



OXFORD
TUTORIAL COLLEGE

Special Educational Needs and Disabilities Policy

Revised: May 2017

Review date: April 2018

SCHOOL ARRANGEMENTS

Definition and aims

Oxford Tutorial College is committed to the principle of equality of opportunity and aims to:

- Educate students with special educational needs and/or disabilities, wherever possible, alongside their peers within the normal mainstream curriculum, having given due consideration to the appropriate wishes of their parents/ guardians/ agents and the necessity to meet individual needs
- Help every student achieve his, or her, potential regardless of special educational needs and/or disabilities
- Ensure that the views of the individual student are considered when determining the nature of provision made
- Ensure that high quality teaching is differentiated and personalised that will meet the individual needs of the majority of students using appropriate resources
- Ensure that students, who need educational provision that is additional and different, are identified by the SENDCo and offered the appropriate advice as early as possible. This is special educational provision under Section 21 of the Children and Families Act 2014
- Fully involve parents / guardians / agents and students in the identification, assessment and delivery of SEND provision and to strive for close cooperation between all
- Ensure that all staff within the College are aware of the importance of identifying and providing for those students who have special educational needs or disabilities
- Ensure tutors are able to recognise where students' progress is not satisfactory compared with other students or a similar age and liaise with the SENDCO in these instances
- Ensure that an inclusive environment is created and fostered where all members of the College community respect and care for one another
- Ensure that the College's statutory duties are met for students with Statements or Education Health and Care Plans (EHCPs)

Definition of a Disability

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is defined in the Special Educational Needs Code of Practice (DfE, January 2015) below:

- A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age

or

- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Oxford Tutorial College aims to:

- Ensure that our curriculum is responsive to all students whatever their individual need
- Promote positive attitudes and individual confidence, ensuring all students experience success
- Identify, assess, record and regularly review students' special educational needs
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development

Responsibilities for Special Educational Needs

Provision for students with special educational needs is a matter for all members of Oxford Tutorial College.

The Principal

The Principal has overall responsibility for special educational needs and disabilities and works closely with the SENDCo. **Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo works closely with all staff, parents and outside agencies ensuring the best possible provision for students with special educational needs and/or disabilities. The SENDCo reports to The Student Services Director.

The SENDCo is responsible for:

- Strategic overview of SEND throughout the College including planning, policy writing, advising and supporting other staff
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of students with SEND
- Attending meetings with outside agencies, where relevant

- Managing the transition process from the previous school to the College and progression beyond to university, employment or training with support and guidance provided in relation to university applications and admissions policies
- Tracking the progress of SEND students using all available data and evidence
- Helping to identify students with special educational needs, assessing and planning for progress
- Managing special arrangements for individual tests, mocks and external examinations, whilst working closely with the Academic Administrator Manager and the examinations team
- Administering standardised testing in-house
- Maintaining the school's special needs register
- Contributing to, and writing, student profiles for students with SEND
- Liaising with other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- Leading staff training, where appropriate
- Providing support for staff to manage work efficiently for students with SEND
- Disseminating information drawn from educational psychologist reports, school reports and other relevant sources to inform teaching and learning, liaising closely with Faculty Leaders and subject tutors and advising on curriculum delivery for those students with SEND
- Promoting an atmosphere of continuing professional development and sharing good practice with colleagues
- Providing regular information to the Senior Management Team on the evaluation of the effectiveness of provision for students with SEND to inform decision making and policy review

Subject Tutors

All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be arranged. Subject tutors at Oxford Tutorial College are involved in making provision for students with SEND through differentiated learning. The identification of SEND is built into the overall approach to monitoring the progress and development of students. Subject tutors are responsible for working with students on a daily basis and closely monitoring their progress

Co-ordination and managing provision

The Student Services Director and SENDCo meet frequently to discuss SEND issues. SEND policy and provision are discussed regularly in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School. The SENDCo oversees the provision through regular contact with parents / guardians / agents / students and subject tutors. The SENDCo meets regularly with students to review progress, give advice, and

monitor progress. Information is recorded on the student's profile. The SENDCo and registry are involved in liaising with previous schools and collecting as much information as possible. This information can then be used to build the student's profile. All records, or reports, on students (or details of assessments, medical, or otherwise) will be stored securely and confidentially. These will be shared with tutors only where this is in the interest of students. Tutors will be required to maintain confidentiality on such issues.

