



TONBRIDGE SCHOOL

**ACCESSIBILITY PLAN
2020-2023**

INTRODUCTION

Tonbridge School recognises that the Equality Act 2010 imposes a duty on it to make reasonable adjustments to policies, criteria and practices to address potential issues of discrimination (including in relation to disability) and requires schools to have a three-year accessibility plan. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Schools are also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled pupils (the planning duty).

This document is the School's fifth Accessibility Plan covering the period 2020-2023, identifying our short, medium- and long-term plans for improving accessibility. It covers the following topics:

1. Background
2. History and Current Situation
3. Current Assessment (Spring 2020)
4. Current Plan 2020-2023
5. Ongoing Review
6. Summary and Conclusions

Progress against this plan will be assessed annually and recorded in the "Ongoing Review" section, as well as at the end of the planning period (MT22) at which time the next three-year plan will be developed.

I. BACKGROUND

The School's approach to Special Educational Needs and Disability are summarised in two published policies: the Treatment of Disabled Persons (repeated below), and Special Educational Needs and Disabilities (attached as **ANNEX I**).

Treatment of Disabled Persons

The School recognises that the Equalities Act 2010 ("the Act") imposes a duty on it to make reasonable adjustments to 'policies, criteria and practices' to address potential issues of discrimination. In addition, the School recognises that the Act introduces a new aspect to the reasonable adjustments duty: "where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxiliary aid".

A disability will not of itself justify the prevention of a boy joining the School or the recruitment of an applicant for a position in the School. Such reasonable adjustments to the admissions and application procedures shall be made as are required to ensure that applicants – be they boys seeking admission, or persons wishing employment – are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for those who are visually impaired.

Before a boy or job applicant is judged to have failed to meet the standards required because of a reason related to a disability or, in the case of prospective members of staff, to have been less suitable than other applicants, full consideration will be given to whether reasonable adjustments could be made which would counter the disadvantage.

The School will make such adjustments to teaching and work arrangements or School premises as are reasonable to enable a disabled boy or staff member to join the School. This will include, but is not limited to as may be appropriate, consideration of the provision of specialist equipment, flexibility in teaching or working arrangements, job redesign and flexible hours. Within this, the School is committed to, and recognises the importance of, taking pro-active measures to remove barriers to disabled boys or prospective staff so to enable them to play a full and constructive part in the life of the School.

If, during his time at the School, a disabled boy recognises a need for further adjustments to be made, he should raise the matter in the first instance with his Housemaster. Similarly, disabled staff members should raise any such concerns with the Personnel Manager, Second Master or Bursar as appropriate. In both instances, the expertise of the disabled person in managing their own disability will be recognised. Where the School does not have the relevant expertise to resolve an identified problem, specialists will be consulted. Once any adjustments have been made, their suitability will be reviewed periodically on an agreed basis to assess continuing effectiveness.

As described above, the School will make an individual assessment of what "reasonable adjustments" can be made on a case by case basis and will keep a record of each assessment. Considerations are likely to include, but are not limited to: whether the adjustment will remove the substantial disadvantage; the cost of the proposed adjustment; the resources available internally or from external providers (such as the health and education services); the practicability of making the adjustment; the need to maintain academic, musical, sporting and other standards; Health and Safety requirements; the interests of other boys including those who may be admitted to the School; and the School's charging structure generally.

Learning Support and Special Educational Needs

Tonbridge School provides an inclusive curriculum, which is designed to meet the needs of all its boys including those with physical disabilities (within the physical constraints of our environment), those with special educational needs (including social, emotional and mental health needs), those from all cultural backgrounds and boys with English as an additional language. Boys may have additional needs at different times and therefore a wide variety of strategies is used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed where possible and all boys will be provided with equality of opportunity. Parents will be fully informed when special educational provision is made for a boy.

Tonbridge School follows the advice, guidelines and principles of many professional bodies such as the British Dyslexia Association and The Royal College of Speech and Language Therapists to develop good practice in the early identification of boys with learning difficulties. The Learning Strategies Department pays due regard to the principles embodied in the SEN & Disabilities Act 2001, the Disability Discrimination Act 1995, and the revised Code of Practice for SEN Jan 2015 for identification and assessment, in order to support all boys with learning difficulties. We also adhere to any further adjustments in the Equality Act 2010 and the Children and Families Act 2014.

