

P19 Provision for Students with Particular Religious, Dietary, Language or Cultural Needs Policy

This Policy addresses The National Minimum Standards for Boarding Schools, **Standard 6 - Provision and preparation of food and drinks.**

6.1 All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity.

Standard 3 – Inclusion, equality and diversity

3.1 Boarders are not discriminated against, paying particular attention to the legally protected characteristics set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the key factor to protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.

The Purcell School places the welfare of students at the heart of what it does and aims to ensure that the needs of all students, including those with special dietary, medical or religious needs are met.

On entry to the school, parents are asked about particular needs, including those related to diet, medical welfare and religious affiliation. This information is recorded in the individual student profiles held securely in the school's data management system, and also, with appropriate access controls in place, on the school staff ICT system.

Information about particular needs, and the need for adjusted provision, forms part of the staff INSET days at the start of each term. This ensures that important pastoral information related to cultural background, for example, linguistic background, special educational needs, is communicated in a timely, clear and consistent way.

Similar information is sought from parents and previous schools in relation to special education needs and linguistic background and information sharing is strongly encouraged at all stages of a student's career in the school, especially in relation to the legally protected characteristics set out in the Equality Act 2010.

This information can be updated at any time as the needs of students change, for example as different dietary or medical needs emerge, or as different educational needs emerge out of regular academic progress tracking.

The provision for students with particular needs is a key feature of the Houseparent Meeting, which is held weekly, and is chaired by the Director of Boarding (though both boarding and day students fall within the remit of the discussion.) The meeting is attended by houseparents and, by invitation, the DSL, Medical team, counsellor and SENCO, and enables the dissemination of key information about students with particular needs, including as these change, and enables ongoing regular review of how support is meeting these individual needs.

The weekly meeting also enables action plans to be developed and implemented in a coordinated way, given that many needs will be overlapping. For example, a student with known and pre-existing particular dietary needs and food sensitivities based on a diagnosis of autism is likely to require a school-wide, coordinated approach that involves not just practical adjustment within the catering provision, but consideration of support around anxiety and learning progress. This will also need ongoing review and monitoring as different curriculum stages are navigated, or as the school calendar unfolds, or as the student develops through adolescence.

The information is used to inform the structures of support in place to meet the needs of individual students. There is no 'one size fits all' structure; instead there is the flexibility to tailor support as required.

In conjunction with the Director of Boarding, Head of Sixth Form and Heads of Departments, as appropriate, houseparents take the lead on adjusted provision, via conversations with parents and students and typically involving the following:

- Director of Music
- Head Chef/Catering Manager
- Nursing Team
- Counsellor
- SEN Lead, including provision for EAL support
- School physiotherapist
- Tutors, Director of Teaching and Learning, Heads of Department

In addition, students are encouraged and supported to self-advocate, for example through conversations with the Catering Team, or with teachers and music teachers, in respect of particular adjustments related to individual needs.

Policy author / reviewer:	Policy date / review date:	Next review due:
Kate Cayley	October 2021	October 2022
Kate Cayley	November 2022	November 2023
Kate Cayley / Jane Mitchell	September 2023	September 2024
Jane Mitchell	September 2024	September 2025
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