



St John's School
LEATHERHEAD

The Learning Development Department Handbook

(SEND) 2016-2017

Head of Learning Development and SENCO:
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Learning Development Policy

Date of Issue: September 2016

Date of Review: September 2017

Responsible Person: Mrs Jacqui Chaddock Head of Learning Development and SENCO

Contact: Mrs J Chaddock Tel: 01732 385469 JChaddock@stjohns.surrey.sch.uk

Responsible Person

Mrs 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. This work is supported by a team of specialist SEND teachers (Mrs Linda Culm; Mrs Allison Collier; Mrs Beatte Davies and Mrs Jenny Moriya). The School also has a Gifted and Talented Policy and an EAL Policy, which should be read in association with this policy.

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

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 2014

Statutory guidance on Supporting Pupils with Medical Conditions 2014

Equality Act 2010

Teacher Standards 2012

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Children's and Families Act 2014

Data Protection Act 1998

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

Accessibility Plan 2014-17

Admissions Policy

Anti-bullying Policy

Behaviour Rewards Sanctions and Discipline

Complaints Procedure

Counselling Services for St John's

Data Protection Policy

Ethos and Core Objectives

Medical and First Aid Policy

Safeguarding and Protecting Children Policy

The St John's Curriculum Handbook 2016 (<http://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>) will also provide further information.

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 St John's ethos:

- 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
- The value of the individual within the St John's community.

The Learning Development Department is a resource that provides:

- Early identification of those pupils with SEND
- Advice, support and assistance to teachers, pastoral staff and support staff in their responsibility towards pupils with SEND as all teachers are teachers of pupils with SEND
- To 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 those pupils with weak literacy and numerical skills and provide strategies and provisions for development.
- To monitor and support as required EAL pupils in liaison with Mrs Jenny Moriya.

3. Definition of SEND

- a. 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).
- b. Children with a disability have a **significantly** greater difficulty in learning than the national majority of children of the same age.
- c. 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.
- d. 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.
- e. 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

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

- A pupil has SEND 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. (“2014 SEN Code of Practice: 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.
- Fully involving 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.
- Meeting 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 appropriate, working collaboratively with teachers and departments.
- The 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 (May 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 and development to subject teachers, departments, Head of Pastoral (Mr Andrew 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 required to achieve this aim.
- To offer and develop expertise in the administration of screening and assessment at all levels, referring pupils on to other professionals where necessary.

Access to the Curriculum

‘Reasonable adjustments’ as in ‘additional to’ and ‘different from’ provisions are made in the classroom. 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 pupils’ 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 Director of Education (Mr Martin Clarke), 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 special needs. All L3, 4F and L6 are screened on entry, as are any other pupil who arrive at St John 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 issues initial 1:1 assessment 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 contacted regarding any suspected needs. In some cases, it may be recommended that pupils are referred for further assessment.

Particular focus is placed on one or more of the following areas:

- Literacy and Numeracy skills
- Persistent difficulties in terms of concentration or self-organisation
- Difficulties with representing knowledge and understanding in a written form
- Speed of working
- Difficulties with revision and/or retention of learned material
- Sensory or physical problems
- Communication or interaction difficulties.

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.

Students with SEN

If screening results and/or progress made by a student is not in line with the expectations set for that pupil, or if the nature of the potential difficulty warrants more specialist advice, investigation or support, then it is recommended to parents that they should consider 'diagnostic' testing, organised by the Learning Support Department. This involves further one-to-one assessment and an interview with one of the Specialist Learning Development Assessors and investigates the pupils 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. In some cases, parents may be advised from external support services to further clarify 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. One-to-one tuition is provided in consultation with Learning Development, House staff, Head of Department and curriculum teacher and is funded in addition to School Fees by parents.
- Small group clinics and programmes are made available inside lesson time in collaboration with subject staff for 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 regularly updated and available to staff through iSAMS.
- Working in collaboration with subject teachers, tutors, parents and pupils' appropriate targets are developed for each pupil, with due regard to confidence and self-esteem needs.
- Regular assessment and liaison with staff ensures that all pupils with SEN are awarded appropriate Access Arrangements and given opportunities to practise before examinations take place as in 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.

Identification and Assessment

The Identification and support of SEND pupils is supported by all staff, who will refer any pupil with a 'cause for concern' to the Learning Development Department. Such referrals take all available information into account and are supported by the School's baseline testing. Records will be maintained for pupils about who are referred and this may include them being added to the school SEN register i.e. flagged as 'Monitor' whilst their needs are being assessed.

