



Special Educational Needs and Diasabilities (SEND) Policy

March 2020

<p>Abbreviations Used</p>	<p>SEND Special Educational Needs and/or Disabilities SENCO Special Educational Needs Coordinator In some of the Foundation Schools the title Head of Learning Support is used in the place of SENCO INSETIn Service Training DfE Department for Education</p>
<p>Purpose</p>	<ul style="list-style-type: none"> • To ensure that pupils with SEND have equality of access to the curriculum. • To ensure that identification and assessment of a pupil's SEND is as early as possible. • To ensure that all teachers within the Foundation understand that he/she is a teacher of pupils with SEND and that support of those with SEND is a shared responsibility of all stakeholders • To provide an environment which values and includes all pupils, staff, parents, guardians and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. • To make reasonable adjustments to cater for pupils so they can embrace the Foundation; to make every reasonable effort to provide disabled access to its pupils, staff and visitors and to work towards improving access for the disabled as the opportunity presents itself. • Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Foundation and to satisfy the current admissions criteria, the Foundation is committed to providing those reasonable adjustments.
<p>The Foundation:</p>	<p>The Mill Hill School Foundation which comprises the Senior School known as Mill Hill School, The Mount Mill Hill International, Belmont School (the preparatory school) and Grimsdell School (the pre- preparatory school). It is a registered charity and a company limited by guarantee, employing both teaching and non-teaching staff. Legal responsibility rests with the company acting by the Court of Governors, and each School Head having day to day responsibility for the management of the schools and the care of pupils</p>
<p>Definition of SEND</p>	<p>The Equality Act 2010 defines 'disability' as: "a physical or mental impairment (with) which has and a substantial long- term adverse effect on a person's ability to carry out normal day-to-day activities."</p> <p>"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for him or her.</p> <p>The SEND Code of Practice: 0-25 years (2015) states:</p> <p>A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. <p>A child under compulsory school age has special educational needs if they fall within the definition above or would do if special educational provision was not made for them." - <i>SEND Code of Practice: 0- 25 years (2015)</i></p>

Categories of SEND	<p>There are four broad areas of need as laid out in the SEND Code of Practice (2015). The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.</p> <ol style="list-style-type: none"> 1. Communication and Interaction difficulties 2. Cognition and Learning needs 3. Social, Emotional and Mental Health difficulties 4. Sensory and/or Physical Needs
Responsible persons	The 'responsible' person for SEND is the Head of each School.
Coordinators	<ul style="list-style-type: none"> • Ms Kim Vanstone: Grimsdell • Mrs Louise Watters: Belmont • Ms Lisa Silverman: Mill Hill • Ms Sarah Proudlove: The Mount, Mill Hill International
Expectations of Staff	All Staff have a responsibility not to discriminate (whether directly or indirectly) against a pupil with a disability by treating them less favourably than another pupil for reasons relating to their disability
Accessibility Constraints and Accessibility Plan	The most challenging and long-term aspect of the Foundation's Accessibility Plan concerns access for the physically disabled. At present the Foundation is not able to provide unimpeded access for wheelchair users across all areas of the campus and in all buildings. The Foundation's Accessibility Plan, which sets out the Foundation's programme for improving disabled access can be found in Appendix 1 of this Policy.

Policy Type	Statutory
Regulation	Equality Act 2010 Schedule 10 3 and 4(1) & JCQ: GR5.4 and 5.5
Governor Approval Committees	Estates and Academic Committees
Last Review	January 2020
Next Review	January 2022

The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.

Introduction to policy

1. This policy aims to encompass all appropriate issues relating to special educational needs, learning difficulties and disabilities that ensure a pupil's individual educational needs are met effectively.

2.

2.1 This policy takes full account of the SEN and Disability Discrimination Act 2005, the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2015. Where appropriate, the Foundation Schools endeavor to follow guidelines to ensure the most effective learning experience for our pupils is provided in order that they may reach their full potential.

