



St. Edward's Church of England Academy

SEND Policy

Approved by Trustees
Last Reviewed in: July 2025
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Statutory Policy



St Edward's
Church of England
Academy

The Vision for Education at our Academy

***Jesus says, "I have come that they may have life and have it in all its fullness."
John 10:10***

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

...we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

***"For I know the plans I have for you, declares the Lord, plans to prosper you
and not to harm you, plans to give you hope and a future."***

Jeremiah 29:11

***"Be strong and courageous.
Do not
be afraid; do not be
discouraged for
the Lord your God will be with
you wherever you go."***

Deuteronomy 31:6



***"I no longer call you
Followers. Instead I call
you friends."***

John 15:15

***"Show proper respect to everyone"
1 Peter 2:17***



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This policy will set out how the Academy fulfils the statutory requirements of the Special Educational Needs Code of Practice (2014).



1. Aims

Our SEN policy and information report aims to:

- Ensure that in the Academy, every teacher is a teacher of every child, including those with SEN (referred to within the Academy as Additional Needs)
- Ensure the SEN and Disability Act, the Equality Duty (2010) and relevant Codes of Practice and guidance are implemented effectively across the school
- Ensure all pupils have access to a broad and balanced curriculum by removing barriers to learning and providing high quality teaching, differentiated in both content and delivery to ensure relevance for all pupils, whatever their needs or disabilities
- Continually monitor the progress of all children to identify needs as they arise and aim to provide support as early as possible
- Work in partnership with parents and carers at every stage to identify needs, outcomes and appropriate support to meet their child's individual needs
- Involve the children themselves, wherever possible, in planning and in any decision making that affects them
- Provide requested support to allow children with SEND/Additional Needs (AEN) to make at least expected progress
- Ensure that effective liaison with outside agencies provides optimum support for the children
- Develop the existing skills of staff in the identification, assessment of and provision for children with SEND/AN and to provide training and support as appropriate
- Identify and address children's needs through the 'Graduated Approach' of assess, plan, do, and review, ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- Ensure funding is allocated appropriately to provide high-quality provision for those with identified SEND/AN
- Ensure that SEND/AN is reflected in school policies, schemes of work, planning, monitoring and record keeping
- Prepare pupils to make a successful transition to the next phase in their education



2. Legislation and Guidance

This policy and information report are based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

Responsibility for Special Educational Needs

- Responsibility for the management of the Academy's provision for learning support lies with the Principal
- Responsibility for the day-to-day operation of the Academy's Special Needs Policy lies with the Special Educational Needs Coordinator (SENDCO)
- In addition, the SENDCO and a member of the Senior Leadership Team have overall responsibility for the management of the teaching assistants



- Provision for pupils with SEN/AN is a whole school issue. It is the responsibility of each teacher to raise the attainment of students at least in line with the National Standards of SEN within their specialist subject area.
- Co-coordinating provision for pupils requiring learning support is the responsibility of the SENDCO in consultation with the senior leadership team (SLT).
- It is the responsibility of the SENDCO to quality assure the systems in place to ensure that individual students succeed.

4.1 The SENDCO

The SENDCO is Mrs. Sarah Stubbs and the Assistant SENDCo is Mrs. Jo Eardley

Their roles & responsibilities are:

- Work with the Principal, Assistant Principal, and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN trustee

The SEN trustee will:

- Help to raise awareness of SEN issues at the trustee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustee board on this



- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the Assistant Principal/ SENDCO and SEN trustee to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Other

- The Academy's responsibility for meeting the medical needs of pupils is overseen by Mr G Dunn. The day-to-day management of medical needs is overseen by office support staff and, where needed, the pastoral team.

5. SEN information report

Please see the SEND information report for additional details

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provisions for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyscalculia, DDC

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)



Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The Academy's procedures for the identification, assessment and review of students are in line with the guidance given in the Special Educational Needs Code of Practice, 2015.

