ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

SEND and Inclusion Policy

Reviewed: February 2026
Next review: July 2026

1. Policy Context and Statutory Framework

This policy provides guidance for staff, parents and carers and students. It has been written with reference to the following legislation and guidance:

- SEND Code of Practice: 0–25 years (2015, updated April 2020)
- Independent Schools Inspectorate Framework (2023)
- Equality Act (2010)
- Children and Families Act (2014)

2. Inclusion Statement and Equality Objectives

St John's endeavours to achieve maximum inclusion of all students whilst meeting individual needs. We believe all learners should have equal opportunities and that barriers to learning should be reduced or removed wherever possible.

Teachers provide differentiated learning opportunities and resources suited to the diverse interests and abilities of all students.

English as an Additional Language (EAL) is not classified as a Special Educational Need. However, appropriate differentiation and targeted support are provided for students learning EAL. Further details are available in the EAL Policy.

The school focuses on individual progress as the key indicator of success and strives to make a clear distinction between underachievement and special educational needs.

Some students may be underachieving due to factors such as gaps in prior learning or earlier educational experiences and may not have SEND. Others may have identified SEND which may, though not necessarily, impact attainment. In all cases, the school aims to ensure students achieve in line with their peers through high-quality teaching and appropriate support.

3. Aims and Objectives

The aims of this policy are to:

- Ensure access to a broad and balanced curriculum for all students
- Secure high levels of achievement while recognising individual differences
- Meet individual needs through evidence-based practice
- Promote high levels of satisfaction and participation from students, parents and carers
- Map provision effectively to ensure staffing and resources lead to positive outcomes
- Maintain high levels of staff expertise through targeted professional development
- Work in partnership with Devon County Council and external agencies
- Set high expectations for all students

4. Assess, Plan, Do, Review

The school follows the assess, plan, do, review cycle outlined in the SEND Code of Practice for students with identified barriers to learning.

Assess

Assessment draws on:

- student and parent or carer views
- teacher assessment and observation
- attainment data, including INCAS, WRAT5 and YARC where appropriate
- previous progress and attainment
- intervention-specific assessments used to establish baselines and measure progress and impact
- assessments from external agencies where relevant

Assessment may also consider the impact of a student's needs on timed assessments and examinations, including handwriting, processing speed, reading accuracy and sustained writing.

Plan

Following assessment, teachers, the SENDCo, parents and students agree on appropriate provision.

Where appropriate, outcomes and provision may be recorded through an **Individual Learning Plan (ILP)** or a **Pupil Profile (PP)**. Not all students on the SEND register will require an ILP or PP; decisions are based on the level and complexity of need.

Plans may include:

- time-limited outcomes
- adjustments, support and interventions
- review dates

Do

Teachers and support staff implement agreed strategies.

ILPs and Pupil Profiles are stored securely on the school's Google Drive. Access is restricted to relevant staff in line with safeguarding and data protection requirements.

Teachers are responsible for:

- differentiated and personalised teaching
- delivering additional and different provision

The SENDCo is responsible for:

- coordinating and evaluating interventions
- linking support to classroom practice

Review

Provision is reviewed at agreed points, incorporating student and parent views. Outcomes may be updated, continued or ceased, ensuring provision remains appropriate and proportionate.

Where examination access arrangements are in place, their effectiveness is reviewed through internal tests and mock examinations to ensure they remain appropriate and reflect the student's normal way of working.

Assessment may also consider safeguarding, wellbeing or attendance concerns where these impact learning.

5. SEND Register and Monitoring

All students access Quality First Teaching.

Students with identified special educational needs are recorded on the whole-school SEND register. Inclusion on the SEND register does not automatically require an ILP or PP.

Students who are underachieving but do not meet SEND criteria may be placed on a monitoring register and supported through targeted intervention.

Inclusion on the SEND register or monitoring register does not automatically entitle a student to examination access arrangements. Decisions relating to examinations are made separately, in line with awarding body regulations and evidence requirements.

Entry and exit criteria for both registers are outlined in Appendix 1.

6. Graduated Provision

The school uses a wave model as an internal framework to describe graduated provision. This does not replace the statutory assess, plan, do, review process.

- **Wave 1:** Quality First Teaching
- **Wave 2:** Targeted small group or in-class support
- **Wave 3:** Individualised support, often involving external agencies

7. Identification and Assessment

Needs are identified through:

- whole-school assessment and screening
- classroom observation
- parental concerns
- liaison with previous settings
- information from external professionals

8. Curriculum Access and Provision

Provision may include:

- differentiated teaching
- small group intervention
- individual support
- bilingual support or translated materials
- adapted or specialist resources

9. Accessibility

The school has an Accessibility Plan in place which outlines how access to the physical environment, curriculum and information is improved over time for students with disabilities.

