

SEND POLICY September 2025



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

Last Review Date:	September 2025
Next Review Date:	September 2025
Governor's Signature:	





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This policy is reviewed every year or before if there are changes in the Special Educational Needs Code of Practice

Approval: Full governing body

Legislation: Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Academies and free schools – Section 1(8) of the Academies Act 2010.

Also see The Special Educational Needs Code of Practice

St Aloysius School SEND Policy

1. Introduction

At St Aloysius School, we are committed to fostering an inclusive, nurturing, and supportive environment where every student is encouraged to grow both academically and personally, in line with our school vision of "Faith, Service, and Excellence."

We believe that every child is a unique gift with the potential to contribute to our school community and beyond. Guided by our core values of respect, compassion, and integrity, we aim to ensure that all students, including those with Special Educational Needs and Disabilities (SEND), receive the tailored support they need to flourish. In addition, we use information about students. We also have information about staff. To ensure information about our community is kept safe we have a rigorous set of procedures and policies that ensure we are GDPR compliant.

2. Aims

To ensure that all students, regardless of their individual needs, have access to a broad and balanced curriculum.

To identify and assess the needs of students with SEND as early as possible.

To provide effective interventions and support tailored to individual needs.

To work collaboratively with parents, carers, and external agencies to support student development. To promote the inclusion of students with SEND in all school activities.

3. Definition of SEND

According to the Children and Families Act 2014, a student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014:



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“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

And

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age”

The main areas of SEND needs are:

- Communication and interaction: Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Condition (ASC)
- Cognition and learning: Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia
- Social, emotional, and mental health difficulties (SEMH): Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder (AD)
- Sensory and/or physical needs: Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

4. Admission and Inclusion

All the teachers in the school are teachers of students with Special Educational Needs. As such St. Aloysius College adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice (outline, e.g. based on a Quality First Teaching model, using the 'Achievement for All' and recommendations from the Education Endowment Foundation EEF).

The staff of the school are committed to identifying and providing for the needs of all students in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.

All students with SEND are afforded the same rights as other students in terms of their admission to school.

5. Access to the Curriculum

The Curriculum will be made available for all students, including those with predictable SEND. Where students have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for students with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the students' SEND, the action taken and the outcomes. There will be flexible grouping of students so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual students.

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Teaching styles and flexible groups will reflect this approach. Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND. Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.

6. Roles and Responsibilities

SENCo (Special Educational Needs Coordinator): Ms Braja
Deputy SENCo Ms. Jastrzab

To oversee the day-to-day operation of the SEND policy.
To coordinate provision for students with SEND.
To liaise with parents, teachers, and external agencies.
To ensure that teachers are aware of their responsibilities regarding SEND.
To provide training for teaching and support staff.

Governors:

To ensure the school complies with the SEND Code of Practice and relevant legislation. To monitor and review the effectiveness of the SEND policy.

Teaching Staff:

To differentiate teaching methods and resources to meet the needs of all learners.
To implement strategies and interventions as outlined in students' SEND Support

Plans. 7. Identification and Assessment of SEND

Identification:

Our school operates on the Graduated Approach of 'Assess, Plan, Do, Review' (APDA) to assess the needs of our students and offer reasonable adjustments in terms of support. All teachers are responsible for identifying students who may have SEND. This may involve ongoing assessments and observations in the classroom. When a student fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows the APDA approach. Assessments will allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping/ Pupil Passport via EDUKEY) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work

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- Reading Groups
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Transition and Social Skills Groups.
- Withdrawal interventions to support individual's needs

The plans will be outcome focused. The resources deployed to help the student achieve the agreed outcomes will be captured on EDUKEY and students will be involved in developing the plan. The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies, will initiate an Early Help assessment to assist assessment and planning.

Identification, assessment, planning, intervention and review of students with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, Key Stage attainment tests. Where necessary, students will be referred to the SENCo for diagnostic testing to construct a profile of strengths and weaknesses. Additionally, the progress of any student receiving exceptional needs funding, or with an EHCP which will be reviewed annually **Assessment:**

Initial concerns should be discussed with the SENCo. Formal assessments may be conducted to identify specific needs, in collaboration with educational psychologists or other professionals if necessary. Please refer to **Appendix B:** Flowchart for identifying and supporting students with SEND.

Access Arrangements for Examinations and Alternative Accreditation

The SEND department will liaise with teaching and pastoral staff and the examinations' officer about appropriate considerations for access arrangements for GCSE examinations and other accredited qualifications for individual students. The department will arrange support but at times the school may have to provide additional examination invigilation to enable the department to provide the level of support required, especially during the G.C.S.E examination period.

8. Informing Subject Staff of Pupils with Identified SEND

The SENCO/SEND team will publish, for each member of staff and other interested bodies, an annual SEND REGISTER. This register will detail the identified nature of pupils' Special Educational Need. Information and strategies for teaching and supporting such pupils can be found in a general way in the Staff handbook and in a specific way in the personalised pupil profiles.

