



**OXFORD
International
College**

A NORD ANGLIA EDUCATION SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND ACCESS ARRANGEMENTS POLICY

POLICY INTENDED FOR:	All
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY:	Vice Principal Academic and SENCO
REVIEWED BY:	Vice Principal Academic
REVIEW DATE:	August 2026
FUTURE REVIEW:	August 2027

**This policy was reviewed mid-year to amend student intervention categories and add the proforma ISP document.*

The Three Pillars

The three pillars of the OIC curriculum are:

- Academic Excellence
- Personal Development
- Career and University Pathways

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OUR SCHOOL CONTEXT

Oxford International College is a selective independent international school for students following iGCSE and A-Level courses.

OUR SEND POLICY

- Sets out our vision for supporting students with special educational needs and/or disabilities.
- Explains and describes the support that students with SEND receive during their time at Oxford International College.
- The document should be read in conjunction with [our Accessibility Plan 2024-2027](#), which is reviewed annually by the Principal, and has the following objectives:
 1. That no student or prospective student, or staff member is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission & education.
 2. That, where practical to make reasonable adjustments, based on the information & advice received; the College will enable a prospective disabled student to take up a place at the College if he/she satisfies the admission criteria.
 3. To make the College more accessible to disabled students & staff, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
 4. To create a positive, “can-do” attitude towards the issues faced by disabled students/staff enabling them to take full advantage of the educational experiences provided.

OUR INTENTION

To ensure that all students, including those with special educational needs, can access the outstanding education provided via our Three Pillars: Academic Excellence, Personal Development and Career and University Pathways.

- We will recruit learners with integrity, ensuring that our courses are appropriate for the students we accept to the College
- We will strive for excellence in each of our 3 pillars of Academic Excellence, Personal Development and Career and University Pathways
- Through the Three Pillars, we will support students with SEND to acquire the knowledge and skills that they need to succeed in their next steps
- We will have high aspirations for all students including students with SEND, supporting them to reach their potential
- We will enable and support students with SEND to understand themselves and advocate for themselves in preparation for their next steps after leaving the College
- We will work to ensure that all students are fully supported to be integrated into school life in a manner that supports their individual needs and their personal aspirations for their future life
- We will approach SEND with cultural sensitivity, aware that our students and their families have a wide variety of backgrounds, understanding and awareness of SEND that may not be consistent with perspectives in the UK

- The College recognises that exposure to online misinformation, disinformation and fake or misleading content is a safeguarding risk. In line with KCSIE, we mitigate this through effective filtering and monitoring, staff training, and teaching pupils how to critically evaluate online information. (KCSIE)
- The College upholds all obligations under the Equality Act 2010. This includes ensuring that disabled students are not discriminated against, that reasonable adjustments are made to remove disadvantage, and that the College has due regard to the Public Sector Equality Duty in eliminating discrimination and advancing equality of opportunity.
- Oxford International College fulfils its duties under the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010 and the Independent School Standards.
- The College cooperates with the local authority regarding identification under Section 23, supports parents in requesting an Education, Health and Care (EHC) needs assessment under Section 36, and contributes to EHC plan reviews for students who hold a plan.
- The College publishes an Accessibility Plan and ensures reasonable adjustments, auxiliary aids and inclusive practice in line with the Public Sector Equality Duty.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty 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. All teachers are responsible and accountable for the progress of students with SEND, in line with the SEND Code of Practice. (*SEN Code of Practice 2015, Section 6*)

SEND AT OXFORD INTERNATIONAL COLLEGE

The Universal Offer

Most needs are met by our Three Pillars of Academic Excellence, Personal Development and Career and University Pathways.

Curriculum leaders ensure that curriculum design, sequencing, assessment and pedagogy reduce barriers to learning for SEND learners. Departments adapt materials, break down complex knowledge, and review subject-specific barriers during SEND Cycles.

