Special Educational Needs and Disabilities (SEND) Policy 2026-27

Applies to whole school, including EYFS.

Approved by:	SENDCo/ Deputy Head Academic
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1 Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to ensure that our school fully implements national legislation and guidance regarding pupils with SEND.

Aims: The school will support and make provision for pupils with special educational needs and disabilities by creating a culture which accepts, values, and celebrates each individual.

The school will ensure that all pupils with SEND:

- Have access to all aspects of school life (including curriculum and extra curriculum activities) alongside pupils who do not have SEND.
- Are nurtured, and supported, to enable them to fulfil their aspirations, to be the best they can be, and to make a successful transition into adulthood.

All provision in place for pupils with SEND will be arranged in consultation with the students, as well as with parents/carers. It will be reviewed annually, or more often, when appropriate.

Objectives:

These aims will be achieved through ensuring the following objectives:

- Staff will promote equality, demonstrate mutual respect and an appreciation of diversity and difference through the curriculum; the PSHCE programme; other school activities; and their relationships with students, parents, colleagues, and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference.
- Students' needs will be identified as early as possible. Assessment of their needs will follow and appropriate provision will then be put in place to meet these needs e.g.adapting teaching and learning strategies, one to one support, group support, or access arrangements, when relevant)
- The needs of the student will be continuously monitored to ensure provision remains appropriate.
- All students with SEND will be able to access the curriculum through adaptive teaching and learning, extra support, or additional resources (where appropriate).
- Pastoral care will be available to ensure students develop in all areas and build a strong sense of self-esteem.
- Staff will be given appropriate and regular training.
- Students will be actively involved in the creation of their individual 'Pupil Profile' which will be shared with staff.
- The school will work in partnership with parents/carers so that they can take an active role in their child's education.
- The school will work with outside agencies, when appropriate, to meet the needs of individual students.

2. Vision and 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 special educational needs.

- We are committed to making sure all our pupils are empowered and inspired and have the chance to thrive and ignite a sense of curiosity and spark.
- We are committed to supporting students to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

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

- The Education Act 2011
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- The Children and Families Act 2014, SEND Regulations and The SEND Code of Practice 2014 (updated 2020)
- GDST Inclusion Policy

- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and Oxford High School's Admissions Policy
- GDST Exclusion Policy
- Oxford High School's Safeguarding and Child Protection Policy
- Oxford High School's Behaviour, Rewards and Sanctions Policy
- Oxford High School's Anti-Bullying Policy
- Oxford High School's Mental Health Policy
- Oxford High School's Exams Policy
- Oxford High School's Access Arrangements Policy
- Oxford High School's Word Processor Policy
- Oxford High School's Students with English as an Additional Language (EAL) Policy
- Current JCQ procedures and guidelines

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2014 (updated 2020). Where required, the school will have due regard to the Code.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

5. 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:

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.

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.

The 4 areas of need

Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time

- **Communication and Interaction** - Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or may not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall within this category.
- **Cognition and Learning** - Pupils with cognition and learning difficulties may have difficulties which include: reading, spelling, working at the pace of their peers.
  A wide range of needs are grouped in this area, including: Specific learning difficulties, which include dyslexia, dyscalculia and Developmental Coordination Disorder ('dyspraxia'); Moderate learning difficulties; Severe learning difficulties; Profound and multiple learning difficulties.

- **Social and Emotional Mental Health** - Pupils may have: mental health difficulties such as anxiety, depression or an eating disorder; Attention Deficit Hyperactive Disorder (ADHD); or attachment disorder.
- **Sensory and/or Physical Impairment**s – Pupils may have: A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment; a physical impairment.

6. Roles and responsibilities

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 Head ensures that the SENCO has enough time to carry out their duties and has an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO, the Head identifies any staff who have specific training needs regarding SEND, and incorporate training into the school's plan for continuous professional development

Senior Leadership Team: The Senior School and Preparatory School members of SLT with responsibility for SEND will oversee the work of the SENDCos.

SENDCo - Senior and Prep School:

- Identify needs through whole year group screening, following up teacher concerns about particular students with questionnaires, assessments and communication with parents.
- Track and monitor student progress and ensure information is easily accessible to staff on OHS Inform and the Staff Drive at the Prep.
- Ensure the effectiveness of specialist and non-specialist provision.
- Co-ordinate the professional development of specialist and non-specialist staff.
- Keep up to date with relevant legislation, research, and established best practice.
- Ensure a smooth transition when students join the school or move from the Preparatory to Senior School.
- Review any EHCP plans.
- Revise policies and procedures.
- Arrange for Access Arrangements – making the application to the relevant awarding body, ensuring appropriate assessment and paperwork are in a student's digital file and available to JCQ Inspectors.
- Work with the Examinations Officer to oversee appropriate access arrangements are in place for internal (as well as external) exams.
- Co-ordinate the provision of 1:1 and group sessions by academic support teachers.
- Advise teachers about best practice in the support of students with SEND and deliver regular INSET.
- Complete and review SEND Pupil Profiles.
- Ensure that SEND records are up to date and accurate.
- Liaise with outside agencies, specialist assessors, educational psychologists, and health and social care professionals, when appropriate.
- Liaise with parents.
- Liaise with schools, universities that our students go on to attend.

