



**The John Roan School**

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# Special Educational Needs and Disability (SEND) Policy

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Dated: Nov 2023  
Approved by Governing Body: Nov 2023  
For Review: Nov 2024

## The John Roan School SEND policy

<b>Context</b>
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none"><li>• The SEND Code of Practice: 0-25 years – 2015</li><li>• Part 3 of the Children and Families Act 2014 and associated regulations</li></ul>
<b>Principal: Cath Smith</b>
<b>Governor with responsibility for SEND: Keith Bradbrook</b>
<b>Vice Principal: Jemma Clark</b>
<b>Contact details: <a href="mailto:jemma.clark@thejohnroanschool.org.uk">jemma.clark@thejohnroanschool.org.uk</a></b>
<b>SENCO: Jemma Clark (Seniz Ahmet from January 2024)</b>
<b>SENCO Qualifications: NASENCO</b>
<b>Contact details: <a href="mailto:jemma.clark@thejohnroanschool.org.uk">jemma.clark@thejohnroanschool.org.uk</a> phone: 0208 516 7555</b>
<b>Head of the Centre of Autism: Ms Kate Ling</b>
<b>Contact details: <a href="mailto:kate.ling@thejohnroanschool.org.uk">kate.ling@thejohnroanschool.org.uk</a> phone: 0208 516 7541</b>
<b>Student Support Manager: Ms Ashleigh France</b>
<b>Contact details: <a href="mailto:Ashleigh.france@thejohnroanschool.org.uk">Ashleigh.france@thejohnroanschool.org.uk</a> phone: 0208 516 7541</b>
<b>This policy will be reviewed annually</b>
<b>Agreed by Governing Body: November 2023</b>
<b>Review date: Annual</b>

This policy is in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support inclusion for all our pupils. The responsibility for the management of this policy falls to the Principal, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Principal, the Vice Principal - Pastoral, the Assistant Principal (SENCO) will work closely to ensure that this policy is working effectively.

### **Rationale**

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of most pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for most pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

The John Roan School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

***Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

## **Aims and Objectives**

### **Aim**

To provide an inclusive, stimulating, and safe environment which will enhance the learning of all pupils and help them achieve to their full potential in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

### **Objectives**

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

### **Identifying Special Educational Needs**

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. The John Roan school will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

The John Roan school will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCO and the Learning Coaches. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed regularly, and outcomes are shared with parents and the child either through a short report or discussed with the parents and the child at Pupil Progress Meetings.

### **The Graduated Approach to SEND**

**Assess:** In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

**Plan:** Parents/carers, with their child, will be included in planning with the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

**Do:** The class teachers remain responsible for working with the pupil on a daily basis and will work closely with any Learning Coach or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Learning Coach and the SENCO will support the class teachers in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

**Review:** The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teachers, working with the SENCO, will revise the support considering the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need such that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

## **SEN Provision**

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- Individual learning programmes
- an individual learning profile (ILP) or support plan
- evidence based interventions
- additional support from another adult
- different materials, resources, or equipment
- working within a small group
- use of alternative technologies
- access arrangements for key assessments
- personal care support
- access to the Student Support Centre
- use of therapies (as advised by specialists)

**Individual Learning Profiles:** (ILPs) are created through dialogue with the student and parents and will also include information from specialist reports as appropriate. They are intended to give teachers and support staff an understanding of a student's strengths and interests and will identify the key strategies that will support the student. ILPs are written for students with an EHC Plan, students with complex needs, students with a specific diagnosis. They will be reviewed annually, although some students may need more frequent reviews.

### **Statutory Assessment of Needs (EHC)**

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. The John Roan School will follow local authority guidance for this process and involve parents/carers and the child from the beginning.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate pupil progress and to meet pupil needs.

### **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At The John Roan School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with subject teachers once a year formally at parents' evenings and the SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible at these meetings. The SENCo is also available to meet at other times for an arranged meeting.

More information about the support offered to parents/carers from Greenwich local authority can be found within their Local Offer. A link to this is at the end of the policy.

