

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY [including EAL]

**Review:** May 2024

**Ratified by the Board:** June 2024

**Authors:** Head of Inclusions (SS) | SEN Coordinator (JS)

**Date of next review:** June 2027

## Table of Contents

1.	SPECIAL EDUCATIONAL NEEDS AND / OR DISABILITY (SEND) .....	1
1.1.	INTENTIONS.....	1
1.2.	AIM .....	1
1.3.	DEFINITION.....	1
1.4.	ETHOS.....	1
2.	ENGLISH AS AN ADDITIONAL LANGUAGE (EAL).....	1
2.1.	AIM.....	2
3.	ORGANISING STAFF.....	3
4.	PROCEDURE OF ATTENDING INTERVENTIONS OUTSIDE THE CLASSROOM .....	3
5.	FUNDING.....	3
6.	IDENTIFICATION OF SPECIAL NEEDS AND/OR DISABILITY .....	3
7.	COMMUNICATION .....	4
8.	RESOURCES .....	5
9.	TRAINING .....	5
10.	ROLE OF SENCO:.....	5
11.	WAVES OF INTERVENTION.....	6
12.	EAL.....	6
13.	MAINTENANCE OF RECORDS .....	6
14.	RELATED POLICIES.....	6
15.	POLICY SUCCESS CRITERIA .....	7
16.	COMPLAINTS AND GRIEVANCES .....	7
17.	APPENDIX A: SEND POLICY.....	7
17.1.	PROCEDURE TO SUPPORT PUPILS .....	7
18.	SPECIAL EDUCATIONAL NEEDS AND DISABILITY .....	7
18.1.	POLICY STATEMENT ON SENDA .....	7
18.2.	GENERAL.....	8
18.3.	SPECIFIC DISABILITIES.....	10
18.4.	MAKING REASONABLE ADJUSTMENTS .....	11
18.5.	ACCESSIBILITY PLAN .....	11

## 1. SPECIAL EDUCATIONAL NEEDS AND / OR DISABILITY (SEND)

### 1.1. INTENTIONS

At The Junior and Senior School (hereinafter “the School”), we recognise the need to provide a supportive, positive learning environment. The skill, enthusiasm and attitude of the class teacher is the key to effective learning of all children, but has even greater significance for the child with SEN (special educational needs), SEND (special educational needs and disability), and (although perhaps on a more temporary basis) EAL (English as an additional Language), who more than most, need considerable confidence and self-esteem in order that s/he might take full advantage of all that is on offer for her/him. Our school emphasises ethical school practice and inclusion thereby sustaining a welcoming, effective and encouraging school culture.

### 1.2. AIM

All pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount.

These aims are met by a whole-school approach to SEND provision with all teaching staff taking responsibility for meeting individual needs. School policies reflect this approach. Additional support is met when necessary.

### 1.3. DEFINITION

Pupils are described as having ‘special educational needs’ (SEN) or ‘special educational needs and disability’ (SEND) if they have a ‘learning difficulty and /or disability which needs a special education provision made for them.

A learning difficulty means that:

A child has a significantly greater difficulty in learning than the majority of children in the same age group both at school and ‘nationally’ or has a disability which is defined as someone who has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

### 1.4. ETHOS

- Special educational needs and/or disability is a collective responsibility, shared by everyone within the school, to support inclusion. School staff should provide good role models because of their positive expectations and the way they respect and value each child.
- The school aims to safeguard the rights and entitlement of pupils with SEND to ensure appropriate provision is available, wherever possible within the school’s financial constraints.
- Children will receive a broad and balanced curriculum.
- All staff will work with pupils, parents, carers and other agencies to achieve this.
- It is the general duty of staff to promote disability equality.

## 2. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This policy also details our arrangements to recognise and meet the needs of pupils who are learning

English as an Additional Language (EAL).

