



THE ORATORY

The Oratory School (OS)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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1. Introduction

The Special Educational Needs Policy is written in the light of the Catholic Values of the school. The policy reflects the all-round education we provide, based on our Founder's principles of developing mind, body and soul, and challenges each pupil to excel and to develop his or her talents to the full in a nurturing and caring environment.

2. Ethos

2.1 All pupils are entitled to an appropriate education, one that is suitable to their needs, promotes high standards and the fulfilment of potential. We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment. This should enable them to:

- Achieve their best and to be the best that they can be
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood, for a life of learning and fulfilment, and into the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.

2.2 To ensure that all pupils have equal opportunity to access all aspects of the curriculum, all feel valued and secure and all realise their full potential.

2.3 To work in partnership with parents for the best outcome of the pupil.

3. Special Education Needs

A pupil has Special Education Needs (SEN) if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory age or a young person 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 of a kind usually provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Education provision is educational provision that is additional to or different from that made generally for children or young person of the same age.

(SEND code of Practice 2015)

A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home, (section 20 (4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria for admission.

4. Disability

Children have a disability if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

(The Equality Act 2010)

This definition has some overlap with the definition of 'special education needs' but not all pupils are disabled by their SEN and vice versa.

5. Aims of SEND Provision

- 5.1 The School's aims are at the centre of our provision for special educational needs and pupils with SEND are supported practically and emotionally in order to make the best progress they can. Regard has been shown for the Special Education Needs and Disability Code of Practice: 0-25 years (2015), the Equality Act 2010 and the Children and Families Act 2014.
- 5.2 It is the responsibility of the whole school community to work towards providing opportunities for each individual pupil to make progress at his or her own level.
- 5.3 In line with the Special Educational Needs Code of Practice, each subject teacher is responsible for the SEND pupils within their teaching groups. It is essential that they identify and meet the needs of every pupil.
- 5.4 The objectives in this policy will continually be assessed and reviewed to ensure there is consistent SEND practice throughout the school.
- 5.5 To promote the best possible outcomes in terms of academic progress and emotional well-being.
- 5.6 To track pupil progress across the school in order to identify pupils with SEND as early as possible.
- 5.7 To remove barriers to learning to enable pupils to fully access the curriculum on offer.
- 5.8 To make reasonable adjustments for those with a disability to support access to the curriculum, environment and printed information.
- 5.9 To monitor the progress, review the intervention and track and monitor progress.
- 5.10 To collaborate with all external providers and provide the appropriate support.
- 5.11 To educate the pupils at The Oratory School adhering to the staged approach in the Code of Practice.

6. Development of Policy

- 6.1 This policy was written by the SENDCO, in consultation with the school's Leadership Team. Throughout this process the policy has been gradually refined and improved to ensure a whole school approach.

- 6.2 Some of the objectives form part of The Oratory School development plans and may be reviewed and changed annually.
- 6.3 Other documentation which may be useful to demonstrate the school's approach to SEND and inclusion are
- Anti-Bullying Policy
 - Good Behaviour and Sanctions Policy
 - Safeguarding (child protection) Policy
 - Curriculum Policy
 - English as an Additional Language Policy
 - Equal Opportunities Pupil Policy

7. Responsibilities

- 7.1 All staff members have a responsibility to ensure all pupils reach their potential, however certain members of staff have specific responsibilities:
- Head of Curriculum Support and SENDCO – Kally Maan.
 - Mainstream Behaviour and Pastoral Needs- Housemasters and Leadership Team.
 - Special Arrangements for Examinations – Kally Maan (SENDCO, Specialist Teacher and Access Arrangement Assessor) Nick Jones (Examinations Officer) Sally Eccleston (Access Arrangement Assessor), Mike Beswetherick (Educational Psychologist and Access Arrangement Assessor) and Jennifer Simpson (Educational Psychologist and Access Arrangement Assessor).
- 7.2 The governing body, in co-operation with the Head Master, determine the school's general policy and approach to provision for pupils with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. They show due regard for the SEND Code of Practice when carrying out its duties and if required discuss the school's SEND provision with ISI inspectors.
- 7.3 The governing body must report to parents annually the school's policy on SEN.
- 7.4 The Head Master has overall responsibility for the quality of education provided and delegates the day-to-day co-ordination of SEND provision to the SENDCO. The Head Master should keep the governing body fully informed and work closely with the school's SENDCO.

8 Key Roles of SENDCO

- 8.1 The SENDCO has the responsibility for day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND.
- Track pupil progress through evaluation of assessment results and help identify pupils needing support.
 - Carry out assessments as appropriate to the age of the pupil.
 - Organise provision for pupils with SEND.
 - Provide specialist teaching through individual, paired or small group lessons and in-class support; evaluate, monitor and record progress.
 - Monitor the progress of pupils supported by Curriculum Support Department.
 - Keep up-to-date pupil records.

