OXFORD INTERNATIONAL COLLEGE BRIGHTON

SEND POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	Student Policies and Documents
POLICY IMPLEMENTED BY:	Staff
REVIEWED BY:	Deputy Principal Academic
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AIMS

We believe that all students with special educational needs or disabilities (SEND) should be able to realise their full potential. The College prefers the term Specific Learning Difference to Specific Learning Difficulty. We aim to support all our students to make a successful transition into adulthood, whether into employment, further or higher education or training.

PRINCIPLES

- The College aims to enable all our students to achieve to the best of their potential, both academically and personally. We believe that all our students should be given equal opportunities to develop their talents and abilities to their full potential.
- Achieving these aims is a collective responsibility shared by all staff. Being aware of the special educational needs and/or disabilities that some of our students may have, and addressing these in a positive and effective way, rests on a whole-school approach in which teaching staff take responsibility for meeting the individual needs of all students through high quality teaching that is differentiated and personalised (Quality First Teaching).
- Teaching staff are committed to, and experienced in, providing a classroom environment which enhances the learning opportunities of all students.
- We take the view that young people with special educational needs and/or disabilities often have a uniquely valuable perspective on their own needs. Students are encouraged to contribute to the assessment of their needs and of the techniques and approaches that they would find most helpful.
- We are also keen to involve parents in the process, to share information with them and to take into account their views, suggestions and feedback.

DEFINITIONS

A student has SEND if they have a learning difference or disability which calls for special educational provision to be made for them. They have a learning difference or disability if they have:

- A significantly greater difference in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEN Code of Practice 2015, Section 6).
- Not all students with a diagnosed learning difference or disability will require special educational provision to be made for them. Most of our students' needs are met within our Universal Offer (Tier 1) of being an inclusive and nurturing school.

The College recognises the tiers of provision outlined in the Special Educational Needs and Disability Code of Practice (2015):

Universal Support (Tier 1):
This is the first level of support and involves the provision of high-quality teaching and learning for all students within a mainstream educational setting. Teachers in the College will differentiate their instruction to meet the needs of all learners.

Targeted Support (Tier 2):
If a student's progress is a cause for concern despite receiving universal support, they may move to Tier 2. At this level, the College will put in place additional, targeted interventions to support the student's specific needs in the form of an Individual Education Plan (IEP). These interventions will be planned and monitored, with the students' progress reviewed regularly.

Specialist Support (Tier 3):
If a student's needs are more complex and require specialized expertise, they may be moved to Tier 3. This level of support involves more intensive interventions and may include the involvement of external specialists or professionals.

Education, Health, and Care Plan (EHCP) (Tier 4):
This is the highest level of support and involves a coordinated assessment involving various professionals, and the plan is reviewed annually to ensure the student's needs are being met.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The College recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In the case of a student with a disability, the school will comply with its duties under the Equality Act 2010. Some students may also have SEND and may have a statement / Education, Health and Care Plan (EHCP), which brings together health and social care needs as well as their special educational provision.

The College will support students with medical needs in the light of its own policy and of relevant DfE guidance.

CONTEXT

The College typically supports a small number of students with Specific Learning Differences.

Our students tend to fall into the following categories with regard to SEND:

1. A student who declares a physical disability prior to registration.

2. A student may arrive with a report from a clinical psychologist identifying a specific learning difference such as dyslexia, ADD, ADHD, dyspraxia, dyscalculia, slow processing speeds, impaired motor skills and others.
    i. Some are happy for the content of the report to be shared.
    ii. Others ask for the information to be kept confidential.
3. Others may arrive with no such report.

PROCESSES

1. The College has a Learning Development specialist (SENCo).
2. Any student with any form of SEND which is identified prior to enrolling at the College is referred to our SENCo.
3. The SENCo collates as much information about the student as possible, including, wherever possible, reading any specialist reports, consulting with any specialists involved, meeting with the parents and any other relevant support workers or professionals, and meeting with the student.
4. Following this process, the SENCo and Principal / Deputy Principal Academic will meet to review the College's ability to meet the needs of the student and endeavour to adapt its teaching to meet the needs of that student, where reasonably feasible.
5. If the College decides that it can support the student, the SENCo will write an Individual Education Plan (IEP) for students on Tier 2 and above.
6. The SENCo meets with all the student's teachers to talk through the needs of the student and any IEP and its practical implementation.
7. The SENCo will meet regularly with the student's teachers and member of the SLT to review the student's progress and amend the IEP as required.
8. Applications from any student, tutor or member of staff with a physical disability of any sort are considered on an individual basis and where it is felt that provision can be offered with reasonable adaptations, then the application is considered alongside and on an equal footing with others.