EAL – Children with English as an Additional Language are defined as follows:

*‘pupils who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School.’*

## 2.1. AIM

- To provide a positive environment where all pupils can achieve their academic and social potential.
- To consult with and involve teachers, pupils and parents in the process of identifying special needs, making provision for assessment of children, either within the school in terms of low level needs or by outside professionals and then preparing special provision mapping and differentiation for children with SEN which should be recorded in teachers’ lesson plans where relevant.
- Information about school policies and provision mapping for pupils with SEN and/or SEND can be found electronically for teachers on Office 365 systems and/or requested from SEN Coordinators.
- Personalised Learning strategies are developed to allow all children to participate and learn. The ‘Waves of Intervention’, (see Page 8) provide an inclusive Quality Teaching approach to teaching and learning and compliment personalised learning in close consultation with the parents according to the latest UK Statutory Guidance SEND Code of Practice 0 to 25 years – January 2015
- Provision for children with SEN/ EAL in the school is also in line with Cyprus legislation, because the rights of children with special needs are safeguarded by international declarations and conventions ratified by the Republic of Cyprus. As from September 2001, the Ministry of Education and Culture, has put into effect the Education and Training of Children with Special Needs Law 1999 [113(I)/1999], the Mechanisms for Early Detection of Children with Special Needs [185(I)2001] and the Regulations for Education and Training of Children with Special Needs [186(I)2001], which support the application of the Law.
- Approaches are planned which draw on pupils’ earlier experiences, set high expectations and encourage mutual peer support.
- Teachers will use Assessment for Learning (AfL) as well as good, accurate summative assessment. This should be analysed to judge progress and inform provision. A consistent marking policy should be used.
- Pupils’ preferred learning style will be utilised to get new information across and to reinforce more difficult knowledge and concepts.
- Inclusive multi-sensory strategies will be used such as accelerated learning approaches; alternative methods of recording to demonstrate learning; collaborate and cooperative learning.
- Appropriate resources for pupils to access tasks will be used and allowed time to finish tasks.
- Effective use of new technologies to enhance the curriculum.
- A risk assessment may be provided for pupils with a disability during lessons to protect a child from being harmed whether the risk is high or low and with an indication of how serious that harm could be.
- Staff are to use educational labels rather than categories or medical labels, such as ‘a child who has epilepsy’ rather than an ‘epileptic’ or ‘a child who has SEN’ rather than a ‘SEN child’.
- Teachers should provide careful joint planning with other teachers and learning support assistants, by considering carefully if there is a special support for a child; how it will be used.
- There is a flexible use of support aimed at joining in rather than to create barriers of exclusion.
- Special attention is given to improving children’s access and communication skills.

- All pupils with medical needs will have a healthcare plan in place which identifies the necessary health and safety measures required that they/and others are not at risk. There is no legal duty on staff to administer medicines and any staff who do so need to have been properly trained by health professionals.

### 3. ORGANISING STAFF

- Special Needs are the responsibility of the Principal of the School, Head teachers and SENCOs of The School. The Learning Support Teachers and Assistants provide interventions to support pupils in the classroom and also small group sessions in the 'Learning Hub.'
- There is a Board member designated for the responsibility of children with special needs.

### 4. PROCEDURE OF ATTENDING INTERVENTIONS OUTSIDE THE CLASSROOM

- In the Junior School the pupils may be withdrawn from lessons following consultation with the class teacher to ensure minimum disruption in the normal curriculum. This will only be done after informing the parents.
- In the Senior School pupils may attend intervention programmes in certain core curriculum lessons at the discretion of the SENCO and with the prior agreement of the pupil's parents.

### 5. FUNDING

- The full cost of professional assessment of special needs by the Educational Psychologist, and the cost of any subsequent specialist teaching, help or support from outside agencies or access to specialist learning support programmes, will be met by the parents of the pupils concerned.
- In the case of newly arrived students with EAL, the school may require parents to pay for additional, intensive English lessons to allow the child to be able to access the curriculum.
- With the input of the class teacher, Assistant Head and Headteacher a recommendation can be made for a full time or part time one-to-one helper, depending on the circumstances. The parents or guardians will bear the cost of the one-to-one helper, which will be paid directly to the school and the one-to one helper will become a temporary employee of the school.

### 6. IDENTIFICATION OF SPECIAL NEEDS AND/OR DISABILITY

Please refer to 'Procedure to support pupils with Special Educational Needs and/or disabilities' attached.

