



ST JOHN'S SCHOOL
SIDMOUTH, UNITED KINGDOM

SEND and Inclusion Policy

Policy owner: Head of School

Approved by: Directors

Applies to: Whole school, including EYFS, Junior School, Senior School, boarding, day pupils, full boarders and flexi boarders

Reviewed: June 2026

Next review due: June 2027

Purpose

St John's School is committed to safeguarding and promoting the welfare, learning and development of all pupils.

The purpose of this policy is to set out the school's approach to identifying, supporting and reviewing the needs of pupils with special educational needs, disabilities, neurodivergence, medical needs or additional learning needs.

St John's School aims to provide a broad and balanced education in which pupils are supported to make progress, participate in school life and develop confidence, independence and resilience.

This policy applies across the whole school, including EYFS, Junior School, Senior School and boarding.

Detailed SEND register criteria, provision maps, intervention guidance, assessment procedures, examination access arrangement procedures and individual pupil records are held separately and are not included in this policy.

Legal and guidance framework

This policy has been prepared with regard to:

- SEND Code of Practice: 0 to 25 years
- Children and Families Act 2014
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014
- Statutory framework for the Early Years Foundation Stage
- National Minimum Standards for Boarding Schools
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- JCQ access arrangements and reasonable adjustments requirements
- UK GDPR and Data Protection Act 2018

This policy should be read alongside the school's Admissions Policy, Equal Opportunities and Anti-Discrimination Policy, Accessibility Plan, Curriculum Policy, Teaching and Learning arrangements, EAL Policy, Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, Behaviour Management Policy, Anti-Bullying Policy, Health and First Aid Policy, Care of Unwell Pupils Policy, Supporting Pupils with Medical Conditions procedures, Educational Visits and Off-Site Activities Policy, Data Protection Policy and Records Retention Schedule.

Inclusion statement

St John's School seeks to provide an inclusive education for pupils whose needs can be met within the school's mainstream independent school setting.

The school recognises that pupils learn and develop in different ways.

Teachers are responsible for planning and delivering high-quality teaching that takes account of pupils' abilities, needs, interests and prior learning.

The school will make reasonable adjustments for disabled pupils and will take reasonable steps to remove or reduce barriers to learning and participation.

The school recognises that pupils with SEND, disabilities, neurodivergence, medical needs or additional needs may require support at different times and in different ways.

English as an Additional Language is not, in itself, a special educational need. Pupils learning EAL may receive support in accordance with the EAL Policy.

Aims

The school aims to:

- Identify pupils' needs as early as possible
- Provide high-quality teaching for all pupils
- Distinguish between SEND and underachievement for other reasons
- Support pupils through reasonable adjustments and ordinary provision where possible
- Use a graduated approach to support and review
- Involve pupils and parents appropriately
- Work with external professionals where appropriate
- Support access to a broad and balanced curriculum
- Promote independence, confidence and participation
- Support wellbeing, safeguarding and pastoral care
- Prepare pupils for transition between phases and settings
- Ensure staff understand their responsibilities towards pupils with SEND and disabilities

Scope of provision

St John's may support pupils with SEND, neurodivergence, disabilities, medical needs or additional needs where needs can be met through reasonable adjustments and ordinary provision.

The school is a mainstream independent school. It is not a specialist SEND setting.

Support is considered individually, taking account of the pupil's needs, the school's resources, the school environment, the reasonable adjustments that can be made and the impact on the safe and effective education of the pupil and others.

St John's School is not a Section 41 school and is not approved as an independent special school or specialist SEND provision. St John's School does not receive local authority funding to deliver the special educational provision specified in Education, Health and Care Plans. The school does not have the legal status, specialist staffing, specialist facilities, therapeutic provision, resourcing structure or local authority funding arrangements required to deliver EHCP provision. For these reasons, St John's School is not able to admit pupils with an EHCP.

Definition of SEND

A pupil has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil may have a learning difficulty or disability where they:

- Have significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of facilities generally provided for pupils of the same age
- Require provision that is additional to or different from that ordinarily available through high-quality teaching and reasonable adjustments

The school recognises the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs

These areas are used to guide understanding and support. Pupils may have needs across more than one area.

Quality first teaching

All teachers are teachers of pupils with SEND.

High-quality teaching is the first step in responding to pupils who have or may have SEND.

Teachers are responsible for:

- Knowing the pupils they teach
- Planning lessons that take account of pupils' needs
- Using appropriate differentiation and adaptation
- Setting high expectations
- Using assessment to inform teaching
- Implementing agreed strategies
- Contributing to review of progress
- Seeking advice where a pupil is not making expected progress
- Reasonable adjustments

The school will make reasonable adjustments for disabled pupils.