The Accessibility Plan is reviewed regularly and supports the school's duties under the Equality Act 2010. It is available on request and via the school website.

9A. Examinations, Access Arrangements and Assessments

The school recognises that formal examinations and assessments require additional regulatory oversight.

Students with SEND may be eligible for access arrangements and reasonable adjustments in examinations where this reflects their normal way of working and is supported by appropriate evidence.

Decisions relating to examination access arrangements are made in accordance with:

- JCQ *Access Arrangements and Reasonable Adjustments*
- JCQ *Instructions for Conducting Examinations*
- Cambridge International regulations where applicable

The SENDCo works closely with the Exams Officer to:

- identify students who may require exam access arrangements
- gather and retain evidence of need and normal way of working
- ensure arrangements are implemented consistently in internal assessments, mock examinations and external exams

All examination evidence and documentation is stored and shared securely in line with data protection requirements.

Full details of examination-specific procedures are set out in the school's:

- Word Processor Policy
- Exams Policy
- Internal Appeals Policy
- Contingency Plan

10. Monitoring and Evaluation

Provision is monitored through:

- lesson observation/learning walks
- progress tracking and intervention-specific assessment data
- planning scrutiny
- staff consultation

- student and parent voice
- attendance and pastoral data
- regular review meetings between the SENDCo, teachers and Heads of Junior and Senior Schools

The ongoing necessity of ILPs and PPs is reviewed to ensure provision remains appropriate and proportionate.

11. Additional SEND Support

Students receive additional SEND support where needs are identified as additional to or different from the differentiated curriculum.

Some students require an **Individual Learning Plan (ILP)** with SMART targets. Others may have a **Pupil Profile (PP)** focusing on strategies and adjustments. Where needs can be met through Quality First Teaching and targeted intervention alone, an ILP or PP may not be required.

Individual Learning Plans (ILPs)

ILPs are planning, teaching and review tools used for some students where a more formal record of provision and targets is beneficial. ILPs:

- focus on underlying learning needs
- are time-limited and reviewed at least termly
- include student and parent involvement
- may incorporate external professional advice

Pupil Profiles (PPs)

Pupil Profiles follow the same review process but focus on classroom strategies rather than SMART targets.

12. Looked After Children

The school recognises that children looked after by the Local Authority may face additional barriers to learning.

A designated teacher oversees their progress and ensures Personal Education Plans are completed and reviewed. The school works closely with **Devon County Council's Virtual School** to promote positive outcomes.

13. Management of SEND and Inclusion

Overall responsibility lies with the Head of School. Day-to-day implementation is delegated to the SENDCo, who reports regularly to the Head of School and the governor with responsibility for SEND.

All teachers are teachers of all students, including those with SEND.

14. Roles and Responsibilities

SENDCo

- maintains the SEND register
- coordinates provision
- liaises with staff, parents and external agencies
- oversees interventions and transitions
- contributes to staff training
- works in partnership with the Exams Officer on exam access arrangements
- ensures evidence for access arrangements meets awarding body requirements
- contributes to exam-related reviews and appeals where SEND is relevant

The SENDCo holds NASENCo accreditation.

Teachers

- identify and respond to learning needs
- deliver differentiated teaching
- implement agreed strategies
- support the implementation of agreed examination access arrangements during internal assessments and mock examinations.

15. Partnership with Parents and Students

The school works in partnership with parents through open communication and shared planning.

Students are encouraged to:

- voice views about their learning
- take part in target setting and review
- reflect on progress

16. Transitions

Transition planning includes early identification, information sharing, additional visits where required and liaison with next-phase providers.

17. Admissions

In line with the Equality Act 2010, the school does not discriminate against disabled students and makes reasonable adjustments where possible.

St John's is not a Section 41 school and cannot meet all levels of need. Decisions relating to admission or continued placement are made in line with the Equality Act 2010 and following consultation with parents.

18. Complaints

Concerns relating to SEND provision should be raised with the class teacher and SENDCo in the first instance and escalated to the Head of School if required, in line with the Complaints Policy. Concerns relating specifically to examination access arrangements or special consideration are addressed through the school's Internal Appeals Policy in line with JCQ and Cambridge requirements.

19. Links with Other Services

The school works with a range of external professionals, including:

- Exam Access Arrangements Assessor - Lian Middleton

Devon County Council SEND Local Offer:
https://new.devon.gov.uk/send/

20. Review and Contact Details

This policy is reviewed regularly and at least annually.

