



BANCROFT'S SCHOOL

SENDA Policy

1. INTRODUCTION

The Special Education Needs and Disability Act became law on 11th May 2001. The new act amended the existing Disability Discriminations Act 1995. The SENDA came into effect on January 2nd 2002. The Equality 2010 provides for the equal treatment of all employees and pupils regardless of sex, sexual orientation, age, religion or race. The School takes its responsibilities under the Equality Act very seriously. The School applies the entrance criteria to all potential pupils regardless of any disability, race, gender, ethnicity or sexual orientation of which we are made aware and will make reasonable adjustments where necessary in order not to put a disabled student at a substantial disadvantage compared to their peers.

The act defines a disability if a person ‘has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities’.

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, behavioural and specific learning difficulties.

The act requires schools to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities or special needs. Bancroft’s School is wholly guided by these principles in planning and designing its educational provision and is committed to ensuring that all pupils have equal access to learning and to the curriculum. The School takes into account the pupils disabilities and any preferences expressed by them and their parents.

Documents in support of this policy include:

- Learning Support Policy
- Pastoral Handbook
- Accessibility Audit

This Policy has been produced in consultation with Governors, the SMT and staff of Bancroft’s School. It covers the period 2016-19.

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

Bancroft's School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We value the diversity of our school community and appreciate the contribution that pupils with Learning Support Needs/ Special Educational Needs (SEN) and/or disabilities can bring to school life. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness and inclusion. We have admissions policies and criteria (available to view on our website) which seek to remove barriers to entry to our school for pupils with Special Educational Needs and/or disabilities.

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.

4. CURRICULAR AND CO-CURRICULAR ACTIVITIES

In the delivery of the curriculum allowances are made for disabled pupils (e.g. by allowing extra time); access to computer technology appropriate to pupils with disabilities is available and all pupils are encouraged to take part in music, drama and physical activities. In general there are high expectations of all pupils and staff seek to remove all barriers to learning and participation.

The range of sporting activities offered by the School ensures that there are a number of activities particularly suited to disabled pupils (e.g. swimming) while others (e.g. Rugby) are inherently inappropriate. The specialist courses in individual sports available to coaching staff now invariably include training in meeting the needs of the disabled. Staff are encouraged to attend such courses as and when possible. The School will endeavour to ensure that all disabled pupils are able to participate in some sporting activity.

The range of co-curricular activities is sufficiently extensive and varied to ensure that disabled pupils are able to participate fully in the School's extra-curricular programme. School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.

The School will wherever possible make reasonable adjustment to allow SEN/disabled pupils to access the full educational and learning experiences that the school provides. However, under the reasonable adjustments duty the school also has to consider:

1. the need to maintain academic, musical, sporting and other standards
2. the financial resources available to the school
3. the health and safety requirements – SENDA does not override the School's duties under Health and Safety legislation.
4. the interests of the other pupils and persons who may be admitted to the school as pupils

In the event that a pupil's co-curricular or recreational activities are limited by their SEN profile, alternative opportunities will be made available wherever possible.

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 difference and are involved in the process of the improvement (by way of a partnership) as appropriate

5. 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 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 liaise regularly 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

We currently have a number of students with long-term physical disabilities, including visual impairment, gross motor difficulties affecting mobility and hearing impairment. Reasonable adjustment has been made to ensure the needs of the individual are met appropriately. When a student or member of staff has a physical disability, the school will implement systems to manage their needs appropriately.

Enlarged print introduced- 2011: To meet the needs of a student with visual impairment, PDF versions of GCSE texts books were acquired which the student was able to download onto his Laptop, in order to enlarge the print. All written text readily available to students, such as class hand-outs were routinely provided in enlarged print format. Enlarged print examination papers were also provided.

Radio Aids- 2013: An FM Radio Aid was introduced to meet the needs of a student with hearing impairment. The aid, initially on loan proved very useful in enabling the student to fully access the curriculum, including PE. The decision has been made to contribute to the funding of a new radio aid for the student to keep.

Adjustments for disabled pupils-2013: A management plan was produced to meet the needs of a physically disabled pupil attending the school. A member of the care team met the student on a weekly basis to discuss his needs and reasonable adjustments the school make, which were then discussed at the team meeting. Adjustments made included the relocation of a locker to make it more accessible, timetabling of lessons on the ground floor, a buddy system to help carry books, the use of a lift to gain access to rooms above the ground floor and the provision of taxis to enable the student to attend a school trip to Berlin and Prague. The care team regularly walked the routes of the student to highlight potential difficulties with a view to making reasonable adjustments, such as handrails on corridors and stairs, which the school then fitted.

Accessibility issues were reviewed in 2002 and subsequently annually: this review is dated October 2017 and coincides with the latest Accessibility Audit (see Appendix One)

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 make reasonable adjustments 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.

Art's and 6th Form Development - New Wing - 2011: The new development provided Art's studio's over two floors, together with additional Sixth Form accommodation at 2nd Floor. The development facilitated the relocation of inaccessible arts studios from the south of the school buildings and provision of fully accessible facilities within a new wing to the north of the site.

Science Block - 2011 -2012: There are inherent access issues to the Science facilities due to the historic nature of the school buildings. There is a phased proposal within the schools 5 year plan to improve access to Sciences: the relocation of the Art's studio's has released space on the Ground Floor for the formation of two additional science laboratories and enhancement of Electronics. The above projects represented an investment value of £2.75 million.