All teaching staff receive training in quality first teaching, reasonable adjustments, inclusive pedagogy and Access Arrangements. The SENCO quality-assures provision through lesson observations, work scrutiny, departmental audits and review of Wave categorisations.

Students with SEND may be at increased risk of safeguarding vulnerabilities. Staff are trained to recognise these risks, and safeguarding information is integrated into SEND reviews, pastoral systems and Wave categorisation.

In line with the Equality Act 2010, the College makes reasonable adjustments to ensure disabled students are not placed at a substantial disadvantage. These may include adjustments to teaching approaches, differentiated materials, changes to classroom routines, adaptations to assessments, access to assistive technology, or modified timelines for completion of work. Adjustments are based on individual need and reviewed regularly through the Assess–Plan–Do–Review cycle.

Identification Of Students With Additional Learning Needs

- We encourage students and families to disclose special educational needs and /or disabilities during the admissions process
- Students will also be assessed on entry to Oxford International College to allow us to identify students who may require additional monitoring and / or support
- Students are regularly monitored through the interactions that they have with their teachers, boarding staff and their individual Strategy Tutors
- Formative and summative assessments enable us to monitor student progress and identify where students may not be making expected progress
- Strong pastoral processes ensure that students requiring support for social, emotional and mental health difficulties are identified and supported

Oxford International College currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - for example, autistic spectrum condition, social communication difficulties
- Cognition and learning - for example, dyslexia, slow processing speed, reading difficulties, executive functioning difficulties
- 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, sensory processing difficulties, hypermobility, scoliosis, diabetes, chronic fatigue syndrome

Monitoring of Students With Additional Learning Needs

The school uses a graduated approach to identify, assess, and support students with additional learning needs. This model enables early intervention, ensures appropriate levels of support, and promotes consistent, evidence based decision making. Students are placed within one of four categories—Monitoring, Wave 1, Wave 2, or Wave 3—based on the level of need and response to support.

Monitoring (Emerging Needs)

Students in the Monitoring category do not have a formal diagnosis and do not yet meet the threshold for

targeted interventions. However, teachers have identified early signs of difficulty that may relate to learning, behaviour, social functioning, wellbeing, or attainment, and the College is exploring further direct feedback from teachers on learning needs. Students in Monitoring do not receive planned classroom adjustments.

These students require:

- Periodic monitoring rather than active intervention
- Teacher observation and informal data collection via staff briefings and HODs meetings
- Movement to Wave 1 if needs are more fully identified and defined

This stage ensures that emerging needs are recognised promptly, allowing staff to determine whether issues are resolved with routine support or whether escalation is required.

Wave 1: Universal Support

Wave 1 applies to students with identified mild or low-level needs who make expected progress when provided with Quality First Teaching (QFT). These students do not require targeted intervention beyond the universal strategies available to all learners.

Characteristics include:

- Needs that are fully met within the classroom
- Use of differentiated tasks, seating adjustments, scaffolded instruction, or access arrangements that teachers typically provide
- May include students with a medical diagnosis who are currently coping well with universal strategies

Wave 1 ensures that teaching practices remain inclusive and responsive to diverse learning profiles.

Students at Wave 1 have an Individual Support Plan used to record identified needs and termly review outcomes. The Wave 1 ISP functions as a record of provision and review rather than as a mechanism for targeted intervention, and should reviews lead to an uplift in the Wave to Wave 2, the ISP will then carry that new information. At Wave 1, review outcomes are recorded within the ISP as part of the Assess–Plan–Do–Review cycle. This ensures continuity of evidence while maintaining classroom-based provision.

Wave 2: Targeted Support

Wave 2 support is for students whose needs are significant, persistent, and well-documented, and who are not coping with universal strategies alone.

At this stage, students require an Individual Support Plan (ISP) and receive interventions that go beyond the classroom.

Provision may include:

- Teaching strategies for classroom teachers
- SEMH (social, emotional, mental health) interventions (e.g. counselling)
- Behaviour plans or structured routines tailored to student need (presented as SMART targets)
- Supervised study or academic clinics

This group may include both diagnosed and undiagnosed students who demonstrate a clear need for additional, structured support.

