



SEND POLICY

POLICY INTENDED FOR:	Students
CATEGORY:	Admissions
PUBLISHED:	Server, Policy Folders at College and Students Accommodations, Staff Handbook
POLICY IMPLEMENTED BY:	Principal
POLICY MONITORED BY:	Principal and SLT
REVIEWED BY:	Principal
REVIEWED DATE:	August 2020
CONSULTATION WITH:	Senior Leadership Team (SLT)
RECORD OF CHANGES & ADDITIONS:	Jan 2017: changed academic principal to principal, paragraph 10ii Jan 19: updates concerning the appointment of college counsellor
NEXT REVIEW:	August 2021

Contents

SEND Policy	1
Aims.....	3
Context.....	3
Provision offered.....	3
Further Information.....	6

AIMS

We believe that all students with special educational needs or disabilities (SEND) should be able to reach their full potential. The college prefers the term *Specific Learning Difference* to *Specific Learning Difficulty*.

We aim to support all of our students to make a successful transition into adulthood, whether into employment, further or higher education or training.

CONTEXT

The College currently supports a small number of students with Specific Learning Differences. None of these have a statement of Special Educational Needs.

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 chartered educational 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.

PROVISION OFFERED

1. The College has appointed an independent SEN Consultant (SENCON) as well as a college counsellor.
2. Any student with any form of SEND which is identified prior to enrolling at the College is referred to the SENCON.
3. The SENCON collates as much information about the student as possible, including, wherever possible, reading any Medical or Educational Psychologists reports, consulting with any Medics or Educational Psychologists involved, meeting with the parents and any other relevant support workers or professionals, and meeting with the student.
4. Following this process, the SENCON and Principal / Chief Education Officer 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. 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.
5. If the College decides that it can support the student, the SENCON will write an Individual Education Plan (IEP) for the student.
6. The SENCON then meets with all the student's teachers to talk through the IEP and its practical implementation.

7. The SENCON may in addition support the students with 1-2-1 Learning Support sessions, as appropriate.
8. The SENCON 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.
9. 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.
10. If a student has an Educational Psychologist's report:
 - i. 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 Registry Folder. 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. The Principal advises the Director of Studies of the existence of a Specific Learning Difference, summarising the recommendations of the Chartered Educational Psychologist, or more often, referring the Director of Studies directly to the recommendations contained in the report. Once having identified a tutor, 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 (Thursday meetings).
 - ii. Where a student or parent has requested that the information be kept confidential, the Principal seeks first to encourage the sharing of the recommendations, explaining the benefits for the student in a tutor knowing these. Where the request for confidentiality persists, the report is filed in the Registry records, sealed. Where a student's progress seems to be impeded, this is generally highlighted by a tutor's or tutors' feedback, as with any student and the 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.
11. Where there is no prior diagnosis of a Specific Learning Difference:
 - i. Some in this category have no Specific Learning Difference and tutors work successfully with the student, adapting his or her teaching style to best to meet the individual's needs.
 - ii. As a result of an academic review meeting, the potential existence of a Specific Learning Difference may be identified, usually by a teacher.

- iii. The student and/or parent is then offered a consultation with the College SENCON.
- iv. Where the student and/or parent declines the offer, then the procedure outlined in section a) above is followed
- v. In some cases, there is a strong sense that a student or parent has chosen to avoid a diagnosis and has enrolled at the college in order to benefit from one to one tuition where teaching can be modified to meet an individual's needs without an explicit 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.
- vi. If it transpires that a student cannot cope without special provision, the College may insist on the student seeing the SENCON as a condition of remaining at the College.

FURTHER INFORMATION

For further information about Special Educational Needs and Disabilities (SEND) at OIC please speak with Kim Terrar.

kim@oxcoll.com

Principal

Oxford International College

1 London Place

OX4 1BD