Reasonable adjustments may include changes to:

- Teaching approaches
- Classroom organisation
- Resources
- Communication
- Timetabling
- Access to information
- Pastoral support
- Arrangements for activities or visits
- Examination access arrangements where criteria are met

The reasonableness of an adjustment will depend on the circumstances, including the pupil's needs, the effectiveness of the adjustment, the resources required, health and safety, safeguarding, impact on others and the nature of the school's provision.

Identification of needs

Pupils' needs may be identified through:

- Teacher observation
- Assessment information
- Progress data
- Screening information
- Parent concerns
- Pupil voice
- Information from previous schools or settings
- Information from external professionals
- Attendance or behaviour information
- Pastoral or safeguarding information
- Medical information
- EYFS observations and assessments

Concerns may relate to learning, communication, interaction, social development, emotional wellbeing, attention, physical or sensory needs, medical needs, attendance or participation.

The school will consider whether slower progress or underachievement may be due to SEND or to other factors such as gaps in learning, attendance, English as an Additional Language, wellbeing, bereavement, family circumstances or safeguarding concerns.

The graduated approach

The school uses the assess, plan, do, review cycle to support pupils with identified needs.

Assess

The school will gather relevant information to understand the pupil's needs.

Assessment may include:

- Teacher assessment
- Classroom observation
- Pupil views
- Parent views
- Progress and attainment information
- Screening or standardised assessment where appropriate
- Intervention assessment
- Information from previous settings
- External professional advice where available
- Pastoral, attendance or safeguarding information where relevant

Plan

Where additional support or adjustment is needed, the school will agree appropriate provision.

Planning may include:

- Expected outcomes
- Classroom strategies
- Reasonable adjustments
- Targeted intervention
- Pastoral support
- SENDCo advice
- Parent and pupil involvement
- Review date
- External professional advice where appropriate

Provision may be recorded through a Pupil Profile, Individual Learning Plan, provision map, pupil risk assessment or other appropriate record.

Not every pupil on the SEND register will require an Individual Learning Plan.

Do

Teachers and support staff will implement agreed strategies and provision.

The class or subject teacher remains responsible for the pupil's progress and development, including where support is provided by another member of staff or through an intervention.

The SENDCo supports staff by advising on strategies, coordinating provision and helping to evaluate impact.

Review

Provision will be reviewed regularly.

Review may consider:

- Progress towards outcomes
- Pupil views
- Parent views
- Teacher feedback
- Assessment information
- Intervention impact
- Attendance and wellbeing
- Whether support should continue, change or cease
- Whether further assessment or advice is needed
- SEND register and monitoring

The school maintains a SEND register.

The SEND register records pupils with identified special educational needs who require provision that is additional to or different from the school's ordinary provision.

The school may also monitor pupils who have emerging needs, are underachieving or require short-term support but do not currently meet the criteria for SEND support.

Inclusion on the SEND register or monitoring list does not automatically mean that a pupil requires an Individual Learning Plan, Pupil Profile or examination access arrangements.

Entry to, movement within and exit from SEND support will be based on assessment, professional judgement, pupil views, parent views and response to support.

Internal criteria and provision guidance are held separately and reviewed by the SENDCo.

Provision

Provision may include:

- Adaptive teaching
- Targeted classroom strategies
- Small group support
- Individual support
- Literacy intervention
- Numeracy intervention
- Communication and interaction support
- Social skills support
- Emotional regulation support
- Mentoring or pastoral support
- Specialist resources
- Assistive technology
- Reasonable adjustments
- External professional advice
- Examination access arrangements where criteria are met

Provision will be proportionate to the pupil's needs and the school's mainstream setting.

The school will review the effectiveness of interventions and will amend or cease provision where it is no longer required or is not having the intended impact.

EYFS

The school will identify and support emerging needs in EYFS through observation, assessment, communication with parents and appropriate early support.

EYFS staff will consider pupils' development across the areas of learning and will raise concerns promptly with the Head of EYFS and SENDCo.

Where a child in EYFS may have SEND or additional needs, the school will work with parents and, where appropriate, external professionals.

EYFS support will be proportionate, developmentally appropriate and linked to the child's learning, care, communication, physical development, social development and emotional wellbeing.

Junior School and Senior School

In the Junior School and Senior School, teachers will monitor progress, participation and wellbeing.

Where a pupil is not making expected progress, staff will consider whether additional assessment, adaptation, intervention or pastoral support is required.

