Boundary Oak School

SEND Policy

2026 - 2027

PERSON RESPONSIBLE FOR THE LATEST REVISION	SENDCO
LAST REVIEW	April 2026
Advisory Board sign off	April 2025
NEXT REVIEW	April 2027

1) OVERVIEW

Boundary Oak School is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support that is needed for them to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following (in so far as they apply to the School):

- The Education (Independent School Standards) Regulations 2014 (as amended)
- ISI Inspection Framework, September 2023 (last updated September 2024)
- ISI Inspection Handbook, September 2023 (last updated September 2024)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015
- Equality Act 2010
- Children and Families Act 2014
- Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
- Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
- The Equality Act and School, DfE non statutory advice (May 2014)

School Beliefs and Values: SEND

The ethos at Boundary Oak School places central importance on the value of every individual pupil.

The Learning Support Department acknowledges the aims and ethos of the school and seeks to uphold these in the support of each child.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

This policy was written in consultation with the School Proprietors, Senior Management and Staff. It is available to all stakeholders via our website and hard copies are available from the school office on request. It reflects the SEND Code of Practice, 0 – 25 Guidance 2015 with April 2020 update, and the Equality Act 2010.

Special Educational Needs Definition (Section 20 Children and Families Act 2014):

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her
2. A child of compulsory school age or a 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 for making the use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children who are identified as having Special Educational Needs according to this definition, may require reasonable adjustments to be made for them.

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Aim

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment that Boundary Oak School provides. We focus on raising the aspirations of and expectations for all pupils, including those with special educational needs. The school aims to provide a focus on outcomes for each child. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Learning Support Department can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised learning programs and intensive care.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015 (non-statutory for independent schools)

3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND Inclusion Policy.
5. To provide support and advice for all staff working with pupils who have special educational needs.

2) ADMISSION TO BOUNDARY OAK SCHOOLORGANISATION & RESPONSIBILITIES

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether it is able to fully meet the needs of the child.

Where a child's SEND is identified, or becomes evident, after the child has started at the school, we will endeavour to continue to support them as long as:

1. We have the appropriate resources and facilities to provide them with the support they require,

   and

2. We believe it is in the best interest of the child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements

Identification and assessment of special educational needs

Special educational provision is matched to the child's identified SEND. Children's SEND needs are generally thought of in the following four broad areas of need and support:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take and not to fit the pupil into a category. Pupils may have needs that overlap different areas and their needs may change over time. At Boundary Oak we aim to identify the needs of the pupil by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Each pupil with a special educational need requires special consideration and care. If appropriate adjustments need to be put in place, we will discuss with parents and their medical advisors, the adjustments that can reasonably be made for the child.

A Graduated Approach to SEND Support – Assess, Plan, Do and Review

Once a potential special educational need is identified, four types of action should be taken to put effective support in place.

1. Assess
2. Plan
3. Do
4. Review

Assess

Assessment can quickly identify where a child is not making adequate progress despite high quality teaching. Assessments can be carried out for many areas of need – spelling, working memory, processing etc. Our current SENDCo has the CCET qualification – a Certificate of Competence in Educational Testing, alongside the CPT3A to assess a pupil's access arrangements needs for external examinations.

Any special educational needs of pupils are initially identified through subject teacher observation and assessment and/or standardised testing. Pupils may also arrive at school with pre identified needs and reports from professionals.

There are a range of sources of information that teachers may draw on to establish a clear picture of a pupil's needs:

- Pupil progress, attainment & behaviour
- The individual's development in comparison with his/her peers
- The views and experience of parents.
- The pupil's own views.

- Advice from external support services.
- The individual's progress and attainment in relation to his/her apparent overall ability.
- Teacher's assessment and experience of the pupil.

Plan

Class 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. Through careful analysis of assessments, they will plan how to meet the needs of any child who they have identified as maybe having SEND.

Do

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Boundary Oak regularly and carefully reviews the quality of teaching for all pupils through lesson observation and performance management.

Review

Teachers continually monitor pupil progress both formally and informally.

Any interventions/strategies that have been put in place to support a SEND pupil need to be reviewed regularly.

Teachers will consider the following:

- Has the pupil made progress and met the expected target/level/grade regularly and without help?
- What is the evidence? Assessments, work scrutiny, observation etc.

If it is found that the intervention is not working, or progress is slower than expected, then the process of – Assess – Plan – Do - Review will start again. If appropriate, a member of the LS Department will assess a pupil to determine whether they would benefit from learning support. Individual or small group withdrawal support, or in class learning support may be provided. Any pupil identified as needing LS will be placed on the LS list.

