

The Learning Development Department Handbook

(SEND)

2023-2024

Head of Learning Development and SENDCo:

Emily McGhee

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Policy number: 3B

Responsible Person

Emily McGhee manages the day-to-day provision for all pupils with Special Educational Needs and Disabilities throughout St John's. She is a specialist teacher, assessor and the SENDCo. She is in charge of maintaining the SEND register, disseminating information about SEND pupils to staff and parents/guardians, admission of new SEND pupils, screening of pupils, liaising with outside SEND professionals, implementing Access Arrangements, and supporting those pupils who have EHCPs.

This work is supported by a team of specialist SEND teachers (Emma Derbyshire, Belén Carter, Caroline Mansell, Caroline Brookes, and Jenny Moriya) and teaching assistants. The School also has a More Able Pupils Policy, an EAL Policy and Safeguarding and Protecting Children Policy and Procedures, which should be read in association with this policy.

Details on all policies can be found on the School website here: [SCHOOL POLICIES](#)

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1. Compliance

This policy takes due regard of the following statutory regulations and requirements:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015 ("COP2015")
- Statutory guidance on Supporting Pupils with Medical Conditions 2014
- Equality Act 2010
- Teachers' Standards July 2011 (updated December 2021)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Children and Families Act 2014
- Data Protection Act 2018
- Keeping Children Safe in Education September 2023

This policy is also cross-referenced to the following School Policies:

- Accessibility Action Plan 2022-2025
- Admissions Policy
- Anti-bullying Policy
- Behaviour, Rewards and Sanctions
- Complaints Procedure
- Curriculum Policy
- Data Protection Policy and Compliance Procedures for Staff
- EAL Policy
- More Able Pupils Policy
- Medical and First Aid Policy
- Safeguarding and Protecting Children Policy and Procedures

For further information: <https://www.stjohnsleatherhead.co.uk/school-school-policies.aspx> including the Curriculum Policy.

2. The Learning Development Department – who and what we are

The Department consists of a Head of Learning Development (SENDCo), five specialist trained teachers and assessors, a team of teaching assistants and an administrator. It has extensive expertise in many areas of special education including supporting students who are dyslexic, dyspraxic, ADHD, dyscalculic, those with developmental language disorder and students who are on the Autistic spectrum. It is also experienced in dealing with students who are EAL and those who may struggle with emotional behaviour management.

The Learning Development Department is situated in the Hamilton Building. It comprises a suite of rooms where individual and group lessons take place. Weekly sessions normally occur outside lesson times, although L3, U3 and 4th Form pupils are seen in lesson times, on a rotational basis. Other sessions take place first thing in the morning, after lunch, or in activity times. All 6th Form sessions take place in private study periods.

Lessons usually consist of one 40-minute weekly session either as a short programme or as a regular lesson, although this will vary according to individual needs and curriculum requirements. Occasional lessons can also be arranged on a 'drop-in' basis: Learning Development provision is highly flexible.

The Learning Development Department is well integrated into the life of the school and is fully utilised as a resource by many pupils, whether they have a Specific Learning Difficulty (SpLD) or not, and by all members of staff.

The department also houses a wide range of resources on the SharePoint for teachers and students to access.

Department Team

Dr Emily McGhee, Head of Learning Development and SENDCo, specialist Dyslexia teacher and Assessor
Qualifications: BA, Dip OCR SpLD, MA SpLD, EdD, QTS 0221025, APC (BDA) APC20/apc11254, Deputy DSL.

Areas of specialism: Dyslexia, DCD, SALT, ASD & ADHD.

Dr Emma Derbyshire, Learning Development Teacher. Specialist Dyslexia Teacher and Assessor. Level 7 SpLD, APC

Belen Carter, Learning Development Teacher. Specialist Dyslexia Teacher and Assessor. Level 7 SpLD, APC

Caroline Mansell, Learning Development Teacher.

Jenny Moriya, Learning Development Teacher. Specialist Dyslexia Teacher and Assessor.

Caroline Brookes, Learning Development Teacher, Specialist Dyslexia Teacher. Level 5 SpLD

3. Learning Development Department and the wider School - Roles and Responsibilities

Provision for pupils with SEND is a whole school responsibility:



The Head, has responsibility for the day-to-day management of all aspects of the school and duly keeps the Governing Council informed. The Head works closely with the SLT, the SENDCo and the Learning Development Department. The SENDCo provides regularly updated data to the Governors regarding SEND pupils.



The SLT team oversee the SENDCo, House and Pastoral Staff and Heads of Department.



The Head, Alex Tate and the Deputy Head (Academic), Tara Hanley, supported by the Head of Learning Development and SENDCo Emily McGhee have responsibility for the day-to-day coordination of provisions for all pupils including those with SEND. It is important that information and communication is shared and communicated, according to best practice, across the whole school.



Emily McGhee, as the Head of the Learning Development Team is responsible for the day-to-day coordination of all SEND provision in collaboration with subject teachers; Heads of Department; Tutors; House masters/mistresses; the safeguarding team, the SLT and the Head of School



Teachers and support staff have been fully briefed as to the procedures for identifying, assessing, referring, and reporting in regard to any pupil, including those with SEND, who are receiving provision, not making proper progress or who are raising any cause for concern.

4. The Learning Development Department Mission Statement

The Learning Development Department (LDD) aims to work with all other parties across the school to inspire a life-long love of learning and the confidence to aim high in pupils who have SEND.

The Learning Development Department is committed to promoting the whole school ethos and to make sure that pupils with SEND have:

- Equal access to a balanced and broad curriculum
- Promotion of self-esteem and confidence to enable pupils with SEND reach their full potential.
- Where kindness, respect, and the value of every individual lie at the heart of our community.
- To equip our pupils with the knowledge, skills, resilience, and optimism that they need to thrive in life.
- To support teachers in adapting and differentiating their class materials to support pupils with SEND in their lessons. The Department is mindful that all teachers are teachers of SEND under the COP (2015) and Teaching Standards (2011).

5. Definition of SEND

Pupils with Special Educational Needs (SEND) are welcomed at St John's, provided they meet the admissions criteria (see Admissions Policy), and that the school are confident that their needs can be met via *reasonable adjustments* (Equality Act 2010) to enable them to achieve their potential. *Reasonable adjustments* can be made by differentiating the curriculum; accessibility for disabled students, under the St John's School Accessibility Plan, or both. The Department liaises closely with teaching staff to support their adaptation of teaching materials.

Definition of SEND – (COP, 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young adult of school age is considered to have SEND if s/he 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 in mainstream schools or mainstream post-16 institutions.

Areas of SEND are considered to fall under the following 4 categories:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Mental & Emotional Health
4. Sensory and or Physical

6. Aims of the Learning Development Department

The LDD aims to support pupils with SEND to become effective, independent learners in an inclusive environment, responding flexibly to a pupil's individual needs via *reasonable adjustments* (Equality Act 2010) and 'stretch and challenge' to enable them to achieve their potential. It aims to support the teaching staff with advice on how to further help pupils who are on the SEND register in their class. It also supports the parents/guardians of pupils with SEND.

Pupils

- To facilitate full access to a broad and balanced curriculum, for all pupils, including those with SEND or those with particular learning profiles, so that they can be happy, engaged and successful in their learning.

- To help build confidence, self-worth and self-esteem.
- To identify and assess pupils with SEND or with particular learning profiles in order to support them with a programme of remediation or monitor their needs in the classroom.
- To provide tailored multi-sensory lessons to support a pupil's learning style/preferences.
- Small group clinics and programmes are made available inside lesson time in collaboration with subject staff re L3, U3 and 4F or outside of lessons for L5 and U5. L6 and U6 attend in designated study periods.
- Some pupils on reduced timetables may be required to attend 'study periods' or more specialist support within the LDD.
- To provide advice on assistive technology.
- To help with time management and organisation.
- To support and learn effective study skills.
- To identify Access Arrangements for internal tests/examinations and for public examinations.
- To provide Personalised Learning Profiles (PLP) which are drawn up in collaboration with the pupil so that they play an integral part in their learning. We also provide an exam debriefing service to help pupils awareness of their needs, to help increase metacognitive skills.
- To liaise with outside agencies on behalf of pupils, such as Speech and Language Therapists (SALT) and Occupational Therapists (OT).
- To support pupils in the classroom if needed on the advice of their EHCP.
- To support pupils with EAL.
- To make sure that SEND pupils have the opportunity to join the extensive activities programme at St John's by providing *reasonable adjustments*.
- Pupils with medical conditions and SEND needs are also supported by trained members of staff.