The revised Code of Practice puts emphasis on the fact that every teacher of children and young people with SEN & D is responsible for them reaching their full potential. The Learning Strategies Department will support Tonbridge teaching staff in this role, helping them with identifying, and differentiating their teaching of, these boys within the classroom.

The School currently has one boy with an Education, Health and Care Plan (EHCP) (formerly a Statement) relating to a hearing impairment.

The School's full Special Educational Needs and Disabilities Policy is attached as **ANNEX I**.

2. HISTORY AND CURRENT SITUATION

At any one time, the School has over 100 boys requiring and receiving individual support either for a SpLD or in general, as well as a number of boys with long term medical conditions or physical impairments that require specific provisions to be made. At the start of Lent Term 2020 the School had 116 boys on its SEND register with around 20 additional boys accessing ad hoc support or pending an assessment. The Learning Strategies Department is available to the whole school for Study Skills sessions, and provides "learning 2 Learn", PLTS and Learning Mentor Programmes.

Requirements for adjustments for physical disabilities have once again been tested over recent months both by short term injuries to current boys, by visitors to and staff at the School with disabilities. In addition, improvements around the campus have been made following reviews and events in 2016 to 2019 including: the admission of, and ongoing reviews with, a boy with an Education, Health and Care Plan (EHCP) given his hearing impairment; an access survey done by Australian Athletics Paralympic team (including disabled access to Boarding Houses); improvements to disabled access to the Theatre and VHC required during the building of the BSC; the development of an "Equal Opportunities Policy for boys" created with clearer statements about the School's provision; a SEND Governor's Review; an acoustic review of teaching spaces; a review done by Autscope for their residential visit in Summer 2018; and a meeting held with the parents of a prospective boy with mobility issues (for entry in 2021).

Improvements to accessibility have been achieved over recent years through small, medium and large improvements to physical facilities at the School and technological improvements including the changes described below.

- **Small Improvements.** The introduction of permanent and temporary ramps at access points to buildings (enabling wheelchair access), as well as the introduction of handrails (for those with more minor disabilities) at key points. The improvement of lighting around the campus, the introduction of more visible boundary markings (for the partially sighted), and the continuation of a wide-ranging programme to improve pathways across the School campus.
- **Medium Improvements.** The introduction of a programme of professional development for staff, which already covered SEN and EAL, and has been extended to cover other forms of disability. The development of the School's website to include all relevant academic, admissions, policy and other information so that it is accessible to all via the internet. The introduction and development of Firefly: a virtual learning platform that provides access to learning materials electronically (and, therefore, more accessibly).
- **Large Improvements.** The continuing development of the Tonbridge School Centre for sports and media to include significantly enhanced disabled access, including lifts, toilet and changing facilities, and pool access. The improvement of access to external sporting facilities (primarily artificial playing surfaces) through the use of permanent ramps, and the installation of an accessible viewing area for the School's New Rackets Court. The completion of the Chadwick Building and the extension to Dry Hill House, both with level access for wheelchairs. The roll-out of site-wide Wi-Fi, along with improved classroom technology, enabling lessons to be streamed live from any inaccessible classroom. The significant redevelopment of the Smythe Library (including the expansion of the Learning Strategies department) and of the Barton Science Centre, both with level access for wheelchairs and a lift to all floors.

The School is aware of the following DFE Requirement (given Schedule 10 of the Equality Act 2010) inspected by ISI:

ISI Inspection	Description
190 (a)	Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
190 (b)	Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
190 (c)	Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

3. CURRENT ASSESSMENT (SPRING 2020)

Despite the progress made, it is clear that there are further improvements that could be made, despite the restrictions imposed by (1) having very small numbers of disabled boys applying to the School or at the School, (2) the physical characteristics of the School buildings, many of which are listed and of historic value, and (3) the expansive and complex nature of the School campus.

