



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy applies across the College including Early Years, Prep and Senior Schools. The policy should be read in conjunction with the Learning and Teaching, SENDA Accessibility Plan, Medical and First Aid, Admissions, Stretch and Challenge, and Safeguarding Policies.

St. Columba's College is conducted in the educational tradition of the Brothers of the Sacred Heart. As such, we accept young people, appreciating their individual uniqueness and recognising that they are on a life-long journey of growth.

Policy owners:	SENDCo Senior/SENDCo Prep
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Section 1: Introduction

St Columba's College takes a personalised and compassionate approach to supporting pupils with SEND, ensuring that every learner receives the most appropriate and enriching educational experience. We recognise the diverse and evolving nature of special educational needs and disabilities and respond flexibly using a wide range of strategies to promote access to a broad, balanced and inclusive curriculum. Our provision draws on the strengths of our whole school community and, where needed, we seek specialist guidance and support beyond the College to ensure that each pupil's individual needs are met with care, expertise and dignity.

There is a designated SENDCo in both the Prep and Senior Schools together with a number of support staff who work closely with Heads of House in the Senior School and Key Stage Leads in the Prep School to ensure all children, no matter what their starting point, achieve to their fullest potential during their time with us at St Columba's College.

This policy was developed in response to the principles of the College mission statement and the educational charism of the Brothers of the Sacred Heart. The College is committed to promoting the highest possible levels of achievement for all pupils of its school community, valuing all learners equally and developing their enthusiasm for learning. The school seeks to acknowledge and monitor the needs of all our pupils and employ strategies to meet them to ensure that each student reaches their own fullest potential, developing into independent and curious lifelong learners who are fully prepared for their next stage in education and life.

We support the general principles detailed in the [SEND Code of Practice](#). The College complies with its duties under the Equality Act 2010 in relation to this policy. We aim to ensure that adequate accessibility and provision can be made for all pupils who are admitted to the College.

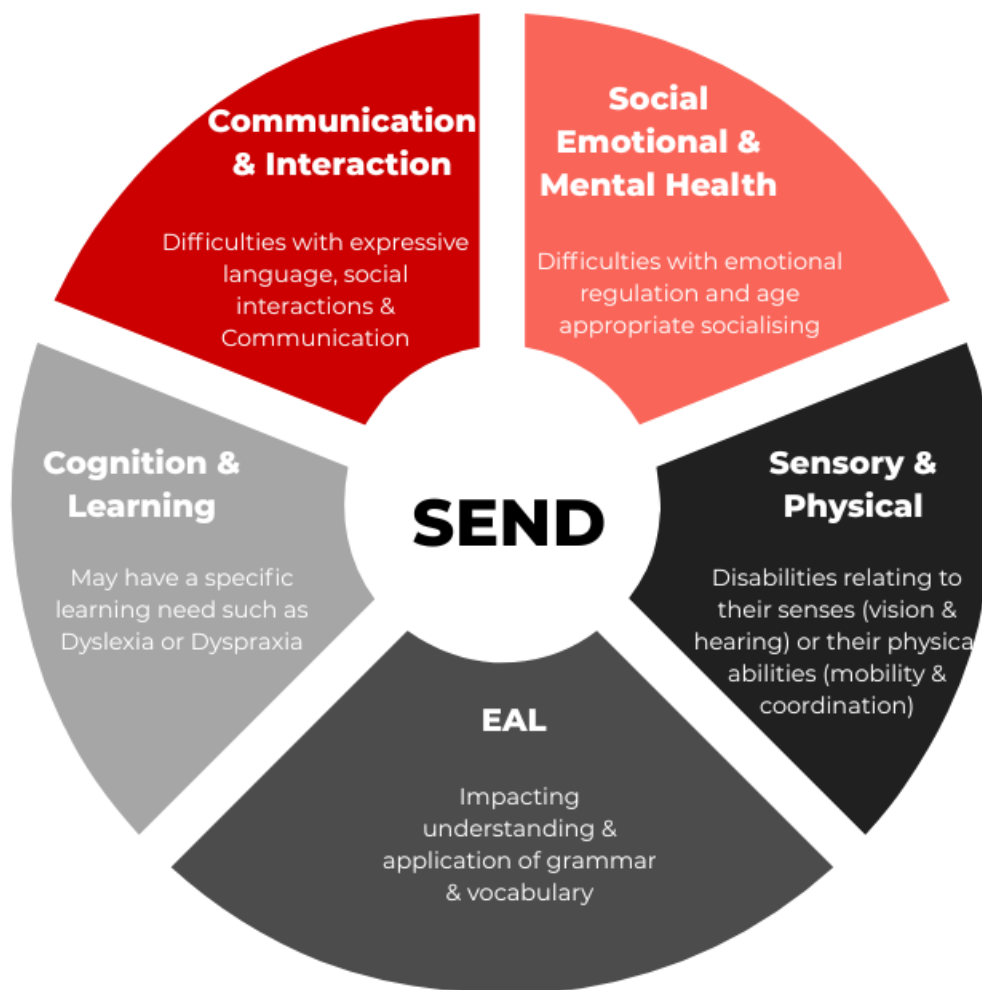
Section 2: Values and Aims

Within the limits of available resources, the aims are:

- a. ensure that every pupil has equal rights in all areas of our school life as a valued, responsible and equal member of our learning community; and that pupils with SEND are not treated less favourably or substantially disadvantaged because of their educational need and/or disability.
- b. ensure that all school staff are aware of each pupil's needs so that such needs may be met in all school settings and reasonable adjustments are made as necessary;
- c. ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- d. encourage pupils to be happy, confident, tolerant and caring, and to share in the planning and evaluation of their learning within a supportive, caring community, encouraging each pupil to achieve their personal best and develop into an independent individual, who has deep respect for others, and is fully prepared to take the next step in their education with enthusiasm and confidence;
- e. identify, assess, record and regularly review pupils' progress and needs. Use the 'Graduated Approach' by setting appropriate objectives and targets based on identified needs, and regularly reviewing these targets, to ensure that no pupil falls behind or fails to make progress and that all pupils with SEND have a sense of involvement in their additional provision;
- f. ensure that pupils with SEND have opportunities to express their pupil voice. Where appropriate, they are fully involved in any matters effecting their provision.
- g. Collaborate with parents and, where appropriate, external agencies to meet SEND needs, ensuring that parents' views are valued and incorporated.
- h. provide staff training and development opportunities in line with current SEND practice.
- i. Implement access arrangements in line with the relevant JCQ recommendations, as outlined in the current JCQ Regulations and Guidance.

Section 3:

Definition of SEND



In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than most pupils of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in the same school.

In our setting, a pupil has SEND if they have a learning difficulty or disability, which calls for something “additional or different” which results in educational provision to be made for them.

A pupil is not to be regarded as having SEND:

- solely because the language or form of the language of their home is different from the language in which they will be taught; or
- because they find a subject difficult or complex as there are often disparities in the speed with which pupils learn.

Pupils with a disability

As defined by the Equality Act 2010, a pupil is disabled if they have a physical or mental impairment which has a substantial, long-term adverse effect on their ability to carry out normal day-to-day activities. Not all pupils who have SEN are disabled and not all disabled pupils have SEN.

Categories of Need

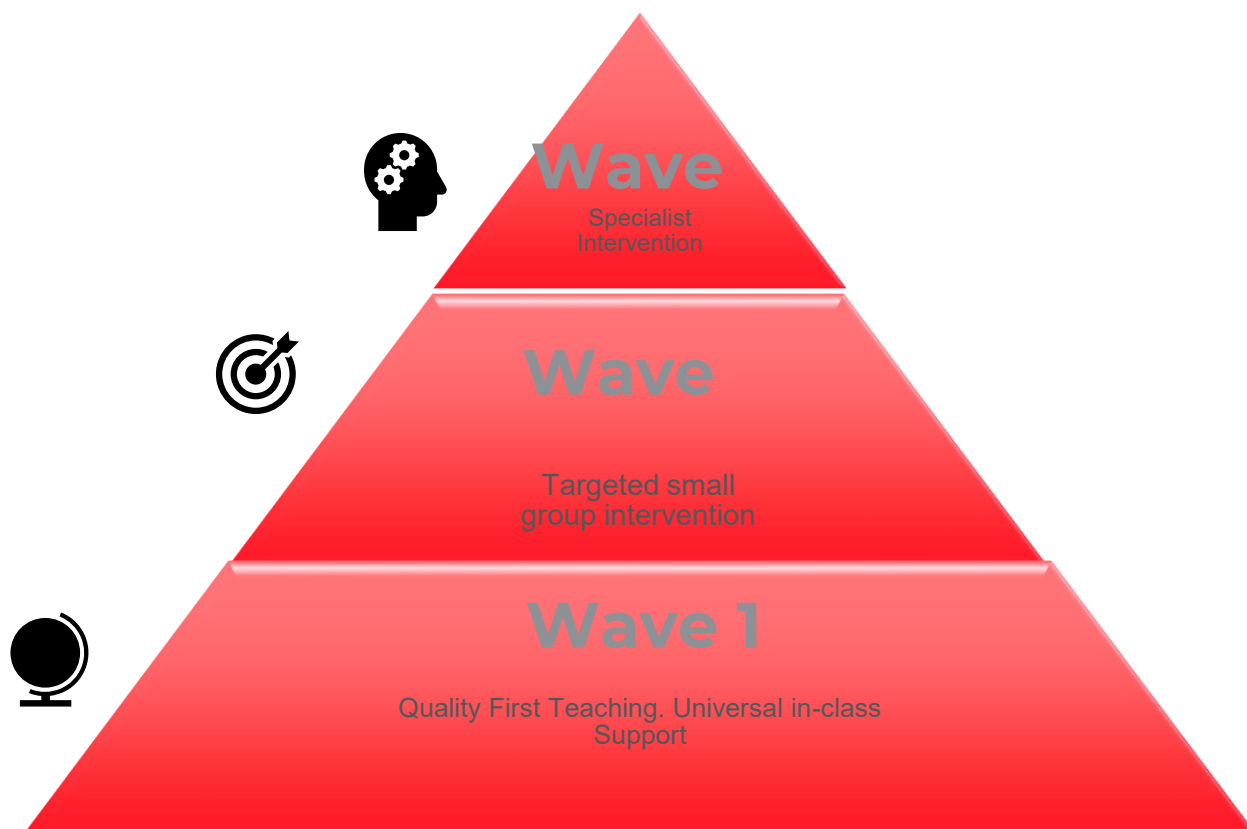
Four broad areas give an overview of the range of needs:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional mental health.
4. Sensory and/or physical needs.