Children will have needs and requirements which may fall into at least one of four areas (many children will have inter-related needs). The broad areas of need are:

- **Communication and interaction** – children with speech, language and communication needs, and ASD (Autistic Spectrum Disorder)
- **Cognition and learning** – including moderate learning difficulties (MLD), and specific learning difficulties (SpLD), e.g., dyscalculia, dyslexia and dyspraxia
- **Social, emotional, and mental health difficulties** – children who experience a wide range of social and emotional difficulties, which manifest themselves in many different ways.
- **Sensory and/or physical needs** – these difficulties may fluctuate over time. Children may have visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Children may also have a physical disability (PD)

All staff have responsibility for the identification of a child who may need additional support or have special educational needs

5.3 Our approach to teaching pupils with SEN

All teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Staff use their experience and skills to identify needs when considering the 'whole child' i.e., a child's ability to communicate, their academic achievement (attainment and progress), physical skills and social and emotional aspects.

The school ensures close collaboration between both teaching, support staff and the SENDCO to identify needs at an early stage.



Staff will use evidence from the following:

- Observations
- Assessments, both formative and summative, school based and external
- Discussions with colleagues (including the SENDCO)
- Specialist advice such as Educational Psychologists, Speech and Language therapists, Occupational Therapists and specialist advisory teachers
- Parent consultation meetings/informal parent discussions

Class teachers use 'quality first teaching' to meet the needs of all pupils within their class. This includes a range of strategies, such as practical apparatus, visual support, differentiated tasks, specific pupil groupings and ICT, etc. However, if a pupil remains a concern despite additional support, the class teacher will inform the SENDCO. All evidence, including recent assessments and observations, will be discussed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty



We value the parents' concerns and ensure that these are obtained and documented

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Please refer to the SEND information report for a more detailed explanation

- How we identify when a child needs additional provision
- How we involve parents in the identification and process
- What a parent should do if they think their child may have an additional need
- How school staff will support your child
- How the curriculum will be matched to your child's needs

5.4 Assessing and reviewing pupils' progress towards outcomes

Once a child has been identified as having SEND/AN, the school takes positive action to remove barriers to learning and put effective provision in place. This SEN/AN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's individual needs. This is known as the 'Graduated Approach'.

The Assess Plan Do Review cycle (including the exit criteria) is then instigated:

ASSESS

- Identification of a pupil needing SEN/AN support – 'in addition to/different from'
- Teacher assessments to develop a clear analysis of the pupil's needs
- Parental involvement

PLAN

- Formulation of a Pupil Plan to identify strengths and areas of need, record any additional or different arrangements being made, including those of outside agencies. Provision of a brief overview relating to prior attainment, assessment and progress
- Identification of interventions, adjustments and support to be put in place, including the expected impact
- Identification of review date



DO

- Subject teachers have responsibility for the provision for the pupil on a daily basis; where interventions are used (whether group or 1:1), the *teacher* retains responsibility for progress
- Subject teachers and TAs work closely to plan and assess the impact of support and interventions, indicating how they are linked to classroom teaching
- SENDCO supports teachers in further assessments, identification of strengths, weaknesses and the support needed

REVIEW

- Review the effectiveness of support, intervention and impact on progress
- Teachers revise support (supported by SENDCO if necessary)
- Amendment of interventions to support and outcomes to be achieved in consultation with parents and pupils
- School to consider involving outside agencies if pupils' progress continues to be below expectations or if specific areas of need are identified

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupils' progress.



5.5 External agencies and professionals can provide more specialised assessments and advice:

- Please note that outside agencies and professionals will only be consulted when parental permission has been obtained and parents understand why the referral is being made
- When there is clear evidence that two cycles of Assess, Plan, Do, Review have not resulted in accelerated progress
- When there is evidence that the child may be exhibiting significant difficulties in one or more areas of learning
- This may be through the Special Needs Support Service (SENS), the Educational Psychology Service, Behaviour Support Service and Autism Outreach. All services have their own criteria for involvement
- Please note that health professionals and advice can also be accessed by the school or by referring through the School Nurse service. This may include Speech therapy, Occupational Therapy, Physiotherapy or CAMHS
- Other specialised health professionals can also be accessed to provide support for children with specific difficulties, such as hearing or visual impairment
- Any professional from an outside agency will always meet the parent to discuss their concerns prior to meeting the child
- Multi-agency meetings, including parents and SENDCo, can be held in school. This collaborative working is usually beneficial to all involved