The identification of pupils who may have a special educational need (SEN) requires the use of a range of methods to gather the relevant evidence that a child is functioning at a level below that of their peers at the same age. In both schools if a Class, Form teacher or Subject teacher has concerns about a pupil these will first be disclosed with the Heads and/or SENCO, who will monitor the situation, liaising with the pupil's parents, teachers and, if necessary, appropriate support agencies. It is the responsibility of the SENCO, relevant teacher and if necessary, management to inform the parents in person if the school feels their child may have a learning difficulty and a recommendation to have the child tested by a relevant professional will be made. Minutes of the meeting and actions to be taken will be kept and shared with parents. However, the final decision will always lie with the parent. Nevertheless, without a formal report and professional guidance it will be more difficult for the school to support the child's learning or apply for access arrangements and other accommodations to Exam Boards for use in external exams.

**Assessment:** Assessment for Learning (Afl) or formative assessment is part of the personalised learning strategy and helps to guide classroom practice.

**Bullying:** Pupils with SEN and disabilities have the same rights to be free and safe from bullying as all other children and young people.

- Please refer to School anti-bullying and behaviour policies for further details.
- Teachers must ensure pupils with behaviour, emotional and social difficulties (BESD) receive support and monitor the impact of anti-bullying interventions.
- Learning support assistants and playground staff can play an important part role in the prevention of bullying.

**Learning Support Assistants:** The role of the learning support assistants (LSA's) is more effective when they work in partnership with teachers on joint planning for the inclusion and engagement of pupils with SEN in lessons. In order to maximise the full potential of learning support assistants; teachers need to inform them of the expected learning objectives and outcomes and of the activities and tasks planned, well in advance of lessons.

Both teacher and learning support assistant need to keep SENCOs informed about the progress of pupils with SEN and any barriers to learning and participation they may face.

Ordinarily LSAs will assist the teacher in the classroom at Junior School but sometimes they will be required to work with individuals outside the classroom. At Senior School a mixture of in-class and withdrawal will be implemented to support children with SEN or EAL needs.

On both sites there is a learning support hub with smaller classrooms and facilities to support children individually or in small groups.

**Pupil voice:** teachers should speak to the pupil about the views and impact of their learning and support and involve them in their learning. They should use the strengths a pupil has to overcome weaknesses. A teacher will analyse any gaps or misunderstandings pupils have in their learning and set appropriate levels of challenge in relation to targets. Qualitative evidence may be collected through discussion and/or survey.

**Transfer and transition;** Head of Year 7, along with SENCOs and teachers from both schools will discuss how to raise staff expectations of pupils with SEN:

Which intervention programmes have had the greatest impact on improving pupils' outcomes in Year 6 and the opportunity of following through with the most effective interventions in the next phase of pupil's learning.

## 7. COMMUNICATION

Parent's points of view and opinions are encouraged at the School, and this is in line with the UK SEN Code of Practice which requires educational and medical professionals to work in close liaison with parents to decide the most appropriate support for a child with SEND; this is especially the case if they have first-hand experience and information to share about their child. Parents will be given an opportunity to say how their child can be helped more.

Parents will be kept informed of all concerns felt by the school and all actions taken. The SENCOs

encourage parents to telephone or make an appointment should the need arise. Parents are also encouraged to share all medical and psychological assessments that any external professionals have made of their child in order to supplement the schools' knowledge and experience before making decisions about the most appropriate intervention strategies.

In the interests of their child's progress, parents are asked to keep the school informed of any actions they may take.

All pupils with an Individual Learning Plan will have at least an annual review of their progress which will be shared with parents.

All pupils with an Individual Learning Plan will have at least an annual review of their progress which will be shared with parents.

In the case of a new pupil transferring from another school, the SENCOs will communicate directly with the respective person from that school as to any individual needs that may have been identified.

The SENCO may seek collective views about SEND provision and policy by questionnaire and/or establishing a focus group of parent representatives of pupils with SEN and SEND from time to time.

## **8. RESOURCES**

A bank of EAL resources is stored in the library and the Learning Hub such as:

- Picture/Story books with high interest illustrations as well as some CD Roms and story cassette books.
- Dictionaries and thesauruses in the main language of our school (English) and suitable for different levels of competence.
- A bank of resource cards and games to stimulate and to assist in the lesson planning for each pupil.
- Simplified versions of books/stories.
- SEND support materials are stored in the Learning Hub at each school and are updated on a regular basis.

