



St John's School
LEATHERHEAD

The Learning Development Department Handbook

(SEND)

2020-2021

Head of Learning Development:
Jacqui Chaddock
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Policy number: 3B

Responsible Person

Jacqui Chaddock manages the day-to-day provision for all pupils with Special Educational Needs throughout St John's, monitoring their progress, liaising with parents as necessary and keeping all staff fully informed of their specific needs.

Anna Hayles is the SENCO and manages all SEN related areas in regard to children with EHCP and L3, 4F and L6 screening and in addition assists with the work related to SEND pupils re admissions.

This work is supported by a team of specialist SEND teachers (Belén Carter; Beate Davies and Jenny Moriya). The School also has a More Able Pupils Policy and an EAL Policy, which should be read in association with this policy.

Details on all policies can be found at: <https://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>

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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 June 2013)
Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
Children and Families Act 2014
Data Protection Act 2018

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

Accessibility Plan 2018-2021
Admissions Policy
Anti-bullying Policy
Behaviour Rewards Sanctions and Discipline
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. Inclusion Statement

Pupils with SEND are welcomed at St John’s on equal terms with any other child, provided that they meet the admissions criteria (see Admissions Policy) and that their needs can be met.

The Learning Development Department is committed to promoting the whole school ethos but particularly:

- Equal access to a balanced, broad and appropriate curriculum for pupils with SEND
- A supportive and caring environment where ALL pupils are encouraged to reach their full potential and 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 the society of both today and tomorrow

The Learning Development Department aims to work with all other parties across the school to inspire a life-long love of learning and the confidence to aim high.

Our goals are to:

- Recognise and support the needs of pupils with SEND using a graduated approach
- Address SEND differences with a whole school, whole child approach to build confidence, self-worth and self esteem.
- Support and assist teachers, pastoral staff and support staff in their responsibility towards pupils with SEND as all teachers are teachers of pupils with SEND (COP2015)

- Support and assist pupils with SEND throughout their education at St John's, to liaise with parents, outside agencies and the Local Authority (LA) where appropriate.
- To identify pupils with weaker literacy, numerical and study skills and provide strategies and provisions for development.
- To monitor and support as required EAL pupils in liaison with Jenny Moriya.

3. Definition of SEND

- 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*' (p25).
- Children with a disability have a **significantly** greater difficulty in learning than the national majority of children of the same age.
- Children with a disability may be hindered or prevented from making due progress where they are unable to make the same use of educational facilities of a kind generally provided for children of the same age.
- Children who have English as an Additional Language should **not** be regarded as having a learning disability solely on the basis that English is not their first language.
- Special educational provision is defined as educational provision which is 'additional to' or 'different from' provision generally made for children of the same chronological age nationally.

4. Learning Development

St John's aims to provide a broad and balanced curriculum for all pupils adopting a best practice 'whole school holistic approach' including both appropriate support and 'stretch and challenge', responding flexibly to individual pupil's diverse learning needs to overcome any potential barriers to learning. The expertise of the Learning Development Department covers most areas of the curriculum, including English, Maths, Science and Modern Foreign Languages.

Our principal role is to encourage all pupils, including those with Special Educational Needs and/or Disabilities (SEND), to become effective, independent learners in an inclusive environment.

Aims

- To facilitate full access to a broad, balanced and relevant 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.
- Facilitate the full education of pupils with SEND, or particular learning profiles, alongside their peers, within the normal curriculum and the limits of the school's resources, making such needs known to those who are likely to teach and work with the pupils concerned in agreement the pupil and parent.
- A pupil is considered to have SEND needs if they have a learning difficulty or disability which calls for 'additional to' or 'different from' special educational provision to be made for him or her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of pupils the same age, or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools. ("SEN Code of Practice 2015: 0-25 Years", Introduction, p. xiii & xiv)
- Identifying and assessing pupils with SEND or with particular learning profiles, as promptly and effectively as possible. The staff and governors of St John's are aware of the importance of identifying and providing for those pupils who have SEND conditions.
- Fully involve parents, staff and pupils as equal partners in the identification and assessment of Special Educational Needs and the delivery of curriculum support, ensuring close co-operation between all parties concerned, including outside agencies.

- Meet the needs of all pupils, including those who have SEND, or who have particular learning profiles, by offering individual and/or small group provision and by using whatever resources are available and appropriate, working collaboratively with teachers and departments.
- That staff will ensure that pupils with SEND join in the activities at St John's together with pupils who do not have Special Educational Needs, so far as that is reasonably practical and compatible with the pupil's needs receiving the specific special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Ensuring that St John's is fully compliant with legislation designed to protect the needs of pupils or staff with SEND (*the Special Educational Needs and Disability Act (SENDA) 2001, the Equality Act 2010 and the Code of Practice (2015)*).

5. The Provision of Learning Development

St John's School aims to ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum. The School provides a nurturing climate that encourages flexible, proactive and creative responses to individual needs to ensure successful inclusion. Teachers and staff promote a whole school ethos that recognises the value all pupils and their families, with due regard to the links between inclusive education and catering for diversity.

Objectives

- To work with the Senior Management Team (SMT) to enable complete access to the curriculum for all pupils, including those with SEND.
- To offer advice to subject teachers and/or departments, the Assistant Head (Safeguarding) Andy Bass and House staff on the learning needs of pupils with SEND, including the use of differentiated teaching methods and resources.
- To ensure that all pupils with SEND have access to public examinations and the opportunity to achieve their potential, including the implementation of whatever Access Arrangements are relevant and appropriate to achieve this aim and are within the guidance of the Joint Council for Qualifications (JCQ).
- To offer and develop expertise in the administration of screening and assessment at all levels, referring pupils to other professionals where necessary.

Access to the Curriculum

'Reasonable adjustments' as in 'additional to' and 'different from' provisions are made in the classroom. "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN" (COP2015). Teaching staff are informed and advised of individual pupil's needs and the strategies to support their learning through a Personalised Pupil Profile (PLP) which also includes the pupil's preferences and comments. In the case of some pupils the curriculum can be differentiated to meet the needs of individual children: such decisions are made by the Senior Deputy Head Rebecca Evans, Deputy Head (Academic) Tara Hanley, Head of House, Head of Department concerned, Learning Development and in consultation with the pupil and parents/carers themselves.

6. Identifying Special Educational Needs

St John's recognises the importance of early identification of pupil's learning differences. 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 Learning Development team to establish 'baseline' data. Where the screening results indicate any suspected issues, further 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 are only contacted if significant support is recommended. In some cases, it may be recommended that pupils are referred for further external assessment.

Parents are clearly informed before the screening takes place that results are only shared where concerns are flagged by the screening; the process is considered a normal school practice which all pupils take part in.

Once identification and assessment have taken place, interventions are suggested, which may include some level of extra development and support. Pupils and parents 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.

In accordance with the COP2015 pupils the four broad areas of SEND needs are defined as follows:

- Communication and Interaction needs: speech, language and communication needs, including autistic spectrum disorder (ASD).
- Cognition and Learning needs; including specific learning difficulties (SpLD) such as dyslexia and dyspraxia.
- Social, emotional and mental health difficulties. Sensory and /or Physical needs; including visual or hearing impairment.

In addition, the LDD have added a further category 'Support' where a pupil is identified as requiring support but does not fall within any of the above criteria.

Pupils with SEND

If screening results and/or progress made by a pupil is not in line with the expectations for that pupil, or if the nature of the potential difficulty warrants more specialist advice, investigation or support, then the Learning Development Department will conduct further diagnostic assessment. This involves further one-to-one assessment and an interview with one of the Specialist Learning Development Assessors and includes an investigation into the pupil's historical and current experience of learning in more detail. Assessment might cover several key cognitive areas of performance i.e. working memory, speed of processing, speed of reading and/or writing. Parents are only contacted where significant 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.