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



Education Health and Care Plans

- The Academy will work with all agencies, including those provided by the LA to produce or maintain an Educational Health and Care Plan (EHCP)
- Parents will be fully involved in the process
- The Academy will fully implement all procedures for the Annual Review of each EHCP including involving the SENDCo from the school identified for year 9 at the year 7 and 8 reviews

Parental involvement is a requirement

- School will provide an annual report on progress
- Where a child has SEN, the teacher and SENDCo will communicate with parents regularly (at least 3 times a year). All parents will be invited to contact the SENDCo/class teacher at any time if they have queries or concerns between meetings
- In line with the Code of Practice, proposed SEN/AEN support will be discussed with the Parent, class teacher and SENDCo. All pupils will be included in discussions and target setting as appropriate to ensure effective planning, the setting of outcomes, the review of progress and support, etc.
- A record of this meeting will be kept detailing outcomes, targets and the support agreed. This will be shared with parents and a record kept in school. This may be recorded on IEPs/Pupil Plans

Pupil Profile and Provision Plan (formerly IEP)

- This will be a child-centered approach, including a pen portrait of what the pupil enjoys, and is good at, as well as things they find more difficult and will be recorded on a Pupil Profile and Provision Plan
- The Plan will also provide details of assessments, planning and delivering the next steps/targets, together with recording provision and progress towards outcomes
- The Plan will include a termly review date and must be signed by parents and child
- A copy will be kept in school and is also available for parents/carers on Arbor. The level of provision decided will be determined by the individual needs of the child taking into account pupil attitude as well as lack of attainment or progress



- Details of the involvement of any outside agencies will also be recorded on the Plan
- If additional funding is in place, such as AEN, the Plan will detail how this is used

5.7 Exit criteria

- A pupil no longer requires 1:1 support; needs can be met with differentiated work within class
- A pupil is working within the average band when assessed with standardised scores
- A pupil would move from SEN support to monitoring following discussion with, and agreement by, the parent

5.8 Curriculum Access, Exams and Inclusion

The Academy strives to be an inclusive school, encouraging a sense of community and belonging through its:

- Inclusive ethos
- Broad and Balanced curriculum for all students
- Integration of all students – including those with special educational needs – into all aspects of Academy life
- Students with SEN/AEN may need special arrangements to ensure access to examinations. Appropriate investigations and assessments will be used to screen students before outside assessment is sought
- This includes requesting adaptations to SATs papers for pupils with a visual impairment.
- The SENDCO will liaise with the exams officer to ensure that necessary applications are made and arrangements put in place

5.9 Supporting pupils with disabilities and more complex needs

- St Edwards is a fully accessible school Please see SEND information report
- Arrangements for the admission of disabled pupils begins in Year 3 when the SENDCO attends the Annual Review at the pupils First School. However, a full and inclusive transition can be successfully arranged at any stage of school transfer, for example, a pupil moving into the area



- All parents are invited to visit the school, meet the SENDCO, and decide the suitability of this setting for their child
- Further visits for the parents and child are arranged as required. These may also include Physical Disability Support Service (PDSS), and this schools Health and Safety officer to advise on access arrangements to all areas inside and the outside of the school, including fire safety arrangements
- For pupils with a severe sight impairment, an advisory teacher from the Visual Impairment Support service and their Environmental Officer will also assess the access provision within school
- School has a lift to the upper floor and a disabled toilet with shower, hoist and changing facilities. Both are fully accessible to wheelchairs
- Additional equipment will be provided as specified for the individual needs of the pupil for example a high stool with a back for the Science and Cooking rooms; a lower chair with a back for the Art room
- School have also provided specific IT equipment as advised by the Visually Impaired for pupils to enable access to the curriculum
- Class work/content is adapted as required following the individual requirements for the pupil
- Pupils with a hearing impairment may use a radio aid to improve their access to learning
- Staff training with regard to the needs of specific pupils is provided by the advisory teachers
- Advisory teachers from the Hearing Impaired and Visually Impaired service and also Autism Outreach visit individual pupil's half termly. This gives all the pupils an additional 'voice' to support their views

5.10 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. A number of strategies are in place to enable effective transition for pupils both into Y 5 and out of Y 8.