Wave 3: Specialist Support

Wave 3 applies to students whose needs are complex and require specialist, external involvement. These students need a level of provision that exceeds what the school can deliver through Wave 1 and Wave 2 support.

This may involve collaboration with:

- CAMHS
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapy
- Pediatric services or medical specialists

Wave 3 students receive individualised interventions, and their plans are reviewed weekly and/or on an as-needed basis in collaboration with external professionals.

Review and Movement Between Waves

Movement across the waves is fluid, based on ongoing assessment, evidence of progress, and professional judgement.

A student may:

- Move up a wave if difficulties persist or increase
- Move down a wave when progress stabilises
- Return to Monitoring if needs diminish

This graduated approach ensures that each student receives the right level of support at the right time, promoting early intervention and responsive practice.

Working with Students, Parents, and Multi-Agency Collaboration

Students and parents are actively involved at every stage of the Assess–Plan–Do–Review cycle. Their views inform identification of needs, target setting, the selection of provision and evaluation of progress. The SENCO, Strategy Tutor and teachers will meet with parents and the student at appropriate intervals to discuss progress, agree adjustments and review strategies. Students are supported to understand their own learning profile and to contribute meaningfully to decisions about their support.

Where necessary the College works with external professionals including Educational Psychologists, CAMHS, therapists and medical specialists. Recommendations are integrated into ISPs and reviewed through SEND Cycles.

Education, Health and Care (EHC) Needs Assessments

Although the College is an independent sixth-form provider, we work in accordance with the Children and Families Act 2014 and the SEND Code of Practice. Parents and young people have the legal right to request an Education, Health and Care (EHC) needs assessment from their home Local Authority at any time. Where the College identifies that a student may require support beyond the resources ordinarily available in our setting, we will inform parents and provide the evidence required by the Local Authority during an EHC needs assessment.

Where a student joins the College with an existing EHC Plan, we will implement all specified educational provision and cooperate with the Local Authority during the statutory annual review process. The SENCO will contribute progress data, professional observations and updated information on provision as required.

Transparency of Provision and Information for Families

The College is committed to providing clear information for students and families about the support available for SEND. This policy, alongside our Accessibility Plan and the ISP template, forms the College's summary of SEND provision. Parents may contact the SENCO at any time for clarification regarding identification processes, available interventions, Access Arrangements or Wave categorisation. The SENCO can also advise parents on how to seek external assessments or make a request for an EHC needs assessment.

Complaints About SEND Provision

Parents who have concerns about SEND provision are encouraged to contact the SENCO in the first instance. If the issue is not resolved, parents may follow the College's formal Complaints Policy. The College will respond promptly to concerns and will ensure that SEND-related issues are investigated carefully, with clear communication throughout. Parents may also seek advice from their home Local Authority should they wish to explore an EHC needs assessment or external dispute resolution.

SEND CYCLES

OIC follows a graduated approach:

- **Assess:** Identify students requiring additional support
- **Plan:** Plan support for these students
- **Do:** Deliver the support
- **Review:** Evaluate progress

We are committed to working in genuine partnership with parents and carers throughout the graduated approach of *assess, plan, do, review*. Parents and carers are actively involved at each stage to ensure their insights, aspirations and concerns inform decision making. Their contributions help shape appropriate support, monitor progress and review outcomes, fostering a collaborative approach that places the student at the centre of all planning.

Examples of support are:

- Study support sessions with the SENCO
- Subject support clinics from academic departments
- Coaching with a Neurodevelopmental Practitioner

The College follows the statutory Assess–Plan–Do–Review cycle as a continuous process throughout the academic year. Informal reviews of SEND support also occur weekly and bi-weekly through Pastoral Link Meetings, SEND Team Strategy Meetings, Boarding Meetings and Head of Department Meetings ensuring:

- Progress and emerging needs are monitored on an ongoing basis.
- Support plans are adjusted whenever evidence indicates this is necessary.

