



SEND Policy

Whole School: Senior, Preparatory, EYFS, KSI and KS2

Updated September 2019

Next Review September 2020

This policy applies to the EYFS as well as to the main school.

SEND responsibilities 2019 – 2020

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Statement of values

Enabling all students to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Oxford High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of students with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- Keeping Children Safe in Education September 2019
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- Oxford High School Access Arrangements Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Oxford High School's Admissions Policies
- GDST Exclusion Policy
- Oxford High School's Safeguarding and Child Protection Policy

- Oxford High School's Behaviour for Learning Policy
- Oxford High School's Anti-Bullying Policy
- Current JCQ procedures and guidelines

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required, the school will have due regard to the Code.

The policy will be reviewed annually by the SENDCos, SLT and Head, informed by consultation with other staff, parents and students.

Aims and objectives

The aims of this policy are that:

- The school will accept and value each individual and their differences, and will ensure it is accessible and no student will be discriminated against
- Children and young people with SEND/ALN will engage in school activities alongside students who do not have SEND/ALN
- All students will have their needs identified in order to support progression and good mental health and wellbeing
- Every student will have access to a broad and balanced education
- Every student will participate in lessons fully and effectively
- Every student will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHCE programme, other school activities and their relationships with students, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all students causing concern
- Ensuring all students with SEND/ALN are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all students so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving students actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual students

Implementation

Roles and Responsibilities

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The role of the Senior School and Preparatory School members of SLT with responsibility for SEND

The Senior School and Preparatory School members of SLT with responsibility for SEND will oversee the work of the SENDCos, liaising with the Learning Support Departments as appropriate.

The role of the SENDCo (Senior School)

- Tracking and monitoring student progress;
- Evaluating the effectiveness of specialist and non-specialist provision;
- Co-ordinating the professional development of specialist and non-specialist staff;
- Keeping up to date with relevant legislation, research, and established best practice;
- Ensuring a smooth transition when students join the school or move from the Preparatory to Senior School;
- Revising policies and procedures;
- Working with the Examinations Officer to oversee appropriate access arrangements are in place for internal/external exams;
- Co-ordinating the provision of 1:1 and group sessions by learning support teachers;
- Advising teachers about best practice in the support of students with SEND;
- Completing and reviewing SEND Pen Portraits;
- Ensuring that SEND records are up to date and accurate;
- Carrying out initial screening tests and assessments for access arrangements;
- Liaising with outside agencies, specialist assessors, educational psychologists, and health and social care professionals/conducting in-house assessments for access arrangements;
- Liaising with parents

The role of the learning support teacher (Senior School)

- Teaching 1:1 and group sessions;
- Familiarising students with recommended access arrangements for exams;
- Advising teachers about the specific needs of students that they teach;
- Maintaining the SEND records of the students that they teach, adding new information and ensuring that the records are up to date and accurate;
- Carrying out initial screening tests and assessments for access arrangements;
- Liaising with outside agencies, specialist assessors, educational psychologists, and health and social care professionals
- Reporting to parents.

The role of the SENDCo (Preparatory school)

- Advising on strategies for classroom differentiation for individual students;
- Assisting in the monitoring of progress;
- Providing advice and support for teachers if a child has an additional educational need;
- Liaising with outside agencies, educational psychologists, health and social care professionals and parents where required;

- The provision of meetings to review children’s progress with relevant staff and, if necessary, outside agencies;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points.
- Co-ordinating the SEND TA support and managing TA’s timetables.

The role of Heads of Department/Subject Leaders/Phase Leaders

Subject leaders are expected to oversee and monitor SEND provision within their particular remit.

This will involve:

- Ensuring schemes of work include adjustments for SEND/ALN and are free from discrimination or bias
- Ensuring opportunities are open equally to students with and without SEND/ALN
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for students with SEND/ALN in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas
- Maintaining and updating the departmental accessibility plan

The role of other teaching and support staff

All teaching and support staff are expected to provide for diverse students’ needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school’s policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for students with SEND/ALN
- Being aware of which students in the school have SEND/ALN
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all students, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them
- As practitioners responsible and accountable for the progress and development of the students in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review
- Assessing and monitoring the progress of students with SEND/ALN and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the SENDCo about support and progress

Admissions

Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any student at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity (‘protected characteristics’). The Trust will also not discriminate against, or treat less favourably, any student at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy is available on the school website.