Following this process, a pupil may be offered a package of support, this may include:

- Continued close tracking i.e. monitoring.
- In class support where appropriate, particularly to assist with English, Maths, Science and Modern Foreign Languages
- Individual One-to-one support: either long term or a short course of lessons, or occasional lessons. Regular one-to-one weekly tuition is provided in consultation with Learning Development, House staff, Head of Department and the relevant curriculum teacher and is included in the School Fees.
- 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.
- Group or one to one session including focusing on the use of digital methods of communication.
- The SEND Register compiled by the SENCO highlights SEND pupils and their needs and is a live and updated document available to staff through iSAMS.
- A Personalised Learner Profile (PLP) distributed to all of a pupil's teachers summarising the pupil's profile; strengths and weaknesses, strategies to consider in the classroom and the pupil's perspective of their needs,
- Working in collaboration with subject teachers, tutors, parents and pupils appropriate targets are developed for each pupil, with due regard to their confidence and self-esteem needs.
- Regular assessment and liaison with staff ensures that all pupils with SEND are awarded appropriate Access Arrangements and given opportunities to practise before examinations take

place i.e. school assessments, end-of-year exams and 'trial/pilot' assessments. Assessments offer pupils the opportunity to show what they know, understand and can do, and can indicate potential learning difficulties.

- In cases where pupils require significantly more support a Support Plan will be put in place, as directed by the Senior Deputy Head Rebecca Evans, tailored to the specific needs of the pupil. This could include a timetable of regular meetings and communications with SMT, Teachers and Parents, targets and a review of outcomes. These plans are usually based on a half termly basis.

Identification and Assessment

The Identification and support of SEND pupils is supported by all staff, who will refer any pupil to the Learning Development Department. The Learning Development department runs a regularly updated document of all concerns following the LDD team's attendance at House, Department, liaison with Heads of Department and meetings with the SMT. Such referrals take all available information into account and are supported by the School's baseline testing. Records will be maintained for pupils who are referred and this may include them being added to the school SEND register e.g. flagged as 'Monitor' whilst their needs are being assessed.

Liaison

Parents will always be informed where any specialist assessment beyond the screening process or occasional support sessions are considered warranted, or where any provisions need to be managed. A SEND parents evening is held in the last week of each September and is open to parents of all SEND new pupils to discuss transition and progress.

All parents/carers are encouraged to contact the SENCO to discuss any needs arising regarding their child's provision, performance and progress.

7. Promoting Social, Emotional and Mental Well-being

At St John's we firmly 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 Learning Development Department ("LDD"), tutors and House staff, the Head of Pastoral, the Medical Team, parents 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 on reduced timetables may be required to attend 'study periods' or more specialist support within the LDD.

8. The Graduated Response to SEND Support

- Subject teachers are responsible and accountable for the progress and development of all their pupils in their class including those with SEND (COP2015).
- High quality teaching with appropriate differentiation for individual pupils with SEND is the first step in meeting a pupil's learning needs (COP2015).

- Any pupil identified as SEND and/or 'vulnerable' is highlighted as per school policy through the PLP system and/or the Assistant Head (Safeguarding) Andy Bass 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 Learning Development Department and/or the Senior Deputy Head, Rebecca Evans.
- All staff have access to a wide range of SEND support materials and advice through the Learning Development Department who also work with external agencies where external expertise is required.
- New teachers attend induction training to ensure that they understand how to access available LDD information and meet with the SENCO to collaborate re their class lists and SEND pupils.
- **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 are updated at the end of such interventions either by email or through the school reporting system.

Pupil Participation

St John's works with pupils to ensure that they develop an understanding of their individual needs. Key processes have been put in place to involve them in decisions which are taken regarding their education i.e. PLPs, an exam debriefing process, observations in class, book and electronic housekeeping checks and task monitoring. In addition, all 4F pupils complete a Study skills course which LDD monitor.

9. Managing Pupils on the SEN Register

- Where a pupil continues to receive longer term support or has a diagnosis of need from an outside professional, parents will be informed that their child has been placed on the SEND register. The SENCO 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.
- All interventions are monitored by the SENCO in consultation with relevant and appropriately trained staff. Records of interventions are currently kept through school provision maps on iSAMS
- SEND provision planning is seen as a whole school responsibility shared between Teachers, Departments, Pastoral Team, SENCO, SMT and Governors.
- 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 statements or EHCPs can be supported by additional funding from the LA including access to external agency services.
- Currently and historically the school does not employ TAs.

10. Criteria for exiting the SEND register

A termly audit of the SEND register is undertaken by the SENCO and the Senior Deputy Head, Rebecca Evans. If it is determined that a pupil no longer meets the criteria of requiring 'additional to' or 'different from' provision parents will be contacted to discuss the pupils requirement to remain on the register.

11. Supporting Pupils and families

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

The Learning Development 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.

The Health Centre – The school medical team may be involved with those pupils who have physical or medial needs.

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. The school requires recommendations, regarding Access Arrangements, to support conditions in writing from a pupil's consultant.

Child and Adolescent Mental health Services (CAMHS) – this is usually funded by the LA, but some pupils receive privately funded provision following assessment.

Social and Communication Difficulties – Pupils who are on or suspected to be on the Autistic Spectrum are monitored by the LDD team. In some cases a recommendation for a referral will be made to promote improving provision within the school in order for the pupil to achieve their potential or to ensure families can access further specialist help or support they may require.

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>

Exam Access Arrangements are overseen by the SENCO together with the exams officer, Stephen Blatch. Parents will be informed formally where such arrangements would be appropriate to a pupil's needs and meet the strict JCQ requirements.

Accessibility to the school site and curriculum are laid out in the Schools' accessibility plan. See Appendix B SEND Policy 2020-2021.

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

12. Supporting Pupils at School with Medical Conditions

St John's recognises that it is important to properly support pupils with medical conditions so that they can have full access to education, including school trips, activities and physical education.

Where pupils are disabled the school will comply with its duties under the Equality Act 2010 taking into account the school admission policy and the limitations of a school with Grade 2 listed buildings located on a sloping site. Discussion prior to admission is essential to determine if St John's can deliver appropriate care, facilities and curriculum provision according to the needs of specific pupils.

Some pupils with medical conditions may also have special educational needs, and/or an EHCP and provisions are managed by collaboration between the SENCO, the health centre and the pastoral teams as appropriate and in collaboration with parent/carers and the pupil concerned.

13. Monitoring and Evaluation of SEND Provision

SEND provision is monitored and evaluated regularly through regular termly audits, parent consultation and pupil interviews.

Parents are invited to at least twice yearly meetings with the SENCO/Keyworker to discuss SEND provision and interventions. In addition parents are encouraged to contact the SENCO 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 are contacted as and when adjustments to provisions are made following assessment or internal reviews.

Evaluating Success

The Learning Development Department together with Teachers, Tutors and House staff will continue to track the progress of SEND pupils using a range of school tracking systems in reference to:

- Appropriate academic progress of pupils who have particular learning needs
- Staff awareness of individual pupils' needs
- Effective identification of needs at an early stage
- Improved concentration and attention

14. Training and Resources

In-service training needs related to provision for pupils with SEND will be identified by the Learning Development Department, Tara Hanley Deputy Head (Academic), and the Head, and these will be incorporated into the staff development plan.