Teaching Staff

- To make available the SEND Register and keep it up to date for all staff to utilise. This is located on iSAMS and is a live document that is constantly updated.
- To provide inset on SEND matters to staff when needed. New teachers attend induction training to ensure that they understand how to access available LDD information and meet with the SENDCo to collaborate re their class lists and SEND pupils.
- To provide support and advice to teachers who need further assistance with adapting their materials or differentiation for particular pupils with SEND. Under the COP (2015) and Teaching Standards (2011) all teachers are teachers of pupils with SEND.
- To provide in-class support if needed or view a pupil who is of concern to a teacher.
- To assess pupils identified by a teacher.
- To hold SEND parents' evenings.
- To work collaboratively with the teachers when target setting for pupils with SEND on their PLPs. PLPs are available to all staff on the school's Shared Area.
- To work collaboratively with teachers when discussing appropriate Access Arrangements for pupils.
- To offer and develop expertise in the administration of screening and assessment at all levels, referring pupils to other professionals where necessary.
- To provide a graduated approach to SEND via Assess, Do, Review protocols.

Parents/Guardians

- To fully involve parents/guardians, as equal partners in the identification and assessment of SEND and the delivery of curriculum support, ensuring close co-operation between all parties concerned, including outside agencies.
- A SEND parents' evening is held in the first week of October and is open to parents of all new pupils with SEND to discuss transition and progress.
- Parents/guardians are invited to at least twice-yearly meetings with the SENDCo/Keyworker to discuss SEND provision and interventions. In addition, parents are encouraged to contact the SENDCo with any concerns or updates that they feel are relevant throughout the year. Pupils receiving interventions receive a review or reports as appropriate throughout the year.

- Parents/guardians are contacted as and when adjustments to provisions are made following assessment or internal reviews.

7. SEND Identification – various routes

On Entry to the School

Parents/guardians are expected to provide background information, prior to entry, for pupils who have SEND which is usually through the submission of an educational psychologist's assessment report, a speech and language assessment report or other professional assessment report. Previous school reports are very helpful as additional information. Contact with the pupil's previous school SENDCo is also made, where appropriate, after consultation with a pupil's parents/guardians.

When a pupil with SEND joins St John's he/she will be added to the main SEND Register. The register lists all pupils in the school with SEND.

St John's recognises the importance of early identification of pupils' learning differences, to this end, all L3, 4F and L6 are screened on entry, as are any other pupils who arrive at St John's at any point in the academic year. This assessment data is analysed by the LDD team to establish 'baseline' data. Where the screening results indicate any suspected issues, further individual assessments are conducted to confirm screening scores, whilst also offering an opportunity to discuss any needs with the pupil concerned. Possible learning needs are then considered, and parents/guardians are contacted to discuss recommended support. In some cases, it may be that pupils are referred for further external assessment.

Once identification and assessment have taken place, interventions are suggested, which may include some level of additional specialist SEND support with a member of the department. Pupils and parents/guardians are kept regularly informed by a variety of means including email, telephone and face to face meetings and via Form Tutors and/or Heads of Year / Heads of House, reports and regular Parent/Teacher meetings.

Pupils already in the School

The Department also assess pupils identified by individual teachers who raise concerns that a pupil's performance is not in line with their expectations. An *Expression of Concern* Form is available on the SharePoint to start this process. This involves an assessment with one of the specialist assessors in the department. This assessment might cover several key cognitive areas of performance i.e. working memory, speed of processing, speed of reading and/or writing. Parents are contacted if any issues are identified. In some cases, parents may be advised to seek external support services to further clarify a pupil's needs, i.e. an Educational Psychologist.

8. The Graduated Response to SEND Support

High quality teaching with appropriate differentiation or adaptive teaching in the classroom for individual pupils with SEND is the first step in meeting a pupil's learning needs (COP, 2015) & Teaching Standards (2011).



Any pupil identified as SEND and/or 'vulnerable' is highlighted as per school policy through the PLP system and/or the Designated Safeguarding Lead, Leah Hilt and/or the Health Centre to ensure teachers are aware of the specific needs in regard to that pupil.



Where a pupil makes less than expected progress a range of strategies will be employed which may include additional support either within the relevant department or in collaboration with the appropriate Housemaster/mistress, the LDD, the Deputy Head (Academic) Tara Hanley and/or the Head, Alex Tate.

Assess, Plan, Do Review Protocol

- **Assess:** Where difficulties persist a more detailed assessment and interview with the pupil concerned will be completed by the Learning Development Department.
- **Plan:** Using the diagnostic information and knowledge of the pupil's preferences and perception of their difficulty intervention strategies will be recommended and discussed with teachers and parents where this includes LDD support.
- **Do:** The programme of support will be delivered by the identified relevant staff member; this might include in-class support; small group work; one-to-one targeted sessions or a programme of LD lessons etc.
- **Review:** The outcomes will be evaluated after a set agreed period and the subject teacher/LDD teacher will determine the next steps of action required. Individual targets are set by the pupil's tutor, the subject teacher and in some cases a member of the LDD team. Where a pupil does not make the expected progress and continues to require support, they may be added to the SEND register for further monitoring or as a product of maintaining more intensive provision. Parents/guardians are updated at the end of such interventions either by email or through the school reporting system.

9. Managing Pupils on the SEND Register and Evaluating Provision

Where a pupil continues to receive long term support or has a diagnosis of need from an outside professional, they will be placed on the SEND register. The SENDCo in consultation with subject teachers, pastoral, medical staff, parents and pupil, as appropriate, will outline the specific provisions or strategies that will be used as recorded on the pupil's individual provision information on iSAMS.

- All pupils on the SEND register will follow the 'assess; plan; do and review' process where Stage Two or above interventions have been put in place.
- Interventions are monitored by the SENDCo in consultation with the relevant staff. Information is stored in the Pupil Manager on iSAMS and also on the department's SharePoint.
- SEND provision planning is seen as a whole school responsibility shared between Teachers, Departments, Pastoral Team, SENDCo, SLT and Governors.
- SEND provision is monitored and evaluated regularly through regular termly audits, parent/guardian consultation and pupil interviews.
- The needs of the majority of pupils will be met from within the school's own resources but some children may have a higher level of need. Pupils with EHCPs can be supported by additional funding from the Local Authority (LA) including access to external agency services.
- Evaluating the success of SEND provision is via a range of school tracking systems supported by the teachers, tutors and house staff.

10. Promoting Social, Emotional and Mental Well-being & Supporting Pupils with Medical Conditions

We believe that every child should feel valued, respected, confident and secure in order to achieve their potential. Therefore, the school is committed to promoting and providing a range of activities to this end:

- Every pupil is a member of a tutor group and takes part in the PHSE/Wellbeing programme
- A full assembly programme including, Head's Assemblies, Year Assemblies and House Assemblies.
- A full and comprehensive extra-curricular programme.
- A graduated response including collaboration between subject teachers, subject departments, the LDD, tutors and House staff, the Deputy Head (Pastoral), the Medical Team, parents/guardians, and the pupil concerned.
- A confidential school counsellor is available to all pupils.
- A safeguarding trained team is also available.

- The matrons in House are available to support any pupil and work closely with LDD.
- The LDD may be identified as a safe venue for vulnerable pupils as and when necessary.
- Some pupils with medical conditions may also have special educational needs, and/or an EHCP and provisions are managed by collaboration between the SENDCo, the health centre and the pastoral teams as appropriate and in collaboration with parent/guardians and the pupil concerned.
- Pupils with medical conditions are supported by trained staff, First Aiders, who know what to do in a medical emergency.
- St John's is equipped with a mobile 'evac' chair to assist in the evacuation of less mobile pupils and a team of staff have been trained to use it. Regular refresher training is ongoing.
- The St John's Accessibility Plan can be found [below](#) and is published here: SEND Policy and Accessibility Plan

11. Supporting Pupils and Families

The School takes a pro-active approach to involve parents/guardians in the education of their children, this is particularly important with pupils who need additional help with learning, where the support and encouragement of parents/guardians is often a key factor in achieving success. Maintaining good communication between parents/guardians and the School is considered a vital part of the support that pupils receive therefore parents are actively encouraged to liaise regularly with the LDD.

In addition to liaising closely with our Health Centre, the Department works with a range of external agencies where a pupil's needs cannot be supported adequately from the resources available within the school. These include:

- Educational Psychologist Service – where a pupil fulfils criteria this may be funded by the LA, in other cases any costs are met by parents
- Sensory Support Services (SSS) – usually funded by the LA, but costs otherwise are met by parents/guardians.
- General Practitioners and Hospital Consultants – The school benefits from receiving reports in order to better plan interventions and support strategies. In some cases, a recommendation for a referral will be made to promote improving provision within the school to assist the pupil to achieve their potential.
- Independent Speech & Language and Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS) – this is usually funded by the LA, but some pupils receive privately funded provision following assessment.
- Surrey County Council's SEN online hub is a useful facility which provides further information about what is on offer and can be found here: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Accessibility to the school site and curriculum are laid out in the School's accessibility action plan. See Appendix A SEND Policy 2022-2023.

Transition arrangements are overseen by Head of Lower School, Housemasters/mistresses, Head of Sixth Form and the SENDCo and often in consultation with the pupil's previous or future educational institution.

12. Storage and Managing Information

All documents are stored in accordance with the School's Data Protection Policy and Compliance Procedures for Staff, the Information and Record Retention Policy and Procedure, and with due regard to confidentiality and the Data Protection Act 2018.