Admissions Arrangements

Oxford High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective students with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENDCo at an early stage, and the school may also contact the child's current school to gain further information. Each student is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a student's needs where possible, including in arrangements for entrance tests.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that students with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Students with an EHC Plan/statement

The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHC Plan.

Identification and Assessment

Definitions

Disability is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

At Oxford High School we recognise that students of the highest academic ability can have SEND.

Students with SEND may fall into several categories, such as:

- Specific learning difficulties – cognitive and learning difficulties such as dyslexia and dyspraxia
- Visual or hearing or other sensory impairment

- Autistic spectrum disorder
- Physical disability
- Speech, language, or communication needs
- Social, emotional, and mental health

The Four Areas of Need

The SEND Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing

impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a student's needs is identified, not simply the primary need.

Additional Learning Needs (ALN) is the designation used by the school for students who do not have SEND as defined by the act, but are nevertheless hindered from fulfilling their potential without tailored recognition of their needs and individual provision. Additional learning needs can be temporary or permanent.

Students may have either a disability or SEND/ALN or both. Not every student with SEND will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Students with SEND/ALN may have needs in some areas of the curriculum and not others, and at some times in their education and not others.

Slow progress and low attainment do not necessarily mean that a child has SEND/ALN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development. Students may be both EAL and ALN. Please also see the School's Pupils with English as an Additional Language (EAL) policy.

Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

Identifying Needs

The school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents and any previous school. (See Admissions Policy)
- Identification at transition points.
- Identification through data tracking and screening. (Please see the Student Handbook for details of when whole year tests take place)
- Identification through staff concern: class and subject teachers make regular assessments of progress for their students.

Specific to Preparatory School including EYFS

- Tracking data (GL Assessment) including LASS screening when required
- Dyslexia and dyscalculia screeners across Year 3
- Identification through assessments and teachers' professional judgement
- Parent identification

Specific to Senior School

- Tracking data including LASS screening in year 7
- Identification through assessments and teachers' professional judgement
- OHS Entrance Test
- Referral from specialist or parent
- Self-identification
- Identification through in-house testing conducted by the Learning Support Department or a qualified Educational Psychologist/Specialist Assessor affiliated with the School

Identification through student/parent concern: the school recognises that parents and the students themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and students. The first response should be to adopt the graduated approach as detailed below, moving to involvement with the SENDCo if difficulties persist.

Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCo as appropriate. Where difficulties are long-lasting or severe the school will consider whether the student might have SEND and require additional support

Where a student is identified as having SEND, parents will be formally notified.

Provision

Oxford High School works on the principle that differentiated high quality teaching is an expectation for all students, including those with SEND/ALN, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual students.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with students with SEND/ALN. The SENDCo and Learning Support Teacher are regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be found on the shared drive and in the staffroom SEND library.

The first level of support for students experiencing difficulties takes a **graduated approach** in the form of a four-part cycle in which the class or subject teacher **assesses** the student's needs drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

If a student continues to fail to make the expected progress, the SENDCo will be involved to assess the student. The outcomes of this assessment will dictate the nature of further support. The SENDCo will determine a personalised programme for the individual student, which may involve:

- Further differentiation in the classroom, supported and directed by the SENDCo
- Individualised outcomes- focused target setting
- Creation of Student Pen Portrait/All About Me Profile - to be circulated to relevant staff
- Access to specific resources – equipment, software programmes etc.
- Additional specialist teaching such as support in small groups, one-to-one teaching.
- Pastoral support
- Referral to external specialists/outside agencies

Provision will be made in consultation with the student and parents, and progress will be reviewed regularly in order to inform future support.

The School's provision is usually free of charge to all students with SEND and ALN. If a parent would like additional support beyond what the school is able to offer, then, in rare circumstances, the parents may choose to pay for support in addition to that offered by the school.