The training needs of staff, including support staff, are regularly reviewed to ensure that all staff are best equipped to identify solutions to the most common barriers to learning. In the case of pupils who may have more specific and/or complex needs, where reasonable and appropriate, staff may access training and support from specialist teachers or therapists. The Staff at St John's actively take advantage of training and development opportunities to support all pupils.

All new teachers and support staff to St John's, regardless of experience, undertake induction training when taking up their new posts. This includes a session with the SENCO to explain the systems and structures in place regarding the school's SEND provision and practice and a further 1:1 opportunity to discuss the needs of individual pupils that the specific teacher will need to address also takes place. In addition, new teachers will discuss their class lists with the SENCO in the first days of their appointment.

The SENCO is a member of a number of SEND support forums and local groups in order to keep up to date with local and national reforms, developments and best practice regarding SEND provision.

The SENCO holds the NASENCO Award, a post graduate Diploma for Teachers of Learners with Specific Learning Difficulties and an Assessment Practicing Certificate (APC). Jacqui Chaddock is also a member of PATOSS.

15. Roles and Responsibilities

Provision for pupils with SEND is a whole school responsibility:

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

The SMT team oversee the SENCO, House and Pastoral Staff and Heads of Department.

The Senior Deputy Head, Rebecca Evans, and the Deputy Head (Academic), Tara Hanley, supported by the Head of Learning Development, Jacqui Chaddock, and the SENCO Anna Hayles 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.

Jacqui Chaddock, 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; Assistant Head (Safeguarding), Andy Bass; the SMT and the Head, Rowena Cole.

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.

16. 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.

17. Reviewing the SEND Policy

The SEND policy will be reviewed and updated annually.

18. Accessibility

The Equality Act 2010 places a statutory duty on schools to plan and increase the accessibility of schools for disabled pupils.

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 at:

<http://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>

19. 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, Jacqui Chaddock: JChaddock@stjohns.surrey.sch.uk or the relevant Head of House.

The school will always work with parents to resolve any issues of concern but where parents 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: <http://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>

20. 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 Duty* section of the Equalities Act (2010).

Please see <https://stjohnsleatherhead.co.uk/school-school-policies.aspx> for further details regarding the St John's Anti-bullying Policy.

Appendix A. Looking Forward

Learning Development at St. John's has recently undergone a period of change and development. There have been increasing calls on LDD services due to changes in the learning profiles of pupils coming to the school, as well as far-reaching changes to both the legal requirements for identifying and supporting pupils with SEND and the Access Arrangements process. Syllabuses too are changing radically. The increase in Learning Development and ancillary staff has meant that our expertise can now benefit more pupils, parents and staff in the following ways:

- Specific in class support of a wider variety of lessons to support pupils and their teachers
- Learning Development staff will regularly go into academic departmental meetings to discuss teaching methods and specific groups of pupils, including those with SEND
- In line with the continued initiative of St. John's as a Learning Community, we aim to maintain the involvement of parents of pupils receiving learning support or with SEND
- Close monitoring of those pupils identified as 'at risk' of failing to make expected progress
- The introduction of touch typing and MFL breakfast clubs and rolling out of a study skills prep programme.

These initiatives will bring the Learning Development Department into contact, directly or indirectly, with most pupils and all staff within the school.

Appendix B: SENDA Policy



St John's School
LEATHERHEAD

SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) POLICY

Including Accessibility Plan 2018-2021

Date of Issue:	30 September 2020
Date of Review:	30 September 2021
Responsible Person:	Estates Director and Head of Learning Development
References:	Special Educational Needs and Disability Act 2001 DfES Accessible Schools; Summary Guidance, July 2002 Children, Schools and Families Act 2010 Education Law Update, Issue 104 (October 2010) The Equality Act 2010 SEND Code of Practice: 0-25 Years September 2015 St John's School, Whole School Policies & Procedures (updated annually); Admission & Special Educational Needs (SEN)

1. INTRODUCTION

The Governing Council understands the need to ensure that the School is accessible to pupils and prospective pupils with Special Educational Needs and Disabilities (SEND). This statement is also applicable to parents, staff and visitors. In order to achieve accessibility, the School endeavours to:

- Develop and sustain access for pupils with SEND to the School curriculum
- Improve and maintain access to the physical environment of the School
- Individualise the access to information of all kinds to pupils with SEND, to facilitate their learning
- Treat disabled pupils in the same way as all other pupils are treated.
- Take reasonable steps to avoid putting disabled pupils at a disadvantage in matters of admission or education

2. DEFINITION OF DISABILITY

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3. ADMISSIONS

- Pupils with learning difficulties are accepted into the school, in accordance with the admission requirements and in consultation with Senior Deputy Head and the Head.
- In line with normal JCQ regulations, pupils are permitted to have extra time, the use of a laptop, or other designated access arrangements for pre assessment and also for Common Entrance examinations where applicable. These Access Arrangements must be recommended by an Educational Psychologist or appropriate specialist teacher and their report forwarded to St John's for approval by November 1 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: [School - School Policies](#)

4. ACCESS TO THE CURRICULUM FOR PUPILS WITH SEND

- a) Every teacher is asked to anticipate 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, Heads of House 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 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: [School - School Policies](#)

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 gives sessions focusing on Information Literacy to all pupils
- c) The Head of Learning Development liaises with the Head of PSHE and Wellbeing, Guy Hicks.
- d) Pupils in the Fourth Form are encouraged to practise their typing skills regularly in designated sessions
- e) Learning support lessons give extra practice in reading and writing skills where necessary, in consultation with the English Department.

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 and, where necessary, by extra small group and individual sessions by subject.
 - ii. By ensuring pupils with SEND receive **individual, or group, curriculum support** from the Learning Development Department, where necessary. Liaison will be maintained 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 as required.
 - ii. Information is sent out regularly regarding individual pupils by word of mouth, note,

- email and via Firefly/iSAMS and meetings. The LDD collate individual pupil concerns and the Head of Learning Development and the SENCO discuss these pupils at weekly meetings with the Senior Deputy Head, Rebecca Evans.
- 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.
- c) To assist **members of staff** in their understanding of the importance of **identifying and supporting** pupils with SEND:
- i. The Head of Learning Development and the SENCO support **new members** of staff and provide INSET on SEND before the start of their first term and during their first year of employment
 - ii. The Head of Learning Development and the SENCO communicate with all members of staff regularly
- 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) Provide **information to parents** about the implementation of the school's SEND policy.
- f) We ensure that parents are actively involved in the assessment and support mechanisms put in place for their son or daughter.
- 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 SEND 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 give regular updates of progress via face-to-face meetings, by telephone or email.
 - 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
 - vi. The SENCO disseminates information to all members of staff about developments regarding the Code of Practice.

Please note: The school is committed to providing a caring, friendly and safe environment in which all pupils can prosper. Bullying of any kind is seen as completely unacceptable at St. John's. For further information, please see the Anti-bullying Policy and Procedure: [School - School Policies](#).

7. ACCESSIBILITY PLAN

The School has taken steps to improve and ensure access to the physical environment of the School. These are outlined in the tables below. Where access is restricted or unobtainable, the School will assess an individual requirement in order to rectify the situation on a case-by-case basis, where this is reasonable, or incorporate adjustments into plans for future developments.

The School's Accessibility Plan considers the implications of a large site which is not uniformly flat, and recognises that any child with impaired mobility will face some difficulties moving around the grounds. While reasonable adjustment will always be made for individuals where possible, the site may not be suitable for children with severe impairments or disabilities at this time.

In all cases the School endeavours to provide access to the physical environment of the School and this will include physical aids, where necessary and reasonable, to access education. It is not always possible to make a reasonable adjustment to the structure or facilities on a large site containing historic listed buildings. Every effort is made on an individual basis to support and accommodate any pupil for whom these issues are identified as challenging.

