HEADINGTON RYE
OXFORD

Senior School
SEND Policy

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Reviewed by:	Assistant Head - Academic
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School Aims

- to provide a stimulating, enriching and forward-thinking environment for all pupils, where achievement, enterprise, creativity and leadership are nurtured and developed
- to encourage, challenge and value each individual, promoting honesty, openness, tolerance and understanding
- to cultivate self-confidence, independence and responsibility, with pupils being encouraged to think of others, thereby equipping them to play an active and positive part in an ever-changing world
- to actively support our local community, providing access to educational resources, expertise and facilities providing benefit to members of the public

Preface and Philosophy

The Warnock Report (1978) introduced the term 'special educational needs' (SEN). Since this Report there has been a preponderance of progressive legislation affecting learners with SpLD. The recommendations of the Warnock Report became enshrined in the 1981 Education Act, which brought in statements to protect those with the greatest level of need. Further legislative changes in the form of the Education Act of 1993 came into force as a result of issues being tested in courts. This Act gave the directive to publish a Code of Practice (1994). The following year, the Disability and Discrimination Act (1995) was published.

After the publication of The Special Educational Needs and Disability Act (SENDA, 2001), the DDA (1995) was amended to include education.

A revised Code of Practice followed, in particular the SEN Code of Practice (2001, DfES), which supported schools and local education authorities in interpreting their duties under the SEN framework (especially Chapter 4). The Education Act 2011 amended the Education Act 1996 and incorporated the framework of the DDA (1995) and SENDA (2001).

On 1 September 2014, the Children and Families Act 2014 and its associated regulations and the SEN Code of Practice came into force. The regulations associated with the Children and Families Act 2014 are: The Special Educational Needs and Disability Regulations 2014; the Special Educational Needs (Personal Budgets) Regulations 2014 and The Order setting out transitional arrangements. Headington Rye Oxford School, as an independent school, is not one of the bodies that must adhere to the Code of Practice, but we do seek to follow its guidance.

The Code of Practice (2015) relates to children and young people with special educational needs (SEN), and disabled children and young people. 'A 'young person' in this context is a person over compulsory school age and under 25. (i. p12 CoP)

The Equality Act (2010) was intended to 'harmonise' and - in some cases - extend existing discrimination law covering the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Terms Used:

Special educational needs and disability (SEND) - 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (xiii. P15 CoP)

Note: 'The term SEND is used in this Code across the 0-25 age range but includes LDD' (learning difficulties and disabilities) (xvii. P16 CoP).

Learning difficulty – '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 from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (xiv. P15 CoP)

Special educational provision – 'A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them' (Clause 20 Children and Families Bill). 1.8 Draft CoP, 2013, p9

Disability - Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '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.' (xviii. p5 CoP) Note: whether a person is disabled for the purpose of the Act is generally determined by reference to the 'effect' that impairment has on that person's ability to carry out normal day-to-day activities (exceptions to having to prove 'impairment' are cancer, HIV and MS). (Note: an impairment can include : sight, hearing, dyslexia, depression, asthma, diabetes, epilepsy; Substantial – anything more than minor or trivial; Long term – at least 12 months; Normal day-to-day activity – for example shopping, reading, writing...)

The Equality Act 2010 sets out the legal obligations that school and others have towards disabled children and young people. 'They must not directly or indirectly discriminate against, harass or victimise disabled children and young people'; 'they must make reasonable adjustments ...'. (see below); ... they must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' 'The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.' See p5 and 6 of the CoP. [See also 5.10 p69-70 CoP on the Equality Act 2010]

Reasonable adjustments. The reasonable adjustment duty is to take such steps as it is reasonable to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. It is a statutory duty to make reasonable adjustments, but the duty is triggered only where there is need to avoid a 'substantial disadvantage' – 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage'. 'This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' xix. P16 CoP)

Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate, preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The arrangement(s) must reflect the support given in the centre ('normal way of working').