The summary accessibility evaluation (based on historic DfE guidance) is provided in **ANNEX 2**, a summary of which is:

1. The School delivers its curriculum very well to current boys with disabilities (typically ASD & Language Disorders, Dyslexia, DCD, Dyscalculia, ADHD, Emotional Difficulties, Anxiety, EAL or hearing impairments), and provides effective support to boys with medical conditions or physical impairments, but would need to make further adjustments in facilities and teaching methods to appropriately support boys with other, more severe disabilities. The School's commitment to, and success in, supporting current boys with minor permanent or temporary disabilities demonstrates its commitment to making any further necessary adjustments for a disabled boy. These adjustments could include:
 - a. Training staff to teach and support more severely disabled boys, and to recognise and allow for the mental and physical effort expended by them;
 - b. Developing specific programmes of physical activity (using the facilities we already have in place, e.g. at the TSC);
 - c. Reorganising some classrooms (depending on subjects studied).
2. The School is designed to meet the needs of all current boys, but, once again, adjustments would be required for more severely disabled boys; in particular, some classrooms are not accessible for wheelchairs, and navigation around the site for a blind boy would be problematic. Particular barriers that would need to be removed could therefore include:
 - a. Providing access to certain classrooms including the first, second and third floors of the main School building and Modern Languages;
 - b. Improving "navigation" around and between current School buildings, and removing or overcoming barriers that exist (e.g. frequent changes of levels necessitating many stairs);
 - c. Revising emergency and evacuation systems and processes.
3. The School can and does now deliver materials in other formats (given the investment in IT infrastructure), but there has been no requirement to produce this material (e.g. on audiotape or in Braille) for boys at the School or prospective boys / parents. There remains some doubt as to whether it is possible or practical to adapt the School fully to make it completely accessible for a blind boy. Adjustments that could be required include:
 - a. Investing in additional systems (software and possibly hardware) to produce standardised, bespoke or complex information in a specific format;
 - b. Training staff on the technology and practices necessary to assist boys with disabilities.

The School's plans for 2020-2023 have been developed to take account of the issues detailed above.

4. CURRENT PLAN 2020-2023

The School's Accessibility Plan for 2020-2023 has the following Targets, Strategies and Outcomes:

Period	Target	Strategy	Outcome & Timeframe
Short Term (by LT21)	Continue to ensure that adjustments are made for any boys with disabilities	Continue to identify disabilities early in the admissions process, and ensure that appropriate adjustments (to teaching, facilities and communication materials) are made	Ongoing
	Review the effectiveness of new facilities	Ensure lift access to all floors in the Library and Science is working effectively	Review complete by MT20 <i>Completed</i>
	Review House provision	Review current provision in Boarding and Day Houses for those with physical impairments	Review complete by LT21
Medium Term (by MT21)	Develop plans for improving physical accessibility to the 'Centre of the School'	Develop the details of the Masterplan projects for the Centre of the School to ensure they clearly improve accessibility	Projects detailed and underway by ST21
	Refine the priorities for the Accessibility Plan based on an interim review	Complete a review, possibly using external specialists, of the Accessibility of the School to ensure that the priorities identified in this (and the next) plan are the right ones	Audit completed, and draft action plan produced by the end of MT21
Long Term (End of MT22)	Improve the physical accessibility to key academic areas of the School	EITHER: implement (if feasible) the next stage of the School's Masterplan to improve (amongst other things) physical accessibility	First stage of improvements made to physical accessibility by end of MT22
		OR: identify alternative short-term improvements to physical accessibility	Further plans for improvements to physical accessibility by end of MT22

5. ONGOING REVIEW

The plan is formally reviewed annually by Governors. In addition, relevant developments at the School are tracked below not only to provide an auditable trail of actions taken, but also to inform the development of the 2024-2027 Accessibility Plan. Detailed records (referred to below) are held in the Accessibility File in the Bursar's Office.