We recognise that very able pupils may also have learning support needs and that each individual's progress should be viewed in relation to their overall ability. The SEND Code of Practice 2015, states "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."

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND needs of a pupil, the pupil has not made expected progress, consideration will be given to requesting an Education, Health and

Care Plan assessment. This request can be made either by the SENDCo or parents in accordance with the legal assessment procedures in the county in which the pupil resides. An EHC needs assessment will not always lead to an EHC plan (COP 6.63). The purpose of an EHC plan is to make special educational provision to meet the needs of a pupil and to secure improved outcomes for them across education, health and social care. Further details are available from the SENDCo Any pupil in receipt of an EHC plan will be recorded on the SEND list. For pupils with an EHCP, our 'Education & Welfare Provision for Pupils with an Educational Health Care Plan (EHCP)' policy is available on request.

3) DATA AND RECORD KEEPING ARRANGEMENTS

The SENDCo is responsible for overseeing the termly preparation and updating of a learning support list at the start of term, by the Learning Support Teachers. A short profile of an individual child will be shared with appropriate staff termly. IEP's/Learning Journeys and individual LS assessment data record sheets are updated by LS teachers and shared with the relevant teachers.

Child profiles will list the pupil's strengths and weaknesses and recommend teaching strategies to support the pupil in a class setting. These will be updated (at least) yearly and will include contributions from relevant teaching staff. Child profiles will also be updated when appropriate to incorporate recommendations from external reports.

From Year R until Year 6, IEPs are written on a 'My Learning Journey' form. The pupil's LS teacher will keep the supplementary evidence that supports this document. From Year 7 onwards, pupils have an individual target sheet. Children and parents will be involved in the decision making and planning of Learning Journeys and targets which will be written in child friendly language. Children with SEND often have a unique knowledge and understanding of their own needs. Whenever appropriate and from an early age, our pupils are encouraged to think about how they learn best and to express their own views about the sort of help they receive, the strategies that they find most useful and the target set for their learning. Pupils are encouraged to monitor their own progress towards the agreed outcomes. IEPs will detail the provision the pupils will receive, the impact it is expected to have and by when.

In addition to the monitoring of IEP targets, pupils will be assessed by the LS department using a range of specialist LS assessments and results will be recorded on an individual assessment data sheet.

Details and date of assessments by external agencies will also be recorded on individual SEND profiles.

LS information is available for all teaching staff on OneDrive. A copy of current IEPs, child profiles, provision maps for years 4-11, the access arrangements list (including exam concessions) and information sheets for teachers regarding particular areas of difficulty can be found in the LS folder on OneDrive. Child profiles are also available on Class Charts.

All SEND data will also be stored on OneDrive.

4) REASONABLE ADJUSTMENTS

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and

2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- Pieces of equipment;
- Extra staff assistance;
- Note-taking;
- Readers;

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil the Special Educational Needs Coordinator, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents should assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with the Special Educational Needs Coordinator. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

5) EXTERNAL AGENCIES

Where additional intervention is required, we advise that pupils with identified or suspected learning difficulties are assessed by a specialist so that we can identify the areas that require support.

Recommendations from outside agency reports are used to inform learning support programmes and are fed back to subject teachers through IEPs, Learning Journeys and Child Profiles. We work closely with the child and their parents to help the child overcome the barriers that their difficulties present. If we feel there is a need for a more formal assessment by an Educational Psychologist or other external specialist, then parents will be consulted. Assessments by external assessors are arranged by and paid for by parents.

The Learning Support Department works closely with class or subject teachers to ensure that the needs of individual pupils are known and understood. Every effort will be made by teachers to support pupils through differentiation of work, extra help and explanation to maximise progress.

Where additional extra one to one support is required, parents are consulted about the best provision that can be made for their child.

6) SUPPORTING PUPILS & FAMILIES

At Boundary Oak School, the views of parents/carers of pupils with Learning Support needs will be sought and valued at all stages of assessment and provision.

The SENDCo is responsible for coordinating any Access Arrangements assessments that are required to ensure that all SEND pupils are able to access school and public examinations on an equal playing field with their peers. This is carried out in consultation with teachers and external agencies. Access arrangements are applied for with each examination body prior to the start of the examination series (external exams) in liaison with the Exams Officer.

Admissions arrangements can be found on the school website – a hard copy is available on request from the school office.

The school's policy on managing medical conditions of pupils also supports this document.

