



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

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Contents Page

	PAGE
1. Purpose and Scope.....	3
2. Mission Statement and Ethos	3
3. Values and Vision for SEND.....	3
4. Aims and Objectives.....	3
5. Legislation and guidance.....	4
6. Definitions and Shared Language	4
7. Inclusion and Equal Opportunities.....	6
8. Governance, Leadership and Roles.....	6
9. Assess, Plan, Do, Review (APDR cycle).....	7
10. Identification, Assessment and Internal Screening.....	8
11. SEN Register (SEN Support and EHCP).....	9
12. Provision Planning, APDR and Review	10
13. Records, Confidentiality and Information Sharing.....	10
14. Partnership with Parents and Pupil Voice	10
15. Education, Health and Care Plans (EHCP).....	10
16. Supporting Pupils with Medical Needs, Wellbeing and Safeguarding.....	11
17. Internal Assessments and Access Arrangements.....	11
18. Admissions and Transition	11
19. Complaints	12
20. Monitoring, Evaluation and Policy Review	12
Appendix A: Register Key (Summary)	12

“The divine image is present in every person.”

The Catechism of the Catholic Church

1. Purpose and Scope

This policy sets out how St Benedict’s Junior School identifies and supports pupils with Special Educational Needs and/or Disabilities (SEND) so that they can access an ambitious curriculum, participate fully in school life and make progress.

This policy applies to:

- the Junior School, including the Early Years Foundation Stage (EYFS);
- all staff (teaching and non-teaching), governors and volunteers working with Junior School pupils; and
- all pupils on roll, including those with medical needs, disabilities and/or social, emotional and mental health (SEMH) needs.

This policy is supported by the Junior School Learning Support Staff Handbook, which provides operational guidance and classroom strategies. The Handbook does not replace this policy; it is an internal reference guide designed to support teachers and teaching assistants with insight and strategies for a range of special needs.

2. Mission Statement and Ethos

The St Benedict’s School community is founded on the Christian values expressed in the Gospels: peace, truth, justice, and love. We view each person as special and unique. We recognise and respond to pupils’ gifts, needs and aspirations. We celebrate achievement and provide support when difficulties are experienced. We value diversity and aim to remove barriers to learning so that pupils can flourish academically, socially and emotionally.

3. Values and Vision for SEND

We are committed to an inclusive ethos with high expectations for all pupils. We prioritise early identification, evidence-informed provision and timely review. Inclusive classroom practice is the first response to emerging need, underpinned by clear outcomes reviewed through the Assess–Plan–Do–Review (APDR) cycle.

The School meets its legal duties under the SEND Code of Practice (2015) and the Equality Act (2010), including the duty to make reasonable adjustments for disabled pupils. This duty is anticipatory: we plan for and respond to barriers to access, participation and learning.

4. Aims and Objectives

We aim to:

- identify barriers to learning and participation as early as possible;
- ensure pupils with SEND make progress, experience success and achieve high standards;

- enable participation in lessons, co-curricular activities and educational visits;
- promote pupil wellbeing and positive relationships, including support for SEMH where needed;
- deliver a graduated response that is consistent, transparent and evidence-informed;
- work in partnership with parents and pupils and collaborate constructively with external professionals;
- maintain clear, proportionate records so support is implemented consistently and monitored effectively; and
- ensure staff have access to training, guidance and specialist advice to secure high-quality teaching and inclusive practice.

5. Legislation and guidance

This policy is informed by (as amended from time to time):

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010 (including the duty to make reasonable adjustments)
- Education Act 1996 (including the definition of SEN)
- Independent School Standards Regulations (ISSRs)
- EYFS statutory framework
- Data Protection Act 2018 and UK GDPR
- Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions

Where access arrangements for assessments are relevant, the School follows applicable Joint Council for Qualifications (JCQ) guidance for the relevant age and assessment context. The School remains informed by ongoing national SEND developments and will review this policy in line with any future statutory changes.

6. Definitions and Shared Language

6.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for other pupils of the same age.

6.2 Disability

A pupil is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some disabled pupils will also have SEN; some will not.

6.3 SEND

SEND is an umbrella term that includes pupils with SEN, pupils with disabilities and pupils who have both.