## **9. TRAINING**

The SENCOs will attend courses to develop their expertise and professional knowledge.

Whole staff training on specific issues will take place as and when required.

## **10. ROLE OF SENCO:**

The SENCO is responsible for:

- Providing information, guidance and support to all staff
- Organising individual or group help for identified pupils
- Liaison with parents for pupils with SEND and EAL
- Gathering information, in particular during the identification of a special need.
- Keeping record of any actions taken and maintaining the curriculum support register.
- Collaborating with outside agencies for pupils with SEND and EAL

- Engaging pupils with SEND and their parents in informing SEND provision
- Advising the Principal and Head teachers on the School strategic direction for SEN and EAL
- Effectively managing School resources (financial and human) allocated to SEND.
- Sustaining an effective school culture that welcomes pupils with SEND and their parents

## 11. WAVES OF INTERVENTION

Initial Concern-Wave 1	Quality first teaching for all, followed by information gathering and possible identification of concerns. Teachers document concerns, and observations may take place from the SEN Department. In the case of identification of SEN, the pupil would move to 'Wave 2 or 'Wave 3' stage.
Wave 2	Teacher documents and forwards interventions attempted, along with specific differentiation strategies implemented, as well as a Cause for Concern Form. If appropriate, the SENCO recommends that the parents seek specialist help/evaluation.
Wave 3	All pupils at Wave 3 will be placed on the SEND Register. They will need a formal report from an Educational Psychologist, and this will inform the Individual Learning Plan. The SENCO in consultation with pupil, parents and teaching staff, draws up an Individual Learning Plan (ILP). The ILP will be updated yearly, or earlier if ILP targets have been met. *

**\*At The Senior School, an ILP will be drawn only for the students who are on a reduced timetable and receive support in the Learning Hub, and/or, following parents' request.**

## 12. EAL

Wave 1	Watching Brief only required - some difficulties in understanding
Wave 2	Making good progress in English – accessing most areas of the curriculum
Wave 3	Hardly any English – intensive support required

## 13. MAINTENANCE OF RECORDS

The SEN register is updated on the School database, iSAMS regularly and it is available for Teachers to see.

All records of SEND will be centrally located in the SENCOs/Inclusions Manager office and in the Examination Officer's Office at the Senior school site (for KS4&5) as hard copies or in electronic form.

These records will be kept for 3 years after the individual's date of leaving, as per GDPR guidelines.

## 14. RELATED POLICIES

The Policy should be used in conjunction with:

- Admissions Policy
- Equal Opportunity Policy
- Behaviour Policy



- Rewards Policy
- Anti-Bullying Policy
- Scholarship and Bursary Policy

## 15. POLICY SUCCESS CRITERIA

- Pupils with SEND and EAL are thriving at school and making good academic progress.
- Increased differentiation of the curriculum is provided to meet diverse individual needs. Staff understand the objectives of their curriculum planning for pupils with SEND and EAL.
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/school communication is established and maintained.
- SEND Policy is regularly reviewed, updated and monitored.
- If funding issues are satisfactory and resources are well managed.

## 16. COMPLAINTS AND GRIEVANCES

- Initial complaints should be made to the class teacher or SENCO and dealt with appropriately.
- If a complaint cannot be resolved, then further discussion will take place with the Principal of the School and/or SEND Board members

## 17. APPENDIX A: SEND POLICY

### 17.1. PROCEDURE TO SUPPORT PUPILS

On application to the school, a request is made for information on the pupil:

- From parents-on the application form
- A record of any assessment completed is recorded and scores below the 85 percentile are referred to SENCO for follow up.
- Any Educational Psychologists' report.
- Any relevant medical reports.

*Parents need to be informed at this stage, whether or not we believe we can support their child and that if we can, support will be given by the SEND department and the class teacher or if we feel that outside agencies referred to support their child's learning, such as lessons from a specialist support teacher or consultation with an Educational Psychologist or an Educational Psychologist's report.*

## 18. SPECIAL EDUCATIONAL NEEDS AND DISABILITY

### 18.1. POLICY STATEMENT ON SENDA

The School is an equal opportunities establishment and we welcome applications from parents of children with Special Educational Needs and Disabilities.