ACCESSIBILITY PLAN 2018-2021

PART ONE

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
MAIN BUILDING				
Front Entrance (main reception and Lower School main doors)	<ul style="list-style-type: none"> • Disabled parking bay provided • Call bell at main reception door. Call bell at Lower School door with remote door release. • Portable ramp available. • External alterations to create a level access path from teaching areas (Summer 2016). • New Lower School wide door for wheelchair user. Lower School level access created to rear (2016). 	<ul style="list-style-type: none"> • Accessible WC ideal but not considered feasible. Accessible WC provided in Lower School. • Re-position or provide additional bell to main reception at lower level. 	<ul style="list-style-type: none"> • Main doors cannot be adjusted for automatic opening and assistance is required for inner doors. • Listed building constrains extent of work. • Conservation Officer not supportive of a ramp to main front entrance. 	
East Cloisters/Lower School rear entrance	<ul style="list-style-type: none"> • Ramped access onto walkway leading to doors. • Level access created for Lower School (2016) 		<ul style="list-style-type: none"> • Automatic door openers not feasible due to security issues and Listed Building 	
West Basement Changing Rooms Entrance			<ul style="list-style-type: none"> • Level access not feasible from Cloisters due to steps. Alternative route via West basement entrance (level). 	
West End Entrance	<ul style="list-style-type: none"> • New door installed (2013) 		<ul style="list-style-type: none"> • Automatic door openers not feasible due to security issues 	
East and West Houses and Lower School	<ul style="list-style-type: none"> • Lift installed in West House • Accessible WC and shower in Lower School. 	<ul style="list-style-type: none"> • Accessible WC in East and West House. 	<ul style="list-style-type: none"> • Listed building implications and lack of space. Potential ability to move a pupil with a disability to East House with utilisation of Lower School WC. 	<ul style="list-style-type: none"> • Proposals being considered for master-plan project to re-plan boarding accommodation.

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
Dining Hall	<ul style="list-style-type: none"> New ramp provided from west end for access (2014) Temporary ramp into hall available from east end of building 	<ul style="list-style-type: none"> Accessible WC 	<ul style="list-style-type: none"> Lack of space and Listed building issues. 	<ul style="list-style-type: none"> Masterplan includes redevelopment of facilities as part of on-going refurbishment project.
Performing Arts Centre	<ul style="list-style-type: none"> Built in 2003 Fully accessible 			
Hamilton Classroom Block	<ul style="list-style-type: none"> 1999 new wing added includes lift and disabled WC. Connection at GF Level to Science Centre. 	<ul style="list-style-type: none"> Accessibility issue in older part of building (differing levels to rear part of building). Partly improved with the addition of the science centre and re-modelling the old science area. 	<ul style="list-style-type: none"> Chairlifts needed on stairs in older, existing building – but prone to misuse, so assistance would be required. Consideration to lift in old science area as part of ongoing refurbishment. Ability to relocate classes to new science centre to accommodate a pupil with a disability. 	
Science Centre	<ul style="list-style-type: none"> Built 2015/6. Fully accessible. 			
Henry Dawes Centre	<ul style="list-style-type: none"> Built in 2010 Fully accessible. 			
Haslewood House	<ul style="list-style-type: none"> Refurbished in 2011. New ramp to front entrance (2014) 		<ul style="list-style-type: none"> Ideally better access within the building and a separate accessible WC. However constraints imposed by Victorian building on sloping ground. Pupil with severe physical impairment could be moved to Fairfield if the need arose. 	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
Chapel	<ul style="list-style-type: none"> • Disabled parking bay provided • Signage to ramped access • Permanent ramp provided. 			
Sports Hall	<ul style="list-style-type: none"> • Ramped walkway • Disabled WC. 	<ul style="list-style-type: none"> • Consideration to be given to automatic doors. 		<ul style="list-style-type: none"> • To be considered as part of a site wide sports facility review.
Swimming Pool	FULLY ACCESSIBLE			
Old Chapel	<ul style="list-style-type: none"> • Fully refurbished in 2014 and accessible throughout (other than to balcony). 			
Lower School Day House & CCF	<ul style="list-style-type: none"> • Refurbished in 2012 and made accessible, some limitations on access remain in CCF. 		<ul style="list-style-type: none"> • Areas of the CCF which are not fully accessible could be managed if required by accommodating staff and pupils elsewhere. 	
North, Monty & Surrey (Boys' Day Houses)	<ul style="list-style-type: none"> • New front door to North and Monty (2016). 	<ul style="list-style-type: none"> • Accessibility measures required, but limited due to entrance location and internal layout. 	<ul style="list-style-type: none"> • No level access to front doors, no lift. Narrow corridors. • Listed building. Poor access to front because of multiple level changes • Male pupils with a physical impairment will be housed in Churchill 	<ul style="list-style-type: none"> • To be considered for substantial refurbishment as part of a school wide review of the house system
Churchill (Boys' Day House)	<ul style="list-style-type: none"> • Constructed 2012 • Fully accessible. 			
Gloucester (Girls' House)	<ul style="list-style-type: none"> • Newly refurbished (2013) including accessible WC. 		<ul style="list-style-type: none"> • No level access to front door or lift because of 	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
			constraints imposed by Victorian Building <ul style="list-style-type: none"> Female pupil with a physical impairment will be housed in Fairfield. 	
Fairfield (Girls' House)	<ul style="list-style-type: none"> Constructed 2004 Fully accessible. 			
Health Centre	<ul style="list-style-type: none"> Permanent ramp provided (2014) Entrance area improved and made accessible 	<ul style="list-style-type: none"> Accessible bathroom 	<ul style="list-style-type: none"> Lack of space on ground floor. Single staircase situation (domestic semi-detached houses not ideally suited to current use) 	<ul style="list-style-type: none"> Suitability of this building under review and to be considered as part of the future masterplan.
Sports Areas (External)	<ul style="list-style-type: none"> Accessible paths and an accessible WC in Junior Fields. 			
General Site	<ul style="list-style-type: none"> Ramps provided to rear of Gloucester House Lighting bollards along paths. New path to frontage (West House end) (2016). 		<ul style="list-style-type: none"> Listed building and significantly sloping site 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS PLAN OBJECTIVES					

<p>Short Term 1-2 Years</p>	<ul style="list-style-type: none"> • Incorporate accessibility features within proposals for new/refurbishment of building • Include accessibility issues in conservation plan for the School 	<ul style="list-style-type: none"> • Identify areas where adjustments may be made and incorporated • Ensure requirement is included within the brief 	<ul style="list-style-type: none"> • Improved facilities and access to areas stated 	<ul style="list-style-type: none"> • September 2018. 	<ul style="list-style-type: none"> • Improvements to access made in refurbishments (e.g. Lower School), new buildings (Science Centre) and with physical improvements to site (new path to frontage)
<p>Medium Term 3-5 Years</p>	<ul style="list-style-type: none"> • Review plans for the physical environment • Improvement to facilities in Dining Hall • New accessible swimming pool and sports hall 	<ul style="list-style-type: none"> • Include requirements in brief to architect and members of design team • Review budget allocations for required spending 	<ul style="list-style-type: none"> • Improved/accessible environment • New building developments will be accessible • Further improvements to facilities and access to areas of the School 	<ul style="list-style-type: none"> • 2020 	<ul style="list-style-type: none"> • Fully accessible swimming pool complete.