Heads of section, pastoral staff, the SENDCo and teachers will work together to support pupils whose needs affect learning, behaviour, attendance or wellbeing.

Boarding

The school recognises that SEND, disability, medical needs, neurodivergence or additional needs may affect a pupil's boarding experience.

Boarding staff will be given relevant information where needed to support safety, welfare, routines, communication and reasonable adjustments.

Boarding staff must raise any concern about a boarder's learning, welfare, behaviour, medical needs, emotional wellbeing or ability to manage boarding routines.

Where a boarder's needs raise safeguarding, welfare, medical or mental health concerns, staff must follow the relevant school policy and record the concern appropriately.

Accessibility

The school has an Accessibility Plan.

The Accessibility Plan sets out how the school seeks to improve access to the curriculum, the physical environment and information for disabled pupils over time.

The Accessibility Plan supports the school's duties under the Equality Act 2010.

Accessibility needs may also be considered through admissions, transition planning, individual pupil support, risk assessment, educational visit planning and reasonable adjustments.

Examinations and access arrangements

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

Pupils with SEND, disabilities or medical needs may be eligible for examination access arrangements where this reflects their normal way of working and is supported by appropriate evidence.

Decisions about examination access arrangements will be made in accordance with the requirements of the relevant awarding bodies.

The SENDCo works with the Exams Officer to:

- Identify pupils who may require access arrangements
- Gather and retain evidence of need
- Confirm normal way of working
- Support consistent use of approved arrangements
- Review arrangements through internal tests and mock examinations

- Ensure secure handling of examination evidence

Examination access arrangements are not automatically granted because a pupil is on the SEND register.

Full examination procedures are set out in the school's examination policies and procedures.

Medical needs, disability and wellbeing

Some pupils may have medical needs, disabilities, mental health needs or wellbeing needs that overlap with SEND.

The school will consider the most appropriate route of support, which may include:

- SEND support
- Reasonable adjustments
- Medical care planning
- Pastoral support
- Mental health support
- Safeguarding support
- Risk assessment
- External professional advice

Where a pupil has medical needs, staff must follow the Health and First Aid Policy, Care of Unwell Pupils Policy and relevant medical procedures.

Where a pupil has a safeguarding or child protection concern, staff must follow the Safeguarding and Child Protection Policy.

Looked After and Previously Looked After Children

The school recognises that looked after and previously looked after children may face additional barriers to learning, wellbeing and participation.

The Designated Teacher will work with the SENDCo, pastoral staff, parents, carers, guardians, local authorities and Virtual School where appropriate.

Where a looked after or previously looked after child has SEND or additional needs, support will be coordinated in line with the school's relevant policies.

Admissions

The school considers applications from pupils with SEND, disabilities, neurodivergence, medical needs or additional needs in accordance with the Admissions Policy and the Equality Act 2010.

Parents must provide full and accurate information about a pupil's needs during the admissions process.

The school may request information from parents, previous settings, professionals or relevant agencies to assess whether the pupil's needs can be met.

The school will consider reasonable adjustments and ordinary provision when deciding whether it can meet a pupil's needs.

Where the school concludes that it cannot meet a pupil's needs, it will explain the decision to parents.

St John's School is not able to admit pupils with an EHCP.

Ongoing placement

The school will keep under review whether it can continue to meet a pupil's needs.

Where a pupil's needs change, the school will work with parents and relevant professionals to consider reasonable adjustments, support and next steps.

Where the school considers that it may no longer be able to meet a pupil's needs safely or effectively within its mainstream provision, the school will discuss this with parents.

Any decision about continued placement will be made in accordance with the school's policies, contractual terms and legal duties.

Partnership with parents

The school values partnership with parents.

Parents are encouraged to share information about their child's needs, strengths, difficulties, diagnoses, professional advice and any changes in circumstances.

The school will communicate with parents about SEND support in a proportionate and practical way.

Parent involvement may include:

- Initial discussions
- Review meetings
- Email or written updates
- Pupil Profile or Individual Learning Plan review
- Transition planning
- Discussion of external professional advice
- Planning for examinations or access arrangements
- Pupil voice
- Pupils will be encouraged to share their views about their learning and support.
- Pupil views may be gathered through:
 - Conversations with staff
 - Review meetings
 - Pupil Profiles or Individual Learning Plans

- Pastoral discussions
- Questionnaires or feedback activities
- Transition planning

The method used will take account of the pupil's age, understanding, communication needs and preferences.

External professionals

The school may work with external professionals where appropriate.