### **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children:

Governor: Keith Bradbrook

Staff: Jemma Clark

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils can share their views in a number of different ways (appropriate to age and ability) across the school. The views of our SEND pupils are welcome at any time but are specifically sought as part of their annual review, during the creation of the Individual Learning Profile (ILP), as part of their Pupil Progress Meetings with their subject teachers and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report is part of the school's Local Offer can be found on the school website and is up-dated annually.

### **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principal, Vice Principal – Pastoral and Assistant Principal Student Support - SENCO, all members of staff have important responsibilities.

### **Governing Body:**

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### **The Principal**

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCO, the Assistant Principal of Inclusion and the Governor with responsibility for SEND.

In collaboration with the Principal and governing body, the Assistant Principal determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

### **The Assistant Principal (SENDCo)**

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The Assistant Principal (SENCO) liaises and collaborates with class teachers so that learning for all children is given equal priority.

The Assistant Principal (SENCO) has responsibility to:

- Oversee the day-to-day operation of the SEND policy.
- Co-ordinate provision for SEND pupils and report on progress.
- Advise on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitor relevant SEN CPD for all staff.
- Manage the Inclusion team.
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Principal, the school governors, and the Vice Principal to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Assistant Principal (SENCO) has principal responsibility for:

- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.



- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.

### **The Centre for Autism (CfA) – Head of Centre - Ms Kate Ling**

Parents interested in applying for a CFA place should first consult the SENCo at their child's primary school and read the information on the Royal Borough of Greenwich's website to find out about the applications process. The CFA is a separately funded provision, within the mainstream school, and has a total of 16 places for students with autism across Years 7-11. CFA students must have a diagnosis of autism (but not necessarily an EHCP). CFA students have the potential to access 50% of their lessons in mainstream and to achieve at the same level as their peers, given the right level of support.

CFA students follow individual timetables which reflect their needs. They are taught both in the mainstream and in the CFA. CFA staff deliver the mainstream curriculum. Some mainstream staff come to the DSP to deliver their subject specialism.

The CFA provision is comprised of an Autism friendly classroom and a sensory room. Small breakout spaces are also available when needed by individuals dependant on their needs. The CFA offers a quiet space away from mainstream; skilled staff who are trained in autism; learning support; social and emotional support and access to outside agencies, such as speech and language services. There are 4 full time members of staff, with additional support from the wider inclusion team. All CFA students will have access and support through the whole school inclusion team and its resources.

In addition to the mainstream curriculum, the team make time for each student's special interests. The frequent CFA trips incorporate the interests of the students. The CFA team encourage all their students to join in with social opportunities in school and facilitate this where necessary.

The CFA team work very closely with families and encourage parents and carers to contact them very regularly.

**Specialist Learning Coaches:** The school employs a team of learning coaches who provide specialist knowledge of SEND. The Learning Coaches work directly with teachers to support quality first teaching, providing the highest quality in-class support direct from the class teacher. Learning Coaches work with the class teacher to provide specific strategies to support improved progress for SEND learners, enabling students to become independent and resilient learners.

The learning coaches specialise in the following areas:

- Literacy
- Numeracy
- Autism Spectrum Disorder
- Speech and Language
- Social Emotional & Mental Health
- English as an Additional Language.

Learning Coaches are trained to plan and deliver bespoke interventions for students who have been identified to need targeted intervention outside the classroom. These interventions will be evidenced based with clear entry and exit criteria. The leaning coaches monitor the progress of their allocated students' progress across all subjects, regularly assessing the need for intervention.

Learning Coaches are monitored by the Assistant Principal and the Student Support Manager. Learning Coach timetables are reviewed regularly, in-line with the changing needs of the SEND students.

**Student Support Manager:** The Student Support Manager provides high level administrative support to the Assistant Principal (Student Support) ensuring that EHCP reviews and recommendations are carried out effectively, including any new referrals to external SEND services. The Student Support Manager will lead on all medical matters as well as support with deployment of the new Specialist Learning Coaches. The Student Support Manager will be a key point of contact for all SEND parents.

**Student Support Centre (SSC):** The SSC facilities at our Westcombe Park site, provide an area for some interventions and an allocated space for students with SEMH needs. The SSC will be staffed by a Specialist Learning Coach at allocated times throughout the school day. Access to the SSC follows a referral by a Head of Department or by the Head of Year following a discussion in the biweekly Inclusion meetings and is reviewed regularly.

