



Bosworth  
Independent  
School

# Policy on Ensuring the Correct Treatment and Care of Students with Special Educational Needs, Additional Needs and Disabilities

Reviewed	July 2023
Next Review Date	July 2024
Lead for Review	Assistant Head Pastoral, SEND Co-Ordinator

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## Introduction

This Policy seeks to ensure the School meets its responsibilities under the:

- Education and Skills Act 2008
- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice 2015

And any relevant amendments and additions to these laws and regulations.

The School also believes that it is in accordance with its international nature to ensure that all suitably qualified students are able to benefit to the greatest possible extent from all the School has to offer regardless of any need or disability.

The School seeks to ensure that in this policy reference is made to 'disabled people' in the widest sense: disabled students, young people and adults, as students, employees, governors, parents and carers and other members of the wider community that might use School premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- people with mental health conditions
- people with learning difficulties/disabilities
- people with additional needs that may have been undetected or unsupported in other learning environments.

This policy seeks most of all to explain and ensure the School's policies and procedures, secure correct and fair treatment of students with defined educational special needs which, if left undetected and not catered for, would prevent a student from benefiting to the fullest extent for them from the opportunities offered to them at the School and failing to benefit to their fullest extent from relevant parts of the School's aims and objectives.

By 'benefiting to the fullest extent for them', the School understands the definitions in the 2015 Special Educational Needs and Disability Code of Practice that: SENDs are identified early; dealt with by interventions and approaches in accordance with best practice; respect the wishes of the student concerned in the light of their age and understanding; include the views and wishes of parents or guardians; where appropriate include work with other agencies or in coordinated interdisciplinary approaches between Bosworth School staff; where a student has an EHC Plan (or LEA Statement of Special Needs) ensure this is efficiently applied in terms of time limits and annual review; monitor and review a student's progress and performance efficiently to ensure progress is made in ways that can be definably measured.

This Policy should be read and applied in conjunction with these other School Policies:

- Buildings & Premises Risk Assessments & Disability Access Assessments and Improvement Plans
- Prevention of Bullying
- Administration of Medicines
- Equal Opportunities
- Disability: Employment Policy and Procedures
- Safeguarding
- Assessment
- Examinations access arrangements
- Educational Visits Policy

## Responsibilities of The School and of Parents and Guardians

Bosworth School is an academically selective School, yet we welcome all students who can make the most of the opportunities that we offer and can flourish in our caring environment. Treating every student as an individual is important to us, and we welcome students with physical disabilities provided that they can cope with our site.

### On and Before Admission

We require parents of students with physical disabilities or special educational needs to discuss the student's requirements with the School before he or she takes the admissions assessment appropriate to their age and circumstances so that we can make adequate provision for him/her during these assessments. Full disclosure of relevant information is needed. The School asks parents to inform us of any disability or issues which may potentially cause concern or be relevant at the time of application. Parents should provide a copy of a medical or educational psychologist's report to support their request, for example, for large print material or other special arrangements.

It is also important to discuss such details so that a reliable assessment can be made of whether the School will provide an environment from which a student can benefit by the putting into place of such adjustments, support or other special arrangements that are required. Such reasonable adjustments and arrangements are designed to avoid any student or potential student with a disability or a special educational need being at a substantial disadvantage compared to any student who is not disadvantaged because of disability or special educational need.

In assessing any student or prospective student, the School may take such advice and require such assessments as it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Bosworth School is a diverse and supportive community. We value the contribution made by each individual member of the School community. We are an inclusive community and want to ensure that each student receives the education he or she requires, insofar as this is not to the detriment of the education provided to the majority.

### After Admission

Bosworth School is proud of its record of supporting students with special educational needs and disabilities. In addition to effective assessment of a student's needs prior to him or her joining the School, this Policy underlines the School's commitment to detecting and then catering for any special educational need or disability not apparent at the time of entry. The School's staff are trained to spot

features of a student's behaviour or learning which may suggest a SEND. After discussion with parents and guardians and (subject to a student's age and maturity) with the student, a student can be tested by the School's SENDCO, by the School's appointed specialist trained teacher, or by an external agency or professional. In the event that a SEND is confirmed appropriate provision or adjustment is then put into place, so long as the behaviour patterns that have led to the diagnosis are not prejudicial to the learning and welfare of other students. The same is also true of students who develop a permanent physical disability during their time at the School.

### Physical Access to the Site

The School has a lay-out which covers a wide area and consists of separate and some historic buildings of several stories and without lifts. This requires students to go from classroom to classroom, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems of access to mobility-restricted students. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the School at prohibitive cost. The School's Disability Access Assessments include action plans for adjustments and improvements. Some of these are recommended if a mobility or sight-impaired student joins the School and are at moderate cost. Others are very expensive. Parents and guardians of and disabled students themselves are encouraged to review these documents and visit the School's site and discuss with Staff problems and possible solutions.

