



The Oratory School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

1. Context

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

2. Aims

2.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

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

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

3. Objectives

3.1 The School's provision for pupils with Special Educational Needs will have regard to the model contained within the relevant local and national policies and Code of Practice. We refer to:

- SEN Code of Practice 2015
- Education Act 1996, Sections 316 and 316A
- SEN and Disability Act 2001
- Equality Act 2010
- Education (Special Educational Needs) (Information) (England) Regulations 1999
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

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- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions)(No 2) Order 2014

3.2 It is the responsibility of the whole school community to work towards providing opportunities for each individual pupil to make progress at his/her own level.

3.3 Pupils with SEN will be included in mainstream lessons wherever possible.

3.4 In line with the Special Educational Needs Code of Practice, each subject teacher is responsible for the SEN pupils within their teaching groups. It is essential that they identify and meet the needs of every pupil.

3.5 The objectives in this policy will continually be assessed reviewed to ensure there is consistent SEN practice throughout the school.

3.6 To ensure all pupils with SEN make good to outstanding progress.

3.7 To identify and **assess** pupils' needs thoroughly and as early as possible.

3.8 To involve pupils in **planning** and reviewing of the provision.

3.9 To conduct **(do)** intervention specific to the needs of the pupil.

3.10 To **review** the intervention and track and monitor progress.

3.11 To collaborate with all external providers and support.

3.12 To educate the pupils at The Oratory School adhering to the staged approach in the Code of Practice.

4. Development and Consultation

4.1 This policy was written by the SENCO, in consultation with the school's Senior Management Team. The draft policy was shared at meetings involving parents, governors, pupils and staff, to ensure all stakeholders were able to contribute. Throughout this process the policy has been gradually refined and improved to ensure a whole school approach and is currently awaiting final approval from the governors.

4.2 Some of the objectives form part of The Oratory School development plans and may be reviewed and changed annually.

5. Responsibilities

5.1 There are four strands of SEN that can be identified within this school community.

They can be clarified as:

- Mainstream Educational Needs, which include: Cognition and Learning and Communication and Interaction needs.
- Mainstream Behaviour and Pastoral Needs
- Mainstream Physical, Visual and Auditory Needs
- Special Arrangements for Examinations (Access Arrangements)

5.2 All staff members have a responsibility to ensure all pupils reach their potential however certain members of staff have specific responsibilities:

- School Head of Curriculum Support and SENCO - Kathrine Pike
- Mainstream Behaviour and Pastoral Needs - Housemasters and Senior Management Team
- Special Arrangements for Examinations -Kathrine Pike (SENCO), Nick Jones (Exams Officer) Kally Maan (Specialist Teacher), Sally Eccleston (Specialist teacher and Access Arrangement Assessor) and Mike Beswetherick (Educational Psychologist and Access Arrangement Assessor)

5.3 The **governing body**, in co-operation with the Head Master, determine the school's general policy and approach to provision for pupils with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The **governing body** must report to parents annually the school's policy on SEN.

5.4 The **Head Master** shall be "The Responsible Person" as defined in the current SEN Code of Practice. The Head Master should be in charge of the day to day responsibility and management of all aspects of the school's work, including provision for children with SEN. The Head Master should keep the governing body fully informed and also work closely with the school's SEN coordinator.

5.5 The **SENCO or team** working closely with the Head Master and Senior Management and fellow teachers should be closely involved in the strategic development for the SEN policy and provision. The SENCO has the responsibility for day-to-day operation of the school's SEN policy and for coordinating provision for pupils with SEN.

- The Head of Curriculum Support (SENCO) is responsible for co-ordinating tuition via the Curriculum Support tutors for pupils requiring literacy intervention.

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- Curriculum Support teachers are responsible for supporting pupils on the SEN and ensuring their needs are being met within the intervention.
- The Head of Curriculum Support shall be responsible for the day to day operation of Curriculum Support, managing the Curriculum Support teacher, co-ordinating the provision for higher needs pupils and other pupils with SEN, overseeing the records pupils with SEN and liaising with parents and external agencies and contributing to INSET where appropriate.
- Advice on specialist planning/training can be sought from the Curriculum Support Department
- Those pupils not already identified as having SEN will be identified through whole school assessment, on entry in 1st, 2nd and 3rd Form. All new pupils will be assessed also using Lucid Exact Screening.

5.6 Housemasters and Senior Staff

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

5.7 Head of Departments

- HODs are responsible for monitoring the SEN provision within the department (overall planning and resourcing). In liaison with the Head of Curriculum Support, Class teachers are responsible for planning for the SEN pupils within their classes. Teaching staff should be planning their lessons with the use of context sheets.
- HOD is responsible for the implementation of SEN provision for pupils in their subject areas.

5.8 Heads of Year

- HOYs are responsible for tracking the progress of the pupils with SEN and liaising with the Head of Curriculum Support to inform on intervention strategies.

5.9 Teaching and non-teaching staff

- All **teaching and representatives from non-teaching staff** should be involved in the development of the school's SEN policy and be fully aware of the school's procedures in identifying, assessing and making provision for pupils with SEN.