2.2 Schedule 10 of the Equality Act 2010 informs this Accessibility plan as follows:

Equality Act	Description
Schedule 10.3.(2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum
Schedule 10.3.(2)(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
Schedule 10.3.(2)(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3. This policy should be read in conjunction with the following other Foundation policies:

1	Health & Safety Policy: a. Part 1 - Governors' Health & Safety Policy Statement; and b. Part 2 - Organisation & Responsibilities
2	Equal Opportunities (Pupils) Policy
3	Equal Opportunities (Staff) Policy
4	Recruitment, Selection & Disclosure Policy
5	Admissions Policy
6	Promoting Positive Behaviour Policy for each Foundation School
7	Anti-Bullying and Harmful Peer Relations Policy for each Foundation School
8	Curriculum Policy for each Foundation School
9.	Expulsion, Removal and Review Policy

Ethos of the Foundation

4. The Mill Hill School Foundation (MHSF) offers an inclusive learning environment for inquisitive boys and girls. We aim to develop thoughtful, motivated and responsible young people with a global outlook through the provision of a first-class education to boys and girls from 3 years to 18 years and to support its pupils in the passage from childhood to adulthood; we help them to thrive and find their own path to happiness and success through the range of curricular and co-curricular opportunities presented by each of our schools. We value the diversity of our school community and appreciate the contribution that pupils with Special Educational Needs (SEN) and/or Disabilities can bring to school life. This policy aims to encompass all appropriate issues relating to special educational needs, learning difficulties and disabilities that ensure a pupil's individual educational needs are met effectively.

Statement of Intent

5. The Foundation is committed to providing an environment which values and includes all pupils, staff, parents, guardians and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to developing a culture of awareness, tolerance and inclusion. The Foundation makes reasonable adjustments to cater for pupils so they can embrace the Foundation. The Foundation will make every reasonable effort to provide disabled access to its pupils, staff and visitors.
6. Our grounds are stunning but our buildings are a mix of old and new. At present our oldest buildings do not provide for the level of disabled access seen in our newer buildings. The Foundation will continue to work towards improving access for the disabled as the opportunity presents itself and this may require the replacement of old buildings with more modern ones as part of the Estate Development Plan.

Definition of Special Educational Needs (SEN)

7. The new SEND Code of Practice 2015 referred to above states that:
 - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age; or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age; or
 - has special educational provision that is educational or training provision that is additional to or different from, that made generally for other young people of the same age

A child is defined as having special educational needs if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age; or, it means a child has a disability which needs different educational facilities from those generally provided by schools for children of the same age in the area.

8. Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's Policy on English as an Additional Language (EAL).

Definition of Disability

9. A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).
10. Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Policy Objectives in respect of Pupils with SEND

11. The Objectives of this Policy are:
 - To maintain a continuity of support for pupils with SEND across the Foundation.
 - To share information regarding pupils with SEND across the Foundation.
 - To develop a partnership between teachers, pupils and their parents/guardians that encourages pupil confidence in the learning process.
 - To continue to develop a positive attitude to areas of SEND through regular INSET, updates of appropriate developments in the area of SEND and access to the SENCO/Head of Learning Support for staff to seek advice and support.
 - To give new academic staff SEND-based induction.
 - To use a graduated procedure, in the manner recommended in the SEND Code of Practice: 0 to 25 years (2015).

Policy Aims in respect of pupils with SEND.

12. The objectives of this Policy are achieved through the following aims:
 - To ensure that pupils with SEND have equality of access to a broad and balanced curriculum, including the National Curriculum, with other pupils within the Foundation.
 - To promote effective partnership between parents/guardians, pupils and staff in the education of pupils with SEND and to involve outside agencies where appropriate.
 - To create an environment in which all pupils with SEND have the opportunity to achieve their potential, thus acknowledging that all pupils have the right to equal opportunities and should be supported in developing their skills to the optimum.
 - To ensure that each child with SEND and/ or a disability is ensured a smooth transition into the School where a pupil's current needs will be communicated and met.
 - To identify and assess a pupil's SEND as early as possible.
 - To ensure that the pupils themselves (wherever possible) are encouraged to participate in all the decision making processes.

- To recognise the difference between a pupil who has a SEND and one for whom English is an additional language (EAL), and in addition to be aware of those for whom both of these issues are present.
- To raise awareness of the assessment and identification and review processes that have been set up for meeting a pupil's SEND.
- To raise staff awareness of SEND being a whole school responsibility, encouraging differentiation of classroom practice and, where necessary, curricular programmes in order that pupils' individual needs are addressed.
- To ensure a culture within which every teacher in the Foundation understands that he/she is a teacher of pupils with SEND.

