Nelson Park Riding Centre Ltd

Special Educational Needs   
& Disabilities Policy   
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
Approved by: Mrs S. Catterall & Mr G. Catterall  
Last reviewed on: September 2021   
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NELSON PARK RIDING CENTRE

Special Educational Needs and Disability Policy   
  
Legislative Context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires   
independent schools to “have regard to the Code of Practice.” This means that whenever   
we are taking decisions we must give consideration to what the Code says. We cannot   
ignore it. We must fulfil our statutory duties towards children and young people with SEN or   
disabilities in the light of the guidance set out in it. We must be able to demonstrate, in   
arrangements for children and young people with SEN or disabilities, that we are fulfilling   
our statutory duty to have regard to the Code. Under the Equality Act (2010) the Riding Centre   
has a statutory duty not to discriminate against disabled children and young people and   
must make reasonable adjustments, including the provision of auxiliary aids and services,

for them.   
  
Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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   
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   
educational facilities of a kind generally provided for others of the same age in   
mainstream schools or post 16 institutions

Many children and young people who have SEN may have a disability under the Equality Act   
2010 – that is “... a physical or mental impairment which has a long term and substantial   
adverse effect on their ability to carry out normal day to day activities”. This definition   
includes children and young people with long term medical conditions such as asthma,   
diabetes, epilepsy and cancer. Children and young people with such conditions do not   
necessarily have SEN, but where a child requires special educational provision over and   
above the adjustments, aids and services required by the Equality Act 2010, they will   
additionally be covered by the SEND definition.

Admissions   
This policy explains how Nelson Park Riding Centre Ltds makes provision for pupils with SEND, in line with the centre’s ethos and with current legislative requirements, SEND Code of Practice (0-25) 2014, Equality Act 2010).

Nelson Park Riding Centre Ltd asks parents/ carers to provide information concerning any disability or special needs prior to accepting a place. Providing the centre with details of the nature and effect of any disability enables it to consider any reasonable adjustments it may need to make.

Consideration is then made following the criteria laid out in the Admissions policy.   
  
Identification and Assessment of SEND

Identification of any SEND will be identified in the first instance within the pupil’s Statement   
of SEN and or Education, Health and Care plan. Tutors will also carry out regular formative   
diagnostic assessments which will highlight if the pupil:   
  
• needs extra input to close any identified gaps   
• is reaching their expected rate of progress

A parent/carer who is concerned about their child’s progress can speak to the management of Nelson Park Riding Centre and or any of the class tutors who will take any referral action necessary.

Pupils are also encouraged to discuss with staff, any difficulties they might be experiencing.   
  
English as an additional language (EAL)

Students who require EAL tuition are usually identified on application to the school. All   
students admitted to the school requiring EAL support will be assessed in terms of how   
much assistance they require, but typically this is likely to be 1-2.5 hours per week specialist   
teaching in addition to the centres curriculum.

Identifying and assessing SEN for children or young people whose first language is not   
English requires particular care. We would make every effort to look carefully at all aspects   
of a pupils performance in different areas of learning and development to establish whether   
lack of progress is due to limitations in their command of English or if it arises from SEN or a   
disability. We recognise that difficulties related solely to limitations in EAL are not SEN.

Curriculum   
Appropriate action will be taken to ensure that lessons are organised in ways, which offer   
the best possible opportunities for full participation by all pupils.   
  
Exam access arrangements

The Equality Act 2010 requires an examination board to make reasonable adjustments   
where a disabled person would be at a substantial disadvantage in undertaking an   
assessment. Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Examples of access arrangements include extra time, having a reader and/or a scribe and rest breaks.

How reasonable the adjustment is will depend on a number of factors in addition to the   
needs of the disabled learner. An adjustment may not be considered reasonable if it

involves unreasonable costs or timeframes.

Children with medical conditions   
(With regard to legislation: Section 100 of the Children and Families Act 2014; Supporting   
Children with Medical Conditions, 2014 (non-statutory advice))

The riding centre recognises that not all children with medical conditions will have a disability and not all will have special educational needs.

Children with long-term and complex medical conditions may require on-going support,   
medicines or care while at school to help them manage their condition and keep them well.   
Others may require monitoring and interventions in emergency circumstances. Children’s   
health needs may change over time, in ways that cannot always be predicted, sometimes   
resulting in extended absences.

In supporting children with medical conditions, Nelson Park Riding Centre Ltd will establish relationships with relevant local health services, and will receive and fully consider advice from healthcare professionals, as well as listening to and valuing the views of parents and pupils.   
  
Emotional Implications

The social and emotional implications associated with SEN and medical conditions are   
handled sensitively by Nelson Park Riding Centre Ltd. We recognise that children may be self-conscious about their condition, some may be vulnerable to developing emotional disorders such as anxiety or depression around their SEN or medical condition. All pupils have continued support identified within their Individual Learning and Behaviour strategies

This policy will be reviewed annually by the management.