



NEW COLLEGE SCHOOL, OXFORD

PRE-PREP & PREPARATORY SCHOOL

Special Educational Needs and Disabilities (SEND) Policy 2025-26			Date policy written/last reviewed: Sept 2025
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New College School Policy for Special Educational Needs (SEND)

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1. Aim

The Governors and staff of New College School are to create a learning environment with no discrimination or disadvantage, promoting individuality and diversity, and empowering pupils to overcome barriers in their learning.

It is our aim to:

- Increase access to the curriculum through inclusive practice, positive engagement, counselling and timetable adjustments.
- Identify, assess, record and regularly review pupils' SEND
- Improve and maintain access to the physical environment

- Improve the delivery of information to pupils with SEND, ensuring that inclusive teaching strategies are implemented and maintained by all staff and governors of SEND
- To work in partnership with parents, other professionals and support services to provide tailored support
- To encourage parents/guardians to be involved in planning and supporting at all stages of their child's development. IEPs to support individual pupils, are accessible to their teachers and families
- To ensure staff use positive engagement and restorative approach to manage difficult behaviours
- To build on individual confidence and promote success for every learner

2. Legislation and Guidance

- The information within this policy is based on the statutory document [SEND Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping children safe in education 2024](#) and [Working together to improve school attendance](#)

This policy is also based on the following legislation:

- Part three of the [Children and Families Act 2014](#), which sets out the school's responsibilities for pupils with SEND
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunities and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [The School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with disability or with special educational needs

3. Inclusion and equal opportunities

At NCS, we are dedicated to fostering a supportive learning environment that provides every pupil, regardless of their needs or abilities, with a comprehensive, diverse, and stimulating curriculum. Our goal is to ensure that all pupils can excel and reach their full potential. We will accomplish this by implementing reasonable adjustments to teaching, the curriculum, and the school environment, ensuring that pupils with SEND are fully integrated into every aspect of school life.

4. Definitions

4.1 Special Educational Needs

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

A pupil 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
- 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

4.2 Disability

A pupil is considered to have a disability if they have a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments and those with long-term health conditions. New College School will make reasonable adjustments for learners with disabilities to ensure they are not at a substantial disadvantage compared to their peers.

4.3 The Four Broad Areas of SEND

Children's SEN are generally considered of into four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At New College School we recognise individual pupils often have needs across the four broad areas of SEND and understand their needs may change over time. The inclusion team will continuously monitor and review identification tools, and where appropriate, work with external agencies to accurately understand each learner's strengths and needs.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none">• Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia• Moderate learning difficulties• Severe learning difficulties

	<ul style="list-style-type: none"> • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1 The Inclusion Coordinator

The Inclusion Coordinator is Mrs. J Alden – jan.alden@newcollegeschool.org

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil’s needs and any provision made
- Work with the Headmaster and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Promote inclusion across the school setting, educating others on neurodiversity, trauma and disabilities.
- Promote high expectations for learners with SEND
- Ensure the school keeps the records of all pupils with SEND up to date
- Complete specific testing for pupils to inform access arrangements

- Be a point of contact for external agencies, and work with external agencies to ensure that appropriate provision is provided
- Liaise with future destination schools to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headmaster to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headmaster & Deputy Head Academic, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headmaster, regularly review and evaluate the breadth and impact of the SEND support the school offers, reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headmaster and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching where appropriate in an independent setting

5.2 The Deputy Inclusion Coordinator

The Deputy Inclusion Coordinator is Abigail Sutton – Abigail.Sutton@newcollegeschool.org

They will:

- Support in the day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies
- Liaise with future destination schools to ensure pupils and their parents are informed about options, and a smooth transition is planned
- Assist in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information

5.3 The SEND Governor

The SEND Governor is Matthew Albrighton - m.albrighton@burford.oxon.sch.uk

The SEND Governor will:

- Help to raise awareness of SEND issues at governor's board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headmaster and Inclusion Coordinator to determine the strategic development of the SEND policy and provision in the school

5.4 The Headmaster

The Headmaster is Dr. Matthew Jenkinson – matthew.jenkinson@newcollegeschool.org

The Headmaster will:

- Work with the Inclusion Coordinator and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Inclusion Coordinator and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the Inclusion Coordinator has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the Inclusion Coordinator, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Inclusion Coordinator, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the Inclusion Coordinator and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching where appropriate in an independent setting