Categories of Need of Pupils with SEND

13. Four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.
- a. Communication and Interaction. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they may have a difficulty in saying what they want to, understanding what has been said to them or they have a difficulty in understanding social rules or communication. The profile for every child with SLCN is different and their needs may change over time. Pupils with AS, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction
 - b. Cognition and Learning. Support for learning difficulties may be required when children or young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs. Specific Learning Difficulties (SpLD) affect one or more specific aspect of learning. This encompasses range of conditions such as dyslexia, dyscalculia and dyspraxia.
 - c. Social Emotional and Mental Health Difficulties. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, displaying increased anxiety levels or exhibiting a drop in expected work levels. These indicators may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained.
 - d. Sensory and/or Physical Needs. Some children and young people require special educational provision because they have a physical disability which may prevent them from fully accessing their learning or a full and varied school curriculum. Pupils with a visual or hearing impairment may require a range of reasonable adjustments or the use of specialist equipment.

Access to the Curriculum by Pupils with SEND

14. All pupils have access to the curriculum across the Foundation schools with inclusive teaching styles to address the differing needs of children although an individual teaching plan may recommend modifications in response to a pupil's educational needs. All pupils are supported and encouraged to achieve their potential; pupils with special educational needs receive help according to their needs. Parents and pupils are involved as partners in the educational process. We follow DfE guidance to reduce educational failure and maximise the potential of all children with special educational needs.

Access to Information on SEND

15. Across the Foundation information regarding individual pupils with SEND can be readily accessed by all teaching staff. All staff are informed of how and where to locate relevant SEND information for individual pupils. For more specific information regarding guidelines for support please refer to the individual School's SEND Handbooks.

Admissions for Pupils with SEND

16. We believe that having a learning difficulty and/or disability should not be a barrier to achievement. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. Whilst we are able to offer a range of support across the Foundation (for specific guidelines on support please refer to each of the individual school's SEN Handbook), we do not, have the facilities to offer highly specialised and intensive support. We advise parents of children with learning difficulties and/or disabilities to discuss their child's requirements with the Admissions department and/or the SENCO before he or she sits our entrance exam so that we can make adequate provision for him/her.
17. If a candidate has an educational psychologist report that states their need for extra time due to a specific learning difficulty and they are in receipt of extra time in their current setting children will be given additional time in their entrance exam. Requests for extra time must be made at the time of registration. This similarly applies for other access arrangements eg reader, laptop etc.

Identifying Pupils with SEND

18. We believe early identification of SEND is essential to ensuring the best possible results for our pupils. Identification is through high quality summative and formative assessments, teacher observations and parental feedback or concerns. For specific guidelines on how each individual school identifies pupils with SEND please refer to the individual school's SEND handbook.

Inclusion

19. Pupils with SEND have access to the full life of the School, including curricular and extracurricular activities. A positive view of learning difference is actively promoted and confidentiality is ensured; there is sensitivity to the stigma sometimes associated with SEND.

Recording Progress of Pupils with SEND

20. Meeting the needs of pupils with SEND is a whole school responsibility; accountability at every level ensures pupils make progress. The Foundation seeks to measure overall progress consistently within our robust school assessment processes. In addition to on-going monitoring of progress, the individual schools will measure the overall progress of pupils with SEND at the end of the various key stages such as GCSE and A level to see how much progress they make compared with that of their peers. Please refer to the individual school's SEND Handbook for details on recording progress of SEND pupils.

Early Years Provision

21. The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is the

SENCO at Grimsdell, Kim Vanstone. The SENCO or the child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

22. Where a child appears to be behind expected levels and 'Early Help' sought, the cycle of action: assess/plan/do/review is used to create a graduated response to needs, this is carried out throughout the year. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive SEN support. Any child on SEN support will be on an intervention programme where clear targets are set, agreed and reviewed and tracked. The school's SENCO manages these plans and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker).

Pupils with an Education Health Care (EHC) Plan

23. The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.
24. If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.
25. Where a prospective pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Training

26. The Mill Hill School Foundation has an on-going programme of Continuing Professional Development opportunities both in and out of the school for all staff. The SENCOs/Heads of Learning Support at each school deliver training to staff as needed. Specific training needs are met as required.

Exam Access Arrangements for Pupils with SEND

27. Particular attention is given to ensuring that examination access arrangements for pupils with learning difficulties/disabilities are correct and comply with the Joint Council for Qualifications (JCQ) regulations. As defined by JCQ, September 2019 –

“Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’”.