Accessibility Plan: Review List (Work In Progress)

Date	Area	Review/Action	Documentation (Accessibility File)
Jan-20	Plan	Updated plan (2020-2023) written.	This document
Feb-20	Review	Accessibility Plan reviewed by Governors	This document
Mar-20	COVID-19 Changes	Change in the School's educational provision to enable remote learning.	Tonbridge Online (v1) [1]
Mar-20	COVID-19 Changes	Update for the Common Room: Supporting SEND boys following the introduction of remote learning	Copy of note [2]
Apr-20	COVID-19 Changes	Additional Training: Inclusion & Differentiation during the remote teaching period (focussing on boys with a diagnosed learning difficulty or disability)	Copy of note [3]
Aug-20	Fire Evacuations	New guidance developed to evacuate disabled visitors from certain locations (e.g. Theatre). ON HOLD: no visitors due to COVID-19.	-
Aug-20	COVID-19 Changes	Additional Training: teaching boys with a hearing impairment	Copy of note [4]
Sep-20	Resourcing	New (additional) staff member recruited: Elisabeth Kirk-Smith, Teacher of Learning Strategies (part-time)	-
Sep-20	COVID-19 Changes	Change in School operations to enable a safe and accessible return to School given COVID-19.	Back to School Strategy [5]
Oct-20	SEND Enhancement	Specific training event: SEND Enhancement Session on Stammering	Copy of note [6]
Dec-20	Hybrid Teaching	New equipment agreed and supplied for teachers to enable more effective hybrid teaching. AP note: this will enable remote teaching for disabled pupils who are unable to attend School.	-
Jan-20	COVID-19 Changes	Change in the School's educational provision to enable remote learning.	Tonbridge Online (v2) [7]
Feb-21	Review	Accessibility Plan reviewed by Governors	This document (updated Feb 20) [8]

6. SUMMARY AND CONCLUSIONS

Whilst we are confident that the School has made all necessary adjustments to ensure that no current boys are treated less favourably or disadvantaged by physical or mental impairments (typically by making adjustments to support those with ASD & Language Disorders, Dyslexia, DCD, Dyscalculia, ADHD, Emotional Difficulties, Anxiety, EAL or hearing impairments, and by supporting boys with long term medical conditions or significant physical impairments), we recognise that the School or its operations are not set up to support boys with more severe physical or mental disabilities. Given our experience to date, we are confident that we could adjust teaching methods, facilities and communication materials to ensure that any boy applying or gaining entry to the School is not placed at a significant disadvantage. However, we have also identified the most substantial barriers that still exist for current or potential boys within the School, and developed our Accessibility Plan accordingly. **Furthermore, the School has adapted to the additional demands placed on education by COVID-19, most obviously not only by the provision of high-quality remote education (and the equipment required to deliver this in the short-term and ongoing), but also through additional training provided to staff to support boys with diagnosed learning difficulties or disabilities.**

The School's Accessibility Plan 2020-2023 lays out at a high level the short, medium and longer-term priorities for action to help overcome the potential barriers identified. This plan has will be reviewed regularly, as summarised in Section 5 above.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

STATEMENT OF INTENT

This policy will ensure that Tonbridge School is an educationally inclusive School where the teaching and learning, achievements, attitudes and well-being of every boy matter. Tonbridge School provides an inclusive curriculum, which is designed to meet the needs of all its boys including those with physical disabilities (within the physical constraints of our environment), those with special educational needs (including social, emotional and mental health needs), those from all cultural backgrounds and boys with English as an additional language. Boys may have additional needs at different times and therefore a wide variety of strategies is used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed where possible and all boys will be provided with equality of opportunity. Parents will be fully informed when special educational provision is made for a boy.

A DEFINITION

According to the SEN & D Code of Practice (2014)

“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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or*
- b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others in mainstream schools or mainstream post-16 institutions.*

Where a child has a disability or health condition that requires special educational provision to be made, they are covered by this definition.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.”

January 2015 (6.5)

“The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.”

Disabled children and young people without SEN are provided for in legislation by the Children Act 1989, the Equality Act 2010, the Health and Social Care Act 2012 and the Children and Families Act 2014.