West Grove Sports Pavilion: A mobility impaired compliant WC was fitted in August 2013.

Evacuation Chairs: Refuge Points have been clearly identified, and Evacuation chairs provided (both to Preparatory School and Senior School). Staff have been trained in the use of evacuation chairs.

Fire Alarms: Fire Alarm Systems were completely replaced in summer 2017.

Mini-buses: The school has renewed its entire fleet of mini-buses (x4) in January 2014. All the minibuses are fitted with removable seats and ramps for disabled access.

Other Items: Second Floor Corridor carpets replaced, Corridor lighting to North End Ground and First Floor improved, WC to south-eastern stair lobby - Ground Floor - improved for accessible use within space available.

Accessibility Audit and Physical Barriers, Three Year Plan — October 2017

The Action Plans for Bancroft's School can be found below. The results of the audit and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum;
3. (2)(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. (2)(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bancroft's School has actively sought to implement an ongoing plan to improve curriculum participation, remedy physical barriers and improve information deliver but acknowledges that more can be done. These are identified as:

Increasing the extent to which disabled pupils can participate in the school's curriculum

Target	Standard to be met	Action required	Lead	Resources required	Evidence of impact on stakeholder	Target completion date (short/medium/long term)
Improve quality of data for EAL pupils in 3 rd Form-6 th Form	10.3.2 (a)	Design a questionnaire for new EAL entrants to complete in Autumn Term. NB some pupils sensitive to be singled out and in this case, tutor feedback is to be relied upon rather than questionnaire completed by student.	SENCO	Screening software (Lucid EXACT software) contains reading speed & reading comprehension which helps flag up potential problems which can be further explored if necessary.		Short-term – This has been successfully achieved and implemented.
Upload learning support register on iSAMS and link to Learning support register/medical information	10.3.2 (a)	Liaison between Data Manager (JO'D) and AHA to set up links and format. Co-ordination achieved on information sharing with Prep School. 'Live' information on exam access arrangements created for staff to access	SENCO/Data Manager/AHA			Short-term – the process has started and most data is now available for staff to access. Overarching SENCO means that data is more easily/regularly shared. Access arrangements information available for staff to access and implement.
Develop materials to support and monitor pupils with difficulties in Social Skills/ASD	10.3.2 (a)	SENCO to liaise with specialist psychologists to source materials and visit schools	SENCO			
Extend use of intranet to facilitate pupils with organization	10.3.2 (a)	HoDs/subject teachers to disseminate information and prep via departmental intranet sites (VLE) and email where appropriate	AHA & Head of E-Learning			Ongoing

or memory problems						
Train tutors to give study skills advice to pupils	10.3.2 (a)	Training of tutors to start with HSMS in Winter 2016 on how better to use tutor time. Discussion of possibility of freeing up more time for tutor discussions.	DH, AHP, AHA & SENCO			

Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

Target	Standard to be met	Action required	Lead	Resources required	Evidence of impact on stakeholder	Target completion date (short/medium/long term)
Improve Physical access to site	10.3.2 (b)	Refer to Appendix A – Accessibility Audit	Bursar/ Deputy Bursar			Medium Term
Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips	10.3.2 (b)	EVC to keep up to date with current regulations and to check website ‘learning outside the classroom.’ http://www.lotc.org.uk/; Matron to provide all trip leaders with an up-to-date list of pupils with specific medical needs; all staff receive regular Epipen training and diabetes awareness training	EVC/ DH Matron			Short-term & ongoing
Monitor provision for pupils with disabilities for some areas of PE and Games	10.3.2 (b)	Director of Sport/Head of PE to provide alternative forms of Games or PE provision for disabled pupils where appropriate, but to ensure inclusion wherever possible; sugar packs and inhalers to be taken to sport/activity in case of emergencies.	Director of Sport			Short-term & ongoing

Increase number of accessible toilets	10.3.2 (b)	<i>Consider installing wall mounted grab rails in selected existing WCs</i>	Deputy Bursar			Short-term (Christmas 2017)
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Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard to be met	Action required	Lead	Resources required	Evidence of impact on stakeholder	Target completion date (short/medium/longterm)
Expansion of laptop provision/lending scheme	10.3.2 (c)	A number are lent out on a trial basis by the SEND department. The addition of further laptops would be desirable.	SENCO & IT Manager			Ongoing
Develop staff training to ensure all staff are able to identify and teach pupils with learning difficulties in the manner most appropriate for them to fully access curriculum	10.3.2 (c)	Staff induction sessions and departmental INSET sessions, provided on a rotational basis, provide teachers with ideas on how to offer High Quality Teaching within the classroom. Explicit inclusion in the New staff Induction Professional Development Programme. SENCO to deliver departmental INSET on adapting teaching styles to learning styles delivered on on-going basis, to cover all departments.	SENCO & AHA SENCO & DH SENCO			Process started – discussions in HoDs meeting September 2016 about different learning styles. Further discussions to be held in future staff meetings. Medium-term Plan to start in October 2016
Develop individual departmental policies on how underperforming pupils on the SEN register	10.3.2 (c)	SENCO to assist staff and HoDs with ILPs for pupils and strategies to employ to assist pupils.	SENCO, AHA & HoDs			Ongoing with added reflection pre and post mocks/internal and external exams.