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Inclusion Coordinator to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school where appropriate
 - Listen to the parents' concerns and agree their aspirations for the pupil

5.6 TAs

Each TA is responsible for:

- Being fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- Working with other Teaching Staff to ensure pupils make positive progress

5.7 Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will consider the views of the parent or carer in any decisions made about the pupil

5.8 The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and needs are
- Contributing to setting targets or outcomes
- Where appropriate, attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

6. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

7. Our Approach to SEND support

7.1 The kinds of SEND that are provided for

The school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, ASC, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- While universal needs can be confidently met, parents are invited to discuss targeted or individualised needs for moderate/severe/profound and multiple learning difficulties

7.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on data from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is not in line with age related expectations
- Intervention or additional support is needed to match or better the child's previous rate of progress

- Support is needed to close the attainment gap between the child and their peers. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, the school staff will start with the desired individual outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The Inclusion Coordinator and Deputy Inclusion Coordinator will then use this information to determine the support that is needed and whether we can provide it by adapting offering, or whether something different or additional is needed.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.3 Consulting and involving pupils and parents

The staff at NCS will endeavor to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. We will have an early discussion with the parents and gain the views of the pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and needs
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and communicated to parents. We will formally notify parents when it is decided that a pupil will be added to the inclusion register.

7.4 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a four-part cycle known as the graduated approach.

1. **Assess** The pupil's class teacher and the Inclusion Coordinator will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

2. **Plan** In consultation with the parents and the pupil, the teacher and the Inclusion Coordinator will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be located on Staff Share, and will be made accessible to staff in an Individual Education Plan. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do** The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Coordinator & Deputy Inclusion Coordinator will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review** The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil. The teacher and the Inclusion Coordinator will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.5 Levels of support School-based SEN Support provision

Pupils receiving SEN provision will be placed on the school's Inclusion register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will advise parents to consider the involvement of an external specialist as soon as possible.

Education, health and care (EHC) plan pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the

needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be potentially funded from the LA, but no additional funding is guaranteed.

7.6 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals three times a year. These review points can be face to face, at parents' evenings, virtually or over the telephone.
- Reviewing the impact of interventions after each term.
- Gaining pupil voice
- Monitoring by the Inclusion Coordinator, Deputy Inclusion Coordinator, and Senior Leadership Team.
- Using Individual Education Plans and assessment tools to measure progress
- Holding annual reviews for pupils with an Education and Health Care Plan
- Updating, monitoring and improving the SEND Policy and New College School SENDA Improvement Plan.

8. Expertise and training of staff

New College School is committed to gaining expertise in SEND for all of its teaching and support staff. It does this in the following ways:

- Minuted staff meetings and sessions to promote education and awareness relating to provision for learners with SEND taking place during staff training days
- The Inclusion Coordinator attends the partnership SENDCo support group meetings alongside the PSB Inclusion Coordinator annual meeting when possible.
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs

within the school with specific pupil referral meetings to aid effective strategies to support individuals.

- Time is provided for staff to familiarise themselves with the appropriate SEND documentation. Staff will be directed to changes made when documentation has been updated.
- Newly appointed teaching and support staff meet the Inclusion Coordinator to discuss SEND procedures in the school and will be directed to the appropriate documentation

Our Inclusion Coordinator has four years' experience, two years in post, and has worked as an Assistant Inclusion Coordinator for two years, was a Head of Science previously and holds the National Award for Special Educational Needs Coordination (NASENCo) and Working with Children with Literacy Difficulties (WCLD). Mrs. J Alden jan.alden@newcollegeschool.org

Our Deputy Inclusion Coordinator has recently joined the team. They have had one year of

experience as Deputy Inclusion Coordinator and holds the NASENCo qualification and a Master's in Education. Mrs. Abigail Sutton Abigail.sutton@newcollegeschool.org

We have a team of 5 TAs (2 full time, 3 part time).

The Inclusion department works alongside our “Deputy Head Pastoral”, who coordinates specialist support for pupils with communication and interaction difficulties and those that need support with their social, emotional and mental health.