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- Any teacher who has a concern about any pupil should raise that pupil with the SEN department in writing. Teachers should raise their concerns with their Head of Department and they are then making a referral referencing what intervention has taken place using Quality First Teaching.
- Be aware of the school procedures for the identification and assessment of pupils with SEN.
- To support the review and evaluation of pupils with Higher Needs IEP's by providing feedback on pupil progress.
- Being involved in the development of the SEN Policy.
- Work with the Head of Curriculum Support to ensure they have all of the relevant information all pupils on SEN Register.
- Actions taken in regard to a concern raised will be disseminated to the teacher who raised the concern and HOD, HOY and Housemaster.
- Advice on behavioural issues can be sought from the Housemasters, the Head of Curriculum Support and the Senior Link Colleague for pastoral care.
- The individual subject teachers are responsible for the planning and differentiating for SEN pupils within their classrooms and monitoring their progress, although advice and guidance from the Curriculum Support Department is available.

6. Involvement of Parents

6.1 Teachers, Head of Curriculum Support, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

6.2 The Oratory School should accept and value the contribution of parents by encouraging their participation. Every effort should be 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.

6.3 The Oratory will support parents in attending support groups and voluntary organisations.

6.4 Parents have the opportunity to provide feedback through IEP and provision mapping meetings.

7. Special SEN Provision

7.1 The Oratory School has a variety of Special Educational Needs and provision planning and review is essential. Teaching staff have bespoke INSET in order to support pupils with specific learning difficulties. This in turn enables better planning and allows the pupils to achieve their potential.

We currently cater for the following Special Educational Needs and Disabilities:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Asperger's Syndrome
- Emotional and Behavioural Difficulties
- Attention Deficit Hyperactive Disorder.
- Hearing Impairment
- Visual Impairment
- Physical Impairment
- Autistic Spectrum Disorder
- Delayed Cognition
- Delayed Motor Skills
- Speech and Language

7.2 Specialist teaching takes place throughout the week for pupils who require it. (At an additional cost)

7.3 Pupils with high needs may have an IEP that may involve literacy, numeracy, social or behavioural intervention. Not all pupils on the SEN register require an IEP.

8. Admissions of pupils with SEND

8.1 The Oratory School will ensure that pupils with SEN are admitted on an equal basis with others in accordance to the Admissions Policy.

8.2 In accordance to section 324 of the Education Act 1996, The Oratory School will accept being named on a pupils' Education and Health Care Plan by a Local Authorities unless they feel they are admitting a pupil who would not be compatible with the provision and resources available within the realms of the Curriculum Support Department.

8.3 In the event of The Oratory School deeming a pupil application to school as unsuitable meaning, 'unable to meet the needs of the pupil's learning and development', the school will give adequate feedback to justify this decision.

9. Allocation of resources

9.1 The Code of Practice recommends that 'it is good practice for the costs of the Head of Curriculum Support to be set against the core or base budget of the school.' (6.38 Pg. 42) The Oratory School does this by providing a budget

for materials and resources and also employs two part time teachers to support the needs of the pupils.

10. Review, Monitoring and Evaluating Pupil Progress

10.1 Pupils are given the opportunity to be active participants in their own education and are encouraged to set their own targets through the target setting system in school.

10.2 Each pupil receives quarterly grades to outline progress.

10.3 Where Curriculum Support tutoring is required, a specialist plan will be drawn up, tracked and evaluated. Communication will be made with home and teaching staff in regards to targets. The Curriculum Support tutors will communicate regularly with parents.

10.4 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.
- Makes at least 3 sub levels of progress a year.
- Makes progress in line with peers.
- Has reduced intervention and still continues to improve.

11. Annual Review Procedures

11.1 Parents of pupils with an Educational Health Care Plan are expected to attend the Annual Review. It is mandatory for all pupils to attend and where necessary other external professionals are invited to attend.

11.2 Annual Review Meetings will be scheduled at the beginning of the academic year.

11.3 Round Robins regarding pupils will be sent to staff one month before the review.

11.4 All paperwork is to be copied and sent to Parents, Local Authority and other engaged professionals at least 10 days before the Annual Review.

11.5 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.

12. Access Arrangements for Exams

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

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

12.2 If a pupil requires further testing by a specialist assessor that will be conducted by one of the two assessors known to the centre. All other assessments cannot be used for access arrangement applications. This will be at an additional cost to the parents.

13. Complaints procedure

13.1 The school's complaints procedure is located in the school website and can be available on request. The SEN Code of Practice outlines further measures that can be taken if necessary. Please contact the Head Master for further details.

14. External Services

14.1 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. Pupil Voice

15.1 Pupils have the opportunity to voice their opinion about the SEN provision through their IEP meeting.

15.2 Pupils in general have an opportunity to express their views on SEN through the House Council meetings and feed back to the Head Master.

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

17. References

Department for Education and Department for Health: **Special Educational Needs and Disability Code of Practice: 0 to 25 years**, 2015

18. Confidentiality

18.1 All data and information relating to a pupils special educational need or disability is kept safe and archived for up to 10 years.

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

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

19. Review

17.1 The policy will be reviewed annually or when there may be changes within the statutory guidelines of SEN.

Last reviewed and modified: September 2017.