6.4 Additional Needs (AN) and Monitoring (M)

St Benedict's Junior School uses the term Additional Needs (AN) to describe a pupil who is not currently identified as having SEN, but who has a need that creates a barrier to learning. This may include social, emotional, familial, pastoral or contextual factors. AN may be short-term, intermittent or emerging.

Pupils with AN are tracked on the School's separate Monitoring (M) list. The Monitoring (M) list is not the SEN Register and does not indicate SEN status. It is used to ensure concerns are recorded, support is coordinated and reviewed, and escalation is timely where evidence indicates SEN may be present.

The Monitoring (M) list is reviewed at least termly by the SENCo/Head of Learning Support in consultation with class teachers, to agree next steps and consider whether SEN Support criteria are met.

Pupils on the Monitoring (M) list may receive, as appropriate:

- teacher monitoring and adaptive classroom provision;
- time-limited small-group support or targeted sessions; and/or
- one-to-one wellbeing support, such as sessions with a school counsellor or a designated mentor.

Where concerns persist beyond two review cycles, or where evidence indicates that the pupil requires special educational provision that is additional to/different from ordinarily available provision, the School will consider whether the criteria for SEN Support are met (see Section 11).

6.5 Reasonable Adjustments

Reasonable adjustments are changes the School makes to remove or reduce disadvantage experienced by a disabled pupil. The duty is anticipatory: the School plans for the needs of disabled pupils and makes adjustments where it is reasonable to do so.

6.6 Graduated Response and APDR

The School follows a graduated response: Assess, Plan, Do, Review (APDR). Support is adjusted based on evidence, outcomes and the pupil's experience.

6.7 SEN Register Banding

Within the Junior School SEN Register, the School uses internal 'Waves' as banding to indicate the level of need and impact and the intensity of provision and oversight required for pupils with identified SEN. Wave banding does not mean that Learning Support provides direct intervention for every pupil in a band.

These bands support consistency in planning and review; they do not replace the legal definition of SEN. Pupils are placed on the SEN Register where they are identified as requiring SEN Support or where they have an EHCP. The assigned Wave band reflects the current level of need and impact, and the nature of provision required.

The descriptors used (e.g. 'Universal delivery,' 'Targeted,' 'Specialist') refer to the primary mode of provision through which a pupil's needs are met and do not determine SEN status. All pupils

recorded in Waves 1–3 are identified as SEN Support.

The SEN Register bands are:

- Wave 1 (SEN – Universal delivery): SEN Support needs where the primary response is high-quality adaptive teaching and reasonable adjustments within the classroom. Provision may include proportionate targeted support where required. External advice may be in place but is typically implemented through classroom practice.
- Wave 2 (SEN – Targeted): SEN Support needs requiring additional, sustained targeted provision alongside adaptive teaching and reasonable adjustments. Provision is more structured and regularly reviewed to secure progress and access.
- Wave 3 (SEN – Specialist intervention): Higher level, persistent or complex SEN requiring individualised and/or specialist provision, often informed by external professional advice and involving closer oversight and more frequent review.
- EHCP (statutory provision): Pupils with an Education, Health and Care Plan, whose provision is delivered in accordance with the statutory requirements of the plan and reviewed through the Annual Review process.

6.8 EAL and SEND

EAL is distinct from SEND. Pupils learning English as an additional language may require targeted language support; however, SEND may co-occur. Where concerns are not explained by language acquisition alone, the School will consider whether additional assessment for SEND is appropriate.

7. Inclusion and Equal Opportunities

The School is committed to inclusion and equal opportunities. We aim to ensure that pupils with SEND can access the curriculum and wider school life and that no pupil is treated less favourably because of a protected characteristic.

In practice, this means the School will:

- promote a culture of high expectations and belonging;
- identify and remove barriers to learning and participation;
- make reasonable adjustments for disabled pupils to avoid substantial disadvantage;
- take steps to prevent discrimination, harassment and victimisation; and
- support participation in clubs, trips, performances and sport through reasonable adjustments and risk assessment as appropriate.

Accessibility needs are addressed through the School's Accessibility Plan.

