



ST BENEDICT'S SCHOOL
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Special Educational Needs and Disability (SEND) Policy

Senior School

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“The divine image is present in every person.”
The Catechism of the Catholic Church

1. Preface

The St Benedict’s School community is founded on the Christian values expressed in the Gospels: peace, truth, justice and love. These values underpin everything that we do within the School and bind us together as a Christian community. We view each person as special and unique. We recognise and respond to their gifts, their needs and their aspirations. We care for all individuals, celebrating achievement and providing support when difficulties are experienced.

2. Context

This policy has been reviewed to take account of changes in arrangements for pupils with special educational needs, which come into force through the Children and Families Act from September 2014. Consideration is also given to other recent legislation:

- Equality Act 2010.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015.
- Mental Capacity Act Code of Practice: Protecting the Vulnerable [2005].
- Policy and Procedures for Voluntary, community, Faith and Private Organisations, 2014. Ealing Safeguarding, Children Guidance. [Yellow book].

3. Special Educational Needs and Disability (SEND)

3.1 Our values and vision for SEND in our setting

We aim to provide the highest standards of education for all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

St Benedict’s School has an inclusive ethos with high expectations and targets to encourage and help each individual pupil in the pursuit of excellence; the School provides a broad and balanced curriculum differentiated to meet pupils’ needs and utilises systems for early identification of barriers to learning and participation.

The school is fully committed to meeting the needs of those pupils with Special Educational Needs and disability so far as it is reasonably practicable and compatible with the provision of the effective education of other pupils.

3.2 Objectives

Drawing on our Catholic ethos, the School aims to provide a curriculum which satisfies the needs of pupils of all abilities. Essential to that task will be the proper respect for the gifts and needs of each person. We aim:

- To create an environment that meets the special educational needs of each child.

- To ensure that the special educational needs of children are identified, assessed, and provided for.
- To work with parents and value the role of parents in supporting a child with SEND.
- To raise awareness and understanding of all members of staff regarding pupils' educational needs.
- To support a whole school responsibility for SEND pupils.
- To work in partnership with parents, pupils, and external agencies at all age levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practical arrangements to achieve best practice.
- To build academic self-esteem by having high expectations for all students.
- To promote values of respect for ourselves, for others and for the world around us.
- To provide opportunities for spiritual growth and renewal.
- For all pupils to take with them throughout their adult lives a sense that they belong to the community of St. Benedict's and that they have "learned a way of living."

3.3. Arrangements for coordinating SEND

The Board of Governors has overall responsibility for pupils with SEND. Together with the Headmaster, they decide how best to provide for these pupils. The Headmaster has the responsibility for the day-to-day management of all aspects of the school's work whilst delegating the coordination of all the SEND support to the SENCO (Special Educational Needs Co-ordinator). The SENCO oversees the operation of the School's SEND policy and manages the staff associated with the specific role of supporting the needs of SEND pupils. THE SENCO leads the Teaching and Learning Support Department – which has responsibility for supporting SEN students and their teachers.

3.4 Definition of Special Needs and Disability

There are pupils whose particular needs make it difficult for them to access the lessons in a normal classroom environment. A young person has special education needs if he/she has:

- Significantly greater difficulty in learning than the majority of children of the same age that calls for special educational provision to be made for him/her that is additional to or different from the educational provision made generally for children of their age in school. [COP 2014]
- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

It is the purpose of this policy to outline a framework that will help us to identify any children with special educational needs and disability (SEND), to understand the nature of their needs and to plan how such children can best be supported.

3.5 Integration

Students with SEN are fully involved in the life of St Benedict's School and have full access to all aspects of school life [both through curricular and co-curricular activities]

All staff share the responsibility of providing for pupils with SEND under the guidance of the SENCO and the direction of the Headmaster and the Board of Governors.

3.7 Partnership with parents

The ethos of St Benedict's School is to work in partnership with parents to promote learning, achievement, and well-being for pupils. The school community encourages a close partnership with parents in the education of their children. The school recognises the importance of establishing close links with parents in meeting the needs of all pupils. Parental involvement in the process of support throughout their child's school life is invaluable; often they can give insight into the possible causes and help provide a collaborative approach to strategies agreed. Parents are consulted at every stage of response. There is regular contact with parents throughout the school year. In addition:

- A signed parental consent form needs to be in place before any 1:1 testing takes place.
- All pupils on Waves 2 or 3 intervention (see below) will be contacted by the TLS Department at least once a term.
- The SENCO is present at all parents' evening with staff from the TLS Department. It is also possible for parents to arrange appointments to discuss matters with various teachers including the SENCO.
- Additionally, parents of pupils who have an Education Health Plan (EHCP) are invited to attend an Annual Review each year to make plans for the future.

3.8 Students' views

Students' views are very important to St Benedict's School. Pupils on wave 1, 2 and 3 complete a pupil profile, which allows pupils to explain to teachers what they find difficult and easy.

There are staff available throughout the school day, before, during and after school in the TLS Centre for pupils to seek help when required.

3.9 SEND in-service training

The Senior Leader with responsibility for INSET consults with the other staff within the school about training needs, including the SENCO.

Other training involving SEND is delivered in whole school inset. There are also twilight sessions on specific topics. Departmental heads may request specific inset on SEND to be delivered during departmental meeting sessions. Staff also attend external training on SEND. All TLS staff receive training throughout the year.

4. Identification of SEN Students

4.1 Identification

The SEND in the Senior School is monitored by the department. Assessments are conducted by the SENCO or specialist teacher on SEN candidates whose severity of need requires further investigation.

On entry to Year 7 contact is made with SEN pupils and parents at the start of the academic year, with advice given to parents on how to help their child meet the added challenges of organizing themselves for the demands of secondary schooling.

