

SEND Policy



St Aloysius' College

Hornsey Lane,
Highgate,
London
N6 5LY

July 2026

Last Review Date:	July 2026
Next Review Date:	July 2027
Executive Head's Signature:	
Governor's Signature:	





St. Aloysius College Special Educational Needs and Disability Policy (SEND)

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)

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

Also see The Special Educational Needs Code of Practice

At St. Aloysius we are preparing our students to live well balanced, healthy and successful lives. We are committed to ensuring all students achieve in whatever field they choose regardless of their background. This includes:

- ensuring students are safe; both in and out of school
- maximising academic progress and outcomes
- ensuring students flourish socially, morally, spiritually and culturally.

To ensure information about our community is kept safe we have a rigorous set of procedures and policies that ensure we are GDPR compliant.

St. Aloysius College is committed to provide all of our pupils with the best possible educational opportunities and support to enable each to develop into the best version of themselves.

Aims and Objectives

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.

“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 Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

When the Headteacher or the appropriate Governor has been informed that a student has SEND, those needs will be made known to all who are likely to teach them. All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

All staff will ensure students with SEND can join in the activities of the school together with students who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other students in the school and the efficient use of resources.



1. Definition of SEND

A student has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A student has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational provision that is additional to, or different from, that made generally for other students of the same age.

2. Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)
- Dyslexia
- Dyspraxia

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Depression
- Attachment difficulties
- Behavioural difficulties linked to underlying needs

Sensory and/or Physical Needs

Including:

- Visual impairment
- Hearing impairment
- Physical disabilities



- Medical conditions impacting learning

3. Responsible Persons

The Headteacher, Ms. Paula Whyte is ultimately responsible to the Governors for ensuring that appropriate provision is made for pupils with special educational needs. The Headteacher maintains an overview and supports the implementation of the SEND policy and procedures through regular liaison with the Assistant Headteacher Ms. Kisten who in turn liaises with the SENCO Ms Braja.

The school has a nominated SEND governor responsible for SEND –

The governor has an overview of the day-to-day organisation of the department, and visits the department and observes lessons where support is provided.

You can request a meeting with the SENCO or our Deputy SENDCo Ms Jastrzab by phone: 0207561 7800 ext: 228

Our Special Education Needs Coordinator (SENCO) and Deputy are qualified teachers working at the school who have responsibility for SEND. The SENCO works closely with the Headteacher and governing body.

4. Admission and Inclusion

All the teachers in the school are teachers of students with Special Educational Needs. 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 'Five a day' approach 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.
- Specialist Provision
- Special Provision

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.

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. 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. Providing the graduated response: SEN Support

The school offers a differentiated curriculum. When a student fails to make progress and shows signs of difficulty in some of the following areas such as:

literacy

numeracy;

persistent behaviour

emotional and social difficulties

sensory or physical problems

communication or interaction difficulties, the school follows an '**Assess, Plan, Do, Review**' 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 via Edukey) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher
- Small group work
- 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 will help the student achieve the agreed outcomes in the Provision Map 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.



7. Exam Arrangements

St. Aloysius is committed to ensuring that students with Special Educational Needs (SEN) have equitable access to examinations and assessments. Access arrangements are put in place to remove barriers to learning and assessment while maintaining the integrity of the examination process.

Identification and Assessment

Students who may require access arrangements will be identified through:

- Their Education, Health and Care Plan (EHCP) or SEN Support Plan.
- Evidence of their normal way of working in school.
- Teacher observations and recommendations.
- Assessment by a qualified specialist assessor where required.
- Information provided by parents/carers and external professionals.

Access arrangements will be considered in accordance with the current regulations issued by the Joint Council for Qualifications (JCQ) and examination boards.

Types of Access Arrangements

Where appropriate and supported by evidence, students may be eligible for arrangements including, but not limited to:

- Extra time.
- A reader or reading software.
- A scribe or speech recognition technology.
- Word processor use.
- Rest breaks.
- Prompting.
- Modified examination papers.
- Separate room accommodation.
- Other arrangements approved by the awarding body.

Application Process

The SENDCo, in collaboration with the Examinations Officer and relevant staff, is responsible for coordinating access arrangement applications. Appropriate evidence will be gathered and retained to support applications and demonstrate students' normal way of working.

Applications for formal examination access arrangements will be made within the deadlines set by the relevant awarding bodies.

Monitoring and Review



Access arrangements will be reviewed regularly to ensure they remain appropriate to the student's needs. Arrangements used in public examinations should reflect the support routinely provided in classroom teaching, learning and internal assessments.

Communication with Students and Parents/Carers

The school will work closely with students and parents/carers to ensure they understand any approved access arrangements and how they will be implemented during examinations. Students will be given opportunities to practise using their arrangements during internal assessments and mock examinations.

Equality and Inclusion

The school is committed to promoting equality of opportunity and ensuring that students with SEND are not disadvantaged in examinations. All arrangements will be made in accordance with statutory guidance, JCQ regulations, and the school's commitment to inclusive practice.

8. Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- Student progress data.
- Learning walks.
- Provision reviews.
- Student voice.
- Parent feedback.
- Annual reports to governors.

9. Complaints

Concerns regarding SEND provision should initially be raised with:

1. Class teacher/Form Tutor
2. SENDCo
3. Headteacher

10. Accessibility

The school complies with the Equality Act 2010 and maintains an Accessibility Plan to improve access to:

- The curriculum
- The physical environment
- Information and communication
- lifts



11. Review of Policy

This policy will be reviewed annually by the Governing Body and SENDCo or sooner if required by changes in legislation or guidance.

Policy Review Date: October 2025

Next Review Date: October 2026

Approved By: Governing Body

SENDCo: Ms Braja

Headteacher: Ms Whyte