



THE ORATORY

The Oratory School (OS)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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1. Introduction

The Special Educational Needs and Disabilities 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 Student to excel and to develop his or her talents to the full in a nurturing and caring environment. We believe that we must encourage all our Students to develop their personal and academic skills and become independent learners. The School will make reasonable adjustments for Students with special educational needs and disabilities to ensure that all Students are included in School life.

2. Ethos

2.1 All Students 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.

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

2.2.2 To work in partnership with parents for the best outcome for the Student.

3. Definition

The school adopts the definition of Special Educational Needs and Disability (SEND) as set out in the SEN Code of Practice (2014) and the Equality Act 2010.

A Student is considered to have special educational needs

- If they have a significant greater difficulty in learning than most of their peers or
- 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. (Section 6), Equality Act 2010. The Equality Act refers to 'Hidden' impairments such as Autism and ADHD, which may qualify as a disability.

The above definition includes sensory impairments such as those affecting sight or hearing. Long term health conditions may also impact a child's development and learning profile.

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

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, for Students for whom English is an additional language, appropriate support will be provided, if they meet the School's academic criteria for admission.

A student who finds a particular subject difficult does not necessarily have SEND in the legal sense of that expression; there will often be disparities in the speed with which students learn, in their skill at solving problems and in their progress.

4 Aims of SEND Provision

- 4.1 The School's aims are at the centre of our provision for special educational needs and Students with SEND are supported practically and emotionally in order to make the best progress they can. The school complies with the Equality Act 2010 and the Children and Families Act 2014. As an ISI independent school, the School does not have a statutory obligation to comply with the SEND Code of Practice 2015, but endeavours to follow the principles outlined within it.
- 4.2 It is the responsibility of the whole school community to work towards providing opportunities for each individual Student to make progress at his or her own level.
- 4.3 In line with the Special Educational Needs Code of Practice, subject teachers are responsible for the SEND Students within their teaching groups. It is essential that they identify and meet the needs of every Student.
- 4.4 The objectives in this policy will continually be assessed and reviewed to ensure there is consistent SEND practice throughout the School.
- 4.5 To promote the best possible outcomes in terms of academic progress and emotional well-being.
- 4.6 To track Student progress across the school to identify Students with SEND as early as possible.
- 4.7 To remove barriers to learning to enable Students fully to access the curriculum on offer.
- 4.8 To make reasonable adjustments for those with a disability to support access to the curriculum, environment and printed information. Staff are trained to implement a variety of reasonable adjustments, which may include seating plans, prompt, laptop use, 25% extra time in tests, rest breaks, larger fonts materials, differentiated work, colour overlays, assistive technology such as Read and Write.
- 4.9 To monitor the progress, review the intervention and advise on any further support needed.
- 4.10 To collaborate with all external providers and provide the appropriate support.

5 Development of Policy

- 5.1 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.
- 5.2 The Governing Body has identified a governor to have oversight of SEND provision in the School and to ensure that the full Governing Body is kept informed of how the School is meeting its statutory requirements.
- 5.3 Some of the objectives form part of The Oratory School development plans and may be reviewed and changed annually.
- 5.4 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 Student Policy
 - Accessibility Plan

6 Responsibilities

- 6.1 All staff members have a responsibility to ensure all Students reach their potential. It is acknowledged that **all teachers are teachers of children with special educational needs** and as such, supporting Students with SEND is a whole School, responsibility.

It is the responsibility of the CS Department to organise an annual calendar of meetings with departments to address their subject-specific SEN queries, concerns and aspirations. It is the responsibility of HODs to ensure that their department is well prepared for these meetings and makes full use of them.

Certain members of staff however have specific responsibilities:

- Head of Curriculum Support and SENDCO - To ensure that appropriate provision is made for students with SEND across the school.
- Academic and Housemasters- To be familiar with the Individual Needs of their students through an individual Support and Achievements Plans. They are expected to be familiar with the individual needs of their Students and to make their best endeavours to provide reasonable adjustments through differentiated activities, resources and additional subject-specific support.
- The Head of Curriculum Support is supported by two part-time members of staff.

- 6.2 The Governing Body, in co-operation with the Headmaster, determines the School's general policy and approach to provision for Students 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.
- 6.3 The policy should be made available to parents. This is achieved by publishing the policy on the school website and drawing parents' attention to its existence and where to find it.
- 6.4 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.

7 Key Roles of SENDCO

- 7.1 The SENDCO has the responsibility for day-to-day operation of the School's SEND policy and for coordinating provision for Students with SEND.
- Track Student progress through evaluation of assessment results and help identify Students needing support.
 - Carry out assessments as appropriate to the age of the Student. All new Students to the school are screened early in their first term to identify possible learning difficulties and to obtain baseline information of their underlying ability.
 - Organise provision for Students 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 Students supported by Curriculum Support Department.
 - Keep up-to-date Student records.
 - Work in partnership with staff and support them to ensure the needs of SEND Students 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 Students with SEND.
 - Provide staff with relevant information on Students with SEND.
 - Plan appropriate training for staff, in agreement with the Deputy Head Academic, to support Students 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 Student 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.