13. Reviewing the SEND Policy

The SEND policy will be reviewed and updated annually.

14. Dealing with Complaints/Complaints Procedure

Initial concerns or enquires about any SEND provisions or enquires should be directed to the pupil's Form Tutor; the Head of Learning Development Department and SENDCo, Emily McGhee: emcghee@stjohns.surrey.sch.uk or the relevant Head of House.

The school will always work with parents/guardians to resolve any issues of concern but where parents/guardians feel that they need to make a formal complaint access and full details of the procedure for managing complaints as set out in the School's Complaints Procedure can be found at: [Complaints Procedure for Parents](#)

15. Safeguarding

The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any SEND they may have.

School staff will be alert to the specific needs of children with SEND and all staff understand the additional risks that children with SEND face online and the associated and appropriate support they require.

Please see School Policies to find the School's Safeguarding and Protecting Children Policy and Procedures.

16. Anti-bullying Policy

The school is committed to providing a caring, friendly and safe environment in which all pupils are able to prosper without feeling in any way intimidated by the behaviour of others. The school is aware that pupils with SEND are considered to be more at risk. Bullying of any kind is unacceptable and all staff should seek at all times to confront bullying behaviour. All staff are required to familiarise themselves with the Anti-bullying Policy as part of their annual essential reading. St John's complies with the Equality Act (2010). Please refer to the Equality (Pupils) Policy.

Please see School Policies for further details regarding the St John's Anti-bullying Policy.

Appendix A: SEND Policy



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY and Accessibility Plan 2022-2025

Date of issue:	September 2023
Date of next review:	August 2024
Responsible persons:	Estates Director and Head of Learning Development (SENCO)
References:	Children and Families Act 2014 Equality Act 2010 Special Educational Needs and Disability Regulations 2014 SEND Code of Practice, 2015

1. Introduction

St John's School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We value the diversity of our school community and appreciate the contribution that pupils with Learning Support Needs, Special Educational Needs and/or disabilities bring to school life. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

This plan aims to:

- Increase the extent to which pupils with Special Educational Needs and/or disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

2. Defining Special Educational Needs and Disability

Within the SEND Code of Practice, Special Educational Needs ("SEN") are defined as follows:

"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 in mainstream schools or mainstream post-16 institutions."

A person is disabled (under the Equality Act 2010) if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal daily activities. 'Long-term' means more than 12 months or more. There are special rules about recurring, fluctuating or progressive conditions.

3. Admissions

Applications are welcomed from all candidates, regardless of race, sex/gender reassignment, religion/belief, disability, long-term medical condition or special education need, in accordance with the Equality Act 2010. Pupils with SEN and/or disabilities are accepted into the school, in accordance with the admission requirements and in consultation with the Head, Alex Tate.

In line with normal JCQ regulations, pupils are permitted to have extra time, the use of a laptop, or other designated access arrangements for entrance assessments where applicable and appropriate. These Access

Arrangements must be recommended by an Educational Psychologist or appropriately qualified specialist teacher and their report forwarded to St John's for approval by November 1st of the academic year of admissions testing. Parents are formally informed following the presentation of such reports as to the access arrangements that can be offered to their child. Where parental consent is given this may also include liaison with a pupil's current school SENCO.

For further information, please see the [Admissions Policy](#).

4. Access to the curriculum for pupils with SEND

- a. Every teacher at St John's has a responsibility to make reasonable adjustments to support the individual needs of all pupils to help overcome barriers to learning, supported by the advice and expertise of the Learning Development Department.
- b. Teaching staff offer Quality First Teaching to all pupils, including those with SEND.
- c. The class teacher is responsible for the progress of pupils with SEND in their class, even when those pupils also receive individual learning support outside the classroom
- d. All pupils, including those with SEND, are **assessed** regularly in all subjects
- e. All new pupils are screened on entry to the School. Further, individual assessment is undertaken by the Learning Development Department as deemed necessary.
- f. The Learning Development Department **liaises** regularly with Heads of Department and individual members of staff about SEND in general and about pupils with SEND in particular.
- g. Pupils with SEND may use **laptops** and other technological aids and software in class as per the IT policies; where additional ICT is required this is arranged in consultation with the Learning Development Department and the Head.
- h. All pupils with SEND will be awarded the **Access Arrangements they are entitled to**, for timed exercises within the normal school day, where appropriate and practicable.
- i. The school recognises that pupils with ongoing medical conditions require full access to the curriculum, both inside and outside of the classroom. The Learning Development Department works closely with the pupil's parents, teachers and the Health Centre Team to ensure their needs are met. Please see the [Medical and First Aid Policy](#) for further information:

5. Making written information available to pupils with SEND

- a. Textbooks and other **teaching materials**, including worksheets are individualised depending on the needs of the pupils, on the advice of the Learning Development Department. This may include access to online text books.
- b. The Librarian delivers sessions to all pupils focusing on Information Literacy.
- c. The SENCO liaises as the Study Skills co-ordinator and with the Head of PSHE and Wellbeing-
- d. Lessons in the Learning Development Department provide extra support with literacy and study skills where necessary.
- e. Where necessary teachers will liaise with the Head of Reprographics who will provide resources according to the pupil's specifications, as agreed with the pupil and SENCO.

6. Statutory Duties of the School

- a. **To make adequate provision** for the support of pupils with SEND:
 - i. By the **teacher in class** anticipating and supporting their needs in accordance with any Personalised Learner Profile (PLP) in place.
 - ii. By ensuring pupils with SEND receive **individual or group support** from the Learning Development Department, where necessary, maintaining close liaison with both teaching and pastoral staff and parents.
- b. **To provide information** about pupils with SEND, for all members of staff:
 - i. The **SEND Registers** and Personalised Learner Profiles (PLPs) are available to all teachers and house staff. These are updated regularly.
 - ii. Information is regularly updated and staff informed of any changes via email, iSAMS and regular academic and pastoral meetings.
 - iii. All policy documents relating to pupils with SEND are available to all teachers and house staff and are updated annually/as required.

- iv. All Departments are encouraged to regularly update their information about SEND and pupils with SEND.
- v. Information and updates sent by email to staff re particular-areas of concern.
- c. To assist **members of staff** in their understanding of the importance of **identifying and supporting** pupils with SEND:
 - i. The SENCO supports **new members** of teaching staff and provides INSET on SEND before the start of their first term and during their first year of employment.
 - ii. The SENCO communicates with all members of staff regularly.
 - iii. The School provides a programme of training to raise awareness of disabilities and enable staff to make reasonable adjustments and remove potential barriers to learning and participation.
- d. To make sure all pupils with SEND join in **school activities** as far as is possible:
 - i. All sporting, cultural and other activities are open to all, regardless of ability, unless this would be inappropriate given the pupil's needs and condition.
 - ii. For pupils with motor skills, or coordination difficulties, encouragement is given to participate fully in physical activities or via the alternative games programme as appropriate.
- e. To provide **information to parents** about the implementation of the school's SEND policy.
- f. To ensure that parents are actively involved in the assessment and support mechanisms put in place for their child.
 - i. House staff and the SENCO keep in **regular contact** with parents to discuss their child's progress and the provision of any extra support.
 - ii. The Learning Development Department provides **regular reports** to parents.
 - iii. The Learning Development Department hold their own Parent Teacher evenings, attend individual parent teacher meetings as required and are available to provide feedback to parents upon request.
 - iv. Queries and concerns are dealt with promptly. (Please see the school's Complaints Procedure for Parents which is on the website)
 - v. The school pays due regard to the recommendations of the Code of Practice 2015.
 - vi. The SENCO disseminates information to all members of staff about developments regarding the Code of Practice.

7. Accessibility Plan

The School's Accessibility Plan relates to Schedule 10 of the Equality Act 2010 and contains relevant actions to:

- a. increase the extent to which disabled pupils can participate in the School's curriculum,
- b. improve the School's physical environment for the purpose 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, and
- c. improve the delivery to SEND pupils of information which is readily accessible to pupils who are not disabled.

8. Monitoring and review

This SEND Policy and Accessibility Plan will be kept under ongoing review by the Head, Estates Director and Head of Learning Development. There will be substantive review of the Accessibility Plan before August 2024.