IDENTIFICATION OF ADDITIONAL NEEDS

- The admissions process ensures there are opportunities to obtain information about students' learning and development, including historical or current difficulties and barriers that may impact access to or progress in learning. This may include performance in entrance tests.
- Baseline testing and internal academic tracking allows teachers to highlight students that are not meeting their potential.
- Formative and summative assessment enables us to also monitor student progress and identify instances where a student may not be making progress in line with their peers.
- Strong relationships that exist between students and their teachers enable the SEND team to have regular communication with teaching staff about the progress of the students in their classes.

- Students are regularly monitored through the interactions they have with their teachers and the learning environment to ensure that undeclared SEN are identified and supported.
- Regular meetings exist to highlight and collaborate on next steps for students of concern. Students may be highlighted via both the Pastoral and Academic teams.

Our curriculum planning, professional development and staff training all focus on supporting all students to make progress, and in supporting staff to identify SEN needs.

Our Universal Offer is achieved via:

- small classes;
- inclusive and supportive environment;
- individual knowledge of all students;
- readily available additional background information about students' learning available to teachers;
- specialist subject knowledge of teachers;
- ongoing training for teaching staff;
- outstanding pastoral support through Strategy Tutors and Pastoral staff;
- regular sharing of any concerns between academic and pastoral teams in order to get a secure overall picture;
- robust monitoring of progress;
- targeted subject clinics;
- subject booster groups;
- academic mentoring;
- alternative or reduced academic timetables;
- access to school counsellor;

SEN SUPPORT

If a student is assessed as needing more targeted development than is offered in our Universal Offer (Tier 1) they will be added to our Learning Support Register and their needs will be assessed by the appropriate staff to devise next steps:

- Tier 2 –overseen by the SENCo working alongside the academic and pastoral teams
- Tier 3 – overseen by the SENCo working alongside the academic and pastoral teams
- Next steps depend on the severity, complexity and specific needs of each individual as well as their longer-term aspirations for the future.

  Examples could be:

  - a short-term intervention with the SENCo;
  - a short-term intervention with a specialist subject teacher;
  - a regular pastoral check-in, or allocation of an accessible key worker;
  - input from an external agency, eg, Autism support;
  - a plan to improve access to the Universal Offer, or to target specific parts of the Universal Offer to make them more effective;

- observations in class;
- a fixed term of closer monitoring and planning with relevant teachers;
- helping to support parents in understanding their child's needs despite language and cultural barriers that may exist.

Students on Tier 2 and above will have an Individual Education Plan.

Students move between the Tiers on a 'needs basis', and being placed in a particular Tier does not mean that student will remain at that Tier indefinitely.

EDUCATION , HEALTH AND CARE PLAN (Tier 4)

Where a student has an Education, Health and Care Plan (EHCP) they will be supported at Tier 4. This level of support includes three meetings each academic year between the SENCo, parents and any other required professionals. Special Educational Provision will be mapped out according to the individual needs of the young person and their longer-term aspirations.

Students with an EHCP will remain at Tier 4 throughout their time at our school.

PROVISION IN EXAMINATIONS

The Joint Council for Qualifications (JCQ) define rigorous procedures for awarding access arrangements in examinations. There must be:

- a history of difficulty;
- evidence that the accommodation is the student's normal way of working in school;
- specialist evidence that proves that the impairment is substantial and longstanding (not minor, trivial, or temporary).
- All accommodations are scrutinised and inspected by the JCQ annually.

Examples of some accommodations typical of students at OIC Brighton are:

- word processor;
- supervised rest breaks;
- extra time;
- separate invigilation;
- computer reader;

Each arrangement has its own criteria for eligibility.

The SENCo is responsible for the awarding of access arrangements. Not all students on the SEND Register will be eligible for any and all arrangements on offer. The SENCo will work with the student – with consultation from their subject teachers – to ensure that the appropriate accommodations are awarded to them in each subject.

INTERNAL EXAMINATIONS

Students with SEND in any year group will receive the same consideration in internal examinations as they would in a public examination. This enables the school to trial different arrangements with a student and to show that these arrangements are the student's normal way of working.

SPECIAL ARRANGEMENTS IN PUBLIC EXAMINATIONS

Applications for special arrangements in public examinations are made by the school's Examinations Officer as early as possible in the academic year and well in advance of the deadline set by the examination boards (applications must be complete and submitted by February half term of the year of examination).

Parents are asked to discuss such arrangements with the appropriate members of staff well in advance of the start of the examination session to ensure that there is plenty of time for the necessary process to be administered.

FURTHER INFORMATION

For further information about Special Educational Needs and Disabilities (SEND) at OIC Brighton, please speak with the Principal.