PART TWO

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
TEACHING AND LEARNING OBJECTIVES					
Short Term 1-2 Years	<ul style="list-style-type: none"> Continue to identify INSET opportunities for teaching staff to increase awareness of disabilities and how to make the curriculum accessible 	<ul style="list-style-type: none"> SEND focus INSET Sept 2019 re trends and new pupils LD staff working with/mentoring new, inexperienced teachers Short updates on specific SpLD conditions for whole staff Use Teams and Sharepoint to provide access to SEND information to all staff 	<ul style="list-style-type: none"> Staff awareness will be increased If needed, the School will provide information to pupils in alternative formats 		
	<ul style="list-style-type: none"> Review SEND handbook annually 	<ul style="list-style-type: none"> Format discussed with Senior Deputy Head 	<ul style="list-style-type: none"> Format will vary substantially from other Departmental handbooks 	<ul style="list-style-type: none"> Next review by Head of Learning Development and SENCO September 2021 	
	<ul style="list-style-type: none"> Review Provision Mapping systems 	<ul style="list-style-type: none"> As discussed with the Assitant Head (Safeguarding) and Senior Deputy Head development is planned to use CPOMS but in the mean time details will be logged on iSAMS under SEND updates required for teachers re: accessing information 	<ul style="list-style-type: none"> Plan to increase accurate mapping of individual pupils; LDD teacher support and Department provision re SEND through teacher/pupil referral docs/SEND register/LDD teacher notes and conversations/PLPs and referral spreadsheets, together with notes on iSAMS; and 'Record of High Level Support' shared between REPE:JHC 	<ul style="list-style-type: none"> June 2021 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	<ul style="list-style-type: none"> Update the Personalised Learning Profiles procedure 	<ul style="list-style-type: none"> Prospective parent interviews now in place to inform PLPs Continue to develop Pupil's perspective section via 1:1 interview annually/as required Further development re Teacher's SWOT section required Additional non LDD pupil school targets planned to be added to Personalised Learner Plans (PLPs) 	<ul style="list-style-type: none"> All pupils to complete Pupil perspective section Where relevant Teachers' recommended strategies included for individual pupils Feed into school target –setting where appropriate/reasonable 	<ul style="list-style-type: none"> Next review June 2021 	
	<ul style="list-style-type: none"> Maintain and develop the use of LDD Action Plans (APs) Introduce Alternative House Action plans for pupils as appropriate 	<ul style="list-style-type: none"> Develop in line with parental and SMT consultation the schedule of communication targets and outcomes for WAVE 3 SEND pupils 	<ul style="list-style-type: none"> All APs to be collated and completed by JHC and LSC Improved clear and succinct parent friendly document 	<ul style="list-style-type: none"> By Sept 2020 	
	<ul style="list-style-type: none"> Development of Study Skills programme for 4F and L3 and where there are reduced curriculum demands re L6 	<ul style="list-style-type: none"> Materials and programme discussed with Senior Deputy Head and Deputy Head (Academic) Extend Study skills programme to L3 Extend pilot to include L3 	<ul style="list-style-type: none"> Improved regular provision from targeted whole year sessions to drip feed learning and practice via tutor groups/L6 small groups 	<ul style="list-style-type: none"> Proposed extension to L3 Sept 2021 Proposed L6 Initial pilot September 2021 Review June 2021 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	<ul style="list-style-type: none"> Review examination concessions process 	<ul style="list-style-type: none"> LDD team to complete AA update course and changes to be discussed by LDD Develop proactive approach to Oxbridge and profession AAs Formalise AA assessment process to include fuller assessment of needs 	<ul style="list-style-type: none"> On- going. Links between Admissions, JC, APM, REPE and new Deputy Head (Academic) and Learning Development Department strengthened by clerical staff working in partnership LDD to formalise steps re AA testing to provide greater information to plan any required support 	<ul style="list-style-type: none"> On-going as the regulations are constantly changing Review Oxbridge provisions in June 2020 re L6– discuss with JC any new or improved requirements/arrangements Sept 2020 	
	<ul style="list-style-type: none"> Strengthen links with MFL 	<ul style="list-style-type: none"> Pupil choices in consultation with Head of MFL/REPE prior to Lower Fifth entry: modified curriculum available (no MFL) Establish staffing/in class support with Head of MFL Continue to develop EAL identification and provision 	<ul style="list-style-type: none"> Maintain MFL staff time allocated to Learning Development to work with specific pupils Maintain Spanish and French breakfast club provision 	<ul style="list-style-type: none"> September 2019 November 2019 	<ul style="list-style-type: none"> Pupils now more likely to achieve optimum grades for GCSE
	<ul style="list-style-type: none"> Update risk assessment reports for VI; HI; PH and Epilepsy re new intake 	<ul style="list-style-type: none"> Discuss with House, AB, SN and REPE, drafts to CR and SG 	<ul style="list-style-type: none"> Improved risk assessment in place to meet new pupil requirements 	<ul style="list-style-type: none"> September 2019 	<ul style="list-style-type: none">
Long Term 3-5 Years	<ul style="list-style-type: none"> Improve LDD accommodation 	<ul style="list-style-type: none"> Refurbishment of LDD classroom 1C required Develop ICT use within LDD 	<ul style="list-style-type: none"> LDD refurbishment booked as appropriate depending on above 	<ul style="list-style-type: none"> Sept 2019 all assessments now digital format, desk tops removed. New linked screen to replace old projector in classroom Sept 2019 	<ul style="list-style-type: none"> Completed Ongoing

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
				<ul style="list-style-type: none"> • Touch typing programme available, further laptops available, maintain access to Speech to text software. Sept 2019 ongoing 	
	<ul style="list-style-type: none"> • Maintain staffing LDD levels to meet the diverse needs of the pupils 	<ul style="list-style-type: none"> • Maintain current staffing levels 	<ul style="list-style-type: none"> • Needs and administration requirements meet 	<ul style="list-style-type: none"> • Sept 2019 ongoing 	

Appendix C: Learning Development Department and Safeguarding

All Learning Development staff must be fully informed of the St John's **Safeguarding and Child Protection Policy and Procedures** and attend all provided INSET training.

All Learning Development (LD) teachers have a statutory responsibility to:

- Have read and understood at least Part One, Annex A of KCSIE.
- Have read and be familiar with this policy, the School's Staff Conduct Policy, Whistleblowing Policy and Anti-bullying Policy.
- Provide a safe environment in which children can learn.
- Identify children who would benefit from Early Help and liaise with other agencies and professionals as required.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed.
- Work with the DSL and, if required, to support social workers to take decisions about individual children.
- Receive regular safeguarding refresher training (annually), along with regular updates, at appropriate levels, as and when required, to keep up with any relevant safeguarding and child protection developments.
- Make a referral to Children Social Services immediately if, at any point, there is risk of immediate serious harm.

In addition, LD teachers should also be aware that:

- Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying; and
- Communication barriers and difficulties in overcoming these barriers.

LD teachers have a responsibility to report any abuse disclosed, observed or suspected they should refer any such matter to the DSL (or Assistant in their absence) as soon as possible, the expectation being within one working day. Where any member of the team has any concerns they must report these to the DSL where they are unsure if the concern should be taken forward. **If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care (contacts below) immediately, or in an emergency, dial 999 and request the appropriate emergency service. Anyone can make a referral.** Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

Children may disclose information to LD teachers, particularly when working on a 1:1 basis.