9. Provision and Support

SEND Support Plans:

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For students identified with SEND and EHCP will be developed, outlining specific strategies, interventions, and expected outcomes. This plan will be reviewed regularly.

We offer:

Universal Support - HFQT (High First Quality Teach) using: retrieval; chunking; adaptive teaching; scaffolding; feedback; questioning; metacognition; dual coding, delivered through spacing and and interleaving delivered by specialist teachers.

Targeted support and interventions will be provided based on the individual needs of students, which may include:

One-on-one support

Small group interventions

Interventions:

HW club

Handwriting club

Breakfast Club

RML

LEXIA

ELSA

LEGO Club

Specialist support

Please refer to Appendix A: List of external agencies and support services from SEND Local Offer www.islington.gov.uk/localoffer.

The school building is accessible to all. For students with significant physical or medical needs a full risk assessment and a Health Care Plan is completed in discussion with the student, parents and other relevant professionals.

10. Working with Parents and Carers

We believe that collaboration with parents and carers is vital in supporting our students with SEND. We will:

- Keep parents informed about their child's progress and any support provided.
- Involve parents in the development and review of SEND Support Plans.
- Provide guidance on how parents can support their child's learning at home.

The school will actively seek the involvement of parents in the education of their child. It is recognised that it is particularly important with students who have SEND where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their daughter in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. The school will work to ensure that students are

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fully aware of their own needs and the targets in their Plans. We will encourage all students to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

11. Training and Development

All staff will receive training on inclusive practices and understanding SEND to ensure they can effectively support all students. Ongoing professional development informed by the latest pedagogical approaches, and will be provided as part of the school's commitment to continuous improvement.

12. Monitoring and Review

This SEND policy will be kept under review by the SENCo and school governors to ensure its effectiveness. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention (e.g. the effective use of the Team Around the Child Meetings)
- Academic progress of pupils with SEN
- Improved behaviour of the student, where this is appropriate
- Student attendance
- Consultation with parents
- Student awareness of their targets and achievements

13. Removal of pupils from the SEND register

Pupils who no longer require support that is "additional to" or "different from" other students can be taught in an inclusive way through High Quality Teaching. Where students no longer require additional interventions from school or outside agencies, parents will be informed that the pupil has no further need for this support and will be removed from the SEN register. Any further gap in learning can be met through High Quality Teaching and the pupil will be monitored closely. If further intervention is required later, the pupil can once again be added to the register.

14. Supporting pupils moving between phases and preparing for adulthood

All year 6 students moving to St Aloysius' will experience 'taster' days in their summer term and Aloysius' staff will visit primary schools to discuss issues with students and gain important information about individuals. A transition parents' evening also takes place during the summer term where the students can meet their new form tutors.

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Information sharing of SEND students' needs and progress will be shared between Primary and Secondary SENDCOs at an annual transition meeting.

Students new to year 7 will be given the opportunity to visit the school on more than one occasion, with or without someone from their school to manage the transition.

Each year 7 tutor group will have a designated member of the support team assigned to the class to provide a point of contact for students and parents in the first two weeks of September.

When students are in year 11, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

As part of the moving on process, all students will receive at least one interview with the career's officer to offer advice on the next steps for college and may have the opportunity to visit potential colleges as part of a small group. Students will also be supported in the application process of applying for colleges.

15. Enabling pupils with SEND to engage in school and extracurricular activities

- All of our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.
- All pupils are encouraged to attend residential trips and to take part in sports day/special. workshops, etc.
- SEND students are encouraged to form part of the school council and voice theirs and other students views
- Social skills intervention groups encourage positive communication and are supported by the speech and language therapy service
- SEND students are encouraged to be part of various clubs to promote teamwork/building friendships ● Mentoring schemes are available to some SEND pupils who require support to regulate their emotions. ● We have a zero tolerance approach to bullying.

14. Arrangements for the Treatment of Complaints

At St. Aloysius College, it is our vision that special needs provision is most successful when the school, students and parents work in partnership. However, if there are queries or concerns raised, the SENCo should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put into place or the situation rectified.

Following this consultation, if the situation is not resolved, we will follow the schools complains procedure. 7

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15. Conclusion

At St Aloysius School, we are committed to ensuring that every student with SEND is supported to thrive academically, socially, and emotionally. Our SEND policy reflects our dedication to inclusivity and our belief in the potential of every student.

Appendices

Appendix A: List of external agencies and support services

<https://docs.google.com/document/d/11bkTnFxFFyDb-dSjUHwyVbqeWRJ3u7SrMlaOkvaCYnM/edit?usp=sharing>

Appendix B: Flowchart for identifying and supporting students with SEND

<https://docs.google.com/presentation/d/1gWON-ElzXKrF9d11y4jALpBGK2hlzhXCFMEORUxJYhI/edit?usp=sharing>

Appendix C: Areas of need

<https://docs.google.com/document/d/1A8h6zal2mZM1QkPsxyMwaMYQvIk5umgudM1MHexUr4E/edit?usp=sharing>

Signatures

SENCo: Majlinda Braja Date: 6/09/2025

Chair of Governors: _____ Date: _____

