

# Magdalen College School

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY AND INFORMATION REPORT

### Statutory Document – Annual Review

Date next due for review by committee	Date reviewed by committee	Any Changes YES/NO	Approved by Committee
	19 May 2015	No	7 July 2015
May 16	17 May 2016	Updated	5 July 2016
May 17	10 October 2017	Updated	5 December 2017
Sept 18	19 March 2019	Updated	4 April 2019
April 20	17 March 2020	Minor updates	31 March 2020
March 2021	16 March 2021	Minor updates	20 April 2021
March 2022	15 March 2022	Minor update	26 April 2022
September 2024		Minor updates	19 November 2024

Last update: December 2025

## 1. Aims

- Our SEND policy and information report aims to:
- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The school's aims in relation to pupils with SEND are to meet the needs of individuals in order that they can meet their potential as learners and to enable them to make a positive contribution to the community.

## 2. Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report
- This policy also complies with our funding agreement and articles of association.

## 3. Definitions

- 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 education that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Special educational needs and disability (SEND)**

### **Magdalen College School values the individuality of all our students.**

We are committed to giving all students every opportunity to achieve the highest of standards.

We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our student's matter. This policy helps to ensure that this School promotes the individuality of all, irrespective of ethnicity, attainment, age disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students. We make this a reality through the attention we pay to the different individuals and groups of students within our School.

We have a wraparound enrichment offer for our students with SEND you will find this information in the Newsletter and published on the school's website.

Email: [Claire.Collier@magdalen.northants.sch.uk](mailto:Claire.Collier@magdalen.northants.sch.uk)

**If you would like to view the local authority's local offer, please visit:**

[www.westnorthants.gov.uk/local-offer](http://www.westnorthants.gov.uk/local-offer)

### **The Special Educational Needs that are provided for at Magdalen College School**

- Communication and Interaction (Speech and Language, Communication needs, ASD, Autism).
- Cognition and Learning (Moderate learning difficulties, Severe learning difficulties, Profound and multiple learning difficulties, Specific learning difficulties Dyslexia, Dyscalculia and Dyspraxia).
- Social, Emotional and Mental Health (ADHD, ODD, Anxiety, Depression).
- Sensory and/or physical (Visual Impairment, Hearing Impairment, Multi-sensory, Physical needs).

### **Identification and Assessing Needs**

- The Inclusion Lead is part of the transition team to attend Primary schools within Year 6 - 7.
- Any student who is on the Primary school SEND register and is coming to Magdalen School will be transferred over to our SEND register. All files and information about the child will also be transferred.
- The SENDCO is available to meet parents/carers of Year 6 students at transition parents evening and open evening of any prospective students who have an identified SEND.
- Any student who has an identified/diagnosed Special Educational Need or Disability via an external professional from an external professional or medical evidence will be placed on the School Special Educational Needs register.

- The School carries out screening of students for dyslexic tendencies (screening not a diagnosis) and we also assess students in year 10 and 11 who may require examination board access arrangements.
- Staff parents/carers at the School can contact the Inclusion Lead with any concerns and evidence they have to suggest a student might have an undiagnosed SEND that needs exploring.

### **Further Strategies**

- Reading ages
- Read Write Inc assessment.
- Teacher or Tutor referral.
- Parental referral.
- Referral from medical practitioner.

### **Communicating with Families**

- Annual Reviews.
- Parents' evenings.
- Option evenings.
- Settling-in evening for Year 7.
- Parent view (survey).
- Arranged meetings with (Pastoral team) Pastoral Support Assistants /Form Tutor/Pastoral Manager or SENDCO/Assistant SENDCO.
- Parents are also requested to provide input into their child's 'Pupil Passport'
- Mid-term reviews.
- Frequent, informal meetings and conversations in the event of any concerns.
- Parent Voice

### **Communicating with Young People**

- We operate a pupil centred approach. Each Educational Health Care Plan (EHCP) student with the assistance of their support worker completes a PUPIL Passport. SEND students also contribute to their personalised Pupil Passport. All the information is sent to teaching staff and parents

### **Reviewing Progress**

- Annual / Transfer review paperwork, feedback from all the child's teachers in relation to their objectives.
- Tracking and monitoring by the Pastoral Manager and Pastoral Support Assistants in each year group.
- SEND intervention, based upon advice given from professional diagnostic specialist reports.
- GCSE Academic Intervention are put in place to support progress within subject areas.
- Classroom based low stakes assessment.

