



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

SEND POLICY

POLICY INTENDED FOR:	Parents, Students and Staff
CATEGORY:	Admissions
POLICY IMPLEMENTED BY:	Principal
REVIEWED BY:	Principal
REVIEW DATE:	April 2024
FUTURE REVIEW:	April 2025

The Three Pillars

The three pillars of the OIC curriculum are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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AIMS

At OIC our aim is to enable all of our students, regardless of their age or ability, to achieve to the best of their potential, both academically and personally. Therefore, it is also our intention to give all students equal opportunities to develop their talents and abilities to their full potential.

Collective Responsibility. We recognise that, in order to successfully achieve our aims, it is helpful to involve every member of staff and we encourage a culture of collective responsibility for all the students at OIC. In addition to working together as a school, we believe that in order to get excellent results, it is important to work closely with our students and their families.

Working together at school. As a first step, in order to achieve our aims, our SEN and Pastoral Departments work closely with the academic teams to raise awareness of the special educational needs and/or disabilities that some of our students have, as well as the goal to meet these needs at school through high quality teaching, which at times may be differentiated and personalised to suit individual students. One-to-one lessons with our Specialist Teacher can be offered to the students at no charge for six consecutive weeks. This allows us to offer guidance to students as well as to learn more about any struggles they experience in their school day.

Listening to the SEN/SEMH student. Experience has taught us that our young people with special educational needs and/or disabilities often have a uniquely valuable perspective of their own needs and therefore we aim to work with our students to understand how best to support them. To achieve this, students are encouraged to meet with the SEN Department to discuss their experiences of learning and the difficulties they encounter during that journey. This allows us to consider their self-analysis of how they work, their own interpretation of what gets in the way of their progress and which techniques and approaches they find most appropriate and helpful. As a school, we encourage students to be ambitious and we are proud to see consistent success and progress in our students who have special educational needs and/or disabilities.

Involving parents where possible. We are always keen to work with parents although at OIC there may sometimes be language barriers that make this difficult to achieve. Where it is possible, we find that sharing information, listening and considering each other views, suggestions and feedback can be enormously valuable.

Feedback from parents. Feedback has shown us that the SEN work at OIC is considered by parents and young people to be extremely helpful. Our students have developed self-advocacy, self-belief, enjoyment of academic work and achieved the qualifications necessary to enable them to progress to the next stage of their lives.

It is the school's current policy not to charge additional fees for interventions and support sessions.

*The college prefers the term *Specific Learning Difference* to *Specific Learning Difficulty*.

CONTEXT

The College currently supports a small number of students with Specific Learning Differences. Some students have a statement of Special Educational Needs. No student currently has an Educational

Healthcare Plan (EHCP). Some have additional medical or mental health needs or present as neurodiverse rather than neurotypical.

OIC students tend to fall into the following categories with regards to SEND:

1. A student who declares a physical disability prior to registration.
2. A student who arrives with a report from a clinical or educational psychologist identifying a specific learning difference or social, emotional, mental health difference such as dyslexia, ASD, 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. Most students arrive with no report. Where students arrive without a report and school staff (teachers, pastoral, counselling or other staff) pick-up on a learning difference or social, emotional, mental health difference, steps are taken to offer support. The first stage would be an assessment by our SEN department which may then lead to further investigation through an assessment with a clinical or educational psychologist.

TYPES OF SEND PROVIDED FOR AT OIC

Types of SEND that are provided for at Oxford International College currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** – for example, autistic spectrum condition, Asperger’s Syndrome, speech and language difficulties.
- **Cognition and learning** – for example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties** – for example, attention deficit hyperactivity disorder (ADHD), anxiety, eating disorders.
- **Sensory and/or physical needs** – for example, visual impairments, hearing impairments, epilepsy.
- A range of physical impairments.

PROVISION OFFERED

1. Staff in SEN Department:

- The Deputy Principal for Pastoral Care and Special Educational Needs set-up the SEN Department in September 2022 and works with the SENDCo, the newly appointed Neurodevelopmental Practitioner and the Specialist Teacher.
- Where necessary, Educational Psychologists and/or Clinical Psychologists are consulted. Occasionally we also work with CAMHS or Independent Psychiatrists.
- Over the years, the following developments have occurred:
 - In September 2022 the College appointed two independent SEN Consultants (SENDCON) as well as four college counsellors. During this period the College worked closely with an Educational Psychologist (EP) and a Clinical Psychologist (CP). We also worked with an independent

Specialist Teacher.

- In 2023 the College appointed a College SENDCo and a Specialist Teacher.
- In 2024 the College appointed a College Neurodevelopmental Practitioner.
- In the academic year 2024/2025 the college intends to employ a part-time Assistant SENDCo.

2. Supporting students with medical conditions:

The school 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 / EHC plan, which brings together health and social care needs as well as their special educational provision. The school will support students with medical needs in the light of its own policy and of relevant DfE guidance.