Admissions arrangements

Oxford Tutorial College strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. Oxford Tutorial College welcomes young people, including those with special educational needs. The College aims to make reasonable adjustments where a student, who is disabled within the meaning of the Equality Act 2010, enrolls at the College. Students' specific needs are discussed with parents/guardians/agents when admission to school is requested. If the College feels that a student has needs which would not be best served at the College, the Senior Management Team may decide to recommend that they study elsewhere. For example, the College's main building occupies 5 floors which are accessible by lift, however the corridors and room entrances would require significant building work to occur to accommodate a student with severe mobility problems or who required the use of a wheelchair. Two of the remaining buildings are situated on floors above ground level and are only accessible using a flight of stairs.

SEND training among the staff

Staff training is undertaken in various aspects of SEND according to the needs of the students to ensure that the provision made and support given to students is appropriate and effective. In addition the SENDCo manages a portfolio of documentation on the College's database to help ensure that staff are well supported in all aspects of SEND. This includes student profiles, teaching strategies for students with SEND, training presentation slides, government information on SEND and information regarding access arrangements. This portfolio is updated regularly.

2 IDENTIFICATION, ASSESSMENT AND PROVISION and REVIEW

Identification, assessment and review

The progress of students with SEND is tracked by the SENDCo. The SENDCo meets termly with students with SEND to review progress. Where progress is slow, the first level of intervention is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a student has SEND.

All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information includes any concerns expressed by

parents / guardians / agents as to the provision of education for students with SEND. This information is then discussed with the Student Services Director and other members of the academic management team to see if extra provision is needed. Where more specific assessment is deemed to be necessary, this will be facilitated by the SENDCo, who may then involve other professionals from outside the school. The SENDCo is able to conduct a range of standardised tests relating to processing speed in-house to help build a body of evidence when supporting an application for access arrangements or before recommending a full educational psychologist assessment with a suitably qualified professional. The results can also be used when targeting specific strategies to help students with their learning. Please note there may be a charge for in-house testing.

When a student is identified as needing SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE, January 2015). A register of students with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

- A student's history and/or parental concern
- A student's lack of progress, despite receiving a differentiated curriculum
- Low achievement in relation to their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems
- Below average, poor or very poor standardised scores from screening tests conducted as part of the College induction process

Categories of Special Educational Need

Students' needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas.

Communication and interaction:

- Speech, Language and Communication needs
- Autistic Spectrum Disorder including Asperger's and Autism

Cognition and Learning:

- Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health:

- Behaviour reflecting underlying health difficulties
- Mental health difficulties (e.g. anxiety, depression)
- Attention deficit disorder, attention deficit hyperactive disorder, etc.

Sensory and/or physical:

- Hearing Impairment
- Visual impairment
- Physical disability
- Multi-sensory impairment

Curriculum access and inclusion

Oxford Tutorial College strives for all students with SEND to be able to access the curriculum. This can be achieved through:

1. Small teaching groups – usually no more than 10 learners
2. Individual tuition
3. Differentiated curriculum
4. Quality first teaching
5. Working with outside agencies where relevant, e.g. putting the parent and student in contact with a qualified professional from the educational psychology service for assessment to be completed, on College premises if possible; or discussion and consolation with the Child and Adolescent Mental Health Service
6. Entry into a prize essay or national challenge competition, or EPQ, provision of extension tutoring
7. Support classes in academic English
8. Reasonable adjustments

Please note, whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- The effectiveness of the adjustment
- The cost of the adjustment
- The needs of the student, who is disabled within the meaning of the Equality Act 2010 and the likely impact of the adjustment upon the student and other students

Duty to make a reasonable adjustment

The duty for Oxford Tutorial College to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, it is a requirement that reasonable steps are taken to avoid that disadvantage.

On the advice and direction of the SENDCo the following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

The guidance of the Joint Council for Qualifications booklet, 'Access Arrangements and Reasonable Adjustments', on page 11, states that, 'it is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.'

As the needs and circumstances of each learner are different, centres must consider any request for a reasonable adjustment on a case by case basis. Evidence of need will be required.

EDUCATION, HEALTH & CARE PLANS (EHCP) & LOCAL AUTHORITY CONSULTATION

The college will engage with the Local Authority EHCP consultation process, as set out in the SEND Code of Practice (January 2015), and will provide information to the Local Authority as to the College's ability to meet the educational and pastoral support needs of the young person. A positive confirmation of this will not necessarily mean acceptance to the programme of study applied for, and applicants will still be required to follow the application and interview process set out in the Admissions policy.

The Director of Student Services is the named person in the College and responsible for all EHCP's and Statements.

Where admittance of a student with an EHCP will require additional funding from the Local Authority (to ensure all needs can be met), it may be necessary for the College to issue a conditional offer of a place until such time as the Local Authority has confirmed that funding is approved.