This Policy should be read in conjunction with the following School Policies and documents:

- **English as an Additional Language Policy**
- **Teaching and Learning Policy**
- **Curriculum Policy**
- **Accessibility Plan**
- **Admission Policy**
- **Disabled Persons (the Treatment of) Policy**
- **Examinations Policy 3: Use of Word Processors in Examinations**

- **Examinations Policy 4: Main Examinations Policy**
- **Examinations Policy 6: Disability policy for Examinations**

AIMS AND OBJECTIVES

Tonbridge School follows the advice, guidelines and principles of many professional bodies such as the British Dyslexia Association and The Royal College of Speech and Language Therapists to develop good practice in the early identification of boys with learning difficulties.

The Learning Strategies Department pays due regard to the principles embodied in the SEN & Disabilities Act 2001, the Disability Discrimination Act 1995, and the revised Code of Practice for SEN Jan 2015 for identification and assessment, in order to support all boys with learning difficulties. We also adhere to any further adjustments in the Equality Act 2010 and the Children and Families Act 2014.

The revised Code of Practice puts emphasis on the fact that every teacher of children and young people with SEN & D is responsible for them reaching their full potential. The Learning Strategies Department will support Tonbridge teaching staff in this role, helping them with identifying, and differentiating their teaching of, these boys within the classroom.

We believe that our boys have the right to an education that is appropriate to their individual needs. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of the individual boy. In doing this, we intend to minimise the challenges and difficulties that some boys may experience. We also acknowledge that some boys will need special consideration and provision. Tonbridge School supports the use of enabling technology to promote learning independence.

We adhere to the legal requirements of boys who attend Tonbridge School with an Education, Health and Care Plan, co-operating with outside agencies, putting in place special requirements and paying due attention to all their welfare and educational provision. The Local Authority reviews EHCPs at least once a year to evaluate the success of the specified interventions and to update or adapt targets. The decision to discontinue an EHCP can only be taken as a result of an Annual Review. This would happen when the boy made such progress that they no longer need such a high level of support.

Learning difficulties can be demonstrated across the ability spectrum and our objective is to help all boys achieve their potential, by improving their learning opportunities and to provide a safe, secure and inclusive environment where support is considered as a response to a boy's diverse needs. This should enable all boys to participate in the life and activities that Tonbridge School has to offer to the best of their abilities, whatever their needs.

We consider parents to be partners with the School in their son's educational progress, and recognise that they have a crucial bearing on their son's learning and on the effectiveness of School intervention and support. We aim to keep parents informed about their son's progress during Parents' Evenings, review meetings and at any other necessary time.

There are many reasons that can cause a boy at some stage of his School life to require support for learning, aside from being diagnosed with a long-term learning difficulty. The Learning Strategies Department works closely with Housemasters, Tutors, subject teachers and support staff to put in place the appropriate graduated response for boys according to the level of need.

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

Provision for boys with special educational needs is a matter for the School as a whole. The Headmaster, the SENCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of boys with special educational needs. Teaching such boys is therefore a whole school responsibility. The Special Educational Needs Co-Ordinator is responsible for the co-ordination of provision. The SENCo's core responsibilities are:

- overseeing the day-to-day operation of the School's SEN & D Policy
- co-ordinating provision for boys with special educational needs and disabilities
- liaising with, and advising, teaching staff
- overseeing the records of all boys with special educational needs and disabilities
- liaising with parents
- contributing to the in-service training of staff
- liaising with external agencies and specialists such as Educational Psychologists, Speech and Language Therapists, Son and Adolescent Psychiatrists and Specialist Teachers
- liaising with the Examinations Officer in relation to access arrangements and the collection of evidence as required by JCQ or other external bodies.

AREAS OF SEN & D

Includes boys with a formal diagnosis as well as those with learning profiles consistent with a diagnosis:

1) Communication and Interaction (ASD & Language Disorders)

Boys may have one or more of these difficulties, affecting learning (including literacy), socialisation and emotional development:

- *Developmental Language Delay*: for example, a delay in language comprehension, expression or interaction. Progress, however slow, follows a 'normal pattern' of development.
- *Developmental Language Disorder*: for example, development in language comprehension, expression or interaction will show an uneven or unusual pattern.
- *Phonological/Speech Difficulty*: this refers to the boy's ability to produce intelligible speech and will include those with specific difficulties including verbal dyspraxia and dysarthria.
- *Receptive Language Difficulty*: the boy may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning.
- *Expressive Language Difficulty*: the boy may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.
- *Autistic Spectrum Conditions/Disorders*: autistic conditions are now generally regarded as developmental patterns linked to neurological factors, affecting social interaction and relationships, language and imagination with (typically) restricted and repetitive patterns of self-chosen behaviour.