Movement between Waves is considered during these review points to ensure provision remains proportionate and responsive to need. Individual Support Plans include noted reviews that impact any changes in supports.

SEMH SUPPORT AT OXFORD INTERNATIONAL COLLEGE

Oxford International College recognises that social, emotional and mental health (SEMH) needs can have a significant impact on a student's wellbeing, engagement, academic progress and overall experience of school life. The College's pastoral structures—including Strategy Tutors, Heads of Year, boarding staff, and the Vice Principal Pastoral—form the primary network for monitoring, identifying and supporting SEMH concerns. These staff interact with students daily and are often the first to observe emerging difficulties, drawing on pastoral processes already referred to in the policy as a mechanism for identifying students who may require SEMH support.

The College counsellors provide therapeutic support to students presenting with emotional, behavioural or wellbeing related needs. The SENCO works closely with the counsellors and the wider pastoral team to ensure that SEMH vulnerabilities are appropriately assessed, monitored and addressed. Where SEMH issues relate to, or contribute to, additional learning needs, the SENCO ensures that these are reflected within a student's Wave categorisation, Individual Support Plan (ISP) where applicable, and SEND Cycle review documentation.

Pastoral staff, counsellors and the SENCO collaborate to determine the most appropriate intervention. This may include counselling, targeted SEMH interventions, pastoral mentoring, structured routines, supervised study, or escalation to Wave 2 support where difficulties are significant or persistent. Where SEMH needs are complex or require specialist external input, the SENCO may coordinate referrals to external professionals, as is the case for Wave 3 students requiring specialist support.

This integrated model ensures that SEMH concerns are not treated in isolation but are understood within the wider context of each student's learning profile, wellbeing and personal development. It also ensures that lines of communication between teaching staff, pastoral staff, families, counsellors and the SENCO remain clear, consistent and student centred.

ACCESS ARRANGEMENTS

Access Arrangements in exams are largely controlled by the Joint Council for Qualifications who publish yearly updates. Supervised rest breaks must be trialed before applying 25% extra time. (JCQ AARA 2025-26). Assessors' qualifications meeting level 7 requirements are kept on file for inspection. Eligibility criteria for specific access arrangements can be found on the JCQ website <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

The College is required to have a thorough knowledge of the most recent Access Arrangements and

Reasonable Adjustments (AARA) document and for key members of staff to have completed the yearly update training.

The College applies the policies, procedures and regulations set out in the AARA to our school context in the sections below. It is important to note that access arrangements are awarded following a lengthy process and cannot be awarded 'at the last minute' (with the exception of unforeseen needs such as a broken wrist or sudden decline in health). The College works to establish access arrangements for long-term conditions prior to the JCQ application deadline in March each year.

We recognise that students joining from other education systems will not have relevant paperwork in place. Therefore, we ask that students identify themselves as soon as possible when joining so that they can meet with the SEN Team. The SEN Team will establish what access arrangements are required and devise a plan to secure the necessary documentation to apply to the exam boards.

It is essential that existing assessment reports and information about medical conditions are shared with the College as soon as possible, ideally during the admissions process.

Recommendations in assessment reports are suggestions of strategies that could help the candidate. The expectation is that the student's school will work with them to explore a variety of options to find the student's preferred and usual way of working. The SEN Team, Teachers and Pastoral team will guide each candidate to develop their 'normal way of working' prior to applying to the JCQ. Candidates will be given a copy of their application with a JCQ approval notice; this documentation can be used to provide evidence of Access Arrangements when leaving the College.

