



# **BANCROFT'S SCHOOL**

## **SENDA Policy**

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**(Including Disability Discrimination Policy And Accessibility Plan)**

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## 1. INTRODUCTION

The Special Education Needs and Disability Act became law on 11<sup>th</sup> May 2001. The new act amended the existing Disability Discriminations Act 1995. The SENDA came into effect on January 2<sup>nd</sup> 2002.

The act defines a disability if a person 'has a physical or mental impairment which has a substantial and long term adverse effect on hi/her ability to carry out normal day to day activities'. Special needs is defined as someone that has significantly greater difficulty in learning than the majority of pupils of his/her age.

Special Educational Needs and/or Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional and associated services and to ensure that appropriate responses are made to meet the needs of those with disability or special needs.

## 2. DEFINITION

Pupils have a special educational need and or disability if they require special educational provision to be made for them. Pupils have a SEND if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age:  
or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the pupils of the same age. Such disabilities could be of an academic, emotional, behavioural or physical nature.

Whilst Bancroft's is a selective school, every pupil has their own individual needs. On occasions individuals require learning support.

## 3. ADMISSIONS POLICY

The School's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the school to deal appropriately and supportively in the admissions assessment process. The school therefore fulfils an *anticipatory duty* as defined by the Act. A failure of a parent to divulge SEN/disability at this time constitutes a *justification* under the act for discrimination. Where a parent requests confidentiality regarding SEN/disability this request would limit what the school could provide in making *reasonable adjustments*. Under these circumstances the school has the right to decide the balance of confidentiality and possible reasonable adjustments for inclusion. No child should be discriminated against on entry into the School, because of their individual needs. However, Bancroft's is an academically selective school and reserves the right to continue this process. Provision for this is made in the code section 5:23 where independent schools may select on grounds of both 'ability and aptitude'. All pupils must therefore satisfy the academic criteria.

### **Criteria for the monitoring and evaluating of the Learning Support Policy**

- Pupil's attainment in tests and exams is higher than previously.
- Staff are sufficiently supported and advised by the Head of Learning Support to feel confident to help the individual pupil make progress in the classroom.
- The system for screening/identifying pupils with SEND is working effectively.
- Records are accurate, useful and up-to-date.
- Parents are well informed about their child's learning difficulty and are involved in the process of the improvement (by way of a partnership) as appropriate.

### **4. THE OBJECTIVES OF THE SCHOOL'S LEARNING SUPPORT POLICY**

- Early identification: to identify any pupils who require learning support as early as possible.
- To use the school's assessment procedures for regular monitoring and appraisal of pupils' performance to identify pupils who are actually or potentially under-performing.
- To provide intervention and support specifically tailored to the needs of the individual pupil.
- To ensure that ALL school staff are aware of such pupil's needs so that such needs can be met in all school settings.
- To provide pastoral care and support for a pupil so that they can develop in all areas and build a strong sense of self-esteem.
- To ensure that pupil's records are kept up-to-date regarding their individual needs, interventions and outcomes through their IEP and Profile.
- To conduct a review of pupil's progress once a term.
- To work in close partnership with parents or guardians at all stages.
- Where realistic, to include the pupils themselves in the process of making decisions and setting targets.

### **Identification and Assessment**

Concerns about a pupil:

- To screen all first years on entering the school and to use the first year examinations and MidYIS to identify those with a possible need.
- Teachers/Parents to raise any other pupil with a suspected SEND who is then screened.
- Head of Learning Support and Housemasters to meet termly, to discuss pupils who may present with a SEND.
- Those pupils whose screening results indicate a SEND are then encouraged to be assessed by an Educational Psychologist.

Action taken:

- Parents and Head of Learning Support discuss the Education Psychologist's report.
- A pupil with a SEND will be given an Individual Learning Support Profile.
- All staff will have access to the pupil's Profile via the school Intranet.

- When appropriate, pupils will be invited to attend weekly support lessons with the Head of Learning Support, or Learning Support Assistant.
- Each pupil will have a work plan for these extra lessons based on their Profile.
- The pupil's Profile will be reviewed once a term. If significant progress is made, the targeted areas will be amended accordingly.
- All parents will receive a report once a term to inform them of progress.

(For a more detailed break-down of the action provided see ROLE of the Head of Learning Support in the Handbook).

## **ACCESSIBILITY PLAN**

### **School demography**

Historically, and currently there are no pupils or staff with long-term physical disabilities within the school. There have been occasions where pupils have been temporarily mobility impaired due to injuries; while this has been managed appropriately to the individual needs, such events have emphasised where physical barriers arise within the school campus, and which the school will seek to redress.

Accessibility issues were reviewed in 2002 and subsequently annually: this review is dated October 2013.

