ST BENEDICT'S SCHOOL

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Special Educational Needs and Disability (SEND) Policy

Senior School

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Table of Contents

1. Preface 3
2. Context 3
3. Special Educational Needs and Disability (SEND) 3
4. Identification of SEN Students 6
5. Intervention to Support SEN students 8

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 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].
- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Safeguard Children.
- Independent School Standards Regulations 2014 (as amended) and Independent School Standards Guidance 2026.
- Data Protection Act 2018, UK GDPR and associated legislation.
- Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments regulations.
- The School's Safeguarding, Behaviour, Accessibility, Attendance and Admissions Policies.

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 Head and the Board of Governors.

3.6 Equality Act 2010 and Reasonable Adjustments

The School recognises its duties under the Equality Act 2010. Where a pupil has a disability as defined by the Act, the School will make reasonable adjustments to ensure that the pupil is not placed at a substantial disadvantage in comparison with their peers.

The School will seek to:

- Eliminate discrimination.
- Promote equality of opportunity.
- Foster good relations between individuals.
- Improve access to education, co-curricular provision and school life.
- Work in accordance with the School's Accessibility Plan.

Reasonable adjustments will be considered on an individual basis and may include curriculum adaptations, examination arrangements, technological support, specialist equipment, environmental adjustments and additional adult support where appropriate.

Accessibility

The School maintains an Accessibility Plan which is reviewed regularly.

The Accessibility Plan sets out how the School seeks to improve access to education, facilities and information for pupils with disabilities and remove barriers to participation wherever reasonably possible.

The Accessibility Plan should be read in conjunction with this SEND Policy and the School's Equality objectives.

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. 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 regularly.
- 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 Care 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.

3.10 SEND and Safeguarding

The School recognises that children with SEND may face additional safeguarding risks and barriers to recognising, reporting or disclosing abuse.

These may include:

- Communication difficulties.
- Social isolation and bullying.
- Increased dependency upon adults.
- Greater vulnerability to exploitation.
- Difficulties understanding risk.
- Online safety vulnerabilities.

The SENCO and Designated Safeguarding Lead (DSL) will work closely together to ensure that safeguarding concerns relating to pupils with SEND are recognised promptly and addressed appropriately.

All staff will receive appropriate training to understand the additional safeguarding needs that may arise for pupils with SEND in accordance with Keeping Children Safe in Education. Children with SEND will be supported through a whole-school safeguarding approach that promotes their welfare and educational outcomes.

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:

3rd Form	ART; LUCID RECALL
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~~ is used to screen the whole year group to further inform learning styles and needs.

Each year group is screened using the tests indicated above to inform learning 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~~,~~ 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 specific 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 which 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 hyperactivity disorder or attachment disorder. (CoP. 6.33) The pastoral team and TLS Department work together closely to support students with SEMH needs.
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

Intervention aims to remove barriers to learning and participation, develop skills and independence, and support progress towards individual outcomes. Its impact is evaluated through attainment, access, participation and other relevant measures**.** Support may begin on the basis of identified need while assessment or diagnosis is pending**.**

The Department has three graduated levels of response:

	Level of intervention
Wave 1	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. 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. As their needs are met within the classroom setting, communication with parents takes place through the School's standard tracking and reporting processes. Wave 1 support involves high-quality, personalised teaching which includes: • 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.
	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 an IEP(Individual Education Plan). 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.
Wave 2	Pupils will receive an IEPand 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.

Wave 3/E	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.

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

5.4 Graduated SEND Support: Assess, Plan, Do, Review

The School adopts the graduated approach described within the SEND Code of Practice.

Assess

The School will identify a pupil's needs through assessment, progress data, teacher observations, screening, discussions with parents, discussions with the pupil and consultation with external professionals where appropriate.

Plan

Appropriate support strategies, interventions, expected outcomes and review arrangements will be agreed with staff, parents and pupils wherever possible.

Do

Teachers remain responsible and accountable for the progress and development of all pupils within their classes, including where interventions involve teaching assistants, learning support staff or specialist teachers.

Review

The effectiveness of support will be reviewed regularly with parents, pupils and staff. Provision will be adapted where required and further cycles of Assess, Plan, Do and Review implemented to ensure that pupils continue to receive appropriate support.

5.5 Education, Health and Care Plans (EHCPs)

Where a pupil's needs cannot reasonably be met through ordinarily available provision, parents, the School or the Local Authority may request an Education, Health and Care Needs Assessment.
Where an Education, Health and Care Plan (EHCP) is issued, the School will implement the provision specified within the Plan and participate fully in Annual Reviews.
The School will work collaboratively with parents, pupils, Local Authorities and relevant professionals to support implementation of the EHCP and ensure progress towards agreed outcomes.
The School recognises the importance of person-centred planning and will seek to ensure that the views, wishes and aspirations of the pupil are considered throughout the EHCP process.

5.6 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). The Head as Head of the Exam Centre, has ultimate responsibility for ensuring that exam concessions are awarded in line with JCQ regulations.