

## **Special Educational Needs and Disability Policy (SENDA)**

Wykeham House School is committed to the highest standards in teaching and learning for all its students and is dedicated to seeking and implementing the best practices for those with disability and special educational needs. To achieve this it will adopt and implement to the best of its ability the policies and guidelines of the School Equal Opportunities Policy and the Special Educational Needs and Disability Act (SENDA).

In addition the School will:

1. Actively seek to learn of girls' needs and make use of previous pupil experience, especially those with disability and special educational need, in order to develop good practices. For this purpose we will seek to create an atmosphere of trust in which needs may be disclosed and will regularly initiate appropriate consultation to ascertain pupil experience and suggestions for improvement of the school's life and teaching programmes.
2. The School will not treat disabled pupils less favourably in matters of admission and education.
3. Be fully committed to training for all staff. This training will involve taking advantage of the provision available and planning appropriate additional training as is necessary and helpful to the development of a culture of inclusion and the nurture of best practice. Issues of Diversity and Equality, including SENDA will be part of induction and ongoing training for all staff.
4. Be proactive in providing information on policy and provision for special educational need and disability for prospective students including arranging visits to the school at a time and in ways appropriate for girls with disabilities.
5. In meeting with parents and carers to discuss the needs of girls and how we can best implement help for those needs. If a girl has a statement of need we will meet with all agencies involved to make reasonable adjustment to our setting in order to make sure that the girl is not substantially disadvantaged.
6. We are committed to making any reasonable adjustment we may be able to undertake to our physical environment so that a girl can take advantage of our educational and associated services.
7. Actively make written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.