The results of the accessibility audit and continuous monitoring of the above has informed the action plan below which relates to Schedule 10 in the Equality Act 2010:

Accessibility Action Plan 2022-2025

Target	Action required	Responsibility	Notes: e.g., resources required / evidence of impact	Timescale (short, medium or long-term)
Standard to be met: EA Schedule 10, 3.(2)(a): increase the extent to which disabled pupils can participate in the School's curriculum				
Ensure all teaching staff are confident about making the reasonable adjustments necessary to teach pupils with SEND in the manner most appropriate for them to fully access curriculum	<p>Staff induction sessions and departmental INSET sessions, provided on a rotational basis, provide teachers with ideas on how to offer Quality First Teaching within the classroom.</p> <p>Explicit inclusion in the New staff Induction / CPD Programme. HoLDD to deliver departmental INSET on adapting teaching styles to learning styles delivered on on-going basis, to cover all depts regularly.</p>	Deputy Head (Academic) and HoLDD	<p>Inclusion of reasonable adjustments/awareness of SEND issues in schemes of work.</p> <p>Reasonable adjustments seen in classroom observations</p>	Short-term and on-going
Improve use of screening, tracking and performance data of SEND pupils to inform Department and wider school policy	<p>Develop systems for integrating SEND data with whole school academic data</p> <p>Develop systems for analysing Department data to inform LDD intervention programmes and academic planning and provision.</p>	Assistant Head (Academic) HoLDD	<p>Appropriate SEND information easily accessible to teaching staff</p> <p>Review of data and intervention carried out</p>	<p>Medium-term and on-going</p> <p>July 2024</p>
Improve provision mapping to support progress of SEND pupils	Increase accurate mapping of support provided to individual pupils through communication of Waves of support system and tracked programmes of study for student	HoLDD	Programmes of study in place for students on Wave 2/3	<p>Medium-term</p> <p>July 2024</p>

	receiving specific intervention from the LDD (Waves 2 & 3)			
Standard to be met: EA Schedule 10, 3.(2)(b): improve the School's physical environment for the purpose 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				
Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips	EVC to keep up to date with current regulations and to check website 'learning outside the classroom.' http://www.lotc.org.uk/ ; School nurses to provide all trip leaders with an up-to-date list of pupils with specific medical needs; all staff receive regular EpiPen training; specific staff receive training in dealing with seizures	EVC and Deputy Head (Co-curricular and Logistics)		Ongoing. Trip leaders in consultation with the EVC produce risk assessments for each trip and liaise closely with external trip providers to ensure appropriate provision for all pupils.
Improve the physical accessibility of the estate	Improve accessibility across the estate via the Quad, deliver step-free access	Estates Director/Governing Council	Aspiration to develop areas of the quad which will create level access	Long term
Improve the physical accessibility of the estate	Increase availability of accessible WCs	Estates Director	Opportunities to increase number/access to WCs to be built into development plans	Long term
Improve the physical accessibility of the estate	Consider extending provision of lifts to under-served areas	Estates Director	Access to boarding areas is available via a lift in all areas apart from Gloucester House. Proposals for development of Physics Labs might include an additional lift.	Long term
Improve the physical accessibility of the estate	Addition of ramps where permitted by listed buildings/heritage. Portable ramps elsewhere.	Estates Director	Improved, ramped access, is being progressed as part of a wider project involving the external spaces around the Quad. These works will require Listed Building Consent and it is expected that an application to Mole Valley will be made by the end of 2021.	Medium term

Standard to be met: EA Schedule 10, 3.(2)(c): improve the delivery to SEND pupils of information which is readily accessible to pupils who are not disabled				
<p>Ensure teachers are using assistive technology and ICT appropriately to ensure access to information where necessary and appropriate (see BYOD policy).</p> <p>Support teachers to make reasonable adjustments in accordance with advice from LDD to ensure equal access e.g. digital recording of prep, enlarging text, printing information on coloured paper.</p>	<p>Deputy Head (Academic) to liaise with SENCO and Assistant Head (Digital Strategy)</p> <p>Regular training for staff (in conjunction with IT department) on making reasonable adjustments to ensure equality of access for all pupils</p>	<p>DHA HoLDD IT department</p>	<p>Students making good use BYOD policy and assistive technology to support and enhance their study.</p> <p>Students able to access support and advice with the use of ICT.</p>	<p>Ongoing</p>

Appendix B: Admission and Inclusion

Appropriate Access Arrangements are put in place for the Entrance Assessments where parents/guardians or previous schools have provided evidence of need i.e. an Educational Psychologist's report, a report from an appropriately qualified Specialist Teacher, or from an appropriate medical professional i.e. a consultant. The most usual access arrangements are extra time, supervised rest breaks and/or the use of word processors.

Transition

We aim to maintain regular contact with feeder schools to ensure a smooth transition to St. John's within the requirements of the Data Protection Act 2018.

The process of identification and assessment is begun by liaison with parents/guardians. The SENDCo contacts feeder schools as appropriate with parents' permission and to finalise arrangements during the summer term of the year prior to a pupil's arrival, this may include visits to feeder schools.

The SENDCo also ensures that pupil's Special Educational Needs are known to other schools or colleges to which they may transfer in due course with due regard to the Data Protection Act 2018. The School also has an EAL policy, which should be read in association with this policy

Appendix C: Access Arrangements for pupils sitting Entrance Examinations

The Equality Act (2010) requires an awarding body to make 'reasonable adjustments' for candidates, based on evidence, need, and normal methods of working. St John's actively follows the recommendations of the Joint Council for Qualifications (JCQ) when deciding on appropriate exam concessions for candidates sitting entrance examinations.

The underlying principle is to create a level playing field, whilst at the same time ensuring that St. John's is the right school for the pupil. The school needs to ensure that they can meet the pupil's needs by the level of support on offer, considering the resources available.

- A candidate with Specific Learning Difficulties will be allowed to use a **word processor**, or to have a prompt, as long as we are advised in advance and as long as this represents the candidate's normal way of working.
- A candidate will be allowed 25% **extra time** for examinations, as long as we have received an Educational Psychologist's, SALT, OT, or specialist teacher's report, produced within **2 years** of sitting the examination. Extra time must be explicitly recommended as evidenced by 'at least two below average' scores (*standard score 85*>) in 2 distinct areas of processing, or in rare cases one below average score and a cluster of 'low average' scores (*standard score 85-89*). Extra time must represent the candidate's normal way of working.
- A candidate will be allowed a **reader** for any examination not testing reading skills, or a **computer reader** as long as it is their normal way of working within the centre, **Note:** This applies to all paper and pen tests; it is not possible to have a reader for any online assessments.
- A candidate will be allowed a **scribe** for any examination, as long as we have received an Educational Psychologist's, or specialist teacher's report produced within **2 years** of sitting the examination, which gives evidence of **below average scores** (*standard score 85*>) in processing or writing skills. Additionally, this concession must be explicitly recommended by the assessor and **must** represent the candidate's normal way of working.
Note: a scribe is only allowable for entrance examinations on the understanding that the pupil will work towards proficiency of the use of a word processor for all significant writing tasks before he or she arrives at St. John's.
- If a school has a candidate who is likely to require either a reader or a scribe for an entrance examination to St. John's, then full details must be sent to the Registrar by November 1 prior to the year in which the entrance examination is to be taken.
- The reader or scribe should be someone known to the pupil and used to working with them in this capacity. Thus the expectation is that the reader or scribe will be provided by the feeder school.
- If a pupil has a scribe for an entrance examination, evidence of the pupil's actual handwritten work must also be provided on request.

Appendix D: Access Arrangements Policy for Pupils with Specific Learning Difficulties (SpLD)

“The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.” (Joint Council for Qualification (JCQ) Regulations 2022-23)

Access Arrangements are agreed by the assessor, the SENDCo and the pupil's class teachers at the start of an examined course or if necessary, after evidence of affecting issues has been collated. They allow candidates / learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do, without changing the demands of the assessment

The Centre (St. John's School) must adhere strictly to the current JCQ regulations with regard to the administration and allowance of Access Arrangements. The penalties for not so doing could be serious for both the pupil concerned and the Centre. On some occasions, if JCQ regulations change or if a pupil makes sufficient progress, pupils may lose an entitlement to extra time. However, in such cases this would be closely monitored by the SENDCo.

Types of Access Arrangement

The following Access Arrangements may be offered to pupils with SpLDs or physical or temporary conditions if this is assessed and identified as appropriate for their needs:

1. Arrangements which must be officially applied for to JCQ:
 - 25% extra time
 - use of a reader, or computer reader
 - use of a scribe, or speech-to-text software
2. The following arrangements which do NOT have to be applied for online (centre delegated arrangements), but which must be put in place as early as possible following assessment. This is to ensure that the proposed Access Arrangement can be trialled. When sufficient evidence for inspection has been collated these can be put in place accordingly
 - use of a word processor (**see Word Processor Policy**)
 - use of rest breaks
 - a prompt
 - a coloured overlay
 - Smaller venue
 - Separate venue

This process must be undertaken early enough in the course to become the candidate's 'normal way of working' (see below) :

Assessment

- JCQ recommends that all assessments are carried out by the Centre's specialist teachers, or by a professional appointed by them working regularly with the Centre.
- Assessments are normally carried out in Year 9 and updated in Year 12, when Access Arrangements have to be reapplied for at the start of the new exam series i.e. A level.

- The school employs a number of 'specialist assessors' as members of the Learning Development Team and who have been formally approved by the Head of Centre, the Head. They are appropriately qualified, as required by the current JCQ regulations.
- Under normal circumstances, only those pupils who have **below average scores** (below standard score 85) for processing, working memory, reading efficiency, reading speed or writing speed will comply with the JCQ criteria for Access Arrangements and only when there is evidence that this benefits the pupil.

