THE ORATORY

The Oratory School (OS)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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1. Introduction

At our School, everything we do is rooted in our Catholic values and the vision of our Founder, who believed in nurturing the whole child—mind, body, and soul. We are committed to providing a warm, caring, and supportive environment where every child is encouraged to develop their unique talents and abilities to the fullest.

We understand that each pupil is different and that some may need extra support to thrive both academically and personally. We aim to help all our pupils become confident, independent learners who feel included and valued in every part of school life.

If your child has special educational needs or disabilities, please be assured that we will work closely with you to make reasonable adjustments and provide the necessary support. Together, we will ensure your child's needs are met so they can enjoy and succeed in their school journey.

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 an 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 child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  • has a significantly greater difficulty in learning than most others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 that is or has been spoken at home. 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 and values are at the centre of our provision for special educational needs, and Students with SEND are supported practically and emotionally 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. They must 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.

4.4.1 To promote the best possible outcomes in terms of academic progress and emotional well-being.

4.4.2 To track Student progress across the school and to identify Students with SEND as early as possible.

4.4.3 To remove barriers to learning to enable Students to fully access the curriculum on offer.

4.4.4 To make reasonable adjustments for those with a disability, to support access to the curriculum, environment, and printed information.

4.4.5 To monitor the progress, review the intervention, and advise on any further support needed.

4.4.6 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 that may be useful to demonstrate the school's approach to SEND and inclusion are

- Anti-Bullying Policy
- Good Behaviour and Sanctions Policy
- Safeguarding Policy
- Curriculum Policy
- English as an Additional Language Policy
- Equal Opportunities Pupil 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 Curriculum Support Department to organise an annual calendar of meetings with departments to address their subject-specific SEND 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 provisions are 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 Plans. They are expected to provide reasonable adjustments through differentiated activities, resources and additional subject-specific support.

6.2 The Governing Body, in co-operation with the Head Master, determines the School's general policy and approach to provision for Students with SEND, establishes the appropriate staffing and funding arrangements, and maintains a general oversight of the School's work. They show due regard for the SEND Code of Practice when carrying out their 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 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 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 responsibility for the day-to-day operation of the School's SEND policy and for coordinating provision for Students with SEND.

- All new Students to the School are screened early in their first term to identify possible learning difficulties and to obtain baseline information about their underlying ability.
- Organise provision for Students with SEND.
- Provide an up-to-date register of all the pupils who have special education needs.
- Provide specialist teaching through individual, paired or small group lessons and in-class support; evaluate, monitor and record progress.
- Monitor department and whole school tracking data as well as end-of-year results to ensure the effectiveness of provision for pupils with SEND.
- Attend academic management meetings to discuss pupils who are underperforming.
- Work in partnership with staff and support them to ensure the needs of SEND Students are catered for and monitored.
- Observe SEND pupils in lessons, monitoring the application of their Support Plan and providing feedback to class teachers.
- Provide support and advice to parents.
- Plan appropriate training for staff, in agreement with the Director of Studies, 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 Head of Departments

- HODs are responsible for monitoring and implementing of the SEND provision. within their department. In liaison with the Head of Curriculum Support, class teachers are responsible for planning for the SEND Students within their classes.

7.3 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 high-quality adaptive teaching and 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 the Curriculum Support Department, Students of concern and keeping relevant observations and assessments.
- Keeping appropriate records on individual /group interventions.
- Monitoring and tracking progress, using the online ALPS system, which is designed to enhance pupil progress, assessment, and support for at-risk pupils.
- When appropriate, raising concerns with parents/Curriculum Support Department.
- 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 as well as other Governors 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 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 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.

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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.

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 The School supports Students with needs in all the above categories. Provision planning and review are therefore essential. Teaching staff have bespoke INSET to support Students with specific learning difficulties.

11. Admissions of Students with SEND

11.1 The 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 School will accept being named on a Students' Education and Health Care Plan by a Local Authority and, accordingly, give its recommendation as to whether the school can meet the child's needs.

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 for an EHCP

13.1 Parents of Students with an Educational Health Care Plan are expected to attend the Annual Review. Pupils should also attend their annual meeting, as much as possible.

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 School policy on this.

14.2 <u>Use of Word Processors in Public Examinations</u>

Please see the separate School policy on the Use of Word Processors in Public Examinations.

15. Transition

15.1 The 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.

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

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

16. Confidentiality and Record Keeping

16.1 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).

16.2 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.

16.3 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.

17. Complaints and Concerns

17.1 Parents who have any concerns about any aspects of the SEND provision should discuss these in the first instance with the SENDCO.
The 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. 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:

- 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, and/or

- The Student has special educational needs that make it unlikely that he/she will benefit from the mainstream education and facilities which we provide.