This may include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Specialist teachers
- Medical professionals
- Mental health professionals
- Local authority services
- Virtual School staff
- Examination access arrangement assessors

External advice will be considered alongside school assessment, teacher knowledge, pupil views and parent views.

The school will not normally commission external assessment without parental agreement, unless there is a safeguarding, legal or regulatory reason to do so.

Transitions

The school will support transition into, within and out of the school.

Transition support may include:

- Information sharing
- Additional visits
- Meetings with parents
- Liaison with previous or next settings
- Pupil Profiles or Individual Learning Plans
- Pastoral planning
- Medical or safeguarding planning
- Boarding transition support where relevant
- Examination access arrangement planning where relevant

Transition arrangements will be proportionate to the pupil's needs.

Roles and responsibilities

The Head of School has overall responsibility for this policy.

The SENDCo is responsible for day-to-day coordination of SEND provision.

The SENDCo will:

- Maintain the SEND register
- Advise staff
- Coordinate provision
- Monitor interventions
- Support assess, plan, do, review processes
- Liaise with parents
- Liaise with external professionals where appropriate
- Support transition planning
- Contribute to staff training
- Work with the Exams Officer on examination access arrangements
- Support secure record keeping

Teachers are responsible for:

- High-quality teaching
- Identifying emerging needs
- Implementing agreed strategies
- Using assessment to inform teaching
- Supporting reasonable adjustments
- Contributing to reviews
- Communicating concerns promptly
- Teaching assistants and support staff are responsible for:
 - Implementing agreed support
 - Feeding back to teachers and the SENDCo
 - Encouraging pupil independence
 - Following school policies and procedures

Pastoral staff are responsible for:

- Supporting wellbeing and participation
- Sharing relevant concerns with the SENDCo where learning may be affected
- Recording safeguarding or welfare concerns appropriately
- Working with parents and pupils where needed

Boarding staff are responsible for:

- Supporting boarders' welfare and routines
- Implementing relevant adjustments in boarding
- Sharing concerns with the Head of Boarding, SENDCo, DSL or medical staff where appropriate

The Directors maintain oversight of the school's arrangements for SEND, inclusion and equality.

Staff training

The school will provide staff with information and training appropriate to their role.

Training may include:

- Identifying SEND
- Adaptive teaching
- Reasonable adjustments
- Neurodivergence
- Communication and interaction needs
- Literacy and numeracy needs
- Social, emotional and mental health needs
- Physical and sensory needs
- Medical needs
- Exam access arrangements
- Safeguarding and SEND
- Use of Pupil Profiles or Individual Learning Plans

Training needs will be reviewed through school development planning, staff feedback, pupil need and review of provision.

Records

SEND records will be kept securely.

Records may include:

- Assessment information
- Pupil Profiles
- Individual Learning Plans
- Provision records
- Intervention records
- Parent communication
- Pupil views
- External professional reports
- Examination access arrangement evidence
- Review notes
- Relevant safeguarding, welfare or medical information

Safeguarding, child protection and welfare concerns will be recorded on CPOMS.

Attendance, assessment, behaviour, communication and administrative information may be recorded on iSAMS.

Records will be handled in accordance with the Data Protection Policy, Safeguarding and Child Protection Policy and Records Retention Schedule.

Monitoring and evaluation

The school will monitor SEND and inclusion through:

- Progress information
- Assessment information
- Intervention review
- Lesson observation and learning walks
- Book or work scrutiny
- Teacher feedback
- Pupil voice
- Parent feedback
- Attendance and pastoral information
- Behaviour information
- Examination outcomes and access arrangement review
- SEND register review
- Meetings between the SENDCo, teachers, pastoral staff and senior leaders

The school will use monitoring information to review provision, identify training needs and support improvement.

Complaints

Concerns about SEND provision should usually be raised with the class teacher, subject teacher or SENDCo in the first instance.

If the concern is not resolved, parents may refer the matter to the Head of School.

Formal complaints will be managed in accordance with the Complaints Policy.

Concerns about examination access arrangements or special consideration will be handled through the relevant examination policy or internal appeals process.

Monitoring and review

The Head of School has overall responsibility for this policy.

The SENDCo, Head of EYFS, Heads of Junior and Senior School, Head of Boarding, DSL, Exams Officer, pastoral staff and relevant operational staff will support implementation and review.

The Directors will maintain appropriate oversight of SEND, inclusion and equality arrangements.

This policy will be reviewed annually, or sooner following a significant concern, change in law, change in guidance, inspection finding or change in school provision.