If a report compiled by an external assessor is presented to the Centre by parents, it is up to the SENDCo to decide whether any recommendations within the report for Access Arrangements are accepted. For example, a recommendation for 25% extra time, when the assessor has not recorded any standard scores below 85, is unlikely to be upheld. In each case, the school must state in writing, for JCQ inspection purposes, the reasons for accepting or rejecting an external report. An external report must be commissioned after discussion with the SENDCo to ensure that the Educational Psychologist is fully informed as to the pupil's normal way of working and if/how any difficulties present in the classroom/exams. Where a report is commissioned without the knowledge of the school this will be seen as an invitation to investigate any concerns raised but does not guarantee that any recommendations made by the assessor would be put into place, in keeping with JCQ guidelines.

Normal Way of Working

- Access Arrangements must reflect the pupil's normal way of working. There must be plenty of opportunity for pupils to practise access arrangements before sitting a public examination. In some cases, a lack of practice could present a barrier to the pupil's performance.
- Teachers will be expected to provide evidence for JCQ inspection purposes, i.e. that use of the Access Arrangement is the pupil's normal way of working and benefits the pupil. Pupils will be required to bring the SENDCo examples of examination or test scripts which give evidence of their need for the Access Arrangement and/or that they have used it in consultation with teachers. These will be kept on file for JCQ inspection purposes within the LDD and are stored in accordance with data protection requirements.

Communication

- It is the duty of class teachers and the SENDCo to communicate regularly over the trial and allowance of Access Arrangements for a pupil to assess the effectiveness of the provision.
- Parents must be consulted as soon as difficulties are discovered and must be made fully aware of all discussions, which take place on the award of Access Arrangements. However, they cannot influence decisions on the award of Access Arrangements for their son or daughter.

Pupils must be advised on how to use the Access Arrangement they have been awarded and must then be given opportunities to practise.

Appendix E: 'Reasonable Adjustments' Policy

All school and education authorities have a duty to provide reasonable adjustments for disabled pupils under the Disability Discrimination Act 1995 and Equality Act 2010. Since September 2012 schools have been expected to make reasonable **adjustments** in their provision of **auxiliary aids** to children with **disabilities**.

Which pupils at St John's can be regarded as '**disabled**'?

The 2010 Equality Act defines 'disability' as: '*a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities*'.

JCQ's view is that disabled pupils include those who are functioning below the normal range on standardised tests (**SS84 or below**).

Some St John's pupils may fall within this category and are entitled to the many reasonable adjustments we already offer (see below), but we would argue that they may also have 'extraordinary' needs, which the school must charge for.

Pupils in other categories who receive support but who we would argue are **not** 'disabled':

- Those with SpLD who are having support, often at parental request, because of relatively minor difficulties with writing, maths, organisation etc. (i.e. fall within the JCQ 'average' range).
- 'weak' pupils (mainly U5th & L6th) who receive curriculum support in the form of Study Skills.
- Those seen regarding pastoral, emotional or mild behavioural issues often of a transitory nature.

'**Auxiliary aids and services**' refer to any piece of equipment, software, staffing for exam invigilation, learning support tuition etc. which a disabled pupil needs to 'alleviate a substantial disadvantage in comparison to non-disabled pupils' (Equality Act 2010).

Already available free 'reasonable adjustments' via existing auxiliary aids & services:

Wave 1:

- Setted Classes
- Smaller class size
- Differentiation in the classroom for all pupils, with or without SEND.
- Internal assessments, including online screeners and associated advice.
- Additional time for assignments and assessments , where appropriate
- Support via pastoral and tutorial systems
- Whole Staff: disability INSET sessions, on-going awareness, and training.
- Transition procedures & on-going communication with feeder schools
- BYOD
- Provision of assistive technology for examinations where this has become a pupil's 'normal way of working'.
- Group study skills sessions (all years)
- Touch-typing sessions
- Use of scanner and other aids to copy, reformat text etc.
- Online text books as appropriate
- Coloured Overlays

Wave 2:

- a. Weekly in class support by a specialist teacher or subject team teacher
- b. Additional help from subject teachers when needed.
- c. Termly interviews for all SEND pupils with SENDCo/Key worker
- d. Individual invigilation services - prompts, readers etc.
- e. Small group subject clinics
- f. Small group regular support clinics and intervention programmes as appropriate
- g. Short 1-5 intensive 1:1 support intervention sessions as appropriate following subject teacher referral

Wave 3:

- a. Modified curriculum (e.g. one fewer GCSE + regular Learning Support)
- b. Additional external agency support and advice
- c. Regular weekly 1:1 individual support
- d. Action Plan

Parents are required to sign a consent form to confirm arrangements for regular weekly 1:1 tuition in accordance with ISC guidelines.

Appendix F: Screening Process for Pupils in Years 7, 9 and 12

(and those arriving at other academic points)

The school is committed to screening incoming pupils to ensure that any previously unidentified specific learning difficulties (SpLD) are identified and that we are aware of any processing or literacy issues which could impede a pupil's progress.

Lower Third and Fourth Form (Year 7 & 9):

- On entry to the school, all pupils are given an online screening test - the Lucid Exact screener which provides scores in reading accuracy, reading comprehension, spelling, reading speed, handwriting speed and typing speed (dictated sentences).
- The initial screening process is complete by the third week in the Autumn Term
- Results of the initial screening process are discussed by the Learning Development Department team, in consultation with the Deputy Head (Academic) and the English Department.
- Individual pupils whose scores give cause for concern in any of the areas assessed are then tested individually by The Learning Development team. The SENDCo will also seek advice from the pupil's feeder school where necessary. Parents/guardians are contacted where significant concerns are identified.
- If further testing suggests that there are ongoing difficulties, it may be recommended that the pupil receives some degree of Learning Support to deal with the issues which have been identified. Parents/guardians are contacted as above. This support may take the form of a small group or individual sessions. The pupil's teachers are also advised of the issues discovered and are asked to monitor the pupil carefully.
- If necessary, the pupil will be referred to other professionals for further assessment.
- All pupils who are known to have SEND are expected to arrive at St. John's with an up-to-date assessment of their SpLD and details of any Access Arrangements which apply. An ISEB Special Needs Report form will ideally accompany them.
- The SENDCo should receive ISEB forms from prep schools, where parental consent is given in accordance with the Data Protection Act 2018, before the start of Common Entrance examinations, to ensure that profiles of incoming pupils are complete re 4F.
- All reports sent to external interested parties from St John's require parental consent to share confidential information and are password protected in accordance with the Data Protection Act 2018

In the **Lower Sixth (Year 12)**, the following applies:

- In Year 11, parents/guardians of incoming pupils with SpLD are asked to provide up-to-date details of any assessments previously carried out and of Access Arrangements in place for GCSE. Form 8 required.
- Prior to/at the start of the L6th, all pupils complete the Lucid Exact which provides scores in reading accuracy, reading comprehension, reading speed, spelling, handwriting speed and typing speed.
- Results of the initial screening process are discussed by the Learning Development Department, in consultation with the Deputy Head (Academic) and Head, Alex Tate.
- Individual pupils whose scores give cause for concern in any way are then tested further by the Learning Development team.
- If further testing suggests that there are ongoing difficulties, teachers are advised and asked to monitor the pupil carefully and parents/guardians are contacted accordingly.
- If causes for concern persist, the pupil may be offered some study skills sessions, or longer-term support.
- If necessary, the pupil will be referred to other professionals for further assessment.

Appendix G: Word Processor Policy

In principle, the school supports the use of laptops and other digital writing devices in lessons, as evidenced by the school Bring Your Own Device (BYOD) policy.

Use of word processors by pupils with Specific Learning Difficulties

- JCQ regulations state that pupils with SpLD can word process examination scripts if this is 'appropriate to their needs'. This will usually be because they are either very slow writers, or their handwriting is very difficult to decipher. (**See Access Arrangements Policy, appendix D above**)
- The **SENDCo** will compile a register of pupils with **SEND** who have permission to use a laptop or similar device for exams and assessments. All requests must be approved by the relevant subject teacher(s) and this must be agreed and formalised with the SENDCo prior to formal assessments to establish normal way of working and to ensure that spelling, punctuation, grammar and typing inaccuracy does not hinder the pupil's performance.
- The use of devices in each lesson is at the discretion of the individual class teacher. They will direct when and how devices are set up and used.
- If a pupil is awarded word processing provision regarding examination scripts, they **must** use a computer as one of their normal methods of communication in class i.e., for longer writing tasks and for homework. This must be documented by the SENDCo for JCQ inspection purposes. (**See Access Arrangements Policy**)
- In most cases the word processor must have the grammar and spellchecker turned off when it is used for internal tests and examinations, unless allowed under the terms of specific examinations or other access arrangements provision as directed by JCQ criteria and agreed with the SENDCo by subject.
- There will be occasions when pupils who have had **extra time** in the past may no longer qualify this concession if they word process scripts. This would typically happen if the award for extra time was for slow handwriting speed and their typing speed is within the average range. Use of laptops by EAL pupils
- **EAL** pupils may use devices with the permission of their subject teachers.
- Laptop use in each lesson is at the discretion of the individual class teacher who will direct when and how they are used.