Liaison

Parents will always be informed where any specialist assessment beyond the screening process is 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 pupils to discuss transition and progress.

Pupils with a Statement/EHC Plan

Where a pupil has been provided with a Statement/EHC Plan SEND provision will be tailored around the needs of the child as specified by the Statement/EHCP and in collaboration with the named Local Authority (LA) responsible for that pupil, parents/carers and the pupil themselves. This would usually include:

Detailed planning and tracking of the pupil's progress and the interventions in place

Personalised programmes in relevant areas which might include both curriculum and non-curriculum areas such as:

Ø Behaviour

Ø Communication

Ø Participation and access

Ø Personal wellbeing

In cases where a TA is specified to provide support in class this would be discussed with parents and the LA as this is not normal practice at St John's. Specialist teachers do observe and support pupils in some classes but this cannot be guaranteed.

In addition to the above, small group and individual support might be offered and might include non-curriculum/alternative sporting activities where specified in an EHC Plan.

The school would arrange annual reviews for pupils with an EHC Plan in accordance with LA requirements

In all cases EHCP funding would be used to provide resources and provisions for the named pupil over and above that required for non-statemented/EHCP pupils

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 PHSCE programme
- A full assembly programme including, Headmaster 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, 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.

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.
- High quality teaching with appropriate differentiation for individual pupils with SEND is the first step in meeting pupil's learning needs.
- Any pupil identified as SEND and/or 'vulnerable' is highlighted as per school policy through the PLP system and/or the Head of Pastoral, Mr Andrew 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 department or in collaboration with the appropriate Housemaster/mistress, the Learning Development Department and/or the Director of Education, Mr Martin Clarke.
- 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.
- **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 parents.
- **Do:** The programme of support will be delivered by the identified staff which might include in-class support; small group work; one-to-one targeted sessions or a programme of LD lessons.
- **Review:** The outcomes will be evaluated after a set period and the subject 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.

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, exam debriefing processes, observations in class, book and electronic housekeeping checks and task monitoring

9. Managing Pupil's 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 will outline the specific provisions or strategies that will be used via the provision map.
- All pupils on the SEND register will follow the assess; plan; do and review process.
- 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.
- 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 will 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. Pupils receiving weekly one-to-one support pay an additional charge of £310 per term.

10. Criteria for exiting the SEND register

A termly audit of the SEND register is undertaken by the SENCO and the Director of Education Mr Martin Clarke. 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 the 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 costs are met by parents

Sensory Support Services (SSS) – this is usually funded by the LA

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.

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

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 for a pupil in order for them to achieve their potential

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

Accessibility to the school site and curriculum are laid out in the Schools' accessibility plan, which can be issued upon request.

Transition arrangements are overseen by Head of Lower School, Housemasters/mistresses, Head of Sixth Form and the SENCO.

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 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, a statement or EHCP and provisions are managed by collaboration between the SENCO, the health and the pastoral teams as appropriate 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 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.

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

Evaluating Success

The Learning Development Department together with 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, the Director for Teaching and Learning and the Headmaster, 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 is an opportunity to discuss the needs of individual pupils that the specific teacher will need to address.

The SENCO is a member of a range of 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) Mrs Chaddock is also a member of PATOSS, the British Dyslexia Association and NASEN.

15. Roles and Responsibilities

Provision for pupils with SEND is a whole school responsibility:

The Headmaster, Mr Martin Collier, has responsibility for the day-to-day management of all aspects of the school and duly keeps the governing body informed. Equally the Headmaster works closely with the SMT, the SENCO and the Learning Development Department.

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

The Director of Education Mr Martin Clarke and the Deputy Head (Academic), Mr William Turner, supported by the SENCO 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.

The SENCO manages the Learning Development Team and the day-to-day coordination of all SEND provision in collaboration with subject teachers; Heads of Department; Tutors; House masters/mistresses; Head of Pastoral, Mr Andrew Bass, the SMT and the Headmaster Mr Martin Collier.

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 policy and in due regard to confidentiality and the Data Protection Act of 1998.

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 was pleased to open the new Science Centre in 2016 offering improved laboratory access, improved access to the Hamilton Teaching block, disabled toilet and a lift. The new Lower school due to open Autumn 2017 also has improved access and toilet areas.

