



BANCROFT'S SCHOOL

SENDA Policy 2020

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
- Parent Handbook
- Accessibility Audit

This Policy has been produced in consultation with Governors, the SLT and staff of Bancroft's School. It covers the period 2020-2023.

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
- Students become confident individuals living fulfilling lives.
- Students make a successful transition into adulthood, whether into employment, further or higher education or training.

5. THE OBJECTIVES OF THE SCHOOL'S LEARNING SUPPORT POLICY

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the *Special educational needs and disability code of practice* (DfES 2014) and *The Equality Act 2010*.
- To identify, at the earliest opportunity, any pupil who requires learning support.
- 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 pupils
- To set high expectations for every pupil and to set targets which are deliberately ambitious.

- 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 a 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
- To make reasonable adjustment, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

- To prevent discrimination, to promote equality of opportunity and to foster good relations.
- To ensure that the school applies to the examination boards for appropriate access arrangements.
- To provide or direct teaching staff to appropriate INSET.
- To assist students in their application for the DSA (Disabled Students' Allowance) where appropriate, prior to attending University.

Identification and Assessment

Concerns about a pupil:

- To screen all first years and new pupils 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 regularly, to discuss pupils who may present with a SEND.
- To gather information in the form of classwork, homework or exam scripts to support staff/parent concerns.
- 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 Educational Psychologist's report.
- A pupil with an identified 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.
- When appropriate, pupils will be supported in class by a member of the Learning Support Department.
- 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 feedback on their child's school report.

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.

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

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.

Enlarged print and coloured print introduced- 2016: To meet the needs of a student with visual impairment, exam papers are enlarged and printed on pale yellow paper. All written text readily available to students, such as class hand-outs are routinely provided in enlarged print format and on appropriate coloured paper.

LSA support available in and out of class for students with ASD- 2019: to meet the needs of a student with ASD and a student yet to be diagnosed but demonstrating significant social communication difficulties, a nominated LSA has been provided to support the students in lessons, and during break times. A 'safe' room is also available for students when they require some time out from participating in the general school day.

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 2013: A mobility impaired compliant WC was fitted in August 2013.

Sixth form social and quiet study space 2015: Expansion of sixth form social room by 30% and generation of additional quiet study room giving more space per pupil and an improved environment for study and rest.

Accessibility Targets Achieved since 2017

Evacuation Chairs 2017: 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 2017: Fire Alarm Systems were completely replaced in summer 2017 with enhanced audible and visual devices.

Performing arts centre 2017: PAC divided by retractable acoustic division to allow two drama classes to run simultaneously thus increasing ground floor level access to more pupils and staff.

Gender-neutral toilets 2018: Introduction of gender-neutral toilets and changing facilities around the school buildings.

Mini-buses 2019: The school has renewed its entire fleet of mini-buses (x4) in October 2019. All the minibuses are fitted with removable seats and ramps for disabled access.

Lockdown systems 2019: Security and threat awareness. Upgrade of hardware, access control, CCTV and new phone system with tannoy. Procedures and protocols in discussion for introduction early 2020. Professional guidance, training and support driven.

Woodford Green School site Master plan 2019: A full review of the school master plan has been undertaken engaging architects, project managers and consultants working with the senior leadership team. The aim of the master plan is to provide a framework to guide future developments on the school site towards supporting the broader academic vision. Seek to form academic clusters of academic departments around shared communal spaces in order to encourage the development of well-rounded pupils who are able to respond positively to the opportunities they are afforded once they leave school.

The master plan will be phased over a five to ten year timespan but remain flexible to meet changes and challenges during such a period. The first phase (summer 2019 - 2020) will be conversion of the Heads House from domestic use to administration and the building of a new reception link. These changes will allow improved safeguarding measures by physical segregation of visiting adults and pupils, level access to the senior school reception for visitors, enhanced security / access to the school, additional teaching spaces with the relocation of offices to the house.

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 — September 2019.

Reviewed by LFG, GW, AFG and DXP January 2020

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)
To widen the support for all learners within the school, in class.		AFG to carry out regular observation in order to support staff with feedback	AFG/ Teaching Staff		Students demonstrate increased progress in academic achievement.	Medium term.
To identify those pupils with EAL and offer effective support		SEND Department to ascertain useful information about EAL students through conversation with 3 rd for students, and use this to analyse relevant performance data.	AFG		EAL pupils are identified, known by Staff and supported. EAL students demonstrate increased progress in academic achievement.	Short term.
Continual CPD for Head of Learning Support		To keep up to date with latest requirement and regulations in regards to SEND.	AGH	£1000	The SEN department is effective and up-to-date with legal requirements	Long term and ongoing
The Department to have a Level 7 qualified SpLD assessor.		AFG to complete the Level 7 course	AFG/JTS/SM	£3600 to participate in Level 7 Training with Dyslexia Matters.	Students can be assessed within school, without the need to pay for an Ed Psych report.	Short term

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/ ; School Nurse 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 School Nurse			Short-term & ongoing
Monitor provision for pupils with disabilities for some areas of PE and Games	10.3.2 (b)	Head of Girls' Games/Head of Boys' Games/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.	Heads of Boys and girls Games and Head of PE			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

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Reviewed by LFG, GW, AFG and DXP January 2020

Target	Standard to be met	Action required	Lead	Resources required	Evidence of impact on stakeholder	Target completion date (short/medium/long-term)
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 & SDH SENCO			Process started – discussions in HoDs meeting September 2016 about different learning styles. Further discussions to be held in future staff meetings. Started September 2018 Started 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.