Use of word processors by other pupils

- JCQ regulations state that any pupil may word process examination scripts if this is 'appropriate to their needs'. This will usually mean that they are very slow writers or their handwriting is difficult to decipher, although they may not have an identified SpLD.
- Other pupils may word process exam scripts to compensate for a medical condition or physical impairment.
- With the BYOD initiative this does not constitute 'normal way of working' unless a teacher has recommended typing as an AA provision
- All pupils with typing provision must receive permission from the SENDCo, following the recommendation of their individual subject teachers and evidence is required to support this provision for JCQ inspection.

General Information

1. There is a 'live' list of those who have permission to use a laptop or other digital device on iSAMS
2. Pupils may discuss their preference to type in exams with their subject teacher to obtain permission and support from each relevant subject. They must also negotiate with the teacher how work is to be presented and handed in.
3. Pupils must ensure that laptops have sufficient battery life to last a morning or afternoon without recharging.
4. Pupils must ensure they come to lessons with devices ready to begin work; failure to do so may result in the withdrawal of typing as an exam provision.

5. Pupils must ensure that they print off all work regularly and/or file it appropriately as specified by subject teachers and that the use of the laptop does not result in 'gaps' in their record of work. Word processed work should be handed in at the same time as work from the rest of the class.
6. Pupils are responsible for their own devices at all times. They must NOT allow other pupils to use them, or interfere with them in any way, either in the classroom or in House.

Appendix H: Policy for Pupils with a Hearing Impairment

Hearing impairment (HI) has been described by some people as a 'hidden' SEND, because it is not always immediately obvious, but its effects can lead to misunderstanding and confusion. A hearing impairment is a hearing loss that prevents a person from accurately receiving sounds through the ear. Levels of deafness are usually described as mild, moderate, severe or profound and are defined according to the quietest sound, measured in decibels that a pupil can hear. Where the loss is mild, a pupil has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds and many pupils will supplement their hearing by lip-reading. In some cases pupils may not experience deafness but have issues with auditory processing.

Hearing aids, while beneficial, will not enable a person to hear the missing sounds as distortion may still be there, hearing aids will not restore normal hearing in the way that glasses correct sight.

The needs of any hearing-impaired pupil will be fully discussed with parents/cares with the SENDCo, prior to admission at St John's, to ensure that their needs can be met, or as soon as issues are identified after transition.

A child with a hearing loss often has to work harder to reach their potential and may experience some social interaction difficulties.

Aims

- To ensure that pupils develop the necessary communication skills to express themselves effectively and build relationships.
- To provide full access to the curriculum through communication styles suited to the needs of individual pupils where resources are available.
- To maximise listening skills by ensuring consistent and appropriate use of amplification and deaf awareness techniques.
- To offer support and training to staff and hearing pupils in order to promote a deaf awareness environment in which hearing impaired pupils are fully included.
- To encourage all pupils to respect and value the linguistic diversity present in our school community.

Principles

HI pupils at St John's are encouraged to make the most of their residual hearing through effective audiological management and teaching strategies. In addition to oral/aural communication pupils may use lip-reading, gesture, physical cues, practical objects or any combination of these, according to their needs to support communication and understanding.

Most hearing-impaired children will lip-read to some extent. This takes a great deal of concentration, as does the effort to follow what is being said. Teachers and staff should therefore keep activities short and make allowances if the child tires towards the end of the day.

All HI pupils at St John's have a PLP which includes information regarding a specific pupil's particular HI and communication techniques as part of their overall provision.

Where pupils utilise amplification equipment this will be maintained through the LA or an external agency who will be involved in providing regular updates on deaf awareness training and any individual training of specific staff who work with specific HI pupils, as necessary. Auditory training may be delivered to pupils through individual sessions. This might involve specific exercises designed to encourage using pupil's residual hearing and development of their listening skills.

All staff should be aware that pupils with a less significant impairment can slip through the net and therefore should be vigilant in noting any pupil who might be:

- be slow to react
- be the last to follow instructions
- watches others' reactions and then copies

- is always coming to check what he or she should be doing
- has a friend who helps and lets him/her copy work
- seems to be daydreaming
- is tense and over-anxious
- watches faces intently
- turns his/her head to one side when listening
- can't locate the source of a sound
- keeps saying 'what' or 'pardon'
- tires easily when working
- finds it hard to hear when there is a great deal of background noise
- finds it hard to follow discussions
- has poor language development
- can't regulate his/her voice – either shouts or whispers
- finds some sounds difficult to pronounce, particularly 's', 'sh' and 't'
- changes topic abruptly when conversing
- finds oral work harder than written work
- takes expressions such as 'I'm pulling your leg' literally
- has tantrums due to frustration
- has aggressive outbursts
- has problems socially.

Recommended Strategies to support pupils with HI (which also benefit all pupils)

Utilise the child's strengths and provide opportunities for them to shine.

Positioning: HI pupils should sit near the front (second row), preferably with a supportive friend. This is essential because hearing aids work most effectively 1-2 metres from the speaker. It is also helpful if the pupil can sit slightly to one side so that they can turn to follow contributions from other pupils by using lip-reading. They will need to look round to locate speakers who are behind them.

Reduce Background Noise: Hearing aids/cochlear implants (CI) amplify background noise and speech equally. Background noise has a greater impact on CI users than on hearing aid users. As far as possible, insist on quiet while you are addressing the class. Allow the pupil to sit away from any source of noise which will be amplified by the aids (e.g. electronic equipment).

Listening in practical rooms and workshops can be particularly difficult because of the noise of stools scraping and equipment.

Support to follow class discussion: The pupil will have difficulty hearing other pupils' comments or answers in a discussion, particularly if their voice is quiet or they are at the back of the class. It is helpful to develop a strategy of repeating, paraphrasing or summarizing other pupils' points of view from a position at the front of the class. It may also be appropriate for the pupil's group to be accommodated in a quieter location to work.

Position yourself thoughtfully: The pupil needs to be able to hear and see the teacher easily. Teach from the front as far as possible and avoid moving around the class as you speak. Do not talk as you write on the board or stand against a window with your face in shadow. Ensure that the room is well lit.

Eye contact: To help the pupil cue into what is being said from the beginning, it is helpful to develop a strategy of engaging their eye contact before speaking. Using a familiar phrase, such as "Everyone look this way", can ensure that the pupil gets the message to look up at this point.

Visual backup: Deaf pupils have more difficulty learning or following when information is **only** presented verbally. Try to ensure keywords; vocabulary and learning objectives are written on the board or are given

in the form of handouts so important details are not missed. Homework should be posted clearly and fully on Firefly as it may be difficult for HI pupils to get it down correctly if they are only given it verbally.

Check comprehension: Reassure yourself that the pupil understands instructions and is absorbing the new vocabulary in lessons by asking open-ended questions and discussing these with them. If the pupil asks for extra help be aware this is usually because she/he has **not heard** rather than not listened. Be aware that incidental comments may be missed. Some of the pupil's inaccuracies in spoken and written expression may be due to their hearing loss.

DVD and audio-based materials: These will be harder for the pupil to follow. Try to provide printed versions for the pupil to read the information or subtitled DVDs. It is important that you discuss the pupil's preference in regard to subtitle use as these may change depending on the quality and nature of the materials.

It is almost impossible for a deaf person to listen and take notes; they will need to look at the speaker in order to access what is being said. In these situations, a note taker is needed or alternatively written notes could be provided. Similarly, following reading round the class will be difficult and the pupil may need a prompt to follow other pupils' reading. Information presented via audio tape should ideally be delivered using live voice.

Oral exams: A HI pupil may benefit from having a separate venue where they can set up individual listening parameters to best accommodate their hearing loss e.g. MFL listening assessments. Such arrangements need to be made in collaboration with the pupil and the Learning Development Department and the Examination Officer. It will be important that the pupil has ample opportunity to practice any such arrangements.

FM system: Some pupils will have been issued with a personal radio aid system. It will be important to discuss with the pupil their preferences as to when and how any such devices should be used and that the pupil is not made to feel uncomfortable by their use.

The teacher should wear the microphone a hand's span away from their mouth and switch off/mute the microphone when not addressing the pupil directly. Ensure that clothes and/or jewellery do not interfere with the sound quality. Check discretely with the pupil that the system is working. It may be possible to use an audio cable to link the FM directly to computers or TVs.

Social Support: A child with a hearing loss has to work extra hard to reach his/her potential and in some cases to be accepted socially. Be sympathetic, offer encouragement and do everything you can to ensure that other pupils realise that being deaf does not mean that the individual is any less intelligent than others.

Appendix I: Policy for Pupils with a Visual Impairment

Visual impairment is a low incidence condition affecting approximately two children per thousand. There are many causes of blindness and partial sight and the effect of particular conditions is unique to the individual. Vision can be considered to be impaired if, even with the use of contact lenses or glasses, a person's sight cannot be fully corrected.