2) Cognitive and Learning (Dyslexia, DCD, Dyscalculia)

Boys with general learning difficulties have academic attainment levels that are significantly below those of their peers due to a slower rate of learning. They will have difficulty acquiring and applying basic literacy, numeracy and language skills. Additionally, they may have difficulty with concentration, memory, social skills and self-esteem. Some boys may have specific learning difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may gain some skills quickly and demonstrate a higher level of ability orally,

yet may encounter sustained difficulty in gaining literacy or numeracy skills. These difficulties may sometimes be associated with significant problems with:

- sequencing and short-term memory
- verbal recall or significant delays in language functioning (e.g. word retrieval difficulties)
- visual and auditory perception
- developmental co-ordination difficulties (dyspraxia)
- frustration and self-esteem

3) Social, Emotional and Mental Health (ADHD, Emotional Difficulties, Anxiety)

Boys with significant behavioural, emotional and social development difficulties will show evidence of emotional instability or disturbed behaviour that is significantly different to that of their peers. They may be hyperactive and have difficulty concentrating and applying their learning. They may appear withdrawn or isolated, be disruptive and disturbing and may also have low self-esteem. The impact of their behaviour may affect their academic achievement.

4) Physical and Sensory (including medical conditions)

The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few boys will have multi-sensory difficulties, some with associated physical difficulties. For some, the inability to take part fully in school life causes significant emotional stress or physical fatigue.

5) More Able, Gifted and Talented (MAGT)

At Tonbridge School it is recognised that boys should be educated in a way which enables them to work at the highest level concomitant with their ability and interest, both for the good of others and for their own satisfaction.

There are a variety of opportunities that have been designed to challenge More Able, Gifted and Talented (MAGT) boys to achieve their very best. Boys should be educated in a way that enables them to work at the highest level in accordance with their ability and interest, both for the good of others and for their own satisfaction.

We define 'More Able' as those with a significantly faster learning speed than the overall curriculum affords, 'Gifted' as being highly able academically and 'Talented' as being of high ability in practical subject areas such as Sport, Music, Drama, Art, and Technology.

Much of this provision is common ground to different curriculum subjects with examples including:

- Fast tracking in academic studies
- School mentoring so that other boys can benefit from the MAGT boys
- Trips/events focused on increasing aspirations to attend Russell Group universities
- More specific curricular and extracurricular projects such as extended reading lists to stretch the most able (English) and participation in National Maths Challenges
- Learners are also able to pursue further opportunities through links with other Eton Group schools and our partner schools.

Each academic department is able to provide more detail on the extension and enrichment opportunities they provide to boys at Tonbridge School.

IDENTIFICATION, SCREENING AND INTERVENTION

The School will work closely with boys and their parents to identify any specific barriers to learning and hence to identify what support is needed.

- All boys are screened during their Novi Visit using a bespoke screening programme, with further testing if required using the Lucid LASS 11-15 screening test and Lucid Rapid Screening Test during Michaelmas Term as part of the Novi Learning 2 Learn Programme.
- All boys take MidYIS tests during Michaelmas Term at the School; an asymmetric profile in the four skill areas may indicate a possible learning difficulty, which can then be assessed further.
- Boys with SEN & D will be assessed for examination Access Arrangements from Michaelmas Term onwards from the start of their 2nd Year.
- Tutors and teachers may raise a concern with the Head of Learning Strategies by using the Referral Form. Boys may also self-refer.

Liaison with SENCos at feeder schools is led by the Head of Learning Strategies prior to entry where possible, to establish the likely level of support required on transition to the School.

A CONTINUUM OF PROVISION

The graduated approach cycle of 'Assess, Plan, Do, and Review' is used to identify, process and evaluate provision.

