St Paul's School

FOUNDED 1509

Boarders with Particular Needs (incl. SEND)

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Authorised by:	DHP	Date of next review	06/27
Applicable to:	SPS		

This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policyquery@stpaulsschool.org.uk

Boarders with Particular Needs (including SEN)

St Paul's seeks to foster a culture of inclusion in Boarding where diversity is valued and where every pupil finds belonging and welcome and a deep sense of community. Our aim is to ensure that all our pupils can celebrate and share who they are within our community. We will seek to support any support any boarder with a particular need and that no individual feels undermined or vulnerable on the grounds of race, ethnicity, religion, dietary requirements, language, sexual orientation, gender identity, disability, language or special educational need.
It fully espouses the relevant St Paul's School Policies, including but not limited to:

- Accessibility Policy
- Antibullying policy
- Managing Allergies and Anaphylaxis Policy
- Bilingual Policy
- Disability Policy
- Education of Looked After and Previously Looked After Children Policy
- English as an Additional Language Policy
- Equal Opportunities Policy
- Learning Support (LS) and Special Educational Needs and Disabilities (SEND) Policy
- Policy for the promotion of Pupils' Spiritual, Moral, Social and Cultural development
- Gender Questioning Pupils Policy

Religious Requirements

St Paul's boarding espouses the principles laid out in the above policies and seeks to ensure that all of its boarders can spiritually develop, and to practice their faith fully whilst at St Paul's. All pupils can attend the denominational assemblies of their choosing during morning school assemblies, and to attend faith groups of their choosing in their free time, whether in school or out of school, including at weekends. There is a Christian Union, a Jewish Assembly and a Muslim Prayer group.

Dietary

The dietary requirements of all boarders are collated and passed to the Catering Manager at the beginning of each year and updated whenever required. The Catering Manager ensures that appropriate food is available at all meals. All boarders have access to either the School House or West House kitchen, so that appropriate additional food can be stored and consumed. There are multiple groceries, supermarkets and food outlets within walking distance of the School site. School House and West House comply with the School's Anaphylaxis policy, and to this end both House kitchens are designated as 'nut free' kitchens.

Language: Bilingualism, and English as an Additional Language

St Paul's boarding fully embraces the approaches laid out in the above St Paul's School Policies.

There frequently are bilingual boarders who are not truly bilingual, and who may need classification as EAL. Boarding staff will seek to support boarders who are EAL, or Bilingual, in appropriate ways that might include the following:

1. Be alert to and identify any boarder with a perceived language difficulty, and in discussion with that pupil, their tutor and the Head of Learning Support seek to ensure appropriate support is made available to that pupil. (This will include the Housemaster surveying academic reports, and interviewing new pupils during and after their first weeks at the school).
2. Avoid non-literal idiomatic expressions. If you use them, explain them.
3. Check that a pupil has understood what is required by asking them to repeat back instructions to you.
4. Check that comprehension requiring inference is in place.
5. Consider using visual illustrations and provide context e.g. cultural context.
6. Consider voice recording lessons so that they can listen to the lesson content again later.
7. Arrange support buddies, both within subjects and tutor time.
8. Liaise with tutor: check how they are coping – how are their organisational skills/study skills?
9. Remember that the more complex the ideas being discussed, the more likely that errors will occur. Suggest the pupil can ask a question later by email if they are unclear about something so that they can save embarrassment of admitting publicly that they do not understand something.
10. Remember that there is a social-emotional and cultural dimension to catering for the needs of EAL students.

Cultural Needs and Backgrounds

Our school is a diverse space defined and shaped by people from a variety of different cultures and backgrounds. But we understand that we do need to consider the ways that different students navigate the school and the boarding house. House staff will take the time to understand the cultural backgrounds of all new boarders, and to ask about and consider the differences between those cultures. Boarders' tutors and teachers are specifically requested to do so to by the Housemaster. Specific consideration is given to whether pupils with cultural differences can access all the opportunities available to them, both academic and social, on equal terms. Experiences of current and former pupils are collated and shared with new pupils. School House will take all steps that it can to support a pupil: identify, discuss and plan (steps might include pairing the pupil up with a mentor who has a similar cultural background, or arranging one-to-one support with the Learning Support Co-ordinator).

Looked After Children

Should a pupil who is a Looked After Child join School House or West House, or any boarder becomes classified as a Looked After Child, all actions will be taken in accordance with the School's Looked After Children Policy and ensure all appropriate pastoral care for any such pupil.

Special Educational Needs

St Paul's boarding fully espouses the St Paul's Policy for Learning Support (LS) and Special Educational Needs and Disabilities (SEND),and seeks to support every boarder with any Specific Learning Disability in accordance with the School Policy for Special Educational Needs (SEN) and Learning Difficulties . In line with the School's policies, we seek to:

- Recognise and support the needs of our pupils with special educational needs and learning difficulties.
- Promote active learning and to develop our pupils' engagement in and enjoyment of their studies.
- Enhance pupils' self-esteem and enable them to achieve their full potential.

We also seek to identify any boarders whom we feel may have any special educational need, and provide them with appropriate learning support. Details of each pupil with a SEND or requiring LS are listed on iSAMS. Each year, the Housemaster will provide an updated list of boarders with SEND/requiring LS to House Staff and after seek specific guidance from the Learning Support Coordinator to include advice on how to provide support. General guidance on supporting pupils with SEND/requiring LS can be found on the Learning Support Department Intranet site, and specific guidance on each boarder with SEND/requiring LS will be stored in the Boarding Shared file, accessible by House Staff. House Staff should be alert to the possibility that any boarder may have an undiagnosed SEND – and if one is suspected, the pupil should be directed to the Learning Support Co-ordinator.

Gender

The St Paul's Gender-Questioning Pupils Policy details the support that will be offered to a boarder considering their gender identity, in alignment with Keeping Children Safe in Education (2026) statutory guidance. There are individual, lockable toilet and shower rooms available to all boarders, as well as many individual bedrooms.