- Work in partnership with staff and support them to ensure the needs of SEND pupils are catered for and monitored.
- Provide support and advice to teachers, visiting classes to observe and support learning, as appropriate.
- Provide support and advice to parents.
- Contribute to and ensure an up-to-date list of pupils with SEND.
- Provide staff with relevant information on pupils with SEND.
- Plan appropriate training for staff, in agreement with the Deputy Head Academic, to support pupils with SEND.
- Make referrals to/liaise with external agencies.
- Keep up to date with current requirements and legislation relating to SEND and inform the Senior Leadership Team of key issues.
- Ensure the correct and appropriate storage of SEND information after a pupil leaves the school.
- Work closely with the School's Examination Officer, to ensure that relevant applications are made for any Examination Access Arrangements which may be needed.

8.2 Housemasters and Senior Staff

- Senior Colleagues shall be responsible for behavioural and pastoral support overseeing the implementation of a Pastoral Support Programme liaising with Housemasters on behavioural and pastoral issues, liaising with parents and co-ordinating the support services meetings with external agencies, e.g. social services and the police.
- Housemasters are responsible for the pastoral support and the academic development of pupils within their House.

8.3 Head of Departments

- HODs are responsible for monitoring and the implementation of the SEND provision, within their department (overall planning and resourcing). In liaison with the Head of Curriculum Support, class teachers are responsible for planning for the SEND pupils within their classes. Teaching staff should be planning their lessons looking at the needs of each pupil as referred to in SIMS and the SEND register.

8.4 Teachers

- In the SEND Code of Practice, 2015, it is stated that:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’.

Teachers' duties regarding pupils with SEND include:

- Providing quality first teaching differentiated for individual pupils. Ensuring learning is personalised and that there are high expectations for pupils.
- Being aware of the school procedures for the identification and assessment of pupils with SEND.
- Carefully choosing resources to support pupils with SEND.
- Discussing with Curriculum Support Department pupils of concern and keeping relevant observations and assessments.
- Keeping appropriate records on individual /group interventions.
- Monitoring and tracking progress.

- When appropriate, raising concerns with parents/ Curriculum Support Department and working in partnership to support pupils.
- When appropriate, providing evidence for access arrangements.
- When appropriate, providing access arrangement during assessments and tests.

9. Involvement of Parents

- 9.1 Teachers, the Head of Curriculum Support, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.
- 9.2 The Oratory School accepts and value the contribution of parents by encouraging their participation. Every effort is made to identify how parents prefer to work with the school, with the recognition that some families will require both practical help and emotional support if they are to play a role in the education of their children.
- 9.3 The Oratory will support parents in attending support groups and voluntary organisations.
- 9.4 Parents have the opportunity to provide feedback through parents' evenings and communication with the Head of Curriculum Support.

10. Categories of SEND

- 10.1 There are four broad areas of need (with examples shown for each area):

1. Communication and Interaction Needs
 - Speech, Language and communication needs
 - Autistic Spectrum Disorder
2. Cognition and Learning Difficulties
 - Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia.
 - When children learn at a slower pace than their peers, even with appropriate differentiation.
3. Social, Emotional and/or Mental Needs
 - Attention Deficit Hyperactivity
 - Eating Disorders
 - Social Disorders
 - Depression
 - Anxiety Disorders
 - Mental Health Issues
4. Sensory and/or Physical Needs
 - Visual impairment
 - Hearing impairment
 - Physical disability
 - Multi-Sensory Impairment
 - Physical Disability

- 10.2 The Oratory School supports pupils with needs in all of the above categories, therefore provision planning, and review is essential. Teaching staff have bespoke INSET in order to support pupils with specific learning difficulties. This in turn enables better planning and allows the pupils to achieve their potential.

11. Admissions of pupils with SEND

- 11.1 The Oratory School will ensure that pupils with SEND are admitted on an equal basis with others in accordance to the Admissions Policy.
- 11.2 In accordance to section 324 of the Education Act 1996, The Oratory School will accept being named on a pupils' Education and Health Care Plan by a Local Authorities unless they feel they are admitting a pupil who would not be compatible with the provision and resources available within the realms of the Curriculum Support Department.
- 11.3 In the event of The Oratory School deeming a pupil application to school as unsuitable, meaning that we are 'unable to meet the learning and development needs of the prospective pupil', the school will provide an explanation for this decision.
- 11.4 Further information, regarding the disclosure of information on any special education needs a pupil may have, forms part of the admissions process and is detailed in the Parent Contract Terms and Conditions. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information about assessment or previous learning support. This information allows the school to make reasonable adjustments to the curriculum and learning environment in preparation for pupils starting at the School.

