Staffordshire University Academy Trust		St. Edward's Academy Cheddleton SEND Policy					
Approved by:	SEAC LAC	Issue Date:	September 2026	Review Date:	Following Trust Review		
Policy Owner:	SEND Coordinator J. Talks						
Audience:	LAC	☒	Trustees	☐	General Public	☒	
	Staff	☒	Parents	☒	Pupils	☐	

Ethos and Context of Our Academy

St Edward's Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God's children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

Our Vision

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world. We aspire to work collaboratively with our academy, Multi-Academy Trust, local, national and global communities as by… Learning and Caring Together '…they will flourish in the courts of our God' (Psalm 92:13)

Background Research

The EEF guidance – Special Educational Needs in Mainstream school recommends the use of a tiered response, increasing the intensity of support for pupils as required. This starts with whole class, quality first teaching, moving into more targeted opportunities for support in class (one to one or group based) and then, where necessary, specialist intervention from trained professionals. If a child is supported out of the class, then high quality interventions must be sought. A robust cycle of assess, plan, do, review must take place. Targets must be specific, measurable, achievable, realistic and timely (SMART) and they must be understood and actioned by all.

The Staffordshire response to this has been to produce a Graduated response toolkit, which offers guidance, support and resources in the four areas of need outlined below. https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduatedresponsetoolkit/Graduated-response.aspx

These two documents (as well as the SEND Code of Practice 2015) have been taken into consideration when creating our SEND stages of referral as detailed below.

Introduction

At SEAC we strive to support all children to enable them to achieve their potential; personally, socially, emotionally and academically. We believe that every child has the right and entitlement to a broad and balanced, relevant and differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities.

For this to be achieved,

- Quality first teaching is essential, and we actively monitor teaching and learning in the academy.
- Staff share clear expectations about children's learning and outcomes.
- Staff accurately assess children's needs.
- Children receive appropriate, targeted support to enable them to work alongside their peers (this includes after school clubs, tournaments, trips and residentials).
- Effective partnerships are established with all stakeholders.
- Children and parents participate in all decision-making processes and contribute to the assessment of their needs.
- Staff receive appropriate needs-based training opportunities. (See SEAC SEND Information Report and Local Offer)

We are therefore constantly monitoring and improving the provision for our pupils. To this end, the information contained within this policy will be regularly reviewed and updated at the end of each academic year as necessary.

This policy reflects our commitment to following current legislative and non-legislative guidance surrounding SEND. In particular,

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs Code of Practice: 0-25 years 2015
- The Children and Families Act 2014.
- EEF guidance – Special Educational Needs in Mainstream school
- https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduatedresponsetoolkit/Graduated-response.aspx

It should be read alongside the following school documents,

- Anti-bullying Policy
- Behaviour Policy
- Disability Equality and Accessibility plan
- SEAC SEND Information report/Local Offer

It has been developed after consultation with staff and Governors. Parents and child voice have been considered via the analysis of questionnaires.

Definition of Special Educational Needs

According to 'The SEND Code of Practice 0 -25 years 2015':

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England…. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.' (Code of Practice 2015)

Areas of Special Educational Needs

Our academy has made and will continue to make 'reasonable adjustments' to provide for the needs of all children so that no child is treated less favourably than their peers. We provide an inclusive education for all and aim to support children with needs in the following areas, as outlined within the SEND Code of Practice:0-25 years (2015), which are:

- Speech, Language and Communication Needs (SLCN) – this includes speech related issues and Autistic Spectrum Disorder (ASD).
- Cognition and Learning (C&L) – this includes specific learning difficulties (SpLD).
- Social, Emotional and Mental Health Needs (SEMH).
- Sensory and/or Physical Needs – this includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

Identification - What does the SEND Code of Practice Say?

The SEND Code of Practice states that a child or young person has SEN 'if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision different from, or additional to that is normally available to pupils of the same age.'

They go on to say that 'a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significant greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions'.

In essence, this can be characterised by progress (academic, behavioural or social) that:

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

What does SEND support look like at our school?