Where a student applies to the College and receives an offer of a place without disclosing their EHCP or learning needs, it may subsequently be necessary for the College to review any offer issued in order to ensure its ability to meet the statutory duty as detailed in the SEND Code of Practice.

Special Arrangements for Examinations

Oxford Tutorial College is bound to the principles, and procedures, of the current edition of the JCQ (Joint Council for Qualifications) publication, 'Access Arrangements and Reasonable Adjustments'. In order for an application for access arrangements to be considered documentation must be transferred to Oxford Tutorial College from the student's former school. The documents required are a complete Joint Council for Qualifications (JCQ) form 8 (sections A, B & C) that is signed by the assessor in ink, a copy of the approval sheet from access arrangements online and a copy of the credentials of the assessor. All of this must be authenticated by the school stamp, or be on headed paper. Once the correct documentation has been transferred the SENDCo will build up a body of evidence in-house to 'paint a picture of need' to support the application. If a student does not have the correct documentation, the evidence is out-of-date or the SENDCo deems the documentation to be unsuitable for the application for access arrangements, then the College may recommend further assessment before an application for access arrangements can be made.

When a student progresses from GCSE to GCE examinations a re-submission of the application for access arrangements must be processed online. Oxford Tutorial College must be able to show that a student embarking on a new academic program, such as GCE examinations, continues to have an impairment which has a substantial and long-term adverse effect on his/her speed of working. This involves building a body of evidence to satisfy JCQ inspectors to paint a picture of need. As part of the body of evidence required, all students, who require access arrangements, will need to be tested in-house to satisfy JCQ requirements. There may be a charge for this service.

Students, who are recommended further assessment before an application for special arrangements for public examinations can be made, (including A Level/GCSE) are advised to be assessed by a appointed specialist assessor affiliated with the centre, Assessments must be completed in the student's first language. The specialist assessor may be employed from outside of the centre.

A specialist assessor is:

- A specialist teacher with a current SpLD Assessment Practising Certificate; or
- An appropriately qualified psychologist.

In addition to these two categories, other educational professionals may conduct access arrangements assessments if they meet the criteria. Further Information on access arrangements, assessments and how to source a specialist assessor are set out in appendix 1 and criteria for a specialist assessor in appendix 2.

Special arrangements are then applied for through Access Arrangements Online or the relevant examination board. The College will ensure that students who qualify for special arrangements will receive the support that they require. The SENDCo will review and evaluate the provision for students with SEND, taking into account:

- Feedback from students
- Feedback from tutors
- Feedback from parents/guardians/agents

The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation with them. Targets are written in agreement with the student and they are involved in their on-going review.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with parents

Oxford Tutorial College believes that good communication between parents/guardians/agents and staff is essential so that all parties can share their knowledge and expertise about the student. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time.

Pupil Voice

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation with them. Student targets that are recorded on the student profile are written in agreement with the student and they are involved in their on-going review along with their parents/guardians/agents where appropriate.

Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the SSD or SENDCo, and with the full agreement of parents. For assessment and advice from most of these services a request / consent must be given in writing.

Monitoring and review

The implementation of this policy will be monitored by the Student Services Director.

This policy will be reviewed annually.

Appendix 1

Examination Access Arrangements

Examination Access Arrangements for GCSE and GCE courses need to be applied for by the respective deadline as designated by the Joint Council for Qualifications (JCQ). There must be supporting evidence on file to support an application. This must include a complete and signed JCQ form 8 and a data protection notice signed by the student. For transferring students a complete and signed copy of the JCQ form 8 from the student's former school must be supplied, along with a copy of the former school's application for Access Arrangements Online and a copy of the assessor's credentials. In addition, supplementary evidence must be gathered in house to support the need for access arrangements. This could include, but is not exclusive too, examples of work, copies of mock examination papers, and results of in-house testing, the views of the student and the views of teaching. Only when all of these are in place can an application be made for access arrangements. Students/parents/guardians/agents are strongly advised to ensure that any documentation that needs to be transferred is done well before the deadline for the application for access arrangements. A failure to do this in time may result in unsubstantial evidence being available to make a successful application for access arrangements. Please be aware all evidence must be in place before the stipulated deadline for each examination series as set out in the latest publication of the JCQ booklet 'Access Arrangements and Reasonable Adjustments'.

If a student is unable to transfer the correct documentation from their former school, the documentation is out of date or the SENDCo deems the documentation to be unsuitable for the application for access arrangements, then a further assessment by a qualified specialist assessor will be advised to justify whether access arrangements can be continued. It is strongly recommended that any assessment is conducted with a specialist assessor affiliated with the College. All assessments must be conducted in the student's first language. The SENDCo is able to recommend an assessor who is able to conduct tests in some European languages. If the student wishes to commission a private educational psychologist report then the SENDCo at Oxford Tutorial College must be contacted prior to the assessment taking place by the specialist assessor. The College reserves the right to reject a privately commissioned report, for example, if JCQ procedure has not been followed.