- Liaison between SENDCO, Headteacher and Safeguarding Officer to discuss key children.
- Weekly monitoring of student welfare by the Pastoral Team to include Liaison between tutors and Pastoral Support Assistants.
- Mid Term reviews with all students allocated an EHCP

### **Supporting Transition between Phases of Education**

- Additional transition days
- Year 6 transition days
- Prospects Careers Service meetings.
- Arrange open day visits to post 16 Educational Facilities to support the young person in making decisions for their further education, liaising with the SEND department if required to support a smooth transition.
- Trips and visits to college/further educational providers.
- Individual advice from Inclusion Lead/Individual support worker.

### **SEND in the Classroom**

- High quality teaching in the classroom is the initial starting point. School staff are inclusive in their teaching of all students and have high expectations.
- We are committed to giving all students every opportunity to achieve the highest of standards.
- Staff at Magdalen College School will take many different approaches to personalise the learning and create a learning environment where each child feels confident and safe to make progress, whilst being engaged and challenged at the correct level.
- We are committed to ensuring that all vulnerable learners receive a curriculum that is as ambitious and as knowledge rich as any other learner, lest they be further disadvantaged by an impoverished or 'easier' curriculum diet.
- We are committed to ensuring all vulnerable learners do not receive a curriculum which is shaped around notions of 'relevance' and 'engagement'. Instead, we intend to deliver a curriculum that is 'context-independent' (Young, 2018) to elevate them, intellectually, from their context.
- Further differentiation to ensure access to the curriculum (in all year groups) occurs through expert teaching (targeted questioning, mastery approaches, scaffolding, modelling, individual support and feedback) not through a dilution of the curriculum content.
- We have specialist practitioners supporting all vulnerable learners who have a wealth of experience in their field.
- The learning environment is adapted according to advice given via specialist diagnostic reports; this advice is filtered to teaching staff via Pupil Passports i.e. Students have access to further equipment to support in lessons when required

## Working with Other Bodies

The school contacts a variety of support services to help meet the young person's SEND and support their families as and when required.

We have links with:

- Referral Management Centre: <https://www.nhft.nhs.uk/cyprmc>
- County Sensory Impairment Service: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialistsupport-for-send/Pages/sensory-impairment-service.aspx>
- CAMHS: <https://www.nhft.nhs.uk/camhs>
- Educational Psychologist: <https://www3.northamptonshire.gov.uk/councilservices/children-familieseducation/schools-and-education/educational-psychology-service/Pages/default.aspx>
- Dyslexia Life: [www.dyslexialifeline.co.uk](http://www.dyslexialifeline.co.uk)
- Education Inclusion and Partnership team: <https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx>
- ADHD Matters: [www.adhdmatters.co.uk](http://www.adhdmatters.co.uk)
- School Nurse: <https://www.nhft.nhs.uk/special-school-nursing>
- 0-19 Service: <https://www.nhft.nhs.uk/0-19>
- Information and Advice service: <http://www.iassnorthants.co.uk/Pages/home.aspx>
- National Autistic Society: <https://autism.org.uk>
- Free2talk <https://thelowdown.info/>
- Think for the Future: <https://www.thinkforthefuture.co.uk/>
- CIRV: <https://www.northants.police.uk/police-forces/northamptonshire-police/areas/northamptonshire-force-content/about-us/about-us/cirv/>
- Engage: <https://www.northamptonsaintsfoundation.org/programmes/engage>
- PCSO