In the last two academic years, staff have been trained in supporting pupils with:

- Working Memory
- ADHD
- Zones of Regulation
- Safeguarding
- Positive Engagement
- Inclusive teaching strategies

Staff come from a wide range of expertise, and we have members who are trained to deliver keep up sessions and interventions such as:

- Zones of Regulation
- Lego Therapy
- Social Skills/Stories
- Mastery and small step approaches to close gaps in Reading, Writing and Maths
- Tutoring
- Drawing and Talking

9. Links with external professionals and agencies

New College School works with the following agencies to provide support for pupils with SEND:

The Service for Autism, Service for pupils with Physical Disabilities Sensory Support Service, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Communication and Interaction Team, Educational Psychology Service, Advisory Team for Inclusion (SEN), Attach Team and Child and Adolescent Mental Health Services (CAMHS).

10 Accessibility Arrangements

10.1 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils will be included in activities and trips, with risk assessments conducted, when necessary, in line with the Equalities Act 2010. New College School will communicate with parents and pupils during trip planning to ensure everyone understands the details and can prepare for any required adjustments.

New College School offers a wide range of enrichment activities, and we work hard to ensure they are inclusive for all pupils. Please speak to your child's teacher or form tutor for more information and to discuss any necessary adjustments.

There is information about activities and events for disabled children and those with SEND in

Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at [Schools Accessibility Strategy: "Everyone Joining In"](#)
[Revised May 2017](#)

10.2 Support for improving emotional, social development and the voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's individual learning needs and evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

New College School encourages pupils to participate in their learning by:

- Contributing to reviews and targets (formally or informally)
- Talking to staff members and peers about their learning
- Class and individual reward systems
- Pupil Voice

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council

- Pupils with SEND are also encouraged to be part of Social Skills, Zones of Regulation, and Talk Therapy sessions to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to be part of the Oxford Children’s Chamber Orchestra.
- Pupils with SEND are encouraged to take part in all Enrichment Activities.
- All pupils with SEND are involved in the PSB programme within the school curriculum.

New College School promotes anti-bullying and strives to create a safe environment for all pupils – Please see our Anti-Bullying Policy.

11. Complaints about SEND provision

11.1 Procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child’s class teacher (pre-prep) or form tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher’s comments, should ask to speak to the Inclusion Coordinator, Mrs. J Alden. For a problem that might need time to explore fully, parents/carers should make an appointment to ensure appropriate attention can be given. In the event of a formal complaint parents are advised to contact the Headmaster, Dr Jenkinson at office@newcollegeschool.org. You will then be referred to the school’s Complaints Procedure.

The Oxfordshire SENDIASS service is available to offer advice: <https://sendiass-oxfordshire.org.uk/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

11.2 Contact details of support services for parents of pupils with SEND

Information about these services can be found on the web pages: [Oxfordshire County Council SEND](#)

With parental consent we also work with other services and organisations that are involved.

11.3 Contact details for raising concerns

If you are concerned about your child, please contact the office on 01865 285560. They will be able

to pass you on to the correct person.

If you would like to provide feedback to us about our SEND provision, please contact Mrs. J Alden: Jan.alden@newcollegeschool.org our Inclusion Coordinator.

12. The local authority local offer

Details of the local offer are published here:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

13. Monitoring arrangements

This policy and information report will be reviewed by J Alden every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Headmaster and SEND Governor.

14. Policies and documents

Copies of the following policies are available for consultation in the School Office during office hours or will be sent to parents, upon request:

- Anti-bullying policy
- Complaints procedure
- SEND ('Inclusion') policy -- including educational and welfare provision for any pupils with EHC plans and those for whom English is an additional language
- PSHCEE ('Wellbeing') policy
- Behaviour policy: rewards and sanctions, including misbehaviour and exclusions
- Safeguarding and child protection policy, including low-level concerns
- Mental health at New College School
- Attendance policy
- Keeping Children Safe in Education

Appendix 1 New College School's contribution to the "Local Offer"

Purpose of the "Offer"

The school's "Offer" outlines the commitment of the school to provide a structured, inclusive, and supportive educational environment for pupils with SEND. The aim is to ensure equitable access to a high-quality education for all pupils, while meeting the specific needs of those with SEND through Universal Provision, Targeted Support, and Specialist Provision.

1. Universal Provision

Objective

To provide a broad and balanced curriculum that is accessible to all pupils, including those with SEND, ensuring that any potential barriers to learning are identified and removed through high-quality teaching.