If a child discloses information to you:

- Listen with care, reassurance, seriousness and keep an open mind. Do not take a decision as to whether the abuse has taken place.
- Do not promise confidentiality to a pupil who makes an allegation but make clear to the pupil that you will need to pass on what has been told to ensure the protection of the child concerned. Reassure the child that the matter will only be discussed with people that need to know.
- Do not ask leading or closed questions. Ask open questions.
- Do not make any assumptions about what the pupil is saying.
- Write an accurate and contemporary record (*using the expression of concern form*) of the conversation which should include:
- the date and time

- the place of conversation
- the essence of what was said and done by whom and in whose presence. Use the language that the child uses.
- Tell the child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- All evidence, for example, notes, mobile phones containing text messages, clothing, computers must be safeguarded and preserved and passed to the DSL.
- Please note that all concerns, discussions and decisions made and the reasons for the decisions should be recorded in writing. If in doubt refer to the DSL.

Taking action: advice for staff

- **In an emergency take the action necessary to help the child, for example, call 999.**
- Report your concern to the DSL as soon as possible (no later than one working day), unless it involves an allegation against a member of staff or volunteer, in which case the procedures below should be followed.
- If the DSL is not available, ensure that the information is shared with Assistant Head (Safeguarding). If unavailable approach any of the Assistant DSLs.
- Under no circumstances should staff seek to investigate the claims further themselves.
- Share information on a need-to-know basis- do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed.

All staff are reminded that:

- From October 2015, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such issue with the DSL and involve children's social care as appropriate.
- Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism. Staff should contact the DSL.
- If the child's situation does not appear to be improving the DSL or person making the referral should press for reconsideration of their concerns.

Where LD teachers are working 1:1 it is important to be aware that:

- All doors within the Learning Development Centre have glass windows which must not be obscured when any teacher is working with a pupil, nor should blinds be drawn.
- If at any time a teacher feels a situation is becoming stressful the door of the classroom should be opened.
- Each LD classroom except room 33 is equipped with a telephone and contact list to aid fast communication in an emergency. (Contacts can be found at the end of this policy)

St John's Safeguarding Contacts

Designated Safeguarding Lead (DSL): Andy Bass

Mobile: 07730 206 671

Office: 01372 385 465

abass@stjohns.surrey.sch.uk

Deputy DSL: Alex Mogford

Mobile: 07720 270174

Office: 01372 385462

amogford@stjohns.surrey.sch.uk

Deputy DSL: Rebecca Evans
Mobile: 07767 294026
Office: 01372 231575
revans@stjohns.surrey.sch.uk

Safeguarding Adviser for Boarding: Ashley Currie
Contact details: 01372 385493
Mobile: 07720 742278
acurrie@stjohns.surrey.sch.uk

The nominated Safeguarding Governors:
Angela Wright safeguardinggovernor@stjohns.surrey.sch.uk
Ruth Marshall RMarshall@stjohns.surrey.sch.uk

The Head: Rowena Cole
rcole@stjohns.surrey.sch.uk
Office: 01372 373000

The Chair of the Governing Council: John Willis
jwillis@stjohns.surrey.sch.uk

In the case of an allegation about a member of staff: RCole@stjohns.surrey.sch.uk

Appendix D: Admission and Inclusion

Appropriate Access Arrangements are put in place for the Pre-Assessment and Common Entrance Assessments where parents 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/carers. The SENCO 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 SENCO also ensures that pupils' 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 E: 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 remove a disadvantage, whilst at the same time ensuring that St. John's is the right school for the pupil and that their needs can be fully met by the level of support which the school can provide taking into account 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 method of working.
- A candidate will be allowed **extra time** for examinations, as long as we have received an Educational Psychologist's, or specialist teacher's report, produced within **2 years** of sitting the examination. Extra time must be explicitly recommended as evidenced by 'at least one below average' score (*standard score 85*>) for processing, working memory, reading speed or writing speed, or in rare cases a cluster of 'low average' scores (*standard score 85-89*). Extra time must represent the candidate's normal method of working.
- A candidate will be allowed **a reader** for any examination not testing reading skills, 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 reading, or processing speeds. Additionally, this concession must be explicitly recommended by the assessor and must represent the candidate's normal method of working.
Note: This applies to all paper and pen tests; it is not possible to have a reader for any online assessments. Please note that the Reader must be a person who the pupil is familiar with and has worked with in line with best practice, therefore St John's does not supply readers.
- 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 method 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 F: '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':

- i. 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).
- ii. 'weak' pupils (mainly U5th & L6th) who receive curriculum support in the form of Study Skills.
- iii. 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.
- **On line 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 SENCO/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 (uncharged)

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 G: 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 (Dyslexia Screener), followed by the Lucid Exact screener, as deemed appropriate, which provides scores in: reading accuracy, reading comprehension, reading speed, handwriting speed and typing speed (dictated sentences).
- In English lessons all pupils complete a free writing speed test.
- 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 Senior Deputy Head 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 SENCO will also seek advice from the pupil's feeder school where necessary. Parents 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/cares 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 SENCO 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 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.
- Prior to/at the start of the L6th, all pupils complete the online G L Dyslexia Screener and also, if necessary, another screening test (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 Senior Deputy Head, Rebecca Evans.
- 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/carers 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 H: Access Arrangements Policy for Pupils with Specific Learning Difficulties (SpLD)

'Access Arrangements are intended to meet the particular needs of an individual candidate without affecting the integrity of the assessment'. (Joint Council for Qualification (JCQ) Regulations 2015-16.)

Access Arrangements are agreed by the assessor, the SENCO and the pupil's class teacher 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 SENCO.

Types of Access Arrangement

The following Access Arrangements may be offered to pupils with SpLD 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 on line, 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 Head 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 SENCO 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 SENCO 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 SENCO 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 AA they have been awarded and must then be given opportunities to practise.

Appendix I: Word Processor Policy

In principle, the school supports the use of laptops and other digital writing devices in lessons, as evidenced by the school BYOD policy, provided they are helpful to the pupil and do not cause inconvenience or distraction to the teacher, or the rest of the class.

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)**
- The **SENCO** will compile a register of pupils with **SEN** 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 SENCO 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 SENCO 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 SENCO 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. However, if their processing or reading speed is below average, they will still be entitled to extra time in addition to the use of a word processor. **(See Access Arrangements Policy)**

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 set up and 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 Senior **Deputy Head, Rebecca Evans and the SENCO**, 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/Firefly
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. Laptops may be used for leisure purposes in House only, with the **permission of the Housemaster, or Housemistress.**
4. Pupils must ensure that laptops have sufficient battery life to last a morning or afternoon without recharging
5. 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.
6. Pupils must ensure that they **print off all work** regularly and that the use of the laptop does not result in gaps in their books or files. Word processed work should be handed in at the same time as work from the rest of the class and stuck into books/filed as per their non-typing peers.
7. 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 J: Policy for Pupils with a Hearing Impairment

Hearing impairment (HI) has been described by some people as a 'hidden' SEN, 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 case 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 SENCO, 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 extra hard to reach his/her 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 day dreaming
- 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 him or her 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 she/he can turn to follow contributions from other pupils by using lip-reading. She/he will need to look round to locate speakers who are behind her/him.

Reduce Background Noise: Hearing aids/cochlear implants (CI) amplify background noise and speech equally. Therefore listening in noise is more difficult for the pupil. 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 her/his 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 she/he is 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 her/him.

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 his/her 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; she/he 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 K: 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 SENCO 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 pupils name first to get their attention (this equates to eye contact). This enables a visually impaired pupil to know when he/she is 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 him/ her time to familiarise him/herself 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 e.g. a Dictaphone. 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 he or she 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 text books 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 font 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 L: 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 SENCO 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 reasonable 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 pupils 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; The Human Resources Manager, the Head of House and the Head of Learning Development, SENCO, 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, he/she may need extra room to get around in class and to avoid falling. Discuss with the pupil where he/she 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 pupil 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 s/he 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** him or her.