Stage 1 - At SEAC, teachers plan and modify lessons and activities according to the year group, current levels of attainment and needs within their class. Staff use a variety of active learning strategies and follow a 'Mastery' approach. Staff consistently follow a dyslexia friendly approach within all lessons and make reasonable adjustments as necessary. Wherever possible, intervention support is class based through POPs (Personalised Opportunities to Progress - specific interventions) with the aim to keep up not catch up. Children at this stage are not included on the SEND register.

Stage 2 - Although we aspire for inclusion within the class, interventions at Stage 2 may require one to one or small group support. These interventions are matched closely to the child's area and level of need and children may be withdrawn from class for short periods of time. The SENDCo will agree that withdrawal is necessary and appropriate and timetable support across the school, alongside the Senior Teachers. Children's targets and strategies to support them will be clear within their Pupil Passport and Child Champions or Teachers will lead interventions outlined within them. Pupil Passports are implemented and reviewed as part of our planned cycle of Assess, Plan, Do, Review (APDR) by the class teacher alongside the child, parents and outside agencies as appropriate. They will be monitored by the Inclusion team. During this stage the child and their context will be discussed at SLT and a decision will be made as to whether or not to add them to the SEND Register. If yes, parents will be part of this decision process during the Pupil Passport process.

Stage 3 / 4 / 5 – In addition to the above, outside agency advice will be sought and followed as necessary and an Education Health Care Plan applied for (if necessary). Appropriate specialist equipment may be provided and used.

Children can enter at any stage dependent on the individual needs presented. Decisions will be made through discussion between class teacher, SENDCo, Parents and Carers and other professionals as appropriate.

Please refer to Appendix A for SEAC's 'Stages of SEND Support and Referral' procedures.

Monitoring

At SEAC, we monitor all children who are working Below Age Related Expectations for SEND needs (or potential needs).

Class Teacher / Child Champion

Staff refer children to the Inclusion team during briefings or termly Pupil Progress meetings. The class teacher and child champion monitor progress, update targets and interventions on a 6-weekly cycle as part of the Assess, Plan, Do, Review approach and discuss with parents as part of this routine.

Inclusion Team

The Inclusion team monitors the progress of children with SEND using the Whole School Provision Map each term. Information in regards to the number of children at each stage of SEND support is added to our SEND register and shared with our Senior Leadership Team and Local Academy Council. Chronologies of support and referrals for all children with SEND are maintained by the SENDCo and kept in the class SEND file, alongside all outside agency referral documentation and reports, individual provision maps and pupil passports.

The quality and accuracy of POPs (Personalised Opportunities to Progress), Pupil Passports and interventions are also monitored on a regular basis and appropriate coaching offered to staff if necessary.

SENDCo

Although actions may be delegated to members of the Inclusion Team, the quality of provision for Special Educational Needs is the responsibility of the SENDCo. Routine sample monitoring of implementation and impact of this policy is an expectation of the role.

Local Academy Council (LAC)

We have a Local Academy Council link governor for SEND and Pupil Premium/Catch Up who meets at least bi-annually to monitor SEND provision. The LAC challenges the work of the SENDCo and Designated Teacher for Looked After Children in the monitoring of attainment and provision at SEAC.

Looked After Children

The Designated Teacher for Looked After Children at SEAC is Mrs J Talks.
If a child with SEND is looked after by the Local Authority then we follow procedures outlined within our safeguarding policies and procedures. SEAC works collaboratively with The Virtual School and the Local Authority in order to triangulate an appropriate response to SEND needs and provision for any looked after children.

Local Authority

The Local Authority monitors the progress and attainment of all children in receipt of an EHCP. An Annual / Transition review must take place each year on or around the anniversary of the commencement of the Final EHCP. Information contained within the review details progress towards achieving targets outlined within the EHCP and is shared with parents, outside agencies, the next school setting and the Local Authority.

Review

This policy will be reviewed by the SENDCo (in conjunction with the Inclusion Team) and LAC link. It will be shared and agreed with SLT and the Local Academy Council on an annual basis, who will make any necessary changes and communicate this to all members of staff, parents, children and the wider community.