**Additional Student Support:** Provision within the school to support students where there are issues that are impacting negatively on their ability to learn effectively or to manage the demands of school to achieve to the best of their abilities. Additional student support includes counselling and mentoring.

**SEN Support and specialist provision:** Provision at this level may include the involvement of specialist services such as Speech and Language Therapists (SALT), Educational Psychologists (EP), Children and Adolescent Mental Health (CAMHS), Occupational Therapists (OT), ASD Outreach, Greenwich Sensory Services (GSS) amongst others. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment, or some direct work with the student. The specialist services will also contribute to the planning, monitoring, and reviewing of the student's progress.

#### **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment

- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan in the ILP and clearly identifies this provision within their class lesson plans / teacher folders – as appropriate
- Learning Coaches will liaise with the class teacher and SENCO on planning, on pupil response and on progress to contribute effectively to the graduated response.

### **Training and Development**

Training needs are identified in response to the needs of all pupils. Members of the Inclusion team are trained to deliver specific interventions in literacy, numeracy and speech and language.

The whole school attends a SEND training session led by the Assistant Principal regularly during the school year. All members of the wider inclusion team will deliver training to staff throughout the school year as part of the whole school CPD programme.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

### **Funding**

Funding to support most SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan. The CFA is funded directly by Greenwich Local Authority and the provision is for those children allocated a place via the Greenwich Admissions Panel.

### **Storing and Managing Information**

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Data Storage Protocols.

### **Complaints**

In the first instance, where parents or carers are concerned about the provision provided for their child, we would encourage them to raise this with the Assistant Principal, or the Head of the Centre for Autism - Ms Ling. For children with an EHCP this may be done as part of the annual review. Parents / carers may also choose to raise their concerns with the Vice Principal – Pastoral. The school will always work with all parties involved to endeavour to resolve any areas of concern. Parents / carers are always welcome to attend meetings with a friend, family member or independent support.

If concerns cannot be resolved parents/carers complaints about the provision or organisation of SEND should be dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement about SEND provision the Local Authority should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Parents and carers may find the following useful: Greenwich Local Offer 'Information on disagreement resolution and mediation processes for children with special educational needs and disabilities': <https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=POQDVQ6V5nc>

### **Admissions**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

### **Transition Arrangements**

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at the John Roan school, we have a comprehensive package of transitional support that is put in. This includes:

#### Year 6 to year 7 Transition

- Sharing of information day between primary SENCOs and secondary SENCOs, organised by the Local Authority
- Visits between SENCOs and Centre for Autism staff
- Visits to key primary feeder schools by members of our SLT and our Inclusion team
- Transition meetings for parents and pupils
- Transition booklets
- Additional transition mornings for some SEND pupils
- Transition day for year 6 pupils to attend their secondary school, organised by the Local Authority
- Children with an EHCP – meetings with parents / carers and child in year 5 to support parents making the choice of school / CFA to be named in the EHCP

#### In year enrolment

Parents / carers who are considering having their child join The John Roan School are very welcome to visit us. The Assistant Principal and the Head of the Centre for Autism will meet with parents whose child may have additional needs. The Assistant Principal / or the Head of Year will meet with the parents/carers of new pupils to The John Roan School. They will gather all relevant information including regarding any SEND. New pupils have an induction programme and part of this is delivered by an allocated learning coach.

### **Access Arrangements**

Access arrangements are the principal way in which examination awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At The John Roan School, we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the Joint Council for Qualifications (JCQ), the decision for the granting of access arrangements lies with the JCQ. This information is updated for the school examination officer and staff on a termly basis. The student and parents are informed of the outcome of any application by letter.

**The Greenwich Local Offer:**

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0>

**The John Roan Local Offer and SEND Information Report:**

Please refer to the Key Information section of the school website

[The John Roan School > About Us > Essential Information > SEND](#)

**SEND Policy review:**

This policy will be reviewed annually. It will be monitored by the Assistant Principal Inclusion and updated and revised if necessary, during the annual cycle.

Owner	Improvement Team
Department responsible	Improvement Team
United Learning Independent Schools/Academies/Both	Both
Reviewed	November 2023
Review Date	November 2024