8. Governance, Leadership and Roles

8.1 Governing Body and Senior Leadership

Governors hold the School to account for meeting its duties towards pupils with SEND, including

compliance with relevant legislation, and for ensuring this policy is implemented and reviewed. Senior leadership supports a whole-school culture of inclusion and ensures appropriate resourcing and oversight.

8.2 SENCo / Head of Learning Support (Junior School)

The SENCo (Head of Learning Support) leads SEND provision in the Junior School and works with staff and parents to ensure pupils' needs are identified and met. Key responsibilities include oversight of the graduated response and quality assurance of provision; advising staff on inclusive strategies and reasonable adjustments; coordinating screening and, where appropriate, referrals to external professionals; liaising with parents and external agencies; maintaining oversight of SEND records; and monitoring and evaluating impact and reporting as required.

8.3 Class Teachers and Support Staff

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support. Teachers use assessment and observation to identify barriers early; adapt teaching and implement agreed strategies consistently; contribute to APDR discussions and reviews; and communicate constructively with parents.

Support staff work under the direction of teachers and the SENCo to deliver agreed strategies and interventions and provide feedback on pupil response.

Operational systems for recording, sharing pupil profiles and communicating updates are set out in the Learning Support Staff Handbook. Staff share information on a need-to-know basis to support teaching, safeguarding and inclusion. The Learning Support Staff Handbook is made available to staff and is introduced through induction and ongoing CPD.

9. Assess, Plan, Do, Review (APDR cycle)

The School uses a graduated response (APDR) to identify needs early, provide support proportionately and review impact over time. Pupils may move between levels depending on need and response to support. Movement is informed by evidence of impact on access to learning, progress and participation.

9.1 Universal Provision (Adaptive Teaching and Classroom Support)

Universal provision is delivered through high-quality, inclusive classroom teaching and remains the responsibility of the class teacher. It includes adaptive teaching and, where relevant, reasonable adjustments to secure access for all pupils.

Universal provision may include:

- clear modelling, structured lessons, scaffolding and chunked instructions;
- explicit vocabulary teaching and use of visual supports;
- formative assessment and monitoring;
- short-term booster sessions; and
- pre-teaching/overlearning delivered by teachers or teaching assistants, where appropriate.

For some pupils with SEN (particularly those recorded as Wave 1), their needs may be met primarily

through high-quality adaptive teaching and reasonable adjustments within universal provision. In such cases, the pupil remains on the SEN Register due to the nature of their need, even where provision is largely delivered through classroom practice.

Assessment information may include teacher assessment and observation, classroom evidence and pupil work, progress/attainment over time, and screening or reports where available. Screening tools are indicators and do not, in themselves, determine SEN identification.

9.2 Targeted Support (Time-limited, Additional Provision)

Targeted support is used where a pupil requires additional support beyond universal provision to address an identified barrier to learning. It is time-limited, outcome-focused and reviewed at an agreed point.

Targeted support may include structured small-group or individual interventions, targeted Learning Support input alongside classroom provision, and clearly defined outcomes and review points through APDR where appropriate.

9.3 Specialist or Individualised Support

Specialist or individualised support is for a small number of pupils with significant, complex or persistent needs. Provision may involve coordinated external professional input and more frequent review. Where appropriate, sustained needs may lead to consideration of SEN Support and/or an Education, Health and Care needs assessment. Where external provision is arranged, any associated costs and options are discussed transparently with parents in advance. This does not replace the School's responsibility to provide appropriate support from its ordinarily available provision.

10. Identification, Assessment and Internal Screening

10.1 Identification and Assessment

Needs may be identified through teacher assessment and professional judgement; observations and classroom-based evidence; standardised assessment, screening and, where appropriate, specialist assessment; parental concerns and information from previous settings; and wider pastoral information (attendance, wellbeing, behaviour patterns). Where concerns persist, APDR documentation may be used proportionately to ensure clarity, consistency and evaluative review.

10.2 Internal Screening (Lucid)

As part of the School's commitment to early identification, Lucid screening assessments are used at key points to support identification of pupils who may be experiencing literacy or dyslexia-related difficulties.

Whole-cohort screening is undertaken in Year 3 and again in Year 5. Additional screening may be carried out for new joiners at any stage, where appropriate. Pupils in Year 2 who have been monitored or flagged due to ongoing concerns related to phonics acquisition or early literacy development may also be screened.