12. Allocation of resources

- 12.1 The Code of Practice recommends that 'it is good practice for the costs of the Head of Curriculum Support to be set against the core or base budget of the school.' (6.38 Pg. 42) The Oratory School does this by providing a budget for materials and resources and also employs two part time teachers to support the needs of the pupils.

13. Review, Monitoring and Evaluating Pupil Progress

- 13.1 Pupils are given the opportunity to be active participants in their own education and are encouraged to set their own objectives through the target setting system in school.
- 13.2 Each pupil receives targets through flightpaths and quarterly grades to show progress. This is also shared with parents.
- 13.3 Where Curriculum Support tutoring is required, which incurs an additional cost, a specialist plan will be drawn up, tracked and evaluated. Communication will be made with home and teaching staff in regard to targets. Curriculum Support tutors will communicate regularly with parents.
- 13.4 Progress can be measured in the following ways:
- Improved social or organisational skills
 - Narrowing the gap between working at and target grades
 - Improvement in behaviour
 - Continues to access all areas of the curriculum

- Making progress in line with peers
- Reducing intervention and still continuing to improve

14. Annual Review Procedures

- 14.1 Parents of pupils with an Educational Health Care Plan are expected to attend the Annual Review. It is mandatory for all pupils to attend and where necessary other external professionals are invited to attend.
- 14.2 Annual Review Meetings will be scheduled at the beginning of the academic year.
- 14.3 Round Robins regarding pupils will be sent to staff one month before the review.
- 14.4 All paperwork is to be copied and sent to Parents, Local Authority and other engaged professionals at least 10 days before the Annual Review.
- 14.5 Following the Annual Review, all follow up information is to be sent to the attending parties, in addition to the Local Authority within 7 days of the review or by the end of the school term.

15. Access Arrangements for Exams

- 15.1 Further testing will take place to identify pupils requiring Examination Access Arrangements for public exams. This will be done through referral from teaching staff, parent or through testing. The testing times for each year group are as follows:

- Early entry GCSE pupils at the beginning of 3rd Form.
- All other GCSE pupils at the end of 3rd Form.
- A level pupil at the beginning of Lower 6th.

- 15.2 If a pupil requires further testing by a specialist assessor this will be conducted by the Head of Curriculum Support or one of the two assessors known to the centre. This will be at an additional cost to the parents.

All other assessments cannot be used for access arrangement applications. Decisions regarding access arrangements are delegated to the School as an exams centre and made in accordance with regulations published each year by the Joint Council for Qualifications.

- 15.3 Use of Word Processors in Public Examinations
Please see separate The Oratory School policy on the Use of Word Processors in Public Examinations.

16. External Services

16.1 The Oratory School works in partnership with a variety of support services.

These include:

- Educational psychologists
- Educational Welfare Officers
- Social Services
- Speech and Language Therapists
- Counselling Service
- CAMHS
- ADHD Oxford
- Oxfordshire Autism Society

16.2 The Head of Curriculum Support may advise further assessment of pupils with SEND who are finding it difficult to make satisfactory progress or who may have specific needs that would benefit from a referral to an external professional. Some assessments may take place in school, where a high level of collaboration is required with school staff, but other assessments may take place outside of school. This is agreed with parents on an individual basis.

17. Transition

17.1 The Oratory School supports plans and prepares for the transition between phases of education and preparation for adult life. This is done through meetings and taster days.

17.2 The Oratory School communicates and shares information with the school, college or other setting the child or young person is moving to.

17.3 If the pupil is staying at The Oratory for post-16 provision, planning and preparation includes consideration of how to provide a high-quality study programme.

18. Confidentiality and Record keeping

18.1 All data and information relating to a pupil's special educational need or disability is kept safe and archived until each pupil's 25th birthday (DOB + 25 years). All files relating to pupils with an Education, Health and Care Plan are kept safely and archived until each pupil's 30th birthday (DOB + 30 years).

18.2 Information about pupils' SEND is shared with staff at The Oratory in the form of a Special Educational Needs and Disability Register. This informs what their needs are; the current provision the pupil is receiving and teaching strategies. All this information is confidential and sensitive and is not to be shared with third parties.

18.3 All information shared is agreed initially between the parent and the Head of Curriculum Support.

We are regulated under the General Data Protection Regulation (GDPR) and our Data Protection Officer is Fiona Yates.

19. Complaints and Concerns

- 19.1 Parents who have any concerns about any aspects of the SEND provision should discuss these in the first instance with the SENDCO.
The Deputy Head Academic or Head is also available to discuss any concerns or queries that parents may have.
Should issues not be resolved at the initial stage, then parents should follow the guidelines as laid out on the Complaints Policy, which can be found on the school's website.

20. Policy Monitoring and Review

- 20.1 This policy is monitored by the Governors, Head and the Deputy Head Academic. It will be reviewed and amended if necessary, by the SENDCO and Deputy Head Academic in consultation with other staff.