7) DISABILITY & PHYSICAL ACCESSIBILITY

We recognise our responsibility to make reasonable adjustments not to put any disabled pupil, or potential pupil, at a substantial disadvantage compared to any pupil who is not disadvantaged, because of their disability. When assessing whether we can meet the needs of a pupil or prospective pupil, we may undertake professional advice or carry out further assessments as needed. Throughout this process, we will be sensitive to any requests for confidentiality. Our main school operates in a Grade 2 listed building and planning regulations restrict any changes to the building. This issue also applies to our boarding facilities, housed in the main building. For pupils with a physical disability, contact should initially be made through our normal admissions process and the SENCo and headteacher will arrange a meeting with the prospective family to discuss individual needs.

Staff should ensure that PPE provided for pupils in areas such as ADT fits correctly to ensure it provides the required protection. Information, instruction, and training should also be provided to pupils on the use of PPE.

8) ROLES & RESPONSIBILITIES

SEND Advisor and SEND oversight

The Special Educational Needs and Disability (SEND) Code of Practice, in force since 1 September 2014, says in paragraph 6.3: -

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND.

The Boundary Oak School SEND advisor is Mr James Polansky. In his role of advisor, he will support and advise Sophie Savage who, as Headmistress will implement the following:

- Help to raise awareness of SEND issues at meetings with the SENDCO and proprietor
- Give up-to-date information to the head and proprietor on the quality and effectiveness of SEND and disability provision within the school.

- Help to review the school's policy on provision for pupils with SEND.

Child Protection/Safeguarding

Mrs. Caroline Phillips is the Designated Teacher with specific Safeguarding responsibility and is assisted by a safeguarding team.

Mrs Jenna Miles is the school nurse and is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and Managing Information

All documents referring to pupils with SEND are stored in accordance with the school's data protection policy. All information is transferred among staff in a confidential manner.

Reviewing the Policy

The SEND policy will be reviewed annually by the SENDCO or Management Team, Proprietor and staff.

Bullying

The school's Anti-Bullying policy ensures and mitigates the risk of bullying of vulnerable learners at Boundary Oak School.

9) EARLY YEARS FOUNDATION STAGE

The EYFS setting has regard to the SEND Code of Practice.

Inclusion Statement:

In welcoming all children who meet the criteria for our school, we will be aware of tailoring the provision we offer to the individual child's needs and abilities and will, as part of our normal practice, continually assess the child and monitor their development in all seven areas of learning:

- Personal, social and emotional
- Communication and language
- Physical development
- Literacy

- Maths
- Understanding the world
- Expressive arts and design

It is our view that all children have differing needs, and it is our aim to strive to meet these individually, in a kind, effective and inclusive way.

However, a place would only be confirmed within our Early Years department, once a discussion with the prospective parents, Head of Early Years, Head of SEND and the Headmistress has taken place. This would determine whether a place at Boundary Oak School was in the best interest of the child and whether we are fully able to meet the needs of the child wishing to enrol.

Should a child require 1:1 support, this arrangement would require careful discussions in order that a decision be made, deciding whether the placement is possible at the time. This may require additional interventions, which would need consideration.

Observations and record keeping

Our interactive, online journal system (Tapestry), records the children's ongoing observations. This operates in conjunction with parents, enables us to monitor children's progress in school and at home, and celebrates each child's individual learning journey. It also enables us to flag Reflections, which helps us to collate any potential SEND signs, as well as collectively monitor the children's well-being.

Should a child present with early signs of SEND, their learning is carefully scaffolded according to their needs, abilities, and interests.

Our curriculum is devised around each upcoming cohort and is constantly being evaluated, reflected upon and adapted to meet the varying needs of the children in our care.

Working with Parents

Our Early Years teachers and assistants, work closely with parents to consider their views so that we are able to build on children's previous experiences, knowledge, understanding and skills and provide opportunities to develop in all areas of learning and development.

Practitioners strive to conduct themselves in a sensitive and confidential manner as outlined in our Confidentiality Policy.

Information on SEND students is collated and is taken into consideration when assessing a child before acceptance into Boundary Oak School. Children who then require close monitoring during their Early Years will have an IEP (Individual Education Plan) which will be reviewed regularly with the parents.

The Head of EYFS and Head of SEND will ensure that arrangements are in place for the early identification, assessment, provision, and monitoring of individual needs.

10) APPENDIX

The Role of the SENDCo - Cait Horn – SENDCO and LS teacher

- Create and maintain a Learning Support List for all pupils. Liaise with the Head of EYFS and monitor their list.
- Observe children with Learning Support needs and maintain records of their development.
- Discuss progress and educational needs with parents.
- Work on a 1 to 1 basis with children and set up I.E.Ps (Individual Education Plans) if appropriate.
- Refer a child to an outside agency/external specialist if deemed appropriate (e.g. Speech & Language Therapist) or contact the Area SENDCO for advice. This will be done in consultation with the parents.
- Administer and monitor additional funding from Hampshire County Council.
- Contribute to the development of the school's Learning Support policy.