The St John's Accessibility Plan can be issued upon request.

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, Mrs Jacqui Chaddock: JChaddock@stjohn's.surrey.sch.uk or the relevant Head of House.

Full details of the procedure for managing complaints are set out in the School's Complaints Policy. <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. Bullying of any kind is unacceptable and all staff should seek at all times to confront bullying behaviour. All staff (Feb 2013) have been issued with a copy of the DfE booklet *Preventing and Tackling Bullying (2012)*. St John's complies with the *Equality Duty* section of the Equalities Act (2010).

Please see the School Policies website page for further details <http://www.stjohnsleatherhead.co.uk/school-school-policies.aspx>.

Appendices

A. Looking Forward

Learning Development at St. John's has recently undergone a period of change and development. There have been increasing calls on our 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. However, an increase in Learning Development and ancillary staff has meant that our expertise can now benefit more pupils, parents and staff in the following ways:

- 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 new initiative of St. John's as a Learning Community, we aim to increase the involvement of parents of pupils receiving learning support or with SEND
- Closer monitoring of those pupil's identified as 'at risk' of failing to make expected progress
- Individual and group support to the incoming Year 7 and 8 pupils from September 2016 working in close collaboration with Maths and English in class support team teachers.

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

B: SENDA Policy

SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT (SENDA) POLICY

Date of Issue: 30 September 2016
Date of Review: 30 September 2017
Responsible Person: Estates Manager &
Head of Learning Development

- References:
- Special Educational Needs & 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 2014
 - St John's School, Whole School Policies & Procedures (updated annually)

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:

- a) Develop and sustain access for pupils with SEND to the School curriculum
- b) Improve and maintain access to the physical environment of the School
- c) Individualise the access to information of all kinds to pupils with SEND, to facilitate their learning
- d) Treat disabled pupils in the same way as all other pupils are treated.
- e) 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

- a) Pupils with learning difficulties are accepted into the school, as long as they reach the accepted pass mark of 55%
- b) 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 Common Entrance examinations. These Access Arrangements must be recommended in advance by an Educational Psychologist or specialist teacher and their report forwarded to St John's for approval well in advance of the examination.
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 and 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 necessary.
- f) The Learning Development Department **liaises** regularly with Heads of Department and individual members of staff about SEND in general and about pupils with SEND in particular.

- g) Pupils with SEND may use **laptops** and other technological aids and software in class, in consultation with the Learning Development Department and the Director of Education, Mr Martin Clarke.
- 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 varied depending on the needs of the pupils, on the advice of The Learning Development Department.
- b) The Librarian gives sessions focusing on Information Literacy to all pupils
- c) The Learning Development Department arranges sessions on **Study Skills** for all years and works with the Head of PHSCE re the school study skills programme.
- 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 members of staff. These are updated regularly
 - ii. Information is sent out regularly regarding individual pupils by word of mouth, note, email and via Firefly/iSAMS
 - iii. All policy documents relating to pupils with SEND are available to all members of 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 SENCO supports **new members** of staff and provides INSET on SEND before the start of their first term and during their first year of employment
 - ii. The SENCO communicates with all members of staff regularly
- 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
 - ii. For pupils with motor skills, or coordination difficulties, encouragement is given to participate fully in physical activities via the alternative games programme
- 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 conversations.

- iv. Queries and concerns are dealt with promptly. (Please see the school's Complaints procedure: [School - School Policies](#))
- g) Have regard to the **SEND Code of Practice (updated May 2015)**
 - i. The school has due regard to the recommendations of the new Code of Practice
 - ii. The SENCO disseminates information to all members of staff about developments regarding the new 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: [School - School Policies](#).

7. ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

The School has taken steps to improve and ensure access to the physical environment of the School. These are outlined at Appendices 1 & 2. 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, or incorporate adjustments into plans for future developments.

The School's Access 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 if possible, the site is not suitable for children with severe impairments or disabilities.

In all cases the School endeavours to provide access to the physical environment of the School and this will include physical aids, where necessary, 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.