There is a wide range of visual impairments which may mean that a pupil can see up to a certain distance, whereas others may have a reduced field of vision and may only be able to see objects held directly in front or to one side. Some pupils will see blurred images, for others what they see may appear to be constantly 'dancing up and down'; some may have patches of vision which 'disappear', others may have difficulty perceiving depth and perspective. In some cases some colours may be easier to see, whilst others are effectively indistinguishable. Some pupils may be able to see fine detail close up, while others perceive bold outlines but not details.

Some pupils may have more minor sight difficulties, perhaps colour blindness or a squint in one eye, or a lazy eye and these conditions may have only a limited effect on their learning but will still require some differentiation. Where pupils have more serious impairments, they may be receiving provision from external agencies or the LA and some training may be necessary for teachers and staff working with these pupils.

A child who has little or no vision from birth will need more help to understand visual concepts than a child who has previously had some sight. Some pupils may also experience difficulties if their condition leads to further deterioration of their sight.

More than half of children who have impaired vision have additional SEND which will require a personalised programme. Please refer to a pupil's PLP for specific details of their requirements and preferences.

The needs of any visually impaired pupil will be fully discussed with parents/cares and the SENDCO prior to admission at St John's to ensure that their needs can be met.

Aims

- To develop a whole-school approach to understanding visual impairment and the related implications for teachers, teaching assistants and pupils.
- To ensure that pupils develop the necessary communication skills to express themselves effectively and build relationships.
- To provide full access to the curriculum through communication styles suited to the needs of individual pupils where reasonable adjustments can be made.
- To support visually impaired pupils' navigation of the school site within the limits of a sloping school site and grade 2 listed buildings through orientation visits and exercises.
- To maximise skills by providing appropriate enlarged and reformatted materials; access to electronic text books/worksheets and resources to accommodate enlargement and accessibility tools; magnifiers etc
- To offer support and training to staff and visually impaired pupils in order to promote an environment in which visually impaired pupils are fully included.
- To encourage all pupils to respect and value the diversity present in our school community.

Principles

All VI pupils at St John's have a PLP which includes information regarding a specific pupil's particular VI and communication techniques as part of their overall provision.

Where pupils utilise equipment to support their visual impairment, such as magnifiers, these will be provided/maintained through a LA, an external agency or by parents. This may involve regular assessments and updates to monitor conditions and individual training of specific staff who work with VI pupils, as necessary. Visual training may be delivered to pupils through individual sessions provided by external agencies. This might involve learning Braille to support their study skills.

Most children with a visual impairment are diagnosed before they reach school age. However, **some pupils slip through the net, or develop a sight difficulty during their school years**. If in doubt, it is best for the pupil's vision to be assessed. The following are potential indicators of a visual difficulty:

- watery, itchy or inflamed eyes
- blinking rapidly or rubbing his/her eyes
- frowns, squints, or peers at work
- tilts their head, or holds work at an odd angle or distance
- closes or covers one eye when looking at books
- turns their head to follow the line across the page when reading
- appears clumsy
- bumps into people or objects
- has difficulty throwing, kicking and catching
- finds difficulty in copying from the blackboard or from a book
- confuses letters of similar appearance, such as c, e, a, o
- writes in large letters and not on the line
- presses hard with a pencil or pen
- uses a finger to keep his/her place on the page
- misses out words and lines when reading
- complains that worksheets are too faint
- complains that he or she can't see the blackboard
- has difficulty setting out sums
- dislikes strong light or glare
- complains of frequent headaches
- works slowly
- has a short attention span.

Recommended Strategies to support pupils with VI

Where a visual impairment has been diagnosed recommendations of specific support will be provided by a specialist teacher of the visually impaired, the details of which will be found in the pupil's PLP. Where appropriate and reasonable support can be provided partially sighted pupils can succeed in mainstream classrooms.

The following strategies for using sighted and non-sighted methods of learning may help:

- **Positioning:** Consider the optimum place for the pupil to sit in the classroom, eg in good light, away from glare, near a power point, at a particular distance and angle from the blackboard as discussed re the pupil's preferences.
- **Reduce noise:** Unnecessary noise in the classroom should be minimised and, where appropriate, sounds explained as they occur as visually impaired pupils need help to identify, locate and interpret sounds to make sense of what is happening.
- **Prompting:** Use a pupil's name first to get their attention (this equates to eye contact). This enables a visually impaired pupil to know when they are receiving praise or instructions and when it is appropriate to ignore comments directed at others.
- **Include descriptive positional language:** 'it is to the left of the bookcase' is more useful than 'over there'.
- **Classroom organisation:** Keep the classroom tidy so that a visually impaired pupil doesn't knock into objects or trip over bags. Always remember to inform the pupil if furniture has been moved around and allow them time to familiarise themselves with the new layout.
- **Marking:** Use a heavy black pen, which is clearer to read when marking.
- **Presentation techniques:** Discuss with the pupil which colour contrast suits them best. Black writing on a white matt surface makes effective contrast without glare, although black on yellow is sometimes

better. Smart boards have a range of settings to accommodate individual needs. (Training is available from the Learning Development Department/ICT where required)

- **Worksheets:** Avoid cluttering pages with illustrations and do not use italic or ornate fonts. Provide clear lines on worksheets for the pupil to write on. Lower case text is easier to read than capital letters. Cut out unnecessary detail on diagrams and enhance with colour if helpful or simplify detail. In each case consider whether a diagram is the best way to communicate the information. Make outlines clear and bold.
- **Extra Time:** Allow time for writing and let the pupil record some work orally; phone apps and other electronic tools should be considered. Extra time may also be necessary for reading print or for the acquisition of any specialist skills, such as touch typing.
- **Concentration and Attention:** Discuss with the pupil their optimum length of time during which they can work efficiently and effectively – reading print with impaired vision often causes fatigue.
- **Word-processing programmes:** Experiment with different font styles and sizes to find out which are easiest for specific pupils to read. Often, enlarging the text to 16 point or 18 point can help, or larger when recommended and discussed with the pupil. This is usually clearly indicated on the pupil's PLP.
- **ICT:** Use computer accessibility tools and technology to give VI pupils greater access to materials.
- **Audio recordings:** Source or create these where substantial texts are involved i.e. English Literature. Liaise with the Learning Development Department and or Librarian giving good notice where such materials may need to be personalised.
- **Enlargements:** Magnify books and worksheets if necessary, however enlarged versions take longer to scan/track, as the pupil will see fewer words at one time. Many VI pupils do not like A3 size work sheets as these can be either unmanageable in a classroom situation or make them feel uncomfortable. Sourcing textbooks on line allows pupils to set their device to their specific requirements and it provides the pupil with greater control. For some pupils an arrangement will be in place that reprographics will produce materials according to specific pupil requirements.
- **Working on the Board:** Dictate as you write on the board. Some pupils may find a paper copy helpful.
- **Classroom displays:** Make an opportunity to talk through a display so that VI pupils can enjoy/access these.
- **Multi-sensory approaches:** VI pupils will benefit from opportunities to handle, smell and look closely at objects. Some differentiation may be required to involve a visually impaired learner with practical demonstrations such as science experiments e.g. colouring transparent liquids.
- **Use low vision aids:** Follow recommendations of advisory teachers, such as magnifiers.
- **Provide specialist equipment:** Consider tactile rulers, heavy-lined stationery, and talking calculators. Keep in touch with new services, equipment and developments and seek advice from curriculum specialists. Some pupils may benefit by having larger feint or square size in exercise books.
- **Networking:** Contact other teachers with experience of teaching your subject area to children with impaired vision.
- **Social inclusion:** A pupil with a visual impairment may be over-protected by other pupils, ignored by them or excluded from social activities. Develop peer appreciation of VI pupil's whole personality to avoid them being defined as only 'someone with a sight problem'. Use the child's strengths and encourage him/her to be as independent as possible.

Appendix J: Policy for pupils with a Physical Impairment

Some children with a Physical Impairment (PI) may be easily identifiable, but others less so where their condition can be effectively controlled. Some physical disabilities have allied medical conditions that require regular medication. Teachers should be aware that some medical conditions and medications can affect children's stamina and therefore their ability to participate fully in all aspects of the curriculum. Pupils with some medical conditions are at an extra disadvantage if absences are frequent enough to hinder their learning.

Teachers should refer to any statement/ EHCP and/or related PLP as a starting point to support planning regarding accessibility and inclusion.

The needs of any physically impaired pupil will be fully discussed with parents/carers with the SENDCo prior to admission at St John's, to ensure that their needs can be met. Provisions will then be monitored to ensure that the school can reasonably sustain provision requirements.

Aims

- Continue to develop school accessibility by actively reviewing policies, procedures and planned access improvements to remove barriers.
- Equality legislation sets out a clear expectation that disabled pupils should be given the same opportunities to participate as their peers to promote equality of opportunity between disabled pupils and other pupils.
- Continue to improve signage in the school buildings and grounds and pedestrian areas with hand rails in stepped areas.
- Provide access to the curriculum, school site and school trips through reasonable adjustments.
- Offer support and training to support staff, teachers and to pupils with physical impairments in order to promote an environment in which physically impaired pupils can be included.
- To encourage all pupils to respect and value the diversity present in our school community and promote equality of opportunity to eliminate discrimination and harassment.
- Promote positive attitudes towards disabled pupils.