Education, Health and Care Plan (EHCP)– the EHCP has replaced the Statement of Education. Parents should contact their local authority if they believe an EHCP is appropriate for their child. Local Authorities produce a Local Offer, parents are offered Personal Budgets and are to be offered Mediation before going to Tribunal. As is the Statement, the EHCP is a legal document itemising the needs and the provision to be made. Headington Rye Oxford School will follow the advice in the Plan.

Principles underpinning the SEND Policy

The school upholds the principles underpinning the Code of Practice(p20 CoP). These follow those set out in Section 19 of the Children and Families Act 2014. The school has regard to:

- 'the views, wishes and feelings of the child or young person, and their parents
- the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.' (1.1 p19 CoP 2015)

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for as soon as possible, and that their needs are continually monitored and reviewed to ensure the most appropriate form of educational provision by the most efficient use of all available resources
- to make clear the expectations of all partners in the process – staff, parents, SENCO, pupils
- to ensure that parents are able to play their part in supporting their child's education and that they are involved in all aspects of SEND
- to ensure that the pupils have a voice in this process and are fully involved in the setting of targets and in the review process
- to ensure that each pupil receives an equal opportunity
- to enable all children to have full access to the school curriculum.
- to educate pupils with SEND alongside their peers within the normal curriculum but to ensure that the curriculum is appropriately differentiated so that they can reach their full potential, experience success and enhance their self-esteem.

Roles of the teaching staff in the implementation of the SEND policy

All staff are involved in the development of the School's SEND policy and, by so doing, (supported by INSET) are fully aware of the School's procedures for identification, assessment, monitoring and reviewing provision for SEND. The SEND policy applies to all members of the school. All teachers, work within this policy.

Persons responsible for the implementation of the SEND policy statement

- the Governing Body is responsible for maintaining a general oversight of the School's SEN provision
- the Head Teacher and the SENCO are the 'responsible persons' for ensuring that all those who teach SEND pupils have been informed of their needs
- the Governing Body and Head Teacher cooperate in producing the School's SEND policy statement.

The School's Staffing Policy with regard to SEND

The School employs the Head of Learning Development, who also acts as SENCO, as a full-time member of staff. It is part of the remit of the SENCO to carry out access arrangement assessments, as well as leading the department.

The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHCPs.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on a graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies; liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps SEND records up to date

The Learning Development Department consists of the SENCO/Head of Learning Development and specialist Learning Development teachers.

The level of support offered by Learning Development staff to students is dependent on the level of need.

Learning Development teachers, under the guidance of the SENCO, offer 1:1 support to pupils with the greatest need. These lessons occur once per fortnight as standard, or more often for those with more severe needs. These lessons almost always occur in pupils' study periods or at lunchtimes/after school. On rare occasions, it may be deemed beneficial for students to attend 1:1 lessons in curriculum lessons. This is decided via consultation with parents, subject teachers, the Head of Section/Year and the Deputy Head (Academic).

Some students may be offered lessons in pairs or small groups, where the nature and level of their needs are similar.

Some students may be offered Study Skills intervention by the Learning Development Team. Once intervention has been delivered, a member of the teaching staff is assigned for an agreed period of time to monitor the pupil's continued progress. Pupils are assigned to these staff by the SENCO and Heads of Section.

No extra charge is made to the parents for this provision.

The details of SEND at Headington Rye Oxford School

Headington Rye Oxford School follows the Code of Practice (2015) in seeking to address the four areas of special educational need:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health difficulties

4. Sensory and/or physical

The majority of pupils at Headington Rye Oxford School with SEND have needs related to cognition and learning, but increasingly, SEMH difficulties, including Attention Deficit and anxiety disorders, are becoming more prevalent.

Differentiation - The school's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support. The curriculum is based on the principles of:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with special educational needs are to make adequate progress.

Super-curricular response - Where a pupil has been identified as having SEND, Headington Rye Oxford School takes action to 'remove barriers to learning and put[s] effective special educational provision in place'. As in the Code, this support takes the form of a four-part cycle 'through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the '**graduated approach.' – Assess, Plan, Do, Review** (6.44, p100 CoP 2015)

Early identification, assessment and provision are important because:

- difficulties that can be encountered can be minimised
- the likelihood of a positive response of the child can be maximised
- a temporary learning difficulty can be overcome, with the result that future learning is unaffected.