4.2 Screening

The following screening tests are conducted by the TLS Department:

3 rd Form	Dyslexia Portfolio
Upper 4	Lucid Exact test
Lower 6	Lucid Exact test

Explanation of Screening Tests

In Form 3, Upper 4 and Lower 6, Lucid Exact and Dyslexia Portfolio is used to screen the whole year group to further inform learning styles and needs.

When necessary, individual testing is also carried out by qualified assessors using standardised tests when parental consent has been received. Parents are informed of testing results, usually in an arranged meeting.

4.3 Referral

Subject teachers, parents or external agencies may express concern over a pupil's progress. A concern referral is entered on My Concern, recording the pupil, the date of concern, the nature of concern and the role/relationship to the pupil of the person referring. Targets to identify progress will be set in liaison with SENCO if requested. Referral will activate monitoring of a pupil's performance. Form teachers and Division Heads will be consulted. Intervention may then be provided if appropriate

Code of Practice Needs	Categories
Communication and interaction	This may be because young people have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. For example, young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. (CoP 6.29). Speech, Language and Communication Needs (SLCN) unrelated to ASC, such as Developmental Language Disorder (DLD), Auditory Processing Disorder, Speech difficulty are part of this category, too.
Cognition and learning	Learning difficulties cover a wide variety of needs, including moderate learning difficulties such as dyslexia or severe learning difficulties usually associated with mobility and communication. (CoP 6.30)

Social, emotional and mental health difficulties.	These can manifest in a wide variety of ways, young people may become withdrawn or isolated, behaviour may indicate an underlying mental health difficulty such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyper disorder or attachment disorder. (CoP. 6.33)
Sensory and/or physical	Young people may have vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Other young people may require additional on-going support and equipment to access the curriculum. (CoP 6.34)

5. Intervention to Support SEN students

5.1 Provision: graduated response

The revised Code of Practice Chapter 6.44 outlines a graduated response for the four descriptors of need.

5.2 The TLS Department's Programme of Intervention

The purpose of intervention is to 'close the gap' in a pupil's ability to learn.

The Department has three graduated levels of response:

	Level of intervention
Wave 1	<p>The needs of pupils identified under Wave 1 are met primarily through high-quality, differentiated teaching delivered by the classroom teacher, alongside appropriate access arrangements for assessments where necessary.</p> <p>These pupils are monitored by the TLS (Teaching and Learning Support) Department and are included on the School's SEN Register under the Wave 1 category.</p> <p>As their needs are met within the classroom setting, communication with parents takes place through the School's standard tracking and reporting processes.</p> <p>Wave 1 support involves high-quality, personalised teaching which includes:</p> <ul style="list-style-type: none"> • Clearly defined learning objectives shared and reviewed with pupils. • Explicit teaching and reinforcement of new vocabulary • Use of interactive, engaging teaching strategies that incorporate visual, auditory and kinesthetic elements.

	<p>These approaches are designed to reduce the need for additional support by addressing diverse learning needs from the outset. Each pupil on Wave 1 has a SEN Passport, which outlines their individual learning profile and strategies for support. This document is shared with teaching staff to ensure consistent and informed practice across the curriculum.</p>
Wave 2	<p>Pupils will receive a Pupil Profile and targets for the period of the intervention. Wave 2 is a specific, additional and time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Students have IEPs to communicate their needs to teachers. These pupils are monitored by the TLS (Teaching and Learning Support) Department and are included on the School's SEN Register under the Wave 2 category.</p>
Wave 3/E	<p>Wave 3 is targeted provision for a minority of pupils where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions and a few revisions of Assess, Plan, Do, Review (APDR) cycle. The TLS Department will have contact with the parents/carers of those pupils on Wave 3 once a term. If need be, the possibility of EHCP application will be raised. Students have IEPs to communicate their needs to teachers. These pupils are monitored by the TLS (Teaching and Learning Support) Department and are included on the School's SEN Register under the Wave 3 category or E when they have EHCP issued.</p>

5.3 Methods of Intervention

The TLS Department provides the following forms of intervention:

- In-Class support is provided by the Learning Support personnel where appropriate.
- 1:1 / small group tuition: some pupils are withdrawn to receive more individualised teaching.
- A drop-in policy is very much at work in the TLS department; pupils may approach the team during pre-registration, lunchtimes and after school.
- Induction days are arranged for new admissions who have been highlighted as benefiting from additional provision at the beginning of the academic year.
- The TLS teamwork in conjunction with the Heads of 6th Form who provide mentors willing

- to work on a 1:1 basis with Junior and Middle school pupils with reading difficulties.
- Social Thinking – Year 7-9

5.4 Education Health and Care Plans

If a pupil's Special Educational Needs are severe enough that neither the school nor the pupil's parents can resource further provision, the LEA can be approached for funding to support learning, either in the form of a statement or an Education, Health and Care plan. It is possible that the parents of a pupil whose needs cannot be met by the school may be advised, in the best interest of their child's future, to seek his/her education at a school better resourced to do so.

The current system of Statements of Special Educational Need is being replaced by a new Education, Health and Care Plan (EHC). Those eligible for EHC Plans, or their parents or carers, will have the right to access a personal budget to fund the specialist services they require.

Under the new legislation, Local Authorities are also required to publish detailed information of the support available in their area. This is known as the 'Local Offer' and provision may vary according to local need.

5.5 Exam Concessions

All exam concessions are validated through testing, EP reports, external reports and evidence of internal assessment and a pupil's normal way of working. Exam Concessions are provisionally decided by the Exam Concession Committee in accordance with the rules set out by the Joint Council for Qualifications (JCQ). However, the Headmaster, as Head of the Exam Centre, has the final decision on the exam concessions awarded.