Head of School
Mr Bryan Kane
bryan.kane@iesmail.com

SENDCo
Mrs Jenni Yeoman
jenni.yeoman@iesmail.com

EAL Coordinator
Ms Kirstin Larby
kirstin.larby@iesmail.com

Senior School Pastoral Care
Ms Kirsty Larby
kirstin.larby@iesmail.com

Junior School Pastoral Care
Mr Luke Towe
luke.towe@iesmail.com

Appendix 1

SEND Register and Monitoring Register

Entry and Exit Criteria by Area of Need

This appendix outlines the criteria used to support professional judgement when identifying students for inclusion on the SEND register or monitoring register. The criteria outlined below do not operate in isolation and are used to inform, rather than replace, professional judgement.

Decisions are based on a combination of assessment data, classroom observation, student and parent views and response to intervention. Inclusion on the SEND register or monitoring register is reviewed regularly and does not in itself imply a fixed or permanent level of need.

Exit from targeted intervention or SEND support occurs when a student has **not required additional intervention for a minimum of six months** and their needs can be met through **Quality First Teaching (QFT)** alone.

1. Cognition and Learning

Entry criteria may include one or more of the following:

- A diagnosis of dyslexia or evidence of persistent literacy difficulties
- Significant working memory difficulties, indicated by a standardised score of 84 or below
- CAT4 score below 74 in one or more areas
- Currently receiving, or having received, a targeted intervention within the last six months

Assessment tools may include:

- INCAS assessments
- CAT4 assessments
- Cognitive assessments
- WRAT5
- Intervention-specific assessments used to establish baselines and measure progress and impact

Possible interventions may include:

- Toe by Toe reading programme
- Sound Linkage literacy programme
- Power of 2 numeracy programme
- Inference skills training
- Memory training

Quality First Teaching should include:

- Breaking tasks into manageable steps
- Clear and explicit success criteria
- Use of word banks and glossaries
- Coloured overlays or coloured paper where appropriate
- Overlearning opportunities, for example through starter activities
- Strategies outlined in the student's Pupil Profile or Individual Learning Plan, where applicable

2. Communication and Interaction

Entry criteria may include one or more of the following:

- Diagnosis of Autism including presentations commonly described as Pathological Demand Avoidance, or significant presenting traits
- Diagnosed speech and language difficulty
- Expressive or receptive language disorder
- Currently receiving, or having received, a targeted intervention within the last six months

Assessment tools may include:

- Teacher and parental feedback
- Speech sound assessments
- Early Years assessments
- Intervention-specific assessments where appropriate

Possible interventions may include:

- Social skills groups
- Autism awareness or support sessions
- Speech and Language Therapy-led interventions
- Use of social stories and comic strip conversations

Quality First Teaching should include:

- Breaking tasks down clearly
- Explicit teaching of new and key vocabulary using word webs or matching activities
- Use of checklists and visual prompts
- Consistent use of visuals
- Careful use of abstract language
- Strategies outlined in the student's Pupil Profile or Individual Learning Plan, where applicable

3. Social, Emotional and Mental Health

Entry criteria may include one or more of the following:

- Diagnosis of ADHD
- Diagnosis of Oppositional Defiant Disorder
- Diagnosis of another significant mental health condition
- Looked After Child status
- Currently receiving, or having received, a targeted intervention within the last six months

Assessment tools may include:

- Strengths and Difficulties Questionnaire (SDQ)
- Teacher and parental feedback
- Beck Youth Inventories
- Boxall Profile
- Intervention-specific assessments where appropriate

Possible interventions may include:

- Emotional regulation groups
- Training in the use of the five-point scale
- Active CAMHS involvement
- Personal Education Plan processes
- Mentoring

All interventions are planned in line with safeguarding procedures and pastoral support systems.

Quality First Teaching should include:

- Careful consideration of seating plans and groupings
- Clear boundaries, rewards and sanctions
- Consistent positive behaviour management strategies
- Strategies outlined in the student's Pupil Profile or Individual Learning Plan, where applicable

4. Physical and Sensory

Entry criteria may include one or more of the following:

- Diagnosed significant visual impairment
- Diagnosed significant hearing impairment
- Physical disability
- Lifelong or debilitating medical condition

Assessment tools may include:

- Occupational Therapy assessments
- Physiotherapy assessments
- Consultant or specialist reports
- Motor skills assessments

Possible interventions may include:

- Touch typing programmes
- Handwriting support
- Specialist equipment
- Monitoring and intervention from sensory support services

Quality First Teaching should include:

- Consideration of seating and classroom layout
- Use of specialist equipment where appropriate
- Strategies outlined in the student's Pupil Profile or Individual Learning Plan, where applicable

Exit Criteria (All Areas of Need)

A student may be exited from targeted SEND support or intervention when:

- they have not required additional intervention for a minimum of six months
- their needs can be met through Quality First Teaching alone
- progress is sustained over time and evidenced through assessment data, classroom observation and intervention review

Exit decisions are made collaboratively by teaching staff and the SENDCo, with student and parent views considered where appropriate.