7.2 Designated Safeguarding Lead

- The DSL shall be responsible for behavioural and pastoral support liaising with Housemasters on behavioural and pastoral issues, liaising with parents and coordinating 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 Students within their House.
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7.3 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 Students within their classes. An outline of Students' SEND, recommendations for classroom adjustments and any access arrangements are recorded in the School's electronic database.

7.4 Teachers

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

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

Teachers' duties regarding Students with SEND include:

- Providing quality first teaching, differentiated for individual Students. Ensuring learning is personalised and that there are high expectations for Students.
- Being aware of the school procedures for the identification and assessment of Students with SEND.
- Carefully choosing resources to support Students with SEND.
- Discussing with Curriculum Support Department Students 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 Students.
- When appropriate, providing evidence for access arrangements.
- When appropriate, providing access arrangement during assessments and tests.

8. Learning Walks

8.1 Learning walks are carried out by the SENDCo, SEND Governor and members of the Leadership Team on a regular basis.

8.2 The purpose of the learning walk is to monitor the effectiveness of reasonable adjustments, access arrangements and teaching strategies on Student progress.

8.3 Feedback and suggested actions are then given to the subject teacher and the Head Of Department.

9. Communication with 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 values 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 School 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.
- 9.5 It may sometimes be necessary to advise parents to seek specialist assessments. Parents are expected to meet the costs of additional assessments.

10. Categories of SEND

- 10.1 The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of need' :
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 We recognise that Students may have two or more learning difficulties or disabilities, known as 'co-occurring' difficulties.

- 10.3 Learning difficulties may also affect Students with high cognitive ability as well as those of lower cognitive ability. When academic pressure becomes more demanding, a learning difficulty may become more apparent for the first time.
- 10.4 The Oratory School supports Students with needs in all of the above categories. Provision planning and review are therefore essential. Teaching staff have bespoke INSET in order to support Students with specific learning difficulties. This in turn enables better planning and allows the Students to achieve their potential.
- 10.5 The School will support Students' learning needs by using adjustments within reasonable limits, as set out by the Equality Act (2010)

11. Admissions of Students with SEND

- 11.1 The Oratory School will ensure that Students with SEND are admitted on an equal basis with others in accordance with the Admissions Policy. However, the School is not a specialist provider for specialist educational needs and so does not offer specialist teaching on a regular basis for special educational needs. It is important, therefore, to assess the ability of the School to meet any special educational needs at the point of entry.
- 11.2 The Oratory School will accept being named on a Students' Education and Health Care Plan by a Local Authority unless they feel they are admitting a Student who would not be compatible with the provision and resources available within the realms of the School.
- 11.3 In the event of The Oratory School deeming a Student's application to School as unsuitable, meaning that we are 'unable to meet the learning and development needs of the prospective Student', the School will provide an explanation for this decision.
- 11.4 Further information regarding the disclosure of information on any special education needs a Student 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, so that any reasonable adjustments can be made to the admission process. This information allows the school to understand the Students's specific needs and to consider implications for teaching practice and any reasonable adjustments which are required to be made.

12. Review, Monitoring and Evaluating Student Progress

- 12.1 Students 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 the School.
- 12.2 Each Student receives target grades, as well as their current grades through the report system. These are also shared with parents through MSP

- 12.3 Where Curriculum Support tutoring is required, which incurs an additional cost, a tracking report will be written for the student . Communication will be made with home and teaching staff regarding targets. Curriculum Support tutors will communicate regularly with parents.
- 12.4 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 continued improvement

13. Annual Review Procedures

- 13.1 Parents of Students with an Educational Health Care Plan are expected to attend the Annual Review. It is mandatory for all Students to attend and where necessary other external professionals are invited to attend.
- 13.2 Annual Review Meetings will be scheduled at the beginning of the academic year.
- 13.3 Round Robins regarding Students will be sent to staff one month before the review.
- 13.4 All paperwork is to be copied and sent to Parents, Local Authority and other engaged professionals at least 10 days before the Annual Review.
- 13.5 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.

14. Exam Access Arrangements and Reasonable Adjustments

- 14.1 Please see the separate Oratory School policy on this.
- 14.3 Use of Word Processors in Public Examinations
Please see the separate Oratory School policy on the Use of Word Processors in Public Examinations.

15. External Services

15.1 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

15.2 The Head of Curriculum Support may advise further assessment of Students 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 make 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.

16. Transition

16.1 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.

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

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

17. Confidentiality and Record keeping

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

17.2 Information about Students' 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 Student is receiving and teaching strategies. All this information is confidential and sensitive and is not to be shared with third parties.

17.3 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.

18. Complaints and Concerns

18.1 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 in the Complaints Policy, which can be found on the School's website.

19. Policy Monitoring and Review

19.1 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.

20. Alternative Arrangements

The school reserves the right, following consultation with the parents, to ask or require the parents to withdraw their child from the school if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

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- The child needs a formal assessment, additional specialist teaching, learning support or medication which the parents do not consent to; and /or
- Information has been withheld from the school, which if it had been provided, would have made a significant difference to the management by the school of the Students learning difficulties.
- The Student has special educational needs that make it unlikely that he/she will benefit from the mainstream education and facilities which we provide.