### The Special Educational Needs Coordinator and IEPs

The School's Head of Extra Support (the SENDCO) is Ms Hannah Priest. She is assisted by Mrs Sarah Furlong. Mrs Furlong is a trained assessor for students' SENDs as required for exam access arrangements. She is employed to conduct assessments and issue reports. Mrs Furlong's fees are charged to parents. Teachers often see students on a one-to-one basis as appropriate after discussion with subject teachers, students (where appropriate) and parents. The frequency of this can be varied depending on the needs of a student and on the progress he or she makes with developing strategies to cope with their SEND. Parents pay for these sessions at the School's agreed rate for individual lessons and for diagnostic assessments by the SENDCO. Students with a defined SEND are graded according to their needs on a three-level scale of need:

- Level 1. Student learns effectively through self-management. Staff requested to be aware of need and to broach with student and the SENDCO if they suspect a difficulty.
- Level 2. Student needs adjustments in class to put strategies they use in place. E.g. Staff may need to give student print-offs of board work which they would take time to copy or to remind/encourage student to sit at the front.
- Level 3. In addition to support as Level 2, student receives support from a specialist teacher from inside or outside School.

Individual Education Plans are completed for students on the Special Educational Needs Register where this is appropriate and in all cases a 'passport' is used.

When a student first enters the School or is first diagnosed with a SEND, the School contacts the parents. Alternatively, the SENDCO or another member of staff briefs the Head of School who will contact the parents to discuss the diagnosis and appropriate steps.

## Staff Training

All teaching staff receive occasional training provided by the SENDCO or outside experts in how to support students with a SEND, in how to adapt subject-specific teaching and in how to recognise a student may have an undiagnosed SEND.

## Internal and External Examinations

For formal internal and external public exams (Mock examinations, GCSE, GCE, Oxbridge etc.), extra provision is put in place for those students requiring this. This is overseen by the Exams Officer. Provision includes extra time (25%), use of a computer, enlarged print exam papers etc.

Contact with examination boards is ensured by the School. The School also advises if exam boards' regulations require a new report on a student's SEND. It is the responsibility of a student's parents to arrange and pay for a suitably recent diagnosis by an educational psychologist.

Subject to JCQ rules, invigilators are also trained to ensure that a student is not penalised in realising their best in an examination because of a SEND, for example, by being overcome with panic if the examination environment is intimidating for a student with a SEND such as dyslexia.

## EFL Teaching

All students whose English is not at native speaker standard receive formal teaching and assessment at this international School. Students with a SEND are assisted and provided for in this curriculum area as in all others.

## Communication

The School's information pathways are used to ensure on-going and effective care of students with SENDs or who are disabled. There is a central register of students with SEND. This document includes details of a student's SEND(s) and their 'level' (see above). Pastoral and teaching staff incorporate this information carefully into monitoring a student's progress. Subject-specific teachers ensure they are aware of students they teach with special needs and of how this relates to their subject. Departments are expected to bear in mind a student's SEND is assessing progress and the effectiveness of teaching. Subject to a student's age and maturity, the impact of a student's SEND on his or her learning and the effectiveness of strategies in teaching and learning for coping with a SEND form part of discussion between teacher, student and parent or guardian.

## High Achieving Students

It is the aim for all students at this academic, selective School that they achieve the best possible outcomes. However, the School identifies students whose abilities in one or more subjects require extra targets, stimulus or support to ensure their potential is reached. This will also include students whose area(s) of high achievement need support of their entire work load or organisation of life at School. The School includes as 'areas of high achievement' a student's talents or aims beyond the classroom or lab such as in sport, the arts, a professional field or activity. A Register of High Achieving Students is maintained by the Vice Principal and Course Directors for information of all staff, personal tutors and boarding house-parents.

### **Access to Sport and Extra-Curricular Activities (Including Trips)**

Access to extra-curricular and recreational activities or to School trips may be limited due to physical impairment or to special needs with language based or behavioural implications but adjustments will be made where appropriate and possible. While it may not be possible for students with some types of disability or SEND to be involved in team games, alternative opportunities will be available, wherever possible, and when appropriate supervision can be provided. Students and their parents are readily included in discussion of such matters.

### **Welfare Provision**

School pastoral staff (Personal Tutors, Course and Assistant Course Directors, House parents, boarding Supervisors, the School Nurse, The Head of Boarding, the Vice Principal and the Principal) as well as teaching staff are expected to be aware of and well briefed on pastoral issues which may be complicated by or caused by SENDs and disabilities. Where appropriate, pastoral support of a student takes careful account of a student's needs arising from a SEND.

### **Students with Severe Illnesses or Chronic Medical Conditions**

All such students are entitled to the care and provision within the scope of this policy. This is also the case for students who have developed a condition and are learning to manage it or who return to School following an illness or medical procedure which will require adjustment, special provision or will have implications for their learning, teaching or life at School.

### **Medical Centre**

The Medical Centre is staffed by a School Nurse who provides cover during School hours and on two term-time evening surgeries. The School Nurse is briefed where appropriate to ensure effective care of students with SENDs and works with teaching staff in terms of necessary cross- professional cooperation and confidentiality to ensure care of students within the aims of this policy.

### **Non-Teaching Staff**

Where appropriate, non-teaching staff other than the School Nurses are briefed and involved in the care of students with SENDs.