APPENDIX i

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 and coloured 	<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 	<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
			of Lower School WC.	
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"> Master-plan includes redevelopment of facilities by 2018 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. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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 will be moved to Fairfield 	

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. 			
Swimming Pool		<ul style="list-style-type: none"> • Accessibility measures required, but limited due to entrance location and internal layout. New building being designed. 	<ul style="list-style-type: none"> • 1920's building with limited circulation space and narrow stairs to changing rooms • Steps to main entrance • Pool, being 90 years old does not have facilities to transfer a swimmer with disabilities into the water 	<ul style="list-style-type: none"> • New pool, part of master-plan proposals. To start in July 2017.
Old Chapel	<ul style="list-style-type: none"> • Fully refurbished in 2014 and accessible throughout (other than to balcony). 			
Sixth Form Centre & CCF	<ul style="list-style-type: none"> • Refurbished in 2012 and made accessible, some limitations on access remain in CCF. Garden up steps. 		<ul style="list-style-type: none"> • No accessible WC owing to constraints of the space and listed building. 	
North, Monty & Surrey (Boy's 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 	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
			in Churchill	
Churchill (Boy's Day House)	<ul style="list-style-type: none"> Constructed 2012 Fully accessible. 			
Gloucester (Girl's 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 constraints imposed by Victorian Building Female pupil with a physical impairment will be housed in Fairfield. 	
Fairfield (Girl's House)	<ul style="list-style-type: none"> Constructed 2004 Fully accessible. 			
Hallaton (Girl's House)		<ul style="list-style-type: none"> Accessibility measures required, but limited due to entrance location and internal layout. 	<ul style="list-style-type: none"> Edwardian building with limited access. Female pupil with a physical impairment will be housed in Fairfield 	
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) 	
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 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listed building and significantly sloping site 	

LOCATION	IMPROVEMENTS ALREADY IMPLEMENTED	IMPROVEMENT REQUIRED	IMPLICATIONS/PROBLEMS	TIMETABLE
	House end) (2016).			

APPENDIX 2

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
ACCESS PLAN OBJECTIVES					
Short Term 1-2 Years	<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 (eg Lower School), new buildings (Science Centre) and with physical improvements to site (new path to frontage),
Medium Term 3-5 Years	<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"> 2019 	<ul style="list-style-type: none"> Swimming Pool in design phase and accessible issues are being planned in.

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
TEACHING AND LEARNING OBJECTIVES					
	<ul style="list-style-type: none"> Identify INSET 	<ul style="list-style-type: none"> LS staff working with 	<ul style="list-style-type: none"> Staff awareness will 	<ul style="list-style-type: none"> Update of 	<ul style="list-style-type: none"> Situations currently

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
	<p>opportunities for teaching staff to increase awareness of disabilities and how to make the curriculum accessible</p> <ul style="list-style-type: none"> Consider in detail needs of pupils with SEND in Years 7 & 8 	<p>new, inexperienced teachers</p> <ul style="list-style-type: none"> Short sessions on specific SpLD conditions for whole staff Focus on appropriate training relating to years 7 & 8 	<p>be increased</p> <ul style="list-style-type: none"> If needed, the School will provide information to pupils in alternative formats Evaluation of first year of Y7 provision 	<p>information sent out to staff in 2016-17</p> <ul style="list-style-type: none"> INSET sessions scheduled 2016 - 2017 June 2017 	<p>are evaluated on a case by case basis, depending on the nature of a pupil's disability.</p> <ul style="list-style-type: none"> The process will be documented Staff awareness improved
	<ul style="list-style-type: none"> Review SEND handbook annually 	<ul style="list-style-type: none"> Format discussed with Deputy Head (Academic) 	<ul style="list-style-type: none"> format will vary substantially from other Departmental handbooks 	<ul style="list-style-type: none"> Next reviewed by SENCO September 2017 	<ul style="list-style-type: none"> Handbook published in PDF format
	<ul style="list-style-type: none"> Review Provision Mapping systems 	<ul style="list-style-type: none"> Format discussed with Head of Pastoral and Director of Education to sue existing tracking and CPOMS Training required for teachers 	<ul style="list-style-type: none"> Increased accurate mapping of individual pupils'; teachers support and Departments provision re SEND 	<ul style="list-style-type: none"> June 2017 	
	<ul style="list-style-type: none"> Update the Personalised Learning Profiles procedure 	<ul style="list-style-type: none"> Continue to develop Pupil's perspective section via 1:1 interview annually Develop process re Teacher's SWOT section Revised School target process incorporated into 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. Learning support system of PLPs feeds into school target – setting 	<ul style="list-style-type: none"> Next review June 2017 	<ul style="list-style-type: none"> SEND target-setting in line with school system
	<ul style="list-style-type: none"> Develop PHSCE study skills programme 	<ul style="list-style-type: none"> Materials and programme discussed with PHSCE programme coordinator 	<ul style="list-style-type: none"> Improved regular provision from targeted whole 	<ul style="list-style-type: none"> Initial pilot September 2016 Ongoing evaluation 	

	TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
		<ul style="list-style-type: none"> Revise Student Study Skills Workshop providers for Y10 and Y12 	<p>school sessions to drip feed over learning and practice via tutor groups</p>	<p>of new providers, materials for tutors and training for tutors required over 2016-2017 to improve new provisions</p>	
	<ul style="list-style-type: none"> Audit of staffing arrangements including new SENCO Sept 2016 Review examination concessions process Discuss entry process for Year 7 and L6th form Discuss Y8 screening needs 	<ul style="list-style-type: none"> Completed by Assistant SENCO March 2016 SENCO and Admissions Registrar to review process Review screening needs re Y8 	<ul style="list-style-type: none"> On- going. Links between Admissions and Learning Development Department strengthened by joint clerical staff 	<ul style="list-style-type: none"> Will be on-going as the regulations are constantly changing New SEND staff arrangements and SENCO in place September 2016 Clerical assistance hours increased September 2016 Review screening process June 2017 	
	<ul style="list-style-type: none"> Audit links with MFL 	<ul style="list-style-type: none"> Pupil assessed in consultation with Head of MFL prior to Lower Fifth entry: modified curriculum available (no MFL) Discuss staffing with Head of MFL January 2017 	<ul style="list-style-type: none"> Increase in MFL staff time allocated to Learning Development to work with specific pupils Team teacher secured for Y11 Y4 MFL 1x weekly 	<ul style="list-style-type: none"> By September 2016 	<ul style="list-style-type: none"> Pupils now more likely to achieve optimum grades for GCSE

C: Safeguarding

All Learning Development staff must be fully informed of the St John's **Safeguarding & Child Protection Policy & Procedure** 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 Code of Conduct 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 ADSLs 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. **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 The Director of Pastoral Care. 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 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 contacts

Designated Safeguarding Lead (DSL) Alex Tate (Deputy Headmaster)
 atate@stjohns.surrey.sch.uk (Tel Office: 01372 385440, Mobile 0773 8937324)
 Assistant Designated Safeguarding Lead (ADSL)1 Andy Bass (Director of Pastoral Care)
 abass@stjohns.surrey.sch.uk
 Lise Parker (Housemistress Gloucester House) lparker@stjohns.surrey.sch.uk
 Claudia Densham (Head of PSHSE & Assistant Housemistress, Gloucester House)
 cdensham@stjohns.surrey.sch.uk
 Caroline Finnegan (Head of Lower School) cfinnegan@stjohns.surrey.sch.uk
 Miss Becky Davidson (Biology Teacher) bdavidson@stjohns.surrey.sch.uk
 Assistant Designated Safeguarding Lead and Head of E-Safety Mark Sartorius (Head of E-Learning)
 msartorius@stjohns.surrey.sch.uk
 Nominated Governor for Child Protection Peter Thorne Peter-thorne@tiscali.co.uk
 Chairman of the Governing Council John Willis johndwillis@btinternet.com

Key External Agencies, Services and Professionals' Contact Details

The Surrey Local Referral, Intervention & Assessment Services provide regional contacts for enquiries and referrals. The home address of the child will dictate which number should be called. If in doubt call the central number: 0300 200 1006

Where a child's home address is outside Surrey, this number will also find the correct children's services contact point. Out of the hours 8.00am until 6.00pm, urgent enquiries can be directed to 01483 517898, or in an emergency Surrey police should be called on 999.

North East area (Spelthorne, Elmbridge, and Epsom & Ewell)

0300 123 1610

nerefhub@surreycc.gov.uk

South East area (Mole Valley, Reigate, Banstead and Tandridge)

0300 123 1620

serefhub@surreycc.gov.uk

North West area (Runnymede, Surrey Heath and Woking)

0300 123 1630

nwrefhub@surreycc.gov.uk

South West area (Guildford and Waverley)

0300 123 1640

swrefhub@surreycc.gov.uk

The Local Authority Designated Officer (LADO): 0300 123 1650, LADO@surreycc.gov.uk manages allegations against individuals who work or volunteer with children in Surrey.

