



ST. ANDREW'S COLLEGE
Cambridge

**SEND POLICY
2025-2026**


TO BE REVIEWED: August 2026	RESPONSIBILITY: Assistant Headteacher for Inclusion
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INTRODUCTION

At St. Andrew's College, we recognise that some students have a range of Special Education Needs (SEN) and may have different starting points. We ensure that those children have suitable, supportive, child- tailored provision in order for them to achieve individual targets and to progress.

The following policy has been put in place to address the pathway(s) that are available to the college when a student with 'Special Educational Needs & Disabilities' (SEND) is identified.

1. DEFINITIONS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special educational needs could mean that a child has difficulties in:

- Communication and Interaction - In expressing themselves or understanding what others are saying
- Cognition and Learning - In acquiring basic skills in school
- Social and Emotional Mental Health - Making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - Such as hearing or visual impairment, which might affect them in school, medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.



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St Andrew's College will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

2. INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

3. ADMISSIONS

When students with diagnosed special educational needs (SEN) apply to study at St. Andrew's College, their application will be considered in the same way that every other student is considered the college will also consider the application in relation to their expected ability to complete the course. Whilst St. Andrew's College is keen to support students with SEN, if the Academic Registrar, Principal and SENCo have doubts about the student's ability to complete the course, they may advise that the student applies to an organisation that has more specialised SEN provision. It is key at the point of admission that all documentation in relation to the educational need is made available to the college (translated into English) so that a clear understanding of the need is known prior to any decision being made.

4. IDENTIFICATION

At St Andrew's College, we have adopted a whole-school approach to SEND policy and practice. All staff are fully committed to the principles and aims outlined in our SEND Policy. Students identified as having special educational needs or disabilities are, as far as is practicable, integrated into mainstream classes and have full access to the curriculum and all aspects of school life. Where this is not appropriate for an individual learner, the SENCo will meet with teachers and parents to discuss and arrange suitable alternative or additional provision available within the school.

Early identification of pupils with SEND is a key priority. Upon joining St Andrew's College, all students complete standardised baseline assessments, including LUCID Exact (to assess literacy and cognitive processing) and DASH-2 (to assess handwriting and processing speed). These assessments allow the SENCo and teaching staff to establish accurate starting points and to identify any potential barriers to learning. Where the results indicate possible additional needs, or where further clarity is required, additional diagnostic assessments may be arranged.

The College recognises and accepts overseas diagnostic assessments and reports provided by appropriately qualified professionals, provided they are sufficiently detailed and recent. Where necessary, these may be supplemented with further assessment in the UK to ensure compatibility with national frameworks and to inform access arrangements.



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This dual approach ensures that the student's prior identification is respected while aligning recommendations with UK educational standards.

In circumstances where parents choose not to share diagnostic information or decline further assessment, the SENCo will determine—based on the information available—whether the College can meet the student's needs within existing resources. The SENCo will provide guidance to teachers and the student on strategies to maximise progress, though this advice may be limited if essential diagnostic information is unavailable from parents or external agencies.

To ensure consistent and robust identification, the College draws on multiple sources of evidence, including:

- Teacher observation and classroom assessment
- Standardised test data and pupil tracking
- Formative assessment and target setting
- Information from parents/carers
- Progress in National Curriculum subjects
- Reports and recommendations from external professionals where appropriate

This approach enables St Andrew's College to develop a comprehensive understanding of each student's learning profile and to ensure that appropriate, evidence-based support is implemented at the earliest opportunity.

5. SEND MONITOR

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

5.1. Quality First Teaching

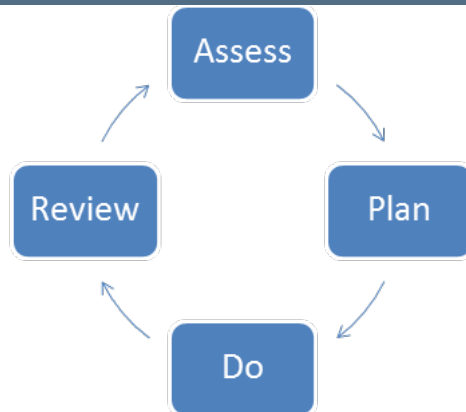
- St. Andrew's College is committed to providing Quality First Teaching, whereby each student is treated as an individual and teaching methods are adapted to meet the needs of every student. This is in line with the 2015 SEN Code of Practice, which states that "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.
- All staff understand the strategies to identify and support vulnerable pupils.
- Students', who require support above and beyond what is achievable through Quality First Teaching, will work together with the SENCO to agree on additional support required.

5.2. SEND Cycle

The College's approach takes the form of the four part cycle recommended the SEND Code of Practice:



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Assess:

Teachers, parents, and the student contribute to an ongoing process of assessment. Evidence is drawn from:

- Classroom observations and formative assessment
- Standardised test data and academic tracking
- Information from previous educational settings
- Parental input and student voice
- Reports from external professionals where available

This information is reviewed on a regular basis to ensure accurate identification and appropriate support.