Once a boy's rate of progress has been identified as inadequate, despite having appropriate learning experiences, differentiated learning opportunities should be provided within the classroom setting. Regular and frequent monitoring of the boy's progress by the subject teacher and tutor will show whether the provision is effective.

If the review of this support highlights the need for greater intervention, targets and strategies are drawn up by the Learning Strategies Department in liaison with subject teachers, the boy's Tutor and Housemaster, parents and the boy himself.

In the event that this level of intervention does not enable the boy to make satisfactory progress, further advice may be sought from the Internal Assessor at Tonbridge or from external agencies. Following additional assessment, a higher level and type of intervention may be identified as being needed and therein acted upon. Interventions are reviewed consistently and adapted accordingly with the boys, parents, subject teachers, Tutors, Housemasters and the Learning Strategies team.

For the majority of boys with special educational needs, teaching staff are responsible for ensuring that their learning needs are being met within the classroom through differentiated teaching and acting upon the advice of the Special Educational Needs Co-Ordinator (SENCo). In many cases, this action taken will mean that the boy's needs are resolved. Only for those boys whose progress continues to cause concern should additional action be taken.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all boys will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect a particular boy to achieve. Where progress is not adequate, it will be necessary to take additional or different action to enable the boy to learn more

effectively. Adequate progress can be defined in a number of ways. It may, for instance, be progress which:

- Closes the attainment gap between the boy and his peers
- Matches or betters the boys' previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in behaviour, self-help, social or personal skills.

SEN & D PROVISION AT TONBRIDGE SCHOOL

Provision for boys with specific learning difficulties and disabilities at Tonbridge School is extensive and may include the following:

- 1-to-1 or collaborative intervention lessons in the Learning Strategies Department with a specialist teacher
- Participation in the tiered Mentor Programme
- The Novi Learning to Learn (L2L) study skills programme. All Novi boys are taught a study skills programme by Learning Strategies teachers in their first term
- Revision workshops and seminars
- Access to multimedia learning resources (via Firefly), and 'Study Skills' and 'Organisation' support groups
- Prep Club - available to all boys 4.30pm to 5.30pm Mondays and Thursdays in the Smythe Library. Tiered mentoring support and specialist teacher help available at all times.
- The SEND List – a comprehensive database and CRM system for tracking and managing boys' needs, targets and current Access Arrangements. The list offers teaching and study guidance for teachers and key information on the boys they teach.
- Each academic department has a Learning Strategies Link Teacher who meets with the Head of Learning Strategies once every cycle to discuss best practice, learn of the latest developments in SEN & D teaching, receive INSET training that is specifically SEN & D-focused and have the opportunity to discuss individual boys who may need specific interventions. There is a standing item on each departmental meeting agenda for SEND issues to be discussed and to provide an opportunity for Link Teachers to report back to their academic departments on the content of Link Meetings (meetings take place once per cycle). The School has an obligation to ensure that information is cascaded to teaching staff and to demonstrate how we meet our duties towards boys with special educational needs and disabilities. It is also the School's responsibility to provide support based on the changing needs of the boys and to do this we need to work in partnership with teaching staff, the boys and their families. Teaching staff need to demonstrate they are experienced and knowledgeable about how to recognise barriers to learning and progress. The standing item agenda, and the ensuing dialogue initiated by it, is key to this, alongside ongoing PD and an awareness of the SEND Code of Practice.
- The Head of Learning Strategies, alongside a specialist SEN teacher with a strong STEM background teaches L2L study skills sessions to 3rd Year Dual Science sets during Lent Term.

The Head of Learning Strategies has responsibility for monitoring the progress of all boys on the SEND List and raising concerns with Housemasters, Tutors, Heads of Department, LS Link Teachers and subject teachers as appropriate. The progress of these boys is regularly discussed at Parents' Evenings, which the Head of Learning Strategies attends.