The Graduated Approach

1 Assess

As in the Code of Practice (6.14-6.27 p83-84), at Headington Rye Oxford School the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Pupils who are thought to have Special Educational Needs are identified in a number of ways.

- Screening for common needs and difficulties at the beginning of Upper 3 (Year 7), and Upper 4 (Year 9). New Lower Sixth (Year 12) students are screened when they enter the Sixth Form. Pupils recording scores which suggest that difficulties may be present are investigated in greater depth by the SENCO.
- The Assistant Head - Academic organises baseline testing using Midyis, Yellis and Alis at the beginning of Upper 3 (Year 7), Lower 5 (Year 10) and Lower Sixth (Year 12). The resultant data is shared with the SENCO, who investigates any profiles which suggest the potential presence of SEND.
- Needs are often identified by subject teachers who may notice, for example, a discrepancy between verbal ability and written work, untidy presentation, spelling, reading, or processing difficulties.
- Heads of Section meet regularly with the SENCO to discuss individual students.
- A pupil and/or parent may also seek advice from the SENCO if there are any concerns, or if a familial incidence of a learning need has been identified.

If a pupil is identified as potentially SEND, subject teachers may be contacted and asked to give details of how the pupil is performing in their lessons, supplying evidence of their work where appropriate.

It may be that the results from this method do not warrant any further immediate action. These pupils, however, will still be monitored closely through the ways identified below. If, at any stage, further action is deemed necessary, the next step in the identification process is made. Information is available to all teachers so that they can make the appropriate adjustments to their lessons.

For the pupils in need of further investigation, the SENCO will arrange and administer some further tests, according to the nature of the need. Pupils and parents may be invited to contribute to the assessment process e.g. via a questionnaire.

If, in the opinion of the SENCO, an access arrangement ~~— assessment~~ is appropriate, this will be communicated to parents. The purpose of an access arrangement ~~assessment~~ is to:

- ~~- propose arrangements that~~ support students in being able to demonstrate their knowledge/understanding of the subject
- remove any substantial disadvantage that a student may face in the classroom or internal tests and exams.

If parents wish to have an external assessment, they should seek a written agreement from the SENCO prior to the assessment and will be given a list of approved assessors to contact. If parents wish to consult an assessor not on the list, details of the assessor need to be shared with the School and approved. Although professionals from other organisations may give advice, they cannot make the decision for the school. The school will have a working knowledge of an individual student's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the school to make appropriate and

informed decisions based on the JCQ regulations. Due to the requirements of the JCQ for 'evidence of need' ~~and 'history of provision'~~, access arrangement~~l~~ assessments on pupils will usually not be undertaken in the last six months before external examinations, although in exceptional circumstances this may be necessary.

2 Plan

A plan will be made for pupils identified as potentially SEND via the methods above. The nature of this will depend on the results of the assessments. The SENCO, the form tutor, subject teachers, parents and - importantly - the pupil may all contribute to this plan. Examples of plans are:

- No difficulty or need is identified - the pupil does not have an individualised plan, but is monitored by their form tutor, Head of Year and Head of Section.
- Pupils with mild organisational difficulties or requiring support with study skills - The Learning Development Department assesses the specific study skills area that needs to be developed and 1:1 or group intervention is offered for up to a term.
- Pupil is deemed not to require 1:1 support - the pupil is monitored, any suggested classroom adjustments are communicated to the student's teachers and updates on their progress are sought from subject teachers at regular intervals in the future.
- Pupil requires 1:1 support to address specific needs or difficulties - pupil is assigned a specialist Learning Development teacher and receives 1:1 (or, occasionally, pair/small group) lessons at least once per fortnight, with a maximum of two sessions per week (one for Literacy and one for Numeracy), depending on the severity of the need of the student. The nature of the needs and/or difficulties - and recommendations for assisting the student's learning - are shared with subject teachers and other key staff, such as the form tutor. Specific learning targets are established and shared with subject teachers. Progress is monitored against these targets ~~at least termly~~ and reviewed termly.