3. Process for identifying and supporting SEN and SEMH needs:

- a. **First stage of identifying and/or looking at student needs:** Prior to joining the school, in the early stages of understanding/identifying a need, the Admissions Department will collate as much information about the student as possible, including, wherever possible, reading any Medical, Clinical Psychologist (CP) or Educational Psychologists (EP) reports and reading old school reports, scrutinising entrance exams including the LUCID Tests and the CAT4 tests. This information is then passed onto the SEN Department.
- b. **Deciding on whether the college can meet these needs:** Following this process, the Admissions Team and the SENDCo and/or the Deputy Principal for Pastoral Care will hold a meeting to review the College's ability to meet the needs of the student.
- c. **Second stage of identifying and/or looking at student needs:** Once a student has joined the school (assuming that SEND has been identified prior to enrolling at the College) they are invited to a meeting to discuss their needs. The meeting is usually held by the Head of Pastoral Care and/or the SENDCo. Going forward, depending on the needs of the student, it may be held by the Neurodevelopmental Practitioner.
- d. **Further assessments:** Thereafter, where necessary, a further meeting is set-up with one of the Specialist Assessors.
- e. **Further understanding:** Where appropriate and necessary, the SEN Department will consult with parents as well as with any Medics or Educational Psychologists involved, and any other relevant support workers and/or professionals.
- f. **Sharing information:** The college uses the CPOMS Safeguarding software to share specific information relating to students' SEND or SEMH needs. Where deemed appropriate, teachers are "tagged" so as to inform them of a diagnosis. Where a teacher picks up on a learning need, they will flag the SEN and Pastoral Departments in order to begin the process of investigation for that student.
- g. **Adapting Teaching:** Where practical and reasonably feasible, teaching is adapted to meet the needs of each student. For instance, a wheelchair-user's needs would be assessed, and tuition and toilet access offered on the ground floor. Reasonable adaptations to the building have been made to accommodate wheelchair access, including access to other floors.
- h. **Other possible steps:** Where necessary other steps might include:
- i. Investigate further by scheduling further assessments, e.g. Lucid assessments or EP or CP

assessments.

- j. Draft an individual education plan (IEP) and meet with all the students' teachers to talk through the IEP and its practical implementation.
- k. Support the students with one-to-one specialist learning support lessons as appropriate.
- l. Arrange "supervision" with a professional for guidance.
- m. Establish the normal way of working.
- n. Liaise with the Exam team to establish whether Access Arrangements are necessary.
- o. **Tracking progress:** The SENDCo will meet regularly with the student's Academic Strategy Tutor and a member of the SLT to review the student's progress and amend the IEP as required.
- p. **Case-by-case basis:** Applications from any student 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.

4. Where there is an EP Report: If a student has an Educational Psychologist's report:

- a. Where the content of the report may be shared, a copy is retained by the Examinations Officer alongside the original which is filed in the Student's SEN Folder.
- b. Where appropriate, an application for special arrangements in examinations is made by the Exams Officer, where appropriate, relying on the report or after seeking an update where appropriate.
- c. The Director of Studies and the SENDCo alert teachers to the existence of a Specific Learning Difference, summarising the recommendations of the EP or CP or, more often, referring them directly to the recommendations contained in the report. The Director of Studies alerts the tutor to the Educational Psychologist's Report and highlights the recommendations to the tutor. The tutor takes these recommendations into consideration when tutoring, adapting his or her teaching methods where appropriate. The usual progression takes place with feedback requested regularly for academic review meetings.
- d. Where a student or parent has requested that the information be kept confidential, the Deputy Principal for Pastoral Care, a member of the SEN Team or the Director of Studies will seek first to encourage the sharing of the recommendations, explaining the benefits for the student of a tutor knowing these. Where the request for confidentiality persists, the report is filed in the Registry records.
- e. Where a student report is not shared with staff and a student's progress seems to be impeded, this is generally highlighted by the Academic Strategy Tutor or simply by a tutor's or tutors' feedback, as with any student. The student's specific case is discussed at an academic review meeting. It is often possible, as a result of such a review, to suggest alternative approaches to teaching styles without any breach of the request for confidentiality but merely as a suggestion to the tutor. More frequently, the tutor and student together have negotiated a teaching style acceptable to both parties, as with any individual tuition.

5. Where there is no prior diagnosis of a Specific Learning Difference:

- a. Some in this category have no Specific Learning Difference and tutors work successfully with the student, adapting his or her teaching style to best meet the individual's needs.
- b. As a result of an academic review meeting, the potential existence of a Specific Learning

Difference may be identified, usually by a teacher. If a student approaches the Exam team of SENDCo with a concern about their own progress or a suspicion of their own diagnosis, the SENDCo will always refer back to parents and subject tutors to gain a background of the need for additional/special arrangements to be implemented.

- c. The student and/or parent is then offered a consultation with the College SENDCON or an EP or CP is suggested.
- d. Where the student and/or parent declines the offer, then the procedure outlined in section i above is followed.
- e. In some cases, there is a strong sense that a student or parent has chosen to avoid a diagnosis. In such a case, the college is usually happy to work with such a student in a sensitive manner, avoiding the confrontation that reference to a suspected problem would be likely to bring about. It is in such cases that some of the college's most skilled and beneficial work can be carried out, supporting the student discreetly on an individual basis whilst including him or her within the college community in a way the parent or student seeks.
- f. If it transpires that a student cannot cope without special provision, the College may insist on the student recruiting the SEN department to implement an IEP and sharing the relevant information with college tutors as a condition of remaining at the College.

SUPPORT IN EXAMS & ACCESS ARRANGEMENTS

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 access arrangement 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 access arrangements are scrutinised and inspected by the JCQ annually.

Examples of some accommodations typical of students at Oxford International College are described below:

- word processor;
- supervised rest breaks;
- extra time;
- separate invigilation.

Each arrangement has its own criteria for eligibility.

The SENDCo is responsible for the awarding of access arrangements.

A student does not have to be on the SEND Register to be awarded access arrangements and not all students on the SEND Register will be eligible for any and all arrangements on offer.

The SENDCo 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 – SATURDAY TESTS

In-school examinations Students with SEND in any year group will receive the same consideration in in-school 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. Evidence from internal examinations should be added to student SEN Files.

FURTHER INFORMATION

For further information about Special Educational Needs and Disabilities (SEND) at OIC please speak with Marianne Thompson-Hill.

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