The Multi-Agency Safeguarding Hub (MASH): 01483 518 505 responds to enquiries about children and young people as a result of police involvement with the child or their family.

SSCB Surrey Child Protection procedures are available here

SSCB Chair: 01372 833378, sscbchair@surreycc.gov.uk

SSCB Support Team: 01372 833330, sscb@surreycc.gov.uk

SSCB Training: 01372 833917, sscb.training@surreycc.gov.uk

1 Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility remains with the DSL.

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Policy and Procedures on Safeguarding and Protecting Children

The Early Help Partnership Service will assist the School, supporting enquires and the Lead

Professional on 0208 541 9282. Further information at www.surreycc.gov.uk/earlyhelp

The Surrey Family Information Service is a free internet telephone and outreach service providing information and advice to parents of children 0-19, and young people up to 25 years where they have a disability or special educational needs.

Ian McGraw the Education Safeguarding Advisor for Surrey can be contacted for advice on 07772 009477 or at ian.mcgraw@surreycc.gov.uk.

Alessandro Trombetta-Mabbs East Surrey Prevent Coordinator (Prevent):

Alessandro.TrombettaMabbs@surrey.pnn.police.uk or 07976 988213

The Pupil Tracking Officer will be notified where any child is removed from the School and the whereabouts of their next school is unknown susan.strank@surreycc.gov.uk or contact through 0300 200 1006.

Police non-emergency: 101 or call 01483 637579 or 07967 9885534: PC 3530 Matt Savage

(Neighbourhood Team, Mole Valley) molevalley@surrey.pnn.police

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday 8.00am to 6.00pm) email: whistleblowing@ofsted.gov.uk

DfE helpline for non-emergency advice for staff and governors: 0207 340 7246

DfE contact for extremism: 0207 340 7264 counter-extremism@education.gsi.gov.uk

Disclosure and Barring Service: PO Box 181, Darlington, DL1 9FA, 01325 953795

National College for Teaching and Leadership: 0345 609 0009

Assessment, Consultation and Therapy (ACT) team: act@surreycc.gov.uk 01483 519606 can be contacted for advice where there are concerns about sexually harmful behaviour.

NSPCC whistleblowing advice line: help@nspcc.org.uk 0800 028 0285

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

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 a qualified Specialist Teacher, or from an appropriate medical professional). 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.

The process of identification and assessment is normally begun by liaison with our preparatory feeder schools and/or parents/carers. The SENCO contacts feeder schools regularly 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 students' 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 1998. The School also has an EAL policy, which should be read in association with this policy

D: 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 because of '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.
- 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 become proficient in 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 the start of the academic 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.

E: 'Reasonable Adjustments' Policy

All school and education authorities have had 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 free 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 (**SS 85 or below**).

Some St John's pupils may fall within this category and are entitled to the many free reasonable adjustments we already offer (see below), but we would argue that they may also have 'extraordinary' needs, which the school must charge for, mainly in the form of 1:1 learning support tuition.

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 for regarding pastoral, emotional or mild behavioural issues.

'**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:

- a. Setted Classes
- b. Smaller class size
- c. **Differentiation** in the classroom for all pupils, with or without SEND.
- d. **Internal assessments**, including online screeners and associated advice.
- e. **Additional time** for assignments and assessments, where appropriate
- f. Support via **pastoral** and tutorial systems
- g. Whole **Staff**: disability INSET sessions, on-going awareness and training.
- h. **Transition** procedures & on-going communication with feeder schools
- i. Departmental **laptop** available for pupils' use
- j. Provision of **assistive technology for examinations** where this has become a pupil's '**normal way of working**'.
- k. Group **study skills** sessions (all years)
- l. **Touch-typing** sessions
- m. **Use of scanner and other aids** to copy, reformat text etc.

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 SEN pupils with SENCo
- d. Individual **invigilation** services - prompts, readers etc.
- e. Small **group** subject clinics (free)

- f. Small group support clinics and intervention programmes as appropriate (free)
- g. Short 1-3 intensive 1:1 support intervention sessions as appropriate following subject teacher referral (free)

Wave 3:

- a) Modified curriculum (one fewer GCSE + regular Learning Support)
- b) Additional external agency support and advice
- c) Regular 1:1 individual support (£310 termly unless LA funded)