Plan:

Once a need is identified, a clear plan of action is agreed.

- The parents and agent are informed and consulted regarding any special arrangements or interventions.
- An Individual Support Plan (ISP) is produced, outlining the specific strategies and outcomes to be achieved.
- All relevant teaching and support staff are informed of the student's needs and their role in delivering support.

The ISP details the type of intervention, frequency, staff involved, expected outcomes, and review dates.

Do:

The class teacher remains responsible for the day-to-day teaching and progress of the student, even when interventions involve one-to-one or small-group sessions delivered by other staff.

- Teachers adapt their planning and classroom practice to meet individual needs.
- The SENCo supports teachers in implementing interventions effectively and monitors the consistency and quality of support.
- Support staff record short sessional notes to evidence engagement and progress.

Review:



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The impact and effectiveness of interventions are evaluated regularly.

- Reviews take place each term (or sooner if required) between the SENCo and class teachers.
- Progress against ISP targets is discussed with parents/agents and the student.
- Outcomes from the review feed directly into revised ISPs, ensuring a dynamic and responsive approach to provision.
- Where a student continues to make limited progress despite intervention, the SENCo will consider further assessment or referral to external specialists.

6. SEND SUPPORT – PROVISION

SEN Tiered System:

Criteria for level			
SEN	Additional Needs		
Level 4	Level 3	Level 2	Level 1 (Monitor)
Reasonable adjustments require additional provision.	Reasonable adjustment met by individual support plans.	Needs can be met by reasonable adjustments in the classroom and good differentiation	Some screening scores on ALIS and/or LUCID Exact data or lack of progress indicate extra testing may be required.
Cannot access the whole without support curriculum or need restricted curriculum.	Cannot make expected rate of progress without additional support in lessons or access to LS sessions or additional provision by subject specialists or external agencies.		Have had support in past and may be ready to come off register.
Multiple difficulties or high severity of difficulty.	May have diagnosed learning difficulty (e.g. ADHD/ ASD) or a medical condition with some resulting learning needs. <i>High level of differentiation in English. EAL</i>	May have diagnosed learning difficulty (e.g., ADHD/ ASD) or a medical condition with some resulting learning needs.	
Some screening scores below 85 (below average) and evidence that access arrangements are required.	Some screening scores below 85 (below average) and evidence that access arrangements are required.	Some screening scores below 85 (below average) and evidence that access arrangements are required.	

Provision based on levels			
Level 4	Level 3	Level 2	Level 1



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Individual Support Plan	Individual Support Plan	Reasonable adjustments in classroom or more significant differentiation.	Good classroom differentiation.
Support from LS department for teacher to differentiate	Support from LS department for teacher to differentiate	Support from LS department for teacher to differentiate	Support from LS department for teacher to differentiate
Access Arrangements for internal and external exams	Access Arrangements for internal and external exams	Access Arrangements for internal and external exams	
Teachers and LS department need to work together to make major adjustments to differentiate for students	Teachers need to make modifications/adaptations to their teaching methods or materials to cater for specific needs as recommended by the ISP	Some classroom modifications and differentiation by subject teachers.	
Weekly meetings with SENDCO	Weekly meetings with SENDCO	Half-Termly meetings with SENDCo	
Half-termly meetings with parents if possible	Meetings at parents' days (termly)		
Weekly LS sessions	Weekly LS sessions		
	Other screening if available	Other screening if available	Other screening if available
Observation in classroom by LS staff	Observation in classroom by LS staff	Series of observations in classroom by LS staff/SMT/subject specialist to build up picture of needs	Observation in classroom by LS staff/SMT/subject specialist
External support if needed	External support if needed		
Organisation system to support difficulties	Organisation system to support difficulties	Organisation system to support difficulties	
Possible statutory assessment where relevant			

7. REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the student are such that a multi- agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care



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- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Cambridgeshire Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health and Care panel.

Further information about EHC Plans can be found via the Cambridgeshire Website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/assessment-process-ehcp>

8. STAFF ROLES AND RESPONSIBILITIES

8.1. Teacher responsibilities:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil
- In collaboration with the SENCo, develop suitable targets for SEND pupils.
- Working with SEND pupils on a daily basis to deliver their individual programmes.
- Developing constructive relationships with parents/agents.

8.2. SENCo responsibilities:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Arranging and leading 'Assess, plan, do, review' meetings each term.
- Overseeing pupils' records.
- Liaising with parents.
- Making a contribution to INSET and other professional development opportunities.
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.

8.3. Head Teacher responsibilities:

- The day-to-day management of all aspects of the school including the SEND provision.