In practise, individual children or young people often have needs that crossover multiple areas and it is important to remember that their needs may change over time.

Section 4: Waves of SEND Provision

The school adopts a graduated response in order to match provision to individual needs of each pupil. Most pupils' needs are met and responded to in the first instance through classroom differentiation and quality first teaching. Please see below our waves of support.



Wave 1 Support

This is a universal provision, provided through high-quality, inclusive and personalised teaching for all pupils. Quality First Teaching is the foundation of everything we do at St Columba's College. There is no direct input from the SEND department in Wave 1.

- **Personalised learning** (visual aids, timers, peer support, careful seating in class, learning skills)
- **Differentiation of work** (ensure all children are challenged at the right level, building confidence to mastery)
- **Early identification & Support of additional needs** (to ensure support is in place and pupils don't fall behind)
- **Focus on assessment** (monitoring student progress continually and adjusting)
- **Scaffolding & Support** (modelling, teacher questioning, visual aids, chunking of tasks into smaller steps, word banks)
- **Positive relationships** (essential for a supportive learning environment)

- **High expectations** (provide support for every student to achieve their personal best)
- **Subject Clinics** (opportunities for Children to access subject teacher support outside of lessons)
- **Access Arrangements** (implemented based on JCQ recommendations)

Wave 2 Support

Wave 2 Support is delivered in addition to the Universal Provision of Wave 1. Wave 2 support may be identified based on their academic attainment. The aim of wave 2 is to help children accelerate their progress to work at or above age-related expectations.

- **Targeted interventions** and support for some learners.
- **Access to Specialist Resources within school e.g.:**
 - Nurture groups (lunch time clubs run by SEND department)
 - Identified interventions (e.g. Lexia and Century Tech)
 - Short bursts of intensive, targeted intervention
 - Some 1:1 support – can be for ‘catch up’, management of school work or meeting deadlines
 - Therapies (counsellor / staff listeners / mentor)
 - Use of assistive technology (TextHelp)
- **Individualised, strategic advice** from SENDCo
- Children who **meet the NHS threshold** for support from external agencies within the last 18 months, **without advice and recommendations**

Wave 3 Support

Wave 3 Support is in addition to Universal Provision in Wave 1 and Targeted interventions in Wave 2. Wave 3 is **highly individualised support**, targeting a minority of pupils with significant academic, behavioural or social-emotional needs. These interventions require specialist expertise and trained professionals.

- Implementation of actions laid out in an **EHCP**
- **Reduced timetable** due to inability to access the curriculum
- These children will have an **individual Provision Plan (IPP)**
- Pupils with **complex needs** (multiple needs / diagnosis)
- Children who **meet NHS threshold** for support from external agencies within the last 18 months, **with advice and recommendations**

Children and Families Act 2014 Where a Local Authority (LA) concludes that a child with a EHC plan should be placed in an independent school and names the school in the EHC plan, the LA retains the legal right and financial responsibility for ensuring that the provision specified in the child’s EHC plan is made. This will include fees charged by an independent school.