Screening outcomes are considered alongside teacher observations, classroom performance and pupil work, and attainment/progress data over time. Screening tools are indicators rather than

diagnostic assessments and inform planning and timely intervention.

11. SEN Register (SEN Support and EHCP)

11.1 What the SEN Register Records

The School maintains a SEN Register to record and monitor pupils who meet the criteria for SEN Support and pupils with an EHCP, to ensure appropriate planning, oversight and review. Pupils on the Monitoring (M) list are not included on the SEN Register.

11.2 SEN Support Decision (SEN Support Test)

A pupil will usually be considered for SEN Support when evidence indicates that:

- the pupil has a learning difficulty or disability; and
- they require special educational provision that is additional to, or different from, that made generally for pupils of the same age; and
- barriers persist over time despite appropriate adaptive teaching and targeted support, and outcomes require a structured SEN Support plan and review.

11.3 Parent Consultation and Transparency

Parents are informed and involved. In most cases, the School will share concerns and the evidence base; explain what has been tried and the pupil's response; and discuss the proposed support, intended outcomes and review arrangements. Where the evidence indicates that SEN Support is required, the School will notify parents and record the pupil on the SEN Register as an internal record to support consistent planning and review of provision. Where urgent safeguarding or urgent medical needs require immediate action, the School will act promptly and communicate with parents as soon as reasonably possible.

11.4 Wave Banding on the SEN Register

Pupils on the SEN Register are recorded under a Wave band (Wave 1, Wave 2 or Wave 3), or as having an Education, Health and Care Plan (EHCP). Waves 1 to 3 represent SEN Support within the School's graduated response and indicate the level of need and intensity of provision and oversight required.

A pupil's Wave band may change over time in response to their needs and progress. Wave banding supports consistency and oversight; it does not mean that every pupil in Waves 1–3 receives direct Learning Support sessions.

As a general guide, Wave 1 indicates needs primarily met through classroom-based provision; Wave 2 reflects the need for sustained targeted support; and Wave 3 reflects more complex or persistent needs requiring specialist or individualised provision.

Pupils with an EHCP are supported in accordance with the statutory requirements of their plan. For internal recording purposes, pupils with an EHCP may be identified using the letter 'E'; this is an administrative indicator and does not form part of the Wave banding system.

11.5 Moving On/Off the SEN Register

Decisions to add or remove a pupil from the SEN Register are based on evidence of need, provision

and impact over time and are discussed with parents. Removal from the Register typically reflects that outcomes have been achieved and can be sustained through ordinarily available provision and reasonable adjustments (where relevant), and the pupil no longer requires special educational provision additional to/different from that generally made.

12. Provision Planning, APDR and Review

For pupils on SEN Support, the School uses the Assess–Plan–Do–Review (APDR) cycle to plan, deliver and evaluate provision. Plans focus on outcomes, strategies and responsibilities. Provision is evaluated primarily against clearly defined outcomes relating to progress, access to the curriculum and participation in school life.

Review expectations:

- SEN Support: reviewed regularly (typically at least termly), and more frequently where needs are changing or support is intensive.
- EHCP: reviewed through the statutory Annual Review, with interim reviews where needs or provision change significantly.

Impact may be evaluated using progress towards outcomes and targets; classroom performance and engagement; curriculum and/or standardised assessments where relevant; work samples and teacher judgement; pupil feedback and wellbeing indicators; and attendance/behaviour information where relevant.

12.1 Pupil Passport / Pupil Profile

Where specialist advice is received, key recommendations are summarised into a Pupil Passport (pupil profile). The Passport outlines strengths, needs, agreed strategies and any reasonable adjustments or access arrangements consistent with the pupil's normal way of working. It is shared securely with relevant staff and reviewed with parents as appropriate.

13. Records, Confidentiality and Information Sharing

The School keeps clear, proportionate records to support consistent implementation. SEND information is shared internally on a need-to-know basis to support teaching, safeguarding and inclusion. Records are managed in line with the School's Data Protection/Privacy policy. Transition information is shared appropriately to support continuity of provision. Records are retained and disposed of in line with the School's retention schedule.

