	Completed April 2006
Quote for chair lifts	Completed April 2006
Installation of chair lifts	Completed April 2006
<b>SANITARY ACCOMMODATIONS</b>	
WC review	Completed January 2006
WC modifications	Completed February 2006
<b>INTERNAL SIGNAGE</b>	
Internal signage audit	Completed July 2006
<b>MEANS OF ESCAPE</b>	
Repair broken steps	Completed August 2005
Taff fire training	Ongoing and updated as required
Reviewed risk assessments	Ongoing and annually accessed
<b>MANAGEMENT CHECKS</b>	
Identify refuge areas	Completed November 2005
Evacuation chairs	Auditorium – Completed August 2006
Visual fire alarms	Completed July 2006
Hearing buddies	N/A – in place if necessary – have vibrating pagers available if needed
<b>EXTERNAL PATHWAYS</b>	
Trip hazards	Completed January 2006
Handrails	95% Completed – ongoing
Pathway lighting	Planning being sought 2012/13
Passenger lift Mansion House	Planning being sought 2013
Passenger lift Harmony House	Planning being sought 2013

d.) See attached admissions application procedure - For prospective pupils, the application procedure requires families to provide the correct documents, i.e., psycho-educational assessments, individualised education plans, and speech and occupational therapist assessments. These documents ensure that we provide the appropriate programme. See attached student application procedure.



## ***Student Application Procedure***

Thank you for your interest in applying to ACS International Schools. Below is a list of the materials required to apply for a place in our school.

You can now apply online or download these forms from our website:

<http://www.acs-schools.com/about-acs/apply-for-admission.aspx>

If you have any questions about the procedure, please feel free to contact us. We look forward to receiving your application.

- |                         |                          |   |
|-------------------------|--------------------------|---|
| <b>Pre-Kindergarten</b> | <input type="checkbox"/> | <b><i>Completed Application and £150 Fee</i></b>                                  |
| <i>Kindergarten</i>     | <input type="checkbox"/> | Early Childhood Questionnaire – completed by student’s parent                     |
| <i>(Age 4-5)</i>        | <input type="checkbox"/> | Student Reference Form – completed by the student’s classroom teacher             |
|                         | <input type="checkbox"/> | Any available school records*   |
| <b>Grades 1-4</b>       | <input type="checkbox"/> | <b><i>Completed Application and £150 Fee</i></b>                                  |
| <i>(Age 6-10)</i>       | <input type="checkbox"/> | 2 Student Reference Forms –completed by student’s current teachers                |
|                         | <input type="checkbox"/> | School records from previous three years and results of any standardised testing* |
| <b>Grades 5-8</b>       | <input type="checkbox"/> | <b><i>Completed Application and £150 Fee</i></b>                                  |
| <i>(Age 10-14)</i>      | <input type="checkbox"/> | Student Questionnaire –completed by the student in his/her handwriting            |
|                         | <input type="checkbox"/> | 2 Student Reference Forms –completed by student’s current teachers                |
|                         | <input type="checkbox"/> | School records from previous three years and results of any standardised testing* |
| <i>Grades 9-12</i>      | <input type="checkbox"/> | <b><i>Completed Application and £150 Fee</i></b>                                  |
| <i>(Age 14-18)</i>      | <input type="checkbox"/> | Student Questionnaire – completed by the student in his/her handwriting           |
|                         | <input type="checkbox"/> | 2 Student Evaluation Forms –completed by student’s current teachers               |
|                         | <input type="checkbox"/> | School records from previous three years and results of any standardised testing* |

*\*Parents are required to provide all records and testing upon initial application to ACS International Schools. These include standardized test scores, Individual Education Plans (IEP), psycho educational assessments, and medical reports.*

e.) We currently have no one who has mobility impairment. However, attached is an example of what is prepared when we have a student or staff member with mobility issues. Disabled pupils, including those with learning disabilities, can participate fully in the curriculum as accommodations are made for them to either be in the classroom or they participate through video conferencing, or through a substitute teacher who follows the classroom curriculum. Disabled pupils, including those with learning disabilities, will receive the necessary curriculum materials presented in class from pupils who are not disabled. (For example, pupils who are not disabled may have their notebooks photocopied for those pupils who are disabled).

**Evacuation Procedure: Assisting People with Impaired Mobility or Disability**

What does impaired mobility or disability mean?

If people use a wheelchair or move with the use of walking aids, their disability is easily recognizable. Disability can sometimes be less obvious or temporary and staff need to be vigilant in an emergency situation. Any person struggling with evacuation related to impaired mobility must be assisted out of the building.

Persons arriving at ACS Hillingdon with a disability need to be identified as soon as possible upon entry. Primarily reception and the school nurse will share this responsibility. During evening and weekend events, the person in charge of the activity and security will be responsible for identifying those with special needs. Once identified, a quick assessment will be made of their ability and of their location/movement while on campus. A simple plan will be developed to manage their evacuation in the event of an emergency.

**Assisting disabled persons on campus**

All disabled persons should have an assistant or 'buddy' identified while on campus. If the person is able, allow them to move independently to the exit and assist only when necessary. If the person is a small child that can be comfortably picked up, an adult buddy could assist by carrying the child to safety.

If the person is in a wheelchair, the main wheelchair exits are located in the Head of School foyer towards the back lawn and in the front of the building near reception, leading out to the circle. If a wheelchair user will be visiting the Lower or Middle School using the lifts, additional assistants will be identified to help coordinate evacuation in the event the lifts cannot be used. As much as possible, exit routes must be identified ahead of time on the evacuation plan.

The most appropriate meeting point for those in wheelchairs will be decided on a case-by-case basis. If the risk of moving a person from the front circle is greater than staying in the circle, the 'buddy' will ensure the person is safe, report to the back lawn for attendance, then return to the front to await further evacuation instructions.



**Evacuation plan**

Name

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Disability

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Buddy/Assistants

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Location in School

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Evacuation Route

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Time of Arrival

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Time of Departure

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