These include:

Before entry:

- Transition is carefully planned with the feeder schools. The SENDCO, Pastoral Leaders and DSL visit all the schools to discuss the needs of the children



- In addition, the SEND team visit the schools to discuss specific concerns with the SENDCO and individual parents. This includes attendance at Annual Reviews in Year 3/4 where appropriate
- Meetings and visits for SEND pupils may also include our Health and Safety Officer, Advisory teachers from the Visually Impaired or Hearing-Impaired Support Services or Autism Inclusion Team and the School Nurse so that Care Plans and additional resources can be arranged to enable a smooth and comfortable transition to our school
- All children take part in a programme of activities in the feeder schools which continues during the three-day transition visit to St Edwards towards the end of the July term
- A planned programme of additional visits for more vulnerable children is provided in the summer term for pupils due to start in September. This includes staying for lunch in school
- Additional visits can be, and are, provided for parents and children as required to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. This may involve support agencies
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- In the Autumn term, members of the SEND team meet with all new parents of pupils who are known to have SEND
- If a pupil is transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns

Transition to the next school:

- The transition programme in place for pupils in Year 8 provides a number of opportunities for pupils and parents to meet staff in the new high school. These opportunities are further enhanced for pupils with SEND and additional transition visits may be arranged as required
- The Annual Review in Year 7 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice
- Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible
- Parents may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire Education website
- Accompanied visits to other educational providers may be arranged as appropriate for parents and children



- For pupils transferring to local schools, the SENDCO's of both schools will meet to discuss the needs of pupils who have SEND in order to ensure a smooth transition. Extra visits can be arranged
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school. This maybe by SIMS and/or with additional information

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly (specific interventions will be under constant review and adaptations implemented as required)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps and tracking to measure progress
- Holding Annual Reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trips to Cornwall (Y6), France (Y7), and an PGL (Y8)
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pastoral Leaders provide pastoral support and have weekly meetings with the SENDCO to discuss pupils causing concern, strategies/interventions and successes.
- All pupils contribute (with support as necessary) their individual views to their Pupil Plan



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- Pupils with SEN are encouraged to be part of the school council and to be Prefects when in Y8
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork and building friendships
- We have a zero-tolerance approach to bullying. Pupils are encouraged to be anti-bullying ambassadors

5.14 Complaints about SEN provision

Complaints made by parents regarding pupils with SEND will be dealt with in line with the Academy's Complaints Policy and procedures. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work. Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

5.15 Contact details of support services for parents of pupils with SEN

SENDIASS

Staffordshire SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service):

- Free, confidential and impartial statutory service that provides advice, information, signposting and support to parents and carers of children and young people who have SEND on all matters relating to education health and social care concerns

- They provide lots of information on their website: SENDIASS -Staffordshire Family Partnership (staffs-iass.org)

•Contact Details:

Email: sfps@staffordshire.gov.uk

Telephone number: 01785 356921

- If you have a general enquiry, would like to speak to one of the team or are a parent wanting to request information and support please call Staffordshire County Council SEND team on 0300 111 8007 (SEN option 1)



5.16 Contact details for raising concerns

All concerns should be raised using the Academy's online contact form which can be found on our website [St Edwards Academy](#)

5.17 The local authority local offer

- [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)

As of September 2014, every Local Authority has been required to publish information about services that they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND) and also services outside of the area which they expect children and young people from their area will use. This is known as the 'Local Offer' and can be found on the Staffordshire Connects website.

- The purpose is to provide clear, comprehensive and accessible information about the support and opportunities that are available including information about education, health and care services, leisure activities and support groups.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs. Sarah Stubbs, SENDCO annually. It will also be updated if any changes to the information are made during the year and will act as a working document.

The SENDCO regularly completes audits of SEN/AEN provision in the school to gain child, parent and staff views. Alongside audits, parents and pupils are also asked to complete questionnaires at Parents' evenings. The SENDCO regularly feeds back to Trustees following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review within school and improvement of provision for all students.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions
- Behaviour and Achievement
- Anti-Bullying
- Attendance
- Safeguarding