IN SUMMARY

Our core SEN & D Policy objectives are:

- To ensure that boys with Special Educational Needs and Disabilities are given the opportunity for access to a broad and balanced curriculum. We aim to provide the flexibility and support to suit individual needs so that all boys have an equal opportunity to receive an education that is appropriate to their needs.
- For all boys to achieve their full potential across the whole curriculum.
- To provide a supportive and caring environment where their self-esteem and confidence can grow.
- That boys are respected as individuals, whatever their race, gender, religion, culture, disability or ability.
- To screen, identify and assess boys needing support from the Learning Strategies Department when they join the school or as soon as possible, using information from a wide range of sources.
- To use the Learning Strategies budget to provide appropriate resources to support the individual requirements of boys needing support and intervention from the Learning Strategies Department.
- To develop a partnership with parents in order that their knowledge, views and experience can assist us in assessing and providing for their sons, thereby encouraging positive and active parental involvement.
- To consider the views of the boys concerned in order to provide more effectively for them.
- To liaise and collaborate with outside agencies where appropriate, keeping accurate records and ensuring parents are fully informed.
- To ensure that all staff are aware of their responsibilities towards boys with learning difficulties and are supported by training, information and advice to enable them to differentiate effectively within their teaching.
- To continue to develop a system of recording and communicating information so that all staff, agencies and parents of boy receiving support from the Learning Strategies Department are informed of changes and progress.
- To monitor our effectiveness in achieving the above objectives.
- The day-to-day co-ordination of SEN is delegated to the Head of Learning Strategies.

ANNEX 2: Accessibility Evaluation 2020 (Part I)

Section I: How does your school deliver the curriculum?	Not At All	Partially	Mostly	Completely	Key Areas for Improvement
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			✓	✓	Current training is strong; additional training would be required for disabilities other than ASD & Language Disorders, Dyslexia, DCD, Dyscalculia, ADHD, Emotional Difficulties, Anxiety, EAL or hearing impairments. Additional training provided for COVID-19
Are your classrooms optimally organised for disabled pupils?			✓		Access to and use of certain classrooms is difficult, but lift access is now in place in some key areas
Do lessons provide opportunities for all pupils to achieve?				✓	
Are lessons responsive to pupil diversity?			✓		Current training is strong; additional training would be required for disabilities other than those listed above
Do lessons involve work to be done by individuals, pairs, groups and the whole class?				✓	
Are all pupils encouraged to take part in music, drama and physical activities?				✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			✓		Current training is strong; additional training would be required for disabilities other than those listed above
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?			✓		The practice of extra time for some boys is well established in the School
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		✓			New activities may have to be designed for significant disabilities
Do you provide access to computer technology appropriate for students with disabilities?			✓		Specialised software and equipment may be required
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			✓		Current visits for current pupils are accessible; refinement would be required for more severely disabled boys
Are there high expectations of all pupils?				✓	
Do staff seek to remove all barriers to learning and participation?				✓	

ANNEX 2: Accessibility Evaluation 2020 (Part 2)

Section 2: Is your school designed to meet the needs of all pupils?	Not At All	Partially	Mostly	Completely	Key Areas for Improvement
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?			✓		Most areas have good access; the layout and accessibility of some academic facilities would be a problem for severely disabled boys
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓		Wheelchair access has been improved significantly; some areas still would need addressing
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			✓		Pathways are generally much improved
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?			✓		The use of visual alarms has increased
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			✓		Lifts have tactile buttons, but otherwise guides are limited
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓		Current signage works for current boys; a review of signage would be required for more severely disabled boys
Are areas to which pupils should have access well lit?			✓		Lighting has improved significantly, but some corridor light switches are not easily accessible
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?				✓	Room acoustics have been improved significantly (e.g. with carpets being fitted)
Is furniture and equipment selected, adjusted and located appropriately?			✓		Furniture is currently appropriate, but may need adapting

ANNEX 2: Accessibility Evaluation 2020 (Part 3)

Section 3: How does your school deliver materials in other formats?	Not At All	Partially	Mostly	Completely	Key Areas for Improvement
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓		Information for prospective students is on the website
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			✓		Information is presented appropriately for current boys; some adaptation would be necessary e.g. for a blind boy
Do you have the facilities such as ICT to produce written information in different formats?			✓		ICT is strong in the School; assessment of its capability for any specific disability would need to be made
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			✓		Staff are familiar with technology and practices for current boys