In addition, the SENDCo will:

- Provide information and be a point of contact for all teaching staff regarding learning support.
- Help to organise learning support INSET opportunities for staff.
- Provide a Learning Support file for all teaching staff on OneDrive into which should be placed a copy of the current LS List (PreSchool – Year 11), copies of current I.E.Ps, I.B.Ps and Child Profiles for all pupils, the Access Arrangements (exam concessions) list and information sheets for teachers regarding particular areas of difficulty, including dyslexia, dyspraxia and dyscalculia. Teachers will be reminded to check this data on a termly basis and will be told if individual profiles are updated.
- Endeavour to keep abreast of the latest ideas and research relevant to learning support matters.
- Initiate the formal assessment procedures for an Education Health Care Plan (or support parents to do this) for children deemed still not to be making appropriate progress at an expected level. These procedures will be carried out in conjunction with parents and other specialist services following the legal assessment procedures in the county in which the pupil resides

The Role of the Learning Support Teacher (Year 1-11)

- Create and maintain a Learning Support List for Year 1 – Year 11, detailing level of provision/ any I.E.Ps / I.B.Ps, Child Profiles/ external reports

- Update list of access arrangements (Exam Concessions list)
- Assess a child's Learning Support needs when requested by the form teacher and agreed by SENDCo and Headteacher. Determine the level of intervention to be recommended, according to the individual's level of need and in consultation with SMT. If appropriate, pupils may be offered 1-1 support sessions, small group sessions or in-class support.
- When appropriate, devise termly I.E.Ps/ Learning Journeys in consultation with the form teacher, relevant subject teachers (depending upon the targets set), parents and if appropriate, the pupil. Encourage pupils to share their views about their own learning and monitor their own progress towards targets set.
- Provide copies of the I.E.P/Learning Journey for parents, form teacher and relevant subject teachers.
- Review I.E.Ps and Learning Journeys termly. Encourage pupil and parental feedback and contributions.
- Create a Child Profile for all teachers of the child. The Child Profile will list the child's strengths and weaknesses and recommend teaching strategies to support the child in the class setting.
- Monitor pupils' progress and maintain individual LS assessment tracking
- Adopt a flexible approach to the timing and structure of pupil support, taking into account where possible the wishes of the child and any requests from the form teacher, subject teachers and parents.
- Recommend assessment by an external specialist if appropriate and incorporate recommendations from specialist reports into I.E.P.s/Child Profiles
- Record details of dates of assessments by external agencies on individual SEND profiles.
- Manage and maintain Learning Support resources.
- When appropriate, discuss individual children's needs at weekly staff meetings.
- If appropriate, provide a copy of a pupil's Child Profile for all teaching staff e.g. to disseminate behavioural strategies to all staff who may come into contact with the pupil.

Liaise with the following:

- The SENDCo, before pupils enter Year 1.
- The form teacher / relevant subject teachers to discuss appropriate support in the classroom and ensure continuity of learning.
- The Headteacher, keeping her informed of the progress of pupils on the Learning Support List in Years 1-11

The Role of SEND Teaching Assistant

The SEND Assistant's aim is to give the right amount of support at the right time. They aim to give pupils a high level of independence and to avoid pupils becoming overly dependent on them. They will do this through a self – scaffolding technique. Pupils are encouraged to use this before they ask an adult for help.

This technique includes:

1. Read/re-read the question
2. Ask a neighbour to read the question
3. Use resources in the classroom (e.g. dictionary)
4. Ask a neighbour for help - but not the answer
5. If I do need to ask an adult for help, I'll be clear about which bit I'm stuck with.

Once this technique has been exhausted the Teaching assistant will prompt/question the pupil in the following ways:

1. How can you find out about..?
2. What do you know already that could help you?
3. What happened when you got stuck before?
4. What did you learn yesterday that might help you?
5. What did I model for you yesterday that might help...?
6. Who else can help you? (Peer support)
7. What could you teach me about...?

The next step would to use modelling to aid the pupil; by using a close example so that the pupil can work out the answer for themselves.

Lastly, the SEND TA will correct and show the pupil how to reach the right answer.

These steps will ensure that pupils do not become totally reliant on a TA and that they will learn independence and be able to show their own initiative which will prepare them for lifelong learning.