Senior School Academic Support Teachers:

- Update the SEND records of the students that they support.
- Keep up to date with relevant legislation, training, research, and established best practice and sharing this with subject teachers.
- Support the SENDCo, IT Dept, the Exams Officer, SLT,
- Liaise with outside agencies, specialist assessors, educational psychologists, and health and social care professionals, when appropriate.
- Liaise with and report to parents.

Heads of Department and Subject Leaders will oversee and monitor SEND provision within their subjects. They will:

- Ensure schemes of work include adjustments for SEND and are free from discrimination or bias.
- Ensure opportunities are open equally to students with and without SEND.
- Keep up to date with new approaches/resources which may be particularly appropriate for students with SEND in their subject area.
- Ensure discussion about SEND, and individual pupils with SEND, are discussed at department meetings.

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

- Being aware of the procedures for identifying, assessing and making provision for students with SEND.
- Knowing which students in the school have SEND and knowing the individual need.
- Understanding neurodiversity and potential difficulties for pupils
- Assessing and monitoring the progress of students with SEND and keeping the SENDCo aware of any changes noted.
- Developing constructive relationships with parents.
- Liaising with the SENDCo about support and progress.
- Ensure appropriate Access Arrangements are in place for tests/exams.
- Being familiar with the Pupil Profiles and respond accordingly adapting teaching and resources to take account of neurodiversity and the different abilities and needs.
- Provide evidence to the SENDCo when required in order to monitor and provide evidence of need – especially for Access Arrangements.

Parents or carers - Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They may be asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs; given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil - The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our approach to SEND support

Routes to identification

The school recognises the importance of early identification of any learning needs, or disabilities, and the risk of possible consequences such as loss of self-esteem and frustration in learning if difficulties are not identified and provision made. Early identification is a whole school responsibility.

Identifying Needs

The school uses a number of approaches to identify the 4 areas of SEND:

- Identification at admission: through communication with parents and any previous school. (See Admissions Policy.)
- Identification through parental concern or by pupils self referring.
- Identification through data tracking and screening.
- Identification through staff concerns: either via subject teachers/Heads of Department, or via Form Tutors/Heads of Year.

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.

Where a student is identified as needing SEND support, parents will be notified.

Provision

Oxford High School works on the principle that high quality teaching is an expectation for all students, including those with SEND 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 high quality teaching to all pupils.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with students with SEND. The SENDCo and Academic Support Teachers are available to provide advice and support. Information/guidance about types of special needs and practical advice on teaching strategies can be found on 'OHS Inform'; in 'Pupil Profiles'; in the shared drive and in the Senior School staffroom SEND library; as well as in the SEND Handbook; and in a Tips for Teachers booklet.

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 in the decision to assess the student. The outcomes of an assessment will dictate the nature of further support. The SENDCo will determine a personalised programme for the individual student, which may involve:

- Creation of Student Pupil Profile/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 or 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.

No charges are made by the school for any reasonable adjustments.

Public Examinations and Access Arrangements

- Please see the School's Access Arrangements Policy
- 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.

Provision for students with EHC Plans/Statements

Provision for students with EHC Plans will be made with due regard to the SEN Code of Practice 2014 (updated 2020). The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan, 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.

Record keeping

The SENDCo maintains registers of students identified as having SEND, or Staff Awareness (SA) (identified difficulties, but not diagnosed). Students on the SA register are monitored. 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 registers, and updated regularly.

Relevant information is made available to staff via CPOMS, SIMS and securely linked documents. Confidential records are stored digitally and securely in accordance with data protection regulations.

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

8. Expertise and training of staff

Training will be provided regularly to teaching and support staff. The head and the SENCO will identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

When appropriate, the school will work with external support services such as:

- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Oxford Attendance Tam
- LCSS

10. Admission and accessibility arrangements

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.

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

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. Every effort is made to accommodate a student's needs where possible, including ensuring appropriate arrangements (including access 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 EHCP

The school can be named by the Local Authority (LA) in an EHC Plan 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 EHCP.

11. Complaints about SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Deputy Head (Academic). The school will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Information about how to make a formal complaint can be found on the website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

12. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating how effective our SEND provision is with regards to:

- Staff awareness of pupils with SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Requesting and responding to students feedback to see ensure they feel safe, valued and included in the school community
- Requesting and responding to parental/guardian feedback to see ensure they believe their child feels safe, valued and included in the school community

This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

13. Links with other policies and documents

See our other policies on the website, including our Accessibility Plan; Behaviour Policy; Safeguarding/child protection Policy; Complaints Policy.