Appendix A - Stages of SEND Support and Referral

Stage 1 - Quality First Teaching (QFT)

Responsible Adult -Teacher / Child Champion

Assess
Identified need – any gaps in learning

Plan

1. Teachers complete the Pupil Progress form, identifying children and attainment (ARE, BARE). On the Pupil progress form, BARE children are added including chronological age gaps. Gaps in knowledge should be added to the child's My Year of Learning (MYOL). Professional discussion regarding QFT will be discussed and recorded as part of Pupil Progress meetings and strategies agreed. These may include environment adaptations, pre and post cueing or POPS (Personalised Opportunities to Progress). Any children raising concerns in other areas should be included in the **additional discussion points** section.
2. If a child has dipped to BARE at an assessment point, parents must be invited to a face to face discussion which should include how they can support their child at home.

Do (for 1 term)

1. Implement agreed strategies discussed in Pupil progress meetings.

Review

1. Discuss impact of intervention and outcomes at the next Pupil Progress Meeting.

Stage 1 - Quality First Teaching (QFT) Term 2

Responsible Adult -Teacher / Child Champion

Assess
Identified need – Children have gaps in learning and attainment is Below Age-Related Expectations (BARE) – 6 to 12 months' gap.

Plan
Teachers complete the Pupil Progress form, identifying children who are BARE. On the Pupil progress form, BARE children are added including chronological age gaps. Gaps in knowledge should be added to the child's My Year of Learning (MYOL). Professional

discussion regarding QFT and the Graduated Response Toolkit will be discussed and recorded as part of Pupil Progress meetings and strategies agreed.

Do (for a second term)

Implement agreed Graduated response strategies discussed in Pupil progress meetings.

Review

By the next assessment point, class teachers must inform the SENDCo of children who are likely to need support and intervention at Stage 2, who will require SENDCo observation. If gaps have widened, or remain the same, the SENDCo will observe the child and complete a work scrutiny as part of the review (prior to Pupil Progress meeting).

If the SENDCo is confident that provision to date has been implemented effectively, parents must be invited to a face to face discussion with the class teacher, SENDCo and Assistant Inclusion Lead, to discuss identified special education needs and requesting permission for the child to be added to the SEN register. The Pupil Passport format will be shared and targets and support strategies agreed and discussed.

If gaps have narrowed continue with agreed strategies from the Graduated response.

At the next assessment point, discuss impact of intervention outcomes in the Pupil progress meeting.

Stage 2 – SEN Support

Responsible Adult -Teacher / Child Champion / Inclusion Team

Assess

Identified need – Children have gaps in learning and attainment is Below Age-Related Expectations (BARE) – from 6 to 12 months' gap.

Plan

1. An Individual Provision map is created by the SENDCo and shared with the class teacher / Child Champion. They will use the information contained within this, their knowledge of the child and the **'SEN Support in School'** section of the **Graduated response toolkit** 'to create a child-friendly pupil passport. At this point, all gaps in learning will be added to the Passport instead of the MYOL.
2. Two copies to be shared with parents, 1 for signing and returning and 1 for keeping. Agree the review date with the parents (6 weeks).
3. The Assistant Inclusion Lead or Home, School Community Link Lead will quality assure the Pupil Passport.
4. ALL electronic copies of child-friendly Pupil Passports should be saved in SharePoint – SEND - Pupil passport – class – add initials and date to beginning of document name. E.g. **EC 19.10.23 Pupil Passport.**

Do

1. Implement agreed Pupil Passport strategies.
2. Add the review date to the calendar.
3. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix B)

Review

1. After 6 weeks, class teachers, in conjunction with Child Champions review all targets as met, part met or not met.
2. For part met, specific detail must be included on Passport review.
3. The class teacher/Child Champion consider new targets in response to the review and gaps.
4. Class teacher/ Child Champion and Assistant Inclusion Lead meet with parents face to face to discuss progress and new targets and home support.

Children will continue to work at Stage 2 until otherwise agreed as part of Pupil Progress discussion - if the 12 month gap hasn't narrowed, or has widened, in response to Stage 2 intervention. The SENDCO will consider specialist support services using the 'Using Specialist

Services' section of the Graduated Response toolkit, for the Pupil Progress meeting, and create a focussed list of referral pathways for the child.

Stage 3 – Specialist Support Services

Responsible Adult - Inclusion Team/Teacher / Child Champion

Assess

Identified need – Well Below