

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY and Accessibility Plan 2021-2024



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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.

(Note this is located at Appendix B of the Learning Development Department Handbook)

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 Senior Deputy Head, Rebecca Evans and the Head, Rowena Cole.

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 15th 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 high quality, **differentiated** 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 year groups 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 BYOD policies; where additional ICT is required this is arranged in consultation with the Learning Development Department and the Senior Deputy Head, Rebecca Evans.
- 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-

(Note this is located at Appendix B of the Learning Development Department Handbook)

- d) Lessons in the Learning Development Department provide extra support with literacy 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 are present at all 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: <https://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>)
 - v. The school pays due regard to the recommendations of the Code of Practice 2015.

(Note this is located at Appendix B of the Learning Development Department Handbook)

- 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, Senior Deputy Head, Estates Director and Head of Learning Development. There will be substantive review of the Accessibility Plan before August 2024.

(Note this is located at Appendix B of the Learning Development Department Handbook)

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 2021-24

(Please see separate review document and new strategic plan. Note new Accessibility Audit to be delivered before 31.12.21)

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>	Medium-term July 2022
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	Medium-term July 2022

(Note this is located at Appendix B of the Learning Development Department Handbook)

	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 boys with specific medical needs; all staff receive regular Epipen training	EVC and Senior Deputy Head		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	New physical access audit required	Estates Director and SENCO	An accessibility audit will be commissioned from an external consultant during the current academic year (2021/22)	By 31.12.21
	e.g. Increase availability of accessible WCs	Estates Director	The outcome of the above audit will inform the priorities for accessible toilets and will be factored into a longer term need to consider toilet provision generally across a number of areas of the school.	
	e.g. Consider extending provision of lifts to all boarding accommodation	Estates Director	Access to boarding areas is available via a lift in all areas apart from Gloucester House	
	e.g. 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.	

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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>