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

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

The school is committed to screening incoming pupils to ensure that any previously unrecognized specific learning difficulties (SpLD) are identified and that we are aware of any processing or literacy issues which could impede 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 sometimes, if necessary, by the Lucid Exact, which provides scores in: reading accuracy, reading comprehension, reading speed, handwriting speed and typing speed (dictated sentences).
- In English lessons all pupils are complete reading and spelling tests and 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, in consultation with the Director of Education 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, following initial contact with parents and House staff, The SENCO will also seek advice from the pupil's feeder school where necessary.
- If further testing suggests that there are ongoing difficulties, it may be recommended that the pupil has Learning Support to deal with the issues which have been identified. This support may take place in a small group or individually. 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 SEN 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 will liaise with parents and prep schools before the start of Common Entrance examinations, to ensure that profiles of incoming pupils are complete.

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 the start of the L6th, all pupils are given the online 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 Director of Education
- Individual pupils whose scores give cause for concern in any way are then tested further by The Learning Development team following an initial contact with parents

- If further testing suggests that there are ongoing difficulties, teachers are advised and asked to monitor the pupil carefully.
- 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.

G: 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. 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 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. Arrangements which do NOT have to be officially applied for, but which must be agreed as early as possible following assessment, so that the proposed Access Arrangement can be trialled.
 - use of a word processor (**see Word Processor Policy**)
 - use of rest breaks
 - a prompt
 - a coloured overlay
 - Smaller 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 staff, 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
- 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 Headmaster. They are properly qualified, as described 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
- If a report compiled by an external assessor is presented to the Centre by parents, it is up to the Headmaster 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.

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.
- Teachers will be expected to provide evidence for JCQ inspection purposes 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. These will be kept on file for JCQ inspection purposes.

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
- 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.

H: Word Processor Policy

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

Use of word processors by students 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 bring a laptop or similar device to lessons. Anyone wishing to be added to the list will need to have their request approved by their relevant subject teacher(s) and this must be agreed and formalised with the SENCO.
- The use of a laptop in each lesson is at the discretion of the individual class teacher. They will direct when and how it is set up and used.
- If a pupil is going to word process examination scripts, they **must** use a computer as one of their normal methods of communication in class and for homework. This must be documented by the SENCO for JCQ inspection purposes. (**See Access Arrangements Policy**)
- Normally the word processor should have the grammar and spellchecker turned off when it is used for internal tests and examinations, unless allowed under the terms of specific examinations.
- There will be occasions when pupils who have had **extra time** in the past may lose 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 as well as the use of a word processor. (**See Access Arrangements Policy**)

Use of laptops by EAL students

- **EAL** students may bring their laptop to lessons with the permission of their subject teachers and after this has been agreed and formalised with the SENCO
- Laptop use in each lesson is at the discretion of the individual class teacher who will direct when and how it is set up and used

Use of word processors by other students

- 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 do not have a SpLD.
- Any member of the **Sixth Form** may use a laptop, at the discretion of their class teacher. ***This does not mean that they can use one for exams, unless they are allowed the appropriate Access Arrangement.***
- Anyone from other years, who wants to use a laptop, must get permission first from the **Director of Education, Mr Martin Clarke and the SENCO.**

Use of laptops in the Library

- Laptops are allowed in designated areas in the School Library, and at the discretion of the **Librarian.**
- Laptops in the School Library may only be used for school work.

General Information

1. There will be a list of those who have permission to use a laptop or other digital device in the **Staff Room** and on iSAMS
2. Any student who wishes to begin to use a laptop in lessons must first obtain permission from the relevant member of staff. They must also negotiate with the teacher how work is to be handed in.
3. Laptops may be used for leisure purposes in House only, with the **permission of the House Master, or House Mistress.**
4. Students 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 machines ready to begin work
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 generally be handed in at the same time as work from the rest of the class.
7. Pupils are **responsible** for their own machines at all times. They must NOT allow other pupils to use them, or interfere with them in any way, either in the classroom or the House.

I: 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.

Hearing aids, while beneficial, will not enable a person to hear the missing sounds so the distortion will 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, prior to admission at St John's, to ensure that their needs can be met.

A child with a hearing loss has to work extra hard to reach his/her potential and to be accepted socially

Aims

- To ensure that students 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
- 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 students in order to promote a deaf aware environment in which hearing impaired students are fully included
- To encourage all students 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 students may use lip-reading, gesture, physical cues, practical objects or any combination of these, according to their needs to support communication and understanding.