3 Do

All who teach the pupil are required to implement recommendations in the classroom. Learning Development lessons (when part of the plan) address the student's specific needs and difficulties. A record of the 'history of need' is kept for the potential future completion of Form 8, which is required to apply for Access Arrangements in external examinations. Pupils work towards targets, which are set by the Learning Development teacher, with input - where appropriate - from the pupil, subject teachers, pastoral staff and sometimes parents.

Information on SEND and helpful tips on creating an inclusive learning environment in the classroom is made available on the SEND section of the intranet to all teaching staff.

4 Review (and the monitoring process)

Pupils are discussed in the meetings between the SENCO and the Heads of Section.

The SENCO (or one of the Learning Development teachers) may attend meetings in different departments (especially English and Maths) to discuss strategies for pupils with different needs and difficulties. The frequency of this will be determined according to individual student need.

The pupil's Learning Development teacher will liaise with subject teachers to monitor progress in curriculum lessons and Learning Development lessons.

The Learning Development Department meets regularly to discuss those pupils whom it is supporting. Provision is monitored to ensure that appropriate progress is being made.

Learning Development teachers provide feedback (verbal or, if necessary, written) to the form tutor and Head of Year/Section.

The SEND policy is renewed annually (or sooner, if significant change to regulations warrants it). This is to ensure that the policy reflects: changes to Access Arrangement regulations; changes to the law; national trends; the particular needs of our school.

The meeting of the Disability Committee, and with Bursarial staff, provides the opportunity to review the learning environment, and also provides access to ancillary aids and assistive technology.

Important updates to legislation or national guidelines are communicated to teaching staff, along with training about useful support strategies.

The school regularly reviews its processes for supporting and improving emotional and social development, including extra pastoral support arrangements.

Parental Liaison and Involvement

The Department adopts an open-door policy. Parents are often referred to the SENCO with any concerns or difficulties about SEND.

SEND Records

Records are kept in a departmental folder on Google Drive SEND information on specific pupils identified as having - or possibly having - SEND is stored on ISAMS.

The Learning Development Department complies with the Data Protection Policy of the school.

Procuring support from, and liaising with, outside agencies (including Higher and Further Education Institutions)

The Department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils and so it will refer pupils to, and work with, Educational Psychologists, specialised teachers, health professionals, therapists, advisers, agencies and support services whenever this is deemed necessary.

The school seeks to support children and young people in moving between phases of education. Support is given by form tutors, and by the Academic Director of Sixth Form, to ensure that the needs and disabilities of the pupils are considered when applications are made to universities. The school ensures that the right documentation is in place and that appropriate advice is given.

The school will pass on Access Arrangement documentations together with supporting diagnostic assessment documents (as necessary) to Further Education Institutions, at the request of parents or the Institution.

Arrangements for SEND pupils changing schools or leaving school

The SENCO will make a pupil's Special Educational Needs known to other schools and colleges to which they may transfer. If the pupil is transferring to another school, it may be appropriate to outline the provision that has been made and the targets that have been met.

A copy of the Specialist Assessor’s Report is not passed on without the consent of the parents or guardians.

The Complaints Procedure

The Headington Rye Oxford School complaints Policy is followed in cases where concerns are raised of complaints made.

Health and Safety Policy

The Department's policy for Health and Safety is consistent with - and so reinforces - the Health and Safety policies of the School, which seek to promote safe and healthy working conditions, behaviour and procedures.

Exceptional Learners

Highly able students - 'Exceptional Learners' at Headington Rye Oxford - could be considered to have 'special educational needs' in one or more curriculum areas. Provision for these students is outlined in the Exceptional Learners policy.

Summary and Conclusion

In line with the recommendations of the Code of Practice, Headington Rye Oxford School recognises that all children and young people are entitled to an education that enables them to achieve their best. It recognises that the quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's approach to professional development for all teaching and support staff. (6.4 p93 CoP)