### **Site characteristics**

Bancroft's School is an independent, co-educational day School with approximately 1,100 pupils aged between 7 and 18 and 200 staff. The School is located north of the junction between the Woodford Green High Road and Whitehall Road in Woodford Green. Essex. Entry to the school is by selective Entrance Examination procedures.

The buildings date from 1885, with the detached Preparatory School, built in 1990. The School is Grade II Listed, which affects all development within the campus. The original main building is three storeys high facing east, and has a long and narrow plan. Later additions form the North and South wings and together with the main building form the quadrangle. The Science Block, Technology and Sports Pavilion are situated to the South, while to the North are the Dining Hall, Great Hall, Music Block, Performing Arts, Art and Indoor Sports Facilities.

The Preparatory School is detached from the upper school and located in the far north west corner of the site.

To the rear of the cluster of School buildings is a sports field. Visitor and staff car parking is situated along the east and south boundaries of the site with additional facilities adjacent to the Preparatory School.

The School for the most part was constructed at a time when there was no obligation to consider the access requirements of disabled people. Building layouts were designed assuming that the end user would be the archetypal Vitruvian Man. As a consequence split-levels are common throughout the original building as are threshold steps and narrow passages.

Bancroft's School is actively seeking through a series of progressive developments to redress the physical barriers to access within the school buildings, subject to the historic constraints presented by the existing infrastructure.

### **Accessibility Targets Achieved since 2002**

**North End Development — 2005:** the new development provided new Catering and Dining Facilities, together with additional classrooms and Sixth Form accommodation over 3 floors. The development enabled the introduction of an accessible lift and ambulant staircase, facilitating access to the First and Second Floors of the original school building (up to but not including the Library and beyond to the west). The development also incorporated Accessible WC Facilities.

**Sports Hall Development — 2006:** the new sports hall development is fully accessible to all floors and facilities, with appropriate Changing Facilities. The development enabled the introduction of a ramped access across the sloping campus site, removing physical barriers to access and circulation around the north end of the campus and providing a fully accessible link to the Preparatory School.

**Preparatory School Extension — 2009:** The Preparatory School was previously fully accessible to the Ground Floor only. The new wing and associated extensions enabled the introduction of an accessible lift to the First Floor, together with ambulant standard staircases: the Preparatory School is now wholly accessible to all floors and facilities. The development also enabled an additional accessible WC, providing facilities to both North and South ends of the school building. Disabled Parking provision was also made.

**IT Classroom - 2009:** IT Classrooms are situated at First Floor level and were inaccessible due to stepped and stair accesses. These were relocated and one classroom fitted out to provide access from the main level corridor, providing one accessible classroom out of 2, which facilitates a manageable curricular solution for access should the need arise. A new IT classroom was created in August 2011, ensuring that two of the now three facilities are accessible by mobility impaired students.

**Arts & Ceramics – 2011:** New arts block built adjoining Courtyard building thus allowing level access at ground floor via sports complex corridor. Also level access from Courtyard atrium to first floor via main school lift.

### **Accessibility Audit and Physical Barriers remaining — January 2012**

Bancroft's School has actively sought to implement an ongoing plan to remedy physical barriers as the Accessibility Targets indicate, but acknowledges that areas remain within the original school buildings, which continue to present accessibility issues. These are identified as:

**Electronics — Ground Floor:** stepped approaches

**Science Laboratories — Ground, First and Second Floors:** stepped and stair access only. Two laboratories are located at Ground Floor, and require minor adjustments to stepped

approaches to remedy. However, this provides access to only 2 out of 12 laboratories and would present curricular difficulties to any accessibility management proposals.

**Library** — First Floor: the North End development provided lift access to First Floor levels, but precludes access to the School Library due to existence of 3 steep steps on the immediate approach.

**Lecture Theatre** — First Floor: located in the west wing of the original building, and accessed via a single staircase with further steps within the landing level.

**Music Block — Second and Third Floor:** located in the upper floors of the semi-detached Adams Building, with stairway access only (there is no reasonable space capability for a lift within the Adams Building).

**West Grove Sports Pavilion:** the pavilion is located on a separate site at West Grove Sports Ground. There is currently stepped access to the Ground Floor, and no specialist Changing facilities for mobility impaired people. A mobility impaired complaint WC was fitted in August 2013.

**Reception:** The school Reception is located within the main tower archway at Ground Floor. Located within the original historic part of the main building. The Reception floor level is elevated and accessed by stairs. There is currently no suitable access to reception. The tower entrance is visually monitored by reception staff

**Car Parking:** The school campus is under considerable pressure for adequate car parking spaces. There is one designated properly set out disabled persons parking space.

### **Planned Remedies to remaining Physical Barriers**

Acknowledging the physical barriers identified above, the school is actively seeking to address remaining deficiencies insofar as is reasonably and economically possible.

**Reviewed October 2013**