APPENDIX A: RESPONSIBILITIES

SENCO Responsibilities

- Lead the identification and assessment of students with additional learning needs using the graduated approach (Assess–Plan–Do–Review).
- Maintain accurate SEND records, including Wave categorisation, ISPs, external reports, and Access Arrangements evidence.
- Coordinate interventions for Wave 2 and Wave 3 students and review provision during SEND Cycles.
- Oversee JCQ AARA compliance, ensuring appropriate qualifications, documentation, normal way of working evidence, and deadlines.
- Liaise with external professionals and incorporate their recommendations into support plans.
- Advise teachers, Strategy Tutors and pastoral staff on effective SEND practice.
- Communicate with families regarding identification, planning, reviews and Access Arrangements.
- Monitor and quality-assure movement between Monitoring, Wave 1, Wave 2 and Wave 3.

Teacher Responsibilities

- Deliver Quality First Teaching (QFT), including differentiation, scaffolding and clear instructional routines.
- Apply universal classroom adjustments for Wave 1 students and follow guidance in ISPs where relevant.
- Monitor students in the Monitoring category and provide observations or feedback to the SEN team.
- Report emerging concerns promptly to enable movement between Waves where needed.
- Provide evidence for SEND Cycle reviews, including progress, engagement and barriers to learning.
- Reinforce students' normal way of working consistently across lessons.
- Work with Strategy Tutors and the Pastoral Team to flag SEMH or wellbeing concerns.
- Maintain high aspirations and appropriately challenging expectations for students with SEND.

Head of Department Responsibilities

- Ensure consistent QFT and universal adjustments across the department.
- Monitor departmental data to identify emerging or escalating needs and share concerns with the SENCO.
- Support teachers with subject-specific differentiation and assessment adaptations aligned to ISPs or Wave categorisations.
- Quality-assure departmental contributions to SEND Cycle reviews.
- Ensure staff understand and follow Access Arrangements expectations.
- Work with the SENCO to ensure curriculum design and assessment practices do not disadvantage SEND learners.
- Support new staff in understanding departmental SEND expectations and escalation procedures.
- Promote high aspiration and equitable challenge for all SEND students within the department.

Strategy Tutor Responsibilities

- Monitor tutees' wellbeing, engagement and day-to-day experiences, identifying early academic or SEMH concerns.
- Communicate emerging issues to teachers, pastoral staff and the SENCO.

- Contribute to decisions about Monitoring, Wave 1, Wave 2 and Wave 3 placements.
- Support students in understanding their learning needs and engaging with recommended interventions.
- Provide pastoral and behavioural evidence for SEND Cycle reviews.
- Reinforce and monitor implementation of ISPs, raising concerns if adjustments are insufficient.
- Communicate with parents regarding progress, wellbeing and SEND-related issues.
- Promote aspiration, organisation and resilience, supporting students—including those with SEND—with their next steps.

APPENDIX B: EXEMPLAR ISP DOCUMENT



INDIVIDUAL SUPPORT PLAN

SURNAME, First name (Preferred name) [Year]

Name: Surname: First name: Preferred name:	DOB: Gender:	Year group: Strategy Tutor:	Academic year ISP operates:
YELLIS/ALIS category:	Maths: Non-verbal: Vocab: Overall:	Medical need (if relevant):	
iSams register flag:			
SUMMARY OF NEED / BARRIER TO LEARNING:			
LONG TERM GOAL(S):			
SMART TARGETS: Specific: Measurable: Achievable: Relevant/realistic: Time-bound:			
EXAM ACCESS ARRANGEMENTS:			
STRATEGIES / PROVISION:			
PARENTAL AWARENESS / INVOLVEMENT:			
OTHER ADULT / BODY INVOLVEMENT:			

DATE OF REVIEW:			
MOST RECENT GRADES:			
CURRENT VALUE ADDED:		ATTENDANCE:	
ASSESS (What's working well):	ASSESS (What's not working):		
EVALUATION:	NEXT STEPS:		

DATE OF REVIEW:			
MOST RECENT GRADES:			
CURRENT VALUE ADDED:		ATTENDANCE:	
ASSESS (What's working well):	ASSESS (What's not working):		
EVALUATION:	NEXT STEPS:		

Note: The ISP template is used flexibly across Waves. Sections relating to targeted intervention or external involvement apply from Wave 2 onwards and are not required at Wave 1.