Admission to the School depends upon a prospective pupil exhibiting the potential to cope with mainstream education. This includes an extended National Curriculum in all parts of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the 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 with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

The School's policy is to apply the above criteria to all pupils and all potential pupils regardless of any special educational need or disability of which it is aware. This is subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared with their non-disabled peers, and to capacity constraints which limit the number of places available in any one year group to children with Special Educational Needs or Disabilities. In view of this obligation and the limited support available, it is important that parents advise the School of possible Learning Difficulties or Disabilities at the time of application, and provide the school with a copy of any relevant professional assessments including, for example, an educational psychologist's assessment and hearing and sight assessments. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards as appropriate, but will be sensitive to any requests for confidentiality.

## 18.2. GENERAL

### Admissions

The Principal has the responsibility for all decisions concerning the acceptance and/or nonacceptance of pupils with disabilities.

Parents have the responsibility for declaring disabilities of any kind and information is to be given in the School Application Form.

The parent contract will be amended to include a clause to the effect that the School's obligations to any pupil are not unlimited. In the event, for instance, that all reasonable adjustments, having been agreed and implemented, are subsequently found to be insufficient for the reason of unforeseen deterioration of a condition or for some other reason, the School cannot be held responsible for its refusal to make yet further adjustments, which it considers to be impractical, unreasonable, or unaffordable.

On the admission of a pupil with a disability, or in the case of a pupil already at the School found to have a disability, a letter will be sent from the school to the parents setting out: the disability; its effect on the pupil; and the measures and adjustments agreed with the parents, and to be implemented by the School, so as not to place the pupil at a substantial disadvantage. The parents will be required to sign and return a duplicate of the school's letter to indicate their acceptance. The exchange of information and the involvement of colleagues most concerned with the management and welfare of individual pupils is of the greatest importance prior to the decision to accept, or not to accept, any child with a disability. This process will include a meeting, or meetings, with parents as well as liaison with colleagues in order to establish whether a pupil's individual needs can properly be met or not.

### Staff Training Workshops

Staff training workshops provide an opportunity for staff to be briefed regarding the needs associated with particular forms of disability. Since many staff come into contact with any particular child during the course of his/her education, it is important that there is a good level of awareness as to the issues which are likely to arise.

## Health and Safety

Pupils with certain disabilities will be at greater risk of accident or injury.

The school will undertake a specific risk assessment for all disabled children entering the School and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk. Pupils may also need a 'buddy' to assist in some circumstances with disability.

## Reduced Curriculum

Depending on the individual circumstances, the full range of school academic and non-academic activities may not safely or reasonably be available to pupils with disabilities. An assessment will be made as part of the admissions process.

Where reasonable and practicable, other options will be offered.

## Participation in sports and afternoon activities

Risk assessments will be necessary for each pupil with disability per sport/activity.

## Assessment and Exams

Where it is appropriate to make adjustments regarding assessment and exams, the School will take advice from the Examinations Boards. The school will adopt the procedures of the Boards for its internal examinations.

## School Trips

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for pupils with disabilities. It may be appropriate to invite parents to go on the trip or to have another adult 'buddy' present.

Thought should be given to activities/venues which are more suitable for disabled pupils although choices made should not in any way disadvantage the majority of pupils.

## Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular pupils. Needs would be assessed on a case-by-case basis.

## University Applications

Sensitive, focused advice is appropriate when matching the needs of pupils having disabilities with appropriate Higher Education Institutions.

## The School's Database

Access to pupil information by the teaching staff is particularly important where pupils have disabilities or other health problems which make them vulnerable or can put them at risk in particular situations. The School database enables information to be held which is relevant to the needs of

pupils. The database incorporates information concerning medical/health issues; particular risks or concerns arising from a disability; and learning difficulties.

### **18.3. SPECIFIC DISABILITIES**

#### **Pupils who have mental illness/mental health problems**

Pupils falling into this category can be the most challenging for schools. Procedures are already in place for dealing with pupils at risk. The School must know the details concerning pupils' medication requirements. Pupils will be subject to a clear and appropriate set of rules. Staff should know where pupils with mental health problems are at all times.