Public Examinations and Access Arrangements

- In accordance with the Equality Act 2010, we will implement and apply for reasonable adjustments for KS4 SEND students doing public exams, so they are not placed at a substantial disadvantage compared to non-SEND students. Students in KS3 who may require access arrangements in future will be monitored and 'reasonable adjustments' for *some internal exams (e.g. extra time, large font, read aloud)* will be awarded on a needs basis, subject by subject in order to make exams more accessible to students with impairments or learning difficulties.
- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENDCo will liaise with parents, students and the exams officer as to appropriate arrangements
- The SENDCo will ensure that Form 8 is complete and liaising with the exams officer, the student will be entered using the JCQ online application system
- If parents wish to commission a private specialist teacher or EP report, the SENDCo cannot use it to award access arrangements and process an online application, in line with JCQ guidance. Exceptions may be made if the school already has an established relationship with the assessor and the assessor has made contact with the SENDCo before the assessment in line with JCQ regulations. It should be noted that having a private report is no guarantee of access arrangements being awarded.
- Teachers will supply the SENDCo with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up
- Students requiring the use of a word processor in public examinations must demonstrate that this is their normal way of working within the centre and use of a word processor must be appropriate to the candidate's needs. Please refer to Oxford High School's Word Processing Policy for details.
- Please also see the School's Access Arrangements Policy

Provision for students with EHC Plans/Statements

Provision for students with EHC Plans/Statements will be made with due regard to the SEN Code of Practice 2015. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that students with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Independent schools are entitled to make a reasonable charge for the cost of providing support for students with SEND, **but cannot require parents to pay for reasonable adjustments for students with disabilities**, within the meaning of the Equality Act 2010. The school may charge for certain forms of additional provision for students with SEND.

Record keeping

The SENDCo maintains registers of students identified as having SEND, ALN and EAL+. Students raised as a possible concern are logged on a separate list. These lists are regularly updated and available to staff through briefing and the circulation of information. Records are kept on all students on the SEND/ALN registers, and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents
- Student Pen Portraits/All About Me Profiles (distributed to relevant staff, where appropriate)

Relevant information is made available to staff via CPOMS, SIMS and securely linked documents.

Confidential records are stored securely in accordance with data protection regulations.

Provision for disabilities

The school has an accessibility plan to improve over time its accessibility to existing and prospective students with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual students and their parents to determine appropriate support.

Evaluating the success of provision

The effectiveness of the school's provision is evaluated in individual cases via student tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of the SEND/ALN students, on an individual and cohort level.
- Review of SEND/ALN Intervention Reports (Prep School)
- Periodic consultation with student and parent focus groups
- The outcomes of external inspection

SEND Pastoral Care and Safeguarding

Students with SEND are statistically more vulnerable to peer-on-peer and other forms of abuse. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Being more prone to group isolation than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of students with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENCO liaises regularly with the DSL, Heads of Year and other staff with pastoral responsibilities.

Working with students and parents

Students

At Oxford High School, our ethos, organisation and culture supports student participation, and encourages students to take responsibility for their own learning. We promote student voice through the Student Council, adopt student-centred pedagogies such as assessment for learning, and encourage the use of student feedback in staff performance management.

We recognise that children with SEND/ALN have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions. When members of the Learning Support Department meet with parents, students are encouraged to attend.

Parents

The relationship between the school and parents has a crucial bearing on the progress of students, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, SENDCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website at www.oxfordhigh.gdst.net and parents are welcome to comment on SEND/ALN provision at any time
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally
- The school seeks to engage parents of students with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the student's needs and make suitable provision
- Parents of students identified as having SEND will be informed immediately

- Decisions regarding provision, monitoring and review will be made in consultation with parents –parents of students with SEND/ALN are welcome to discuss provision and progress through informal contact with the SENDCo and Learning Support Teacher.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be accessed on the school website www.oxfordhigh.gdst.net.

Links beyond the School

Oxford High School is committed to work in partnership with external services to ensure the best outcomes for students with SEND. For students with an EHC Plan/Statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required. The school also works with a range of local therapists, specialists and voluntary organisations.

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Oxford High School also has established links with other schools and institutions for the purpose of sharing good practice; this includes the GDST SEND network and local schools.