All 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 students 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 student can sit slightly to one side so that she/he can turn to follow contributions from other students 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 student 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 students' 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 summarising 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 students 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 in given in the form of handouts so important details are not missed. Homework should be written on the board or on a handout 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 student may need a prompt to follow other students' 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. Such arrangements

need to be made in collaboration with the pupil and the Learning Development Department. It will be important that the pupil has ample opportunity to practice any such arrangements.

FM system: Some students 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 student directly. Ensure that clothes and/or jewellery do not interfere with the sound quality. Check discretely with the student 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 to be accepted socially. Be sympathetic, offer encouragement and do everything you can to ensure that other children realise that being deaf does not mean that the individual is any less intelligent than others.

J: 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 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.
- 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 or an external agency. 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. 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 visual 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.
- **Reduce noise:** Unnecessary noise in the classroom should be minimised and, where appropriate, sounds explained as they occur as visually impaired pupils need help to identify, locate and interpret sounds to make sense of what is happening.
- **Prompting:** Use a pupil's name first to get their attention (this equates to eye contact). This enables a visually impaired pupil to know when 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.
- **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 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.
- **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.
- **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.

K: 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 prior to admission at St John's, to ensure that their needs can be met.

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 promoting equality of opportunity between disabled pupils and other pupils
- Continue to improve signage in the school buildings and grounds
- 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'

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 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.

Positioning: try not to seat wheelchair users in the back row. Move a desk or rearrange seating at a table so the student 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 student 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.

Special seating arrangements may be necessary to meet student 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 student about what he can do will help identify a student's areas of expertise. The student may have become extremely proficient with the computer using assistive technology for instance, due to difficulties writing. When in doubt about how to assist the student, **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.

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 student 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 students may experience relapses or increased difficulties requiring bed rest or hospitalization. In most cases, students are able to make up missed work, but they may need extra time to do so

L: Learning Development – Details for parents

Learning or Curriculum Development is open to all pupils in the school. It is available 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 very 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, ASD, and AD(H)D and will also carry out assessments for Access Arrangements for public examinations where necessary.

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, 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. Fees for the year 2016 - 2017 are £310 per term, or pro rata for occasional sessions.

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 Mrs Jacqui Chaddock (SENCO): JChaddock@stjohns.surrey.sch.uk

M: Personalised Learner Profiles (PLPs)

Each pupil with significant special educational needs has a personalised learner profile. All pupils on the SEN 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 SEN 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 voice', where the pupil can make comments on what works well for them. In time it is hoped to add further comments from staff on what has worked well for that pupil.

N: Study Skills at St John's

L3 and 4F whole year group study skills

Study skills make up a core part of the PHSCE 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

L5 whole year group study skills

The L5 programme starts with a 'Roadshow' type of presentation in September of the L5 by 'Elevate' focusing on the importance of preparing and over-learning topics as and when they are covered throughout the year encouraging the making of 'revision products' as they progress through the GCSE syllabi. In addition, pupils also attend an information session on how to use apps and other digital aids to support their studies. A further session covering: 'How to ace your exams' follows in March, focusing on constructing revision timetables and personalising revision techniques. These strategies are reinforced throughout the year by Tutors and subject staff.

An information evening for parents is also presented by 'Elevate' and provides an opportunity for parents to learn what has been presented and a Q&A session provides further opportunities for parents to raise any queries or concerns that they may have.

Science and Maths small group clinics run in activity slots, focusing on extra help in those subjects for pupils referred by subject teachers.

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 PHSCE programme. A presentation on revision skills is delivered the half term prior to mock exams, supported by a range of materials and a comprehensive range of resources, subject specific information provided by HODs and study skills materials provided by the Learning Development Department. Copies of the resources are sent home and are also available on Firefly.

Science and Maths small group clinics continue to run in activity slots and at lunch times, focusing on extra help in those subjects for pupils referred by subject teachers.

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 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.

A twilight session for parents (with their sons and daughters) is offered in March where teachers, from as many departments as possible, give information about Easter holiday revision with an opportunity for Q&A. Supporting information is provided.

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

Sixth form:

In September of the L6 pupils attend a presentation run by 'Elevate' focusing on effective study skills related to the demands of AS/A2 studies, together with a further session on extending their awareness and use of digital tools and resources. A further session by 'Elevate' in March covers improving revision and exam technique.

Throughout the sixth form ad hoc study skills sessions and programmes are run according to needs and referrals, either as small groups or as short individual one-to-one 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.

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