Section 5 : Identification, Monitoring and Assessment

Upon Application

The College welcomes all pupils who meet the entry requirements (see also Admissions Policy).

Please note, parents are obliged to:

- a. inform the school of any known specific learning difficulty at the time of application for a place;
- b. indicate any additional or different support their child may be receiving in his/her current schooling.

The practical implications of a pupil's needs are taken into account during the selection process and interview. We are a mainstream setting with no specialist provision. We are not a section 41 school.

The school implements the **Assess–Plan–Do–Review cycle** in line with the SEND Code of Practice (2015). This graduated approach ensures that pupils with Special Educational Needs and Disabilities (SEND) receive targeted, effective, and regularly evaluated support.

Assess

The school will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and observations of the pupil's progress.
- Views of parents/carers and the pupil.
- Advice from the SENCO and, where appropriate, external specialists.
- Assessment data and records of previous interventions.

The assessment stage ensures that all parties have a shared understanding of the pupil's strengths and barriers to learning.

Plan

Where SEND support is required, the school will work with parents/carers and the pupil to agree:

- Specific, measurable outcomes to be achieved within a set timeframe.
- The support, adjustments, and interventions to be put in place.
- The staff members responsible for delivering the provision.
- Review dates to evaluate progress.

This information will be recorded on the pupil's individual support plan (or equivalent school documentation).

Do

The class teacher remains responsible for the progress of the pupil, even where targeted interventions involve additional adults or specialist staff. The SENCO will support the teacher in coordinating provision and monitoring its delivery. Teaching strategies, resources, and interventions will be implemented as planned, with ongoing

recording of impact and observations.

Review

At the agreed review point (typically termly), the effectiveness of the support and the pupil's progress towards outcomes will be evaluated. This review will involve:

- The pupil's teacher, SENCO, parents/carers, and the pupil.
- Consideration of the pupil's progress against agreed outcomes.
- Decisions on whether to continue, adapt, increase, or reduce provision.

Where progress remains limited despite evidence-based support, further advice may be sought from external professionals. If necessary, the school will consider whether to request an **Education, Health and Care (EHC) needs assessment**.

Section 6: SEND and Sanctions

Pupils with SEN or disabilities are provided with strategies to support any challenging behaviours. These strategies are not meant to replace the normal disciplinary procedures in the school, which remain. Reasonable adjustments will be made and individual needs considered when applying the behaviour policy. Ultimately, the behaviour policy will apply to all children as we equip them with the understanding that certain behaviours are unacceptable within our school community and wider society.

Section 7: Access Arrangements for Examinations

Access Arrangements are the reasonable adjustments made for pupils with Special Educational Needs and/or Disabilities (SEND) to ensure they are not unfairly disadvantaged in examinations, assessments, or day-to-day learning. These arrangements are put in place to remove barriers to achievement while maintaining the integrity of the assessment.

Principles

- Access Arrangements are based on evidence of need, normal way of working, and compliance with awarding body regulations.
- They are not designed to give an unfair advantage, but to level the playing field so that pupils can demonstrate their true skills, knowledge, and understanding.
- Arrangements will be tailored to the individual and regularly reviewed.

Types of Access Arrangements

Depending on individual need and assessment outcomes, pupils may be eligible for:

- Extra time
- Use of a word processor
- Reader or computer reader

- Scribe or voice recognition software
- Supervised rest breaks
- Modified papers (e.g. large print, Braille, coloured overlays)
- Smaller room arrangements

Identification and Implementation

- The SENDCo, in consultation with teachers, parents, and external professionals (where appropriate), will determine whether a pupil may require access arrangements.
- Assessments to support applications (e.g. for extra time or reader support) will be carried out by a suitably qualified professional, **who has a working relationship with the College**, in line with JCQ or other awarding body guidance.
- Arrangements will reflect, but are not solely limited to, the pupil's **normal way of working** in the classroom.
- Pupils cannot receive arrangements in exams that they do not usually use in lessons.
- Evidence is gathered and provided to the Exam Board to support the application. Types of evidence may include; teacher observations, annotated work samples, and records of in-class adjustments
- Pupils will be informed about agreed arrangements.

Monitoring and Review

- Access Arrangements will be reviewed annually, or earlier if the pupil's needs change.
- The SENDCo is responsible for ensuring arrangements are applied for, implemented, and monitored during assessments and examinations.

Local offer

All local authorities are required to publish a local offer setting out information about provision they expect for pupils with SEND. This information can be obtained here:

[The Hertfordshire SEND Local Offer](#)