Commitments:

Inclusive Curriculum:

- Ensure every Pupil, including those with SEND, has access to a broad, balanced, and relevant

Curriculum

- Adapt teaching strategies and learning materials to engage all pupils

High-Quality Teaching:

- Provide personalised and adapted teaching strategies that cater to the diverse needs of all pupils
- Ensure that teachers implement strategies to address specific SEND-related needs within the classroom

High Expectations:

- Set high but achievable expectations for all pupils, including those with SEND, ensuring individual progress is tracked
- Provide ambitious yet realistic goals for every pupil, which are based on regular and appropriate assessment, feedback, and dialogue with parents and carers

Removing Barriers to Learning:

- o Identify potential areas of difficulty early and deploy resources to remove or reduce learning barriers
- o Make reasonable adjustments in teaching, communication, and the learning environment to meet

individual needs

Assessment and Monitoring:

- o Conduct regular assessments to monitor the progress and development of all pupils, including those with SEND
- o Use data from these assessments to inform teaching practices and ensure continuous improvement in learning outcomes

Adaptations to Learning Environment:

- o Ensure that the learning environment is inclusive and can be adapted to support a range of needs

2. Targeted Support and Provision

Objective

To provide additional support for pupils with SEND, where Universal Provision alone is insufficient to meet their needs, ensuring they have equal opportunities to progress academically, socially, and emotionally.

Commitments:

Identification of Needs:

- o Use assessment data to identify pupils who require additional or targeted support to overcome learning barriers.

Targeted Interventions:

- o Provide carefully planned, short-term interventions that target specific areas of difficulty for small groups or individuals.
- o Ensure that all interventions have clear, measurable outcomes and are regularly monitored for effectiveness.
- o Qualified staff will deliver all additional teaching for pupils with SEND.

Long-Term Strategies:

- o Where necessary, provide long-term, everyday support strategies such as visual aids, adapted learning materials, and Individual Learning Plans (IEP).

Collaboration with Parents and Carers:

- o Involve parents and carers in the planning, delivery, and evaluation of targeted support and interventions, ensuring clear communication about goals and progress.

3. Specialist Support and Provision

Objective

To provide access to specialist support for pupils with more complex or significant needs that go beyond what can be addressed through Universal or Targeted Provision.

Commitments:**Specialist Assessment:**

- o Work with external specialists and professionals, such as educational psychologists, speech and language therapists, or occupational therapists, to assess and understand the complex needs of pupils with SEND.

Specialist Interventions:

- o Implement specialist support plans that are tailored to the individual needs of pupils, which may include Individual Educational Plans, therapeutic interventions, or assistive technology.

Collaboration with Inclusion Coordinator and Professionals:

- o Engage the Inclusion Coordinator and other relevant professionals to design and implement specialist provision.
- o Work closely with external agencies to support the needs of pupils with complex SEND, ensuring a coordinated approach to their education and well-being.

Monitoring and Review:

- o Regularly review the effectiveness of specialist support and provision through ongoing assessments and feedback from both internal staff and external specialists.
- o Adjust Individual Educational Plans as needed to reflect the evolving needs of the pupil.

4. Roles and Responsibilities

School Leadership:

- Ensure the implementation of this “offer” across all levels of the school, setting a culture of inclusion and high expectations for all Pupils, including those with SEND
- Oversee the deployment of resources, staff training, and collaboration with external agencies to meet the needs outlined in the “offer”

Teachers and Staff:

- Deliver high-quality, inclusive teaching that follows the principles of Universal Provision
- Identify pupils requiring additional support and implement Targeted or Specialist Provision as appropriate
- Engage in continuous professional development to understand and address SEND effectively

Inclusion Coordinator:

- Lead on the planning, implementation, and review of SEND provision across the school
- Coordinate with external specialists to ensure that pupils receive appropriate specialist support when necessary

Parents and Carers:

- Engage actively in discussions around their child's progress and provision.
- Collaborate with the school to ensure that their child's needs are understood and met.

Review and Monitoring

- This “offer” will be reviewed annually or as needed to reflect changes in legislation, school policies, or the needs of individual pupils
- Regular reviews of individual pupil progress and the effectiveness of provision will be conducted, with input from teachers, Inclusion Coordinator, parents, and external professionals. By committing to this “offer”, New College School aims to provide a supportive, inclusive, and flexible learning environment for all pupils, ensuring that those with SEND are given every opportunity to thrive and succeed.