Principles:

- It is important to develop a culture of inclusion and diversity in which pupils feel confident about disclosing their disabilities in the knowledge that they will receive a positive and supportive response which facilitates their full participation in the range of activities offered at St John's.
- At St John's we respect and celebrate diversity amongst those who learn in, work in, and visit our community.
- In some circumstances it may be necessary to take steps which take account of a disabled pupil's disability that involves treating disabled persons more favourably than their non-disabled peers
- Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils, while bearing in mind the interests of other pupils at St John's.

Risk assessments will be carried out on behalf of disabled staff, pupils and visitors on an annual basis and/or as circumstances change. These risk assessments will be the responsibility of; the line manager in the case of a new member of staff; a member of the Human Resources team, the Head of House and the Head of Learning Development, SENDCO, or delegated staff member as appropriate for specific pupils.

Strategies to support pupils with Physical Impairments

Common accommodations: include priority registration; note-takers; accessible classroom/location/furniture where reasonable; alternative ways of completing assignments; lab or library assistants/buddies; adaptive computer technology; exam modifications and conveniently located parking. Timetabled room priority

Positioning: try not to seat wheelchair users in the back row. Move a desk or rearrange seating at a table so the pupil is part of regular classroom seating. Ensure that fire regulations are adhered to.

Classroom organisation: Arrange the classroom so that everyone can move around easily. Even if a pupil does not use a wheelchair or other medical equipment, they may need extra room to get around in class and to avoid falling. Discuss with the pupil where they would prefer to sit in the classroom. If necessary, arrange for a room change before the term begins, where this is not practical.

Special seating arrangements may be necessary to meet a pupil's needs. Pupils may require special chairs, lowered tables on which to write, or spaces for wheelchairs. In science laboratories pupils who use wheelchairs may need lower lab tables to accommodate their chairs and allow extra time for the manipulation of tools or other equipment.

Larger/More desk space: This may help a pupil manage books, papers, and classroom supplies more easily.

Set up a **buddy system:** select an appropriate pupil, in collaboration with the PI pupil, to collect resources, take notes etc.

Pupils with upper body weakness may not be able to raise their hands to participate in class discussions. **Establish eye contact** with the pupil and call on them when they indicate that they wish to contribute.

Talking to the pupil about what they can do will help identify a pupil's areas of expertise. The pupil may have become extremely proficient using [assistive technology](#) for instance, due to difficulties writing. When in doubt about how to assist a pupil, **ask** them.

Talking with wheelchair users: Look for opportunities to converse at eye level as opposed to standing and looking down on the pupil.

Punctuality: For reasons beyond their control, pupils with severe mobility impairments may be late to class. Some are unable to move quickly from one location to another due to architectural barriers, necessary detours to use lifts or to avoid temporary obstacles on site. Please dismiss classes promptly to allow full movement time and make allowances where movement routes are long or involve detours resulting in lateness to class. Ending a lesson with a short quiz allows some pupils to leave for their next lesson before corridors become busy.

Ask before giving assistance and wait for a response: A pupil with a physical disability may or may not want assistance in a particular situation. Listen to any instructions the pupil may give; by virtue of experience the pupil usually knows the safest and **most efficient way to personalise** the task at hand.

A wheelchair should be viewed as **a personal-assistance device** rather than something one is "confined to". It is also part of a pupil's personal space; do not lean on or touch the chair, and do not push the chair, unless asked. Respect and support pupil independence and confidentiality.

Some pupils may experience relapses or increased difficulties requiring bed rest or hospitalisation. In most cases, pupils are able to make up missed work, but they may need extra time to do so. Efforts should be made to maintain strong links with teachers and peers during such times.

Appendix K: EAL Policy (copy)



EAL

(ENGLISH AS AN ADDITIONAL LANGUAGE)

Last update:	September 2023
Date of next review:	August 2024
Responsible person:	Deputy Head (Academic)
References:	Learning Development Department Handbook (3b) Special Educational Needs and Disability Act 2001 (SENDA) Policy (3b)
Policy number:	3b

Background

As a boarding school, St John's has welcomed overseas pupils in the past, including those for whom English is an Additional Language. Despite the decline in demand for places from overseas, the culture of including EAL pupils is well-established. Any pupils for whom English is an Additional Language should benefit from the provision that we offer.

Aims

The EAL support at St John's aims to:

- equip EAL pupils to access as much of the academic curriculum as possible and to make the most of the opportunities available to them at St John's as a whole.
- ease pupils' integration and inclusion into the St John's community whilst promoting a respect for and interest in their own cultural background.
- respond to individual needs for support with both spoken and written English.
- promote the belief that languages are skills for life, not merely a means to an academic end.
- help pupils gain access to Higher Education via courses by helping them to prepare to pass examinations in which they demonstrate their English ability, such as IELTS and TOEFL.

Identification

Most pupils are identified on entrance to the School by their parents/carers or their previous school. Teachers and tutors are expected to identify any pupils who may not have been noted in the admissions process and who would benefit from the School's EAL support. In such cases, teachers and/or the tutor would inform the Deputy Head (Academic) who would liaise with EAL teachers and the Learning Development Department.

Ability grouping

Where possible, the Learning Development Department aims to place pupils requiring support in groups of similar ability which may mean offering two separate sessions or individual lessons. Quality of provision takes priority over quantity of lessons.

Admissions

Pupils for whom English is an Additional Language will be asked to take the online Oxford Placement Test alongside tests in other subjects, and when possible, to have an interview to help ascertain their suitability for School support and the type of support they need.

St John's recognises that in admitting pupils for whom English is an Additional Language, we have a responsibility to offer guidance and support to help pupils in their daily lives as they integrate into the School.

Curriculum for EAL pupils

Lower Third, Upper Third and Fourth Form

The Oxford Placement Test, which pupils may take as part of the admissions procedure, provides an indication of their English ability and they will possibly undergo further testing. They will follow the same curriculum as the rest of the year group in order to facilitate integration and provide them with the same curriculum and academic opportunities as their peers.

Should a pupil require significant support with their English then EAL lessons will be timetable in place of one of their academic subjects. The choice of subject will depend on the individual and what will best suit their academic profile. This will be in line with the Alternative Curriculum arrangements noted in the Curriculum Policy.

The support during these EAL classes will include:

- Working through a course book appropriate to their level.
- Focusing on language for a specific academic purpose, e.g., how to write up a science experiment.
- Addressing grammatical difficulties as they arise.
- Dealing with linguistic/cultural issues as they arise, in close cooperation with house staff, and pre-empting those that arise on a regular basis.
- Responding to requests for help in specific areas, from the pupils or staff.

Lower and Upper Fifth

In the Lower Fifth, it is expected that EAL pupils will continue with the same core subjects as their peers.

If it is considered necessary for them to have continued, significant support in EAL, this may be instead of one of their option choices and it should be discussed in conjunction with their tutor and the Deputy Head (Academic), who have oversight of their (I)GCSE subject profile, and in line with the Alternative Curriculum arrangements.

If a pupil is more suited to the IGCSE in English as a Foreign Language, it is unlikely that they will also take English (Language) at IGCSE level alongside their peers, in which case this should be the subject that is dropped from their timetable in favour of EAL classes. It may also be that they wish to take a (I)GCSE (if available) in their own language to either supplement or replace their study of a modern foreign language.

It may, therefore, be preferable to find time outside the curriculum for any of the above and this should be considered by the tutor, EAL teacher and Assistant Head (Co-curricular) to ensure that the pupil still has access to and is include in the full range of extra-curricular activities alongside their peers. In the Fifth Form, EAL classes continue the support detailed for the Fourth Form.

Sixth Form

EAL pupils in the Sixth Form will present with a wide range of abilities and needs. The most common focus is on achieving a grade in the IELTS exam, but there are other forms of support they may also require.

Provision is as follows:

- IELTS provision is tailored to individual need, rather than following a set curriculum. Teaching tends to focus on the examination via skills, rather than topics, enabling students to concentrate on improving in their areas of weakness whilst also refreshing their other skills.
- TOEFL provision is provided in response to the needs of pupils who intend to attend higher education in the United States or their home countries, where the IELTS qualification is less well-known. This exam requires the acquisition of numerous additional skills, such as efficient note-taking and summarising.
- EAL pupils work on their Personal Statements and university applications with the support of an EAL teacher. Any final decisions on content are the responsibility of the pupil in conjunction with pastoral staff and the UCAS team. An EAL teacher is also well placed to assist pupils with the more basic parts of the online application which can prove challenging to EAL students and the School

recognises that parents/carers who have not been through the British education system may require more support in the UCAS process.

- Support is provided during EAL lessons to help students to access their other subjects.

The timetabling of EAL classes at Sixth Form is dependent on the availability of individual pupils and the level of their need.