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 M: Learning Development – Details for parents

Learning or Curriculum Development is available to all pupils in the school on an individual or small group basis and will usually take the form of sessions to support subjects covered by the curriculum, as well as study skills, including preparation for examinations and assessments, help with literacy, including clerical skills and effective reading strategies and to support overall organisation. The Learning Development tutors are well-qualified and experienced in a variety of subjects and can therefore offer assistance throughout all areas of the curriculum. They are also keenly aware that there is a strong element of pastoral guidance to their role.

All pupils are screened on entry to the school. Further individual assessment of a pupil with a suspected learning difficulty is then carried out internally, with referral to a qualified Educational Psychologist if necessary.

We offer individual, specialist Support to pupils with Specific Learning Difficulties (SpLD), including dyslexia, dyspraxia, dyscalculia, ASD, ADHD, VI, HI and PI and will also carry out assessments for Access Arrangements for public examinations where necessary. Other more specific requirements can also be met.

The Learning Development Department comprises of a suite of rooms within the Hamilton Building. Weekly sessions normally take place 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, where possible. All 6th Form sessions take place in private study periods.

Lessons usually consist of one 35 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 should always be 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 SpLD or not and by all members of staff.

Further details are available from Jacqui Chaddock: JChaddock@stjohns.surrey.sch.uk

Appendix N: Personalised Learner Profiles (PLPs)

Each pupil with significant special educational needs has a Personalised Learner Profile (PLP). All pupils on the SEND register, who are entitled to examination concessions, will have one, although some are more extensive in their detail than others. Pupils who have individual curriculum support because of their difficulties, will have the most detailed PLPs and these will be updated at least once each year.

A PLP consists of several sections. It includes details taken from the pupil's original assessment when the SEND condition was identified, focusing on the strengths and weaknesses of the pupil's cognitive profile and also on the strength of their literacy skills. It will also outline the exam concessions which the pupil is entitled to.

The most important section will give suggested strategies for staff to use to differentiate for the pupil in the classroom.

There is also a section for the 'pupil's voice', where the pupil can make comments on what works well for them and what they feel might hinder their performance. In some cases further comments from staff on what has worked well for that pupil may be included.

Appendix O: Study Skills at St John's

L3 and 4F whole year group study skills

Study skills make up a core part of the academic programme focusing on establishing routine study habits including: research skills; organisation strategies; reading for information; note taking; preparing for exams and exam technique

Some pupils receive additional Learning Support lessons including a foundation in Study Skills to encourage independent learning via a personalised programme of some or all of the following elements:

- The concept of self-reflection
- SMART targets and the concept of marginal gains
- Memory and revision strategies
- Planning techniques
- Basic writing frameworks
- The use of digital aids (including apps) for learning

U3, L5, L6 and U6 whole year study skills

Pupils will work with their teachers and tutors and where advisable be referred to LDD for further support

A wide range of small group study and revision clinics run in activity slots, focusing on extra help in those subjects for pupils referred by subject teachers or if pupils wish to refer themselves.

Individual pupils who have Learning Support Lessons continue to have help with study skills as part of the weekly lessons focusing on personalised learning strategies.

U5 whole group study skills

Study skills continue to be included throughout the year within the Wellbeing programme. Subject specific information provided by HODs and study skills materials provided by the Learning Development Department are sent home and are also available on Firefly.

Small group clinics continue to run in activity slots and at lunch times, focusing on extra help and are available to all pupils.

Individual pupils who receive Learning Support continue to have help as required focused on their GCSE studies and individual needs.

Additionally some pupils are booked in for a LD short course of 2-3 sessions to focus solely on Study Skills, including exam technique. These sessions may take the form of either a small group or an individual course where pupils are referred by subject teachers.

NB: All subject departments offer large and/or small revision sessions including essential subject specific study skills as part of their overall revision programme.

Sixth form:

Throughout the sixth form study skills are embedded within subject specific teaching. Ad hoc study skills sessions and programmes are run according to needs and referrals, either as small groups or as short individual 1:1 interventions.

Individual pupils who receive Learning Support continue to have help as required regarding advanced study skills and exam technique tailored according to subject and individual needs. on their GCSE studies and individual needs. In some cases L6 pupils may attend group regular weekly lessons where they are on a reduced curriculum programme.

NB: All subject departments offer large of small revision sessions including essential subject specific study skills as part of their overall revision programme.

Appendix P: Access to Fair Assessment Statement

1. Definition:

The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act, would be at a substantial disadvantage in comparison to someone who is not disabled.

The Equality Act 2010 definition of disability is usually defined collectively in terms as stated by the JCQ Adjustments for candidates with disabilities and learning difficulties 2016-2017 P4:

- Identifying a physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long term adverse effects on normal day to day activities

In essence statutory guidance is clear that disability means **'limitations going beyond the normal differences in ability which may exist among people'** (The Disability Discrimination Act 1995)

'Substantial' is understood as **'more than minor or trivial'** and is determined by investigating the effects any impairments a pupil may have in comparison to their peers, that is whether the difference is more than minor or trivial.

'Long term' indicates that the impairment has existed/will exist for longer than 12 months.

'Normal day-to-day activities' refers to the non-exhaustive list of factors as stated in the statutory guidance as relating to the Equality Act P47-51.

Necessary systems and procedures must therefore be in put in place by awarding organisations to allow the accommodation of reasonable adjustments. Such arrangements should reflect the individual needs of learners and must also uphold the integrity of all learning outcomes in relation to the stated assessment criteria.

An awarding organisation in addition must also arrange special consideration arrangements to be put in place for any learner who experiences temporary illness, injury or indisposition at the time of their assessments to allow them to demonstrate the achievement they are capable of for the unit or units that are subject to special consideration.

2. Audience:

The intended audience for this document is:

- St John's School Staff
- Stephen Blatch Examination officer
- Jacqui Chaddock, and Head of Learning Development
- Anna Hayles, SENCO
- Centre Staff responsible for Quality Assurance
- Assessors
- Internal Verifiers
- Quality Reviewers and External Verifiers

- Key Stakeholders in the development and delivery of unit and qualification delivery
- Qualification regulators

This policy applies to:

- All external exams and qualification assessments at St John's School

3. Centre Responsibility:

St John's School has a duty to ensure that any reasonable adjustments to meet the needs and rights of individual pupils to access qualifications does not undermine the integrity of any assessment. Access Arrangements are the principle means by which awarding bodies comply with the duty of care in relation to the Equality Act 2010 to make reasonable adjustments.

Disability and equal opportunities legislation and regulatory criteria exist to guide awarding organisations and centres to ensure that an inclusive assessment process is provided to support individual pupil's needs.

4. Definition of Reasonable Adjustments

Reasonable adjustments may be unique to a pupil and therefore may not be included in the list of JCQ access arrangements. A number of factors are considered in determining what is considered 'reasonable' as stipulated by the JCQ Adjustments for candidates with disabilities and learning difficulties 2016-2017 P3:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the other candidates

Any adjustment will not be considered 'reasonable'/be approved if this:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment

5. Identifying and Obtaining Supporting Evidence

St John's School collates evidence from a number of sources including:

- Previous Educational History
- Previous Medical History
- Previous Personal History as relevant
- External Agency reports such as Educational Psychologist, Occupational Therapist, Medical Consultant, CAMHS, etc
- Teachers evidence and recommendations
- Screening results
- Individual assessment
- Learning Development Support Teachers
- Assistant Head (Safeguarding)/Safeguarding Team
- Parent/Carer information

6. Identifying Learners who are eligible for reasonable adjustments

As stipulated by the Code of Practice 2015 generally a learner's needs would fall into one of the 4 areas as follows:

- Communication and Interaction needs
- Cognition and Learning needs
- Sensory and Physical needs
- Behavioural, Emotional and Social needs.