#### **Pupils who have learning difficulties**

In the case of pupils with learning difficulties, it should always be established whether on any previous occasion additional support has been recommended e.g. at another school or by an external professional. Interventions will be implemented to support children through differentiated stages of development through small group or one to one teaching strategies at stages of Wave 1, 2 or 3 as defined in the school SEN policy.

#### **Pupils who are deaf/have hearing loss**

The school may be able to support the child depending on individual need and the facilities required. These may include specific arrangements to ensure that the pupil is able to access the curriculum and/or arrangements to ensure that general instructions and announcements made verbally can be accessed.

#### **Pupils who are blind/have visual impairments**

The school may be able to support the child who is blind depending on individual need and the facilities required. These may include specific arrangements to ensure that the pupil is able to access the curriculum and/or arrangements to ensure that general instructions and announcements made in writing can be accessed.

For other pupils with less serious visual impairments, a number of strategies will be considered. The parents may fund a helper. It may be possible to improve or adapt lighting. Large fonts and IT solutions are various and an assistant could help with these, for instance producing the enlarged material which the pupil might need. Larger notices may be required.

Whereas pupils with hearing difficulties may need to receive written notices, those with visual impairments may need to be told about announcements and other information which is normally transmitted in visual form.

#### **Pupils who have mobility difficulties**

The practicalities of accommodating a wheelchair bound pupil, would need careful and sensitive discussion with parents and pupils. The school will make improvements where possible to provide for the needs of individual pupils and visitors in general. Both School sites are equipped with lifts to all floors and access ramps.

#### 18.4. MAKING REASONABLE ADJUSTMENTS

The school has a legal obligation to:

- Ensure that all parts of the curriculum are accessible to pupils with disabilities, wherever possible within the school's financial and physical constraints.
- Improve the physical environment to increase access.
- Ensure that disabled pupils have ready access to information (timetables, regulations and instructions, all communications about the school's events and activities.)

In order to ensure these obligations are fulfilled, the school will undertake a needs assessment for all disabled pupils entering the school. Responsibility for undertaking this assessment and ensuring that any necessary action is taken lies with the following:

- Admissions – Admissions officer in consultation with the Principal and the SENCOS
- Educational support including equipment, materials, exams and assessment – SENCOS and the Principal.
- School nurse for any daily physical needs
- Examinations Officer Support-Exams Officer in consultation with the SENCO
- Extra curricula and sports activity – Health & Safety Officer, Director of Sports and SENCOS
- Overall planning and finance, physical access, health and safety – the Bursar.

In addition to its legal obligations and where not constrained by cost, the school will seek to make reasonable adjustments for pupils with Special Educational Needs.

#### 18.5. ACCESSIBILITY PLAN

BOTH SCHOOL CAMPUSES HAVE A LIFT OR RAMPS ALLOWING ACCESS TO ALL PARTS OF THE BUILDINGS

##### Increasing the extent to which disabled pupils can participate in the curriculum

Reduced curricula will be introduced for some pupils. This process will be continued and extended for entrants to the Senior School with specific learning difficulties in addition, subject options will be adjusted for pupils as they move up the school, the aim being that all pupils receive teaching which is appropriate to their needs and abilities. Staff will receive general briefings and training at Staff training workshops on an annual basis, and specific briefing and training at staff weekly meetings, whenever a pupil with disabilities or specific learning difficulties is joining the school, or if required because of the changing needs of an existing pupil.

For children in The Junior School, training will be given to staff according to a pupil's individual needs on entry to the school and thereafter every term they will be given an update at staff meetings. Curriculum adjustments will be made as necessary.

##### Improving the physical environment

The School has a policy of making ongoing incremental improvements to existing buildings and funds will be allocated in the annual budgets to allow for this. Such improvements, which will be to overcome identified shortcomings and meet specific needs, might include improvements to steps,

stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.

#### **Improving the delivery of information to disabled pupils**

The School will give active consideration to increasing the amount of information available in alternative formats for pupils with specific visual or hearing impairments and will make information available in larger font sizes where necessary.

However, many initiatives – such as Braille, audio tape, lip speaking and sign languages – are costly to implement and can only be considered if additional funding is available from the Ministry of Education or the parents of the child concerned.

**END**