14. Partnership with Parents and Pupil Voice

Parents play a vital role in identification and support. The School aims to communicate clearly, listen carefully and work collaboratively to agree next steps, strategies and review points. Pupil voice is gathered in an age-appropriate way to inform planning and review.

15. Education, Health and Care Plans (EHCP)

A small number of pupils may have an EHCP. The School works with parents, the local authority and

professionals to deliver the provision specified and to review outcomes.

EHCPs are reviewed through an Annual Review in line with statutory requirements. Interim reviews may occur where needs or provision change significantly. Where a pupil's needs appear to require provision that may be beyond what can reasonably be provided from ordinarily available resources alone, the School may support parents in requesting an EHC needs assessment.

16. Supporting Pupils with Medical Needs, Wellbeing and Safeguarding

The School recognises that medical needs and wellbeing can affect learning and participation. Support may include reasonable adjustments, care plans and collaboration with parents and medical professionals.

Safeguarding is paramount. Where SEND intersects with safeguarding concerns, staff follow the School's safeguarding policy and procedures and seek advice from the Designated Safeguarding Lead (DSL) as required. Where SEMH needs are identified, the School works with parents and relevant staff to plan appropriate support, which may include mentoring, counselling or referral to external services where appropriate. Staff do not diagnose.

17. Internal Assessments and Access Arrangements

The School aims to ensure internal assessments are accessible and that any arrangements used reflect the pupil's normal way of working. Access arrangements are not granted on the basis of preference; they are awarded where there is a clear evidence base. The School considers history of need, history of provision, the pupil's normal way of working, and relevant assessment information and professional advice where appropriate. Records of the evidence supporting access arrangements are retained for appropriate scrutiny. This section applies to internal assessments. Where relevant, arrangements for external qualifications are made in line with applicable JCQ Access Arrangements and Reasonable Adjustments guidance. Any agreed arrangements reflect the pupil's established normal way of working in the classroom and across the curriculum.

18. Admissions and Transition

18.1 Admissions

The School welcomes applications from pupils with SEND and considers each application individually, in line with the Equality Act (2010). The School will seek and consider relevant information to understand the pupil's strengths, needs and any disability-related requirements; consult with parents and, where appropriate, relevant professionals or the previous setting (with appropriate consent); consider the reasonable adjustments and support that may be required for access to education and school life; and confirm agreed support arrangements and review points where the pupil takes up a place.

The School does not discriminate because of disability and considers applications individually, making reasonable adjustments where it is reasonable to do so. Where parents and the School agree that additional planning is required, a transition plan may be put in place.

18.2 Transition

Transition is planned proactively and may include meetings with parents, information sharing between staff, and transition activities to support wellbeing and continuity of provision.

19. Complaints

The School aims to resolve concerns informally and early wherever possible. If concerns relating to SEND have not been resolved, parents may follow the School's complaints procedure. As a general pathway: discuss with the class teacher; contact the SENCo/Head of Learning Support for SEND-related concerns; raise it with a senior leader if unresolved; and follow the formal complaints procedure as published by the School if required.

20. Monitoring, Evaluation and Policy Review

The School evaluates SEND provision to ensure it is effective and represents good use of resources. Monitoring may include review of progress data, intervention impact, record sampling, staff feedback and parent/pupil feedback. This includes monitoring the consistency and quality of adaptive teaching and adjustments. This policy is reviewed annually (or sooner if required) and reported to governors as appropriate.

Appendix A: Register Key (Summary)

The Junior School maintains two lists to support early identification and appropriate oversight:

- Monitoring (M) list: pupils causing concern or identified as having Additional Needs (AN) who do not currently meet the threshold for SEN Support.
- SEN Register: pupils identified as requiring SEN Support and pupils with an Education, Health and Care Plan (EHCP).

Within the SEN Register, Wave banding is used to indicate the current level of need and the intensity of provision and oversight required. Pupils receiving SEN Support are recorded as Wave 1, Wave 2 or Wave 3. Pupils with an EHCP are recorded separately in accordance with their statutory plan.

For internal recording purposes, pupils with an EHCP may be identified using the letter 'E'; this is an administrative indicator and does not form part of the Wave banding system.