Each learner's needs must be based on the extent their difficulties impact on the ability to access learning and in particular assessment. Where difficulties are minor such learners should be supported with Study skills and assessment technique strategies. Some learners may have developed good coping strategies reducing the need for adjustments.

7. The range of reasonable adjustments

Candidates may require one or more adjustments to be put in place to meet their individual needs. The following list of reasonable adjustments is taken from the JCQ Adjustments for candidates with Disabilities and Learning Difficulties 2016-2017:

- Supervised rest Breaks
- 25% Extra Time
- Extra Time of up to 50% (between 25% and 50% extra time)
- Extra Time of over 50%
- Computer reader/reader
- Read aloud and/or the use of an examination reading pen
- Scribe/Speech recognition technology
- Word Processor
- Braille transcript
- Prompter
- Oral Language Modifier
- Live speaker for pre-recorded examination components
- Sign language Interpreter
- Practical Assistant
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Exemptions
- Bilingual translation dictionaries with 10% Extra Time

For some pupils additional reasonable requirements may be required such as:

- Colour overlays
- Enlarged format
- Coloured paper
- Smaller venue
- Separate venue
- Or other as stipulated by medical, pastoral or learning needs advisor.

In all cases arrangements are determined on any '**significant**' needs of the individual pupil.

8. Application for Reasonable Adjustments and Special Consideration:

In all cases applications will be based on the requirements and procedures as detailed by the JCQ's most recent Guidance on Adjustments for Candidates with Disabilities and Learning Difficulties.

- In regard to pupils with Learning Difficulties procedures and requirements will be processed by Jacqui Chaddock, Head of Learning Development and the Learning Development Team
- In regard to pupils with Medical/Pastoral Difficulties these will be processed by either Jacqui Chaddock, Head of Learning Development and the Learning Development Team or Stephen Blatch Examination Officer
- In regard to applications for special consideration procedures and applications will be processed by Stephen Blatch Examination officer of Jacqui Chaddock, Head of Learning Development.

9. Policy Review:

This policy will be reviewed annually, or as a response to changes in legislation and/or feedback from pupils, tutors and external organisations.

Appendix Q: Access Arrangements and Normal Way of Working Policy

Access Arrangements Overview:

Access Arrangements are reasonable pre-examination adjustments for pupils based on their evidence of need and their normal way of working. Access Arrangements fall into two distinct categories:

- Those delegated to centres
- Those which require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow pupils with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and extra time. In this way Awarding Bodies comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

Awarding Bodies are required re The Equality Act 2010 to make reasonable adjustments where a disabled pupil (within the definition of the Act) would be at a substantial disadvantage in undertaking an assessment.

Reasonable adjustments may be unique to particular pupils and specific provisions may not be included in the list of available Access Arrangements.

Reasonable adjustment for a pupil will depend on a variety of factors but must include the needs of the disabled pupil/learner. Adjustments may not be considered reasonable these involve unreasonable costs, timeframes or affect the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Normal Way of Working:

Access Arrangements should be processed when pupils commence an exam series i.e. L5 or L6, having firmly established a picture of need and a history of provision for a pupil which reflects this throughout L3-4F, L5-L6, as appropriate, to the pupil's year of entry.

Any arrangements put in place for a pupil must reflect the support given to the pupil e.g. in the classroom if appropriate, working in small groups. Literacy support lesson, literacy intervention strategies, provision in place for internal assessments and mock exams/Practice Papers. Such provisions are referred to as 'normal way of working'. Background information detailing this provision is recorded within Section A of Form 8 by the SENCO or the assessor working within St John's school. Where a temporary injury or impairment is sustained exception to this requirement can be accommodated.

In cases where a pupils has never made use of an arrangement provided for him/her, e.g. 25% extra time or supervised rest breaks, normal way of working has not been established. Therefore the SENCO after monitoring the use of the arrangement in internal school tests and mock examinations, may consider withdrawing the arrangement, if this is the case.

In the case of Rest Breaks the school normally recommends 5 minutes in every hour of exam time, but this will be decided based on the pupil's specific need and working practice, In most cases Rest Breaks will take place at the pupil's desk but in a few cases the pupil may have provision to leave the exam hall with an invigilator.

Access arrangements cannot suddenly be granted to a pupil at the time of his/her examinations where no 'normal way of working' has been established. Therefore provisions will not be put in place where a pupil has had no opportunity to practice the arrangement prior to their external exams, except in the case of special considerations,

Pupils with a medical condition and who require Access Arrangements to support their condition will need to forward to the school a consultants letter reporting details of their condition and the effect this has on their performance to support evidence of need.

Appendix R: EAL Policy (copy)



St John's School
LEATHERHEAD

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) Policy

Date of issue:	September 2018
Date of review:	August 2021
Responsible person:	Deputy Head (Academic)
Policy number:	2F

Background

As a boarding school, St John's has welcomed overseas pupils in the past, including those for whom English is an Additional Language. However, given the decline in demand for places from overseas, the current requirement for this provision is now almost non-existent.

Nonetheless, we believe that any pupils from the local area (or in the rare case, those who come from further afield for whatever reason) for whom English is an Additional Language should benefit from the provision that we offer and this policy outlines the provision we aim to provide in such cases. We also are aware that our Foundationer Programme could present pupils who require this provision.

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 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 or their previous school. In rare cases, we have suspected that parents have not put details of EAL needs on entrance material for fear that it may inadvertently affect the application process, (even once the offers have been made). It is therefore important that teachers and tutors remain vigilant in lessons and when marking work so that those who would benefit from extra support with English because it is not their native language are highlighted. In such cases, teachers and/or the tutor would inform the Deputy Head (Academic) who would liaise with EAL teachers and the SEND department.

Ability grouping

Where possible, we aim to place pupils 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 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 general guidance and support to help pupils in their daily lives as they integrate into the School. Common issues may include:

- what is culturally appropriate in England, e.g. levels of politeness expected around the school
- teachers' expectations, e.g., teachers are happy to be asked questions at St John's, while this may not be the case in their home country
- personal issues particular to individual pupils. Whenever possible, after hearing their concerns, these will be passed on to the appropriate house staff.

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 initial appreciation of their English ability and they will possibly undergo further testing in order to provide a reliable and up-to-date guide as to their current level of English. They will follow the same curriculum as the rest of the year group in order to facilitate integration and provide them with the same, broad-based curriculum 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.

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 academic staff or the pupils themselves.

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 support in EAL, this may be 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 GCSE subject profile. If they do use one of their option choices for EAL support, it should be recognised that this is a two-year commitment and will result in having one GCSE less than their peers.

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 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 completes 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. Often their top priority is achieving an adequate 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. For example, a near-native speaker, in order to gain the optimum grade of which they are capable, may not need much practice in listening or reading, but will still need considerable guidance in understanding the requirements of the speaking and writing exams.
- 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 help of an EAL teacher. Any final decisions on content are the responsibility of the pupil in conjunction with their tutor and Housemaster/mistress, but initial assistance with grammar, choice of vocabulary and some guidance on appropriate content from an EAL teacher can facilitate this process. 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.
- Support is provided during EAL lessons to help students to achieve in their other subjects. This guidance is normally individual and may include examples such as the following:
 - helping pupils to understand the wordier questions in physics A level papers
 - helping pupils to describe experiments accurately
 - using essays written for other subjects to help target specific difficulties in grammar
 - providing vocabulary and guidance on how to write in the more 'emotional' style required for A level art.

Initiatives such as starting a vocabulary bank in the sciences and workshops in art prove beneficial in tackling academic problems.

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