In all cases protocol must be followed when a student is assessed by a specialist assessor. Before the student's assessment, the SENDCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of the JCQ Form 8. The SENDCo and the specialist assessor must work together to ensure a joined-up and consistent process. An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of the JCQ Form 8. The

assessor must record tests scores on Section C of the JCQ Form 8. Assessors must discuss access arrangements with the SENDCo. The responsibility to request access arrangements specifically lies with the SENDCo. This is recorded in Section B of the Form 8.

The SENDCo is available to help students/parents/guardians/agents find a specialist assessor and offer advice. In order to find the appropriately qualified person it is advised to search the database of the British Society of Psychologists at www.bps.org.uk/bpslegacy/dcp. By applying filters, the student should be able to find the appropriately qualified person in the United Kingdom. If the test is for a student whose first language is not English (L2) then additional filters may be applied to find the appropriate person who can conduct the test in their mother tongue. Please note that NOT all languages are covered in the UK and it may be advised that the test would need to be conducted in the mother country of the student. Other websites can also be used to find a suitably qualified professional. The criteria for a specialist assessor is set out in Appendix 2.

If an application is made where the student has a medical condition, psychological condition or sensory impairment, which has a substantial and long term adverse effect on his/her speed of processing, then documented evidence from a qualified medical practitioner will be required. Please note that advice given for access arrangements in writing by a medical professional must additionally comply with the rules and regulations of the JCQ for it to be justified. It must also be supplemented by additional evidence gathered in-house before an application can be made.

Managing the needs of students with disabilities and learning difficulties

Some students with disabilities and learning difficulties are likely to have a number of specific needs that may require a range of access arrangements. It is advised that these are disclosed at interview, prior to admission, to assess whether the College is able to facilitate the access arrangement(s), since certain access arrangements may require the hiring of additional trained staff, employing outside agencies or the purchase of additional resources.

Examples of these are listed from the latest edition of the JCQ publication, 'Access Arrangements and Reasonable Adjustments' on pages 15 to 16. The lists given are not exhaustive and are for illustration only.

Cognition and Learning Needs *

E.g. General and/or Specific Learning Difficulties

Students with learning difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader

- read aloud or an examination reading pen
- a word processor
- a scribe
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.

Communication and Interaction Needs *

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Students with communication and interaction difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- modified language papers
- a word processor
- a scribe.

Sensory and Physical Needs

E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)

Students with sensory and physical needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen

- a word processor
- a scribe
- a live speaker
- a Sign Language Interpreter
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

Social, Mental and Emotional Needs *

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Students with social, mental and emotional needs may require for example:

- supervised rest breaks
- a prompter
- separate invigilation within the centre
- alternative site arrangement
- extra time
- a word processor
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe.

Please note, a diagnosis of ADD or ADHD may trigger the College to undertake a broad assessment of the student's speed of processing. A student with ADD or ADHD may also have co-occurring persistent and significant specific learning difficulties.

For learning difficulties, or disabilities marked with an *, the JCQ have stated on page 16 of the publication, 'Access Arrangements and Reasonable Adjustments', that the student must have an impairment in their first language which has a substantial and long term adverse effect. A student does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

Appendix 2

Criteria for a Specialist Assessor

The criteria for a specialist assessor is set out in section 7 of the latest publication of the Joint Council for Qualifications booklet, 'Access Arrangements and Reasonable Adjustments', on pages 82 and 83 as detailed below:

A specialist assessor is:

- A specialist teacher with a current SpLD Assessment Practising Certificate; or an appropriately qualified psychologist registered with the Health & Care Professions Council.
- In addition to these two categories, other educational professionals may conduct access arrangements assessments if they meet the following criteria.

They must:

Hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- The appropriate use of nationally standardised tests for the age group being tested;
- The objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- The appropriate selection and objective use of cognitive tests including tests of verbal and non-verbal ability and wider cognitive processing skills; the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional.

In rare and exceptional circumstances the centre may need to refer a candidate to an alternative professional, such as a clinical psychologist or a neuropsychologist, where further investigation is warranted. The initial assessment may have indicated specific/global learning needs, mental health or developmental concerns.

All specialist assessors must:

- Have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- Be familiar with the Equality Act 2010 (although it is not their role to determine what is a “reasonable adjustment”, but rather to help identify access arrangements that might assist the candidate);
- Hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties.’