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- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCo/SEND team.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

8.4. SENCO and Teacher Liaison

- The SENCO will write an Individual Support Plan (ISP) for each student with special educational needs. The report will take into account the needs of the student given the environment that they will be studying in, the needs of the parents and the needs and any concerns of the teaching staff. Each of the student's teachers will be sent a copy and will have a meeting with the SENCO at the start of each term to discuss it. Each teacher will then be asked to construct a list of objectives for that term in line with the needs of the student concerned. The SENCo will keep copies of the individual subject objectives so that these can form part of the regular discussion with the student. At all times the parents will be kept fully aware of the situation regarding their child and if needed and available notes and information will be translated for ease of understanding.
- The ISP will describe the difficulties that the student has and the recommended strategies for addressing them.
- The SENCO will ask teachers to provide a regular update on each SEN student's test and/or homework results. This will allow the SENCO to analyse progress and agree further action that might be necessary.
- If a student's progress is not satisfactory and further external support is required, the SENCO will contact the parents or agent in writing to suggest this.
- The SENCo and/ or the Principal will carry out regular observation of classes, which are attended by such students to assist the teacher in maximising the potential of the individual and assist in any other way they can. A report of the observation will be discussed with the teacher and any CPD requirements will be addressed.

9. SEND TRAINING

St Andrew's College is committed to maintaining a highly skilled and confident staff body capable of meeting diverse learning needs.

- All staff are encouraged to participate in ongoing CPD, including *Educare* modules and internal training sessions focused on inclusive teaching strategies, differentiation, and supporting students with specific needs such as dyslexia, autism, ADHD, and social, emotional, and mental health difficulties.
- Regular Inset training and departmental briefings reinforce consistent practice across the College and promote shared understanding of the SEND Code of Practice (2015) and related legislation.



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- New staff receive an induction on the College's inclusion procedures and expectations, including access to key policies and the SEND Register.

The SENCo plays a central role in staff development.

- The College SENCo holds, or is working towards, the National Award for SEN Coordination (NaSENCo) and regularly engages in further professional training.
- The SENCo attends local and national SEND networks, ensuring that current practice reflects the latest research and statutory guidance.
- Learning from external CPD is disseminated to staff through briefings, workshops, and targeted coaching.

This ongoing investment in professional development ensures that all staff at St Andrew's College have the knowledge, confidence, and resources to provide high-quality, inclusive education that meets the needs of every learner.

10. ENGLISH LANGUAGE

At St Andrew's College, we welcome students from a wide range of linguistic and cultural backgrounds. Many of our students are multilingual and arrive with varying levels of proficiency in English. We recognise that English as an Additional Language (EAL) is not a special educational need in itself, and we make every effort to distinguish between difficulties arising from language acquisition and those resulting from underlying learning differences or specific needs.

All new students complete initial diagnostic assessments upon entry, including LUCID Exact and DASH-2, which provide an overview of literacy, cognitive processing, and speed of writing. Alongside these, the English for Academic Purposes (EAP) Department conducts an English language proficiency assessment to determine each student's competence in reading, writing, listening, and speaking. This initial assessment helps to identify whether a student's challenges in accessing the curriculum stem from limited English proficiency, a potential learning difficulty, or a combination of both.

The EAP Department works in close collaboration with the SENCo and subject teachers to interpret assessment outcomes and ensure that any learning barriers are correctly identified. Where uncertainty exists about whether a student's difficulty is primarily linguistic or linked to a special educational need, the SENCo and EAP staff jointly conduct further observation and, where appropriate, recommend diagnostic testing or specialist referral. This collaborative approach ensures that no student is misidentified, and that support is tailored accurately to the nature of the need.

All teachers remain responsible for tracking and supporting the progress of EAL students in their lessons. Teachers are trained to differentiate appropriately and to recognise when language barriers may mask or mimic additional learning needs.

Where a student requires specific intervention for language acquisition, this is recorded and reviewed as part of their EAP learning plan, rather than the SEND Register. However, if evidence indicates that a student has an underlying learning difficulty in addition to language needs, the SENCo will ensure that the student is placed on the SEND Register and an Individual Support Plan (ISP) is developed in consultation with the EAP team, subject teachers, and parents.



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Further information about the identification, teaching, and assessment of EAL students can be found in the EAP Policy, which should be read alongside this SEND Policy.

11. ACCESS ARRANGEMENTS

The SENCo is responsible for overseeing all access arrangements at St Andrew's College, with support from teaching staff and the Senior Leadership Team. This includes coordinating assessments, gathering and storing evidence, and ensuring that approved arrangements are implemented for classroom tests, mock exams, and external examinations.

Where necessary, the SENCo consults with specialist teachers or medical professionals to confirm appropriate adjustments. The SENCo may also act as the designated assessor, conducting assessments, submitting applications online, and maintaining documentation for inspection purposes.

Teachers work closely with the SENCo to ensure that students can complete exams in a way that reflects their normal way of working. All applications for access arrangements must be supported by formal diagnostic evidence, translated into English if required, and are applied consistently to meet students' individual needs.

12. UNIVERSITY APPLICATIONS

The SENCo, the UCAS advisor and the tutor will work together with the student to help him/her decide on a suitable course at university and if necessary will liaise with the university SEN departments to ascertain what level of support is likely to be available once at university.

13. SEND POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Improvement Plan.

14. SEND STAFF

Governor: Jonathan Cuff

Head Teacher: Annette Poulain

Deputy Head Teacher (Pastoral and DSL): Helen Walker

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