28. At Mill Hill School, the Head of Learning Support, Exams Officer and Exams Assistant and at the Mount, Mill Hill International, the Exams Officer attend yearly training on Access Arrangements to ensure they are fully cognisant of any changes to JCQ regulations and to ensure the school complies fully with JCQ regulations.
29. For more detailed information regarding access arrangements please refer to the individual schools' SEND Handbook and access arrangement policy.

Concerns

30. The Foundation will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's SENCO or Housemaster/Housemistress/class teacher if their child's progress or behaviour gives cause for concern.

Responsible Persons for Pupils with SEND

31. The 'responsible' person for SEND is the Head of each School:
 - Mrs Kate Simon, Head of Grimsdell Mill Hill Pre-preparatory School
 - Mr Leon Roberts, Head of Belmont Mill Hill Preparatory School
 - Mrs Jane Sanchez, Head of Mill Hill School
 - Ms Sarah Bellotti, Head of The Mount, Mill Hill International School
32. The person co-ordinating the day-to-day provision of education for pupils with SEND in each school is the SENCO or Head of Learning Support.
 - Ms Kim Vanstone: Grimsdell
 - Mrs Louise Watters: Belmont
 - Ms Lisa Silverman: Mill Hill
 - Ms Sarah Proudlove: The Mount, Mill Hill International
33. The School Governors are reported to on SEND issues annually and developments via the Governors' Academic Committee, when appropriate.

Liaison within the Foundation

34. The Heads of Learning Support of Grimsdell, Belmont, Mill Hill School and The Mount, Mill Hill International meet annually to share good practice and to discuss the transition of pupils from one Foundation School to another. There is a professional commitment to sharing good practice and raising the profile of SEND in a positive way throughout the Foundation.

Policy Aims for Pupils with Disabilities

35. The Foundation consists of selective Schools and admission to each School depends upon the prospective pupil meeting the criteria to maintain and, where possible, improve the educational and general standards for its pupils. As part of its regard for the welfare of all its pupils the School must feel reasonably sure that it will be able to educate and develop each prospective pupil to the best of his or her potential and in line with the general standards achieved by that pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful School career, and emerge a confident, well- educated and well-rounded adult.
36. Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Foundation and to satisfy the current admissions criteria, the Foundation is

committed to providing those reasonable adjustments.

37. In most case where the Foundation agrees to provide additional services such as learning support, no extra charge will normally be made. Where additional charges do need to be made at a level that reasonably reflects the cost to the Foundation of providing an unusually high level of support, parents will be advised of such charges in writing and in advance.
38. In order to meet the needs of disabled pupils, the Foundation requires full information. The Foundation will ask all applicants for admission to one of its schools to disclose whether they have received any academic/learning support, have had an educational psychologist's report, have an Individual Education Plan (IEP) from their previous school or college or have any disability or other condition of which the Foundation should be aware.
39. In assessing a pupil or prospective pupil, the Foundation may need to take advice and require assessments as appropriate. The Foundation will be sensitive to any issues of confidentiality. The parents of the pupil will be expected to bear the cost of such advice or assessments.

Expectations of Staff

40. All staff have a responsibility to:
 - ensure that they do not treat a disabled person less favourably than someone else for a reason relating to the person's disability;
 - not indirectly discriminate against a pupil with a disability by failing to make a 'reasonable adjustment' when a disabled pupil is placed, or is likely to be placed, at a 'substantial disadvantage' in comparison with a person who is not disabled.
 - if a pupil discloses a disability to you, request their permission to forward this information to relevant colleagues; and if a teacher, to give consideration to delivery methods, materials available in alternative formats, provision of course materials (eg. by larger font size in printed materials) in advance and appropriate assessment.

Accessibility Constraints for Pupils with Disabilities

41. One of the obvious problems that the Foundation has in accommodating pupils with a disability, in common with many other Schools of its type and age, is its layout and plant. School constraints:
 - a. The Mount Mill Hill International School. The site consists of a number of buildings located in a 'U' shape around a central open area with tennis courts and sports areas elsewhere on the site. The main building is listed. The classrooms are in the original listed building over two floors and in associated single and two storey buildings throughout the site. There is no lift access.
 - b. Grimsdell Mill Hill Pre-Preparatory School. The School is a former house and as such its layout is compact, but classrooms are spread over three floors and there is no lift access.
 - c. Belmont Mill Hill Preparatory School. Covers a site of some 40 acres. The classrooms are based about two central quadrangles over two or three stories with no lift access except to two buildings. Some classrooms are set away from this area and the games fields are further down a steep slope. Various classrooms are fixed with regard to the subjects taught in them on the valid educational grounds that facilities are best concentrated. Belmont School is situated in a Conservation Area and some of its buildings are listed.

There is a lift in the Roger Chapman building.

- d. Mill Hill School. The site covers a wide sloping site of some 120 acres. The plant consists of many separate buildings of many storeys and most are without lifts. Some buildings are listed, and the whole site is a green belt conservation area. The School also has, again in common with most similar Schools, a system of fixed subject teaching areas, as outlined above and with regard to use of specialist academic equipment and facilities. The Boarding Houses pose a similar problem, both in their distance from central facilities, and also their internal layout.

42. The most challenging and long-term aspect of our Accessibility Plan concerns access for the physically disabled. At present the Foundation is not able to provide unimpeded access for wheelchair users across all areas of the campus and in all buildings. We do, however, have a number of wheelchair ramps held centrally and deployed to each of the schools on an as required basis. These are capable of being used with motorised wheelchairs that can be positioned at ground level around the Foundation to assist wheelchair users gain access to buildings where there are steps.

Accessibility Plan

43. The Foundation's Accessibility Plan is at Appendix 1

Review

44. The Foundation will review this Policy and the Accessibility Plan on a biennial basis to ensure the Foundation and its schools meets the needs of those pupils with SEN and/or disabilities

This Policy has been approved by the Estates and Academic Committees - March 2020

ACCESSIBILITY PLAN (The Mill Hill School Foundation)
(Current Period 2018-2021)

Schedule 10.3.(2)(a) - Increasing the extent to which disabled pupils can participate in the school's curriculum				
Targets	Strategies	Outcome	Timeframe Academic Year: September - August(AY)	Goals achieved (2018/19)
Inclusion in Curricular and co-curricular programme	<ul style="list-style-type: none"> - Each School to have a common framework for implementation of procedures within their respective School SEND handbooks - Make physical adaptations as required, provide appropriate equipment and provide adult support if necessary to ensure the curriculum (including co-curricular and sport) is fully accessible to pupils with disabilities. - To ensure all school trips and residential visits are accessible for pupils with SEND 	<ul style="list-style-type: none"> - Common application of policy and approach - Pupils with disabilities are included and have full access to the curriculum. - Assessment of co-curricular activities to have inclusion at its heart - School trips and residential visits are accessible for all pupils 	AY 2018/19 AY 2019/20 AY 2020/21	<ul style="list-style-type: none"> - Each School has a common framework. - Physical adaptations are made on an as required basis. - All School trips are accessible

<p>Training for staff to teach and support pupils</p>	<p>The Foundation will continue to seek advice from experts and promote disability equality via INSET, CPD and assemblies in order to support staff and improve skill levels</p>	<ul style="list-style-type: none"> - Better support and communication with pupils with learning difficulties and/or disabilities and or SEND - Teachers and TAs aware of issues. - Detailed information and support available to staff 	<p>AY 2018/19 AY 2019/20 AY 2020/21</p>	<ul style="list-style-type: none"> - This is an on-going target for learning support staff and the schools are looking at ways in which teachers improve their knowledge of pupil profiles for SEND pupils.
---	--	---	---	--

Schedule 10.3.(2)(a) - Increasing the extent to which disabled pupils can participate in the school's curriculum				
Targets	Strategies	Outcome	Timeframe	Goals achieved (2018/19)
Full integration of pupils with SEND	Full disclosure of relevant information between all Schools at pupil transfer	Quality of provision and care is continuous throughout the Foundation	AY 2018/19 AY 2019/20 AY 2020/21	- YES – Heads of Learning Support (HoLS) at Grimsdell, Belmont and MHS have a transfer meeting during the summer term. All information re SEND pupils is exchanged between the schools and the process works well.
Evaluation and progress	Regular meetings of the SENCOs of all four Schools to share best practice	<p>a. All parents of prospective pupils will be requested and required to divulge information about their child/children’s learning difficulties and/or disabilities and/or medical condition/need and/or SEND, as outlined in Section 5 of the Foundation Disability Policy, on an ongoing basis. The Foundation will use this information to investigate what reasonable adjustments might be made to allow access to those pupils to the School and its services.</p> <p>b. Training will be provided for the Nursing and Pastoral Care Teams to support any pupil with a learning difficulty and/or disability and/or medical condition/need and/or SEND and access will be provided to specialist help for that pupil where reasonably practicable.</p>	AY 2018/19 AY 2019/20 AY 2020/21	<ul style="list-style-type: none"> - Staff meet at least once per year as part of the transfer process, and often more frequently. - Considerations is now being given to sharing best practice.

Schedule 10.3.(2)(a) - Increasing the extent to which disabled pupils can participate in the school's curriculum				
Targets	Strategies	Outcome	Timeframe	Goals achieved (2018/19)
Behaviour	Promote positive attitudes to disabled people by ensuring that disability is represented in posters, collages, displays and learning. Celebrate and highlight key events such as the Para sport, Deaf Awareness Week and Learning Disability Week.	Any incidents of harassment and bullying of disabled pupils are addressed through the anti-bullying policy and the pastoral care within school. More inclusive Sport's Day.		- Yes covered in existing policies.
Equipment	All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with learning difficulties and/or disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces	Improved access to the curriculum		- On-going as part of the procurement process

Schedule 10.3.(2)(b) - Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.				
Targets	Strategies	Outcome	Timeframe	Goals achieved (2018/19)
General condition of the estate	<p>All new buildings will met the legal requirements laid down in the Disabilities Discrimination Act 1995, the Building Regulations 2000, the Health and Safety at Work Act 1974 and the Equality Act 2010.</p> <p>Since 2003 the Foundation has improved access for persons with a disability through the provision of new buildings such as the Indoor Swimming Pool, new Changing Room facility, the Favell Building at Mill Hill School and The Michael Proctor Building at</p>	<p>Improved access to areas of the campus and its buildings.</p> <p>Where physical access to the site is difficult for a prospective pupil, the Foundation recognises the need to be proactive in enabling such access. Accordingly such pupils will be:</p> <ol style="list-style-type: none"> Placed in a House at Mill Hill and The Mount Mill Hill International that is most convenient for physical access. Placed in a tutor group or classroom at the four schools 	<p>AY 2018/19</p> <p>AY 2019/20</p> <p>AY 2020/21</p>	- Our most recent new build (Belmont Gym) complies with the requirement for disabled access. As other refurbishments are implemented the the possibility of improving disabled access will be considered as part of the plans.

	<p>Belmont. The Favell Building also serves to provide disabled access to other key buildings through lift access on the Foundation site, namely the Marnham Classroom Block and the ground floor of School House. Other proposed developments in physical access will be determined in accordance with the Foundation's education development strategy and budget process.</p>	<p>that is most convenient for physical access.</p> <p>c. Prioritised at the four schools in the writing of the timetable with regard to room and set allocations.</p>		
--	---	--	--	--

Schedule 10.3.(2)(b) - Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Targets	Strategies	Outcome	Timeframe	Goals achieved (2018/19)
Lift access	Improve access as part of new builds and, where appropriate, refurbishment programmes	Improved access to areas of the campus and its buildings.	AY 2018/19 AY 2019/20 AY 2020/21	- There were no opportunities in this year
Parking	Increased provision	More disabled parking spaces across all four schools	AY 2018/19 AY 2019/20 AY 2020/21	- Additional spaces have been designated around the campus
Toilets	Increased provision	The Foundation has provided increased disabled toilet provision in buildings at the four schools	AY 2018/19 AY 2019/20 AY. 2020/21	- Yes where we have been able to
Lighting & Sound	<ul style="list-style-type: none"> a. A light level of 300-500 lux will be maintained in classrooms. b. External lighting will continue to be improved as part of the Estate Strategy. c. Appropriate acoustic levels will be maintained in all classrooms for teaching and learning 	Improvements to environmental conditions in the classroom and main external areas.	AY 2018/19 AY 2019/20 AY 2020/21	- Included as part of new builds and refurbishments (Music Dept)

Schedule 10.3.(2)(c) - Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Targets	Strategies	Outcome	Timeframe	Goals achieved
Admissions documents	Admissions Departments will arrange for documents to be provided to parents of prospective pupils who have a child with a learning difficulty and/or disability, in forms that meet that need, if so requested and it is reasonable to do so	Improved accessibility to information		Where required this has been done.

Instilling values, inspiring minds
millhill.org.uk



Mill Hill School
The Ridgeway
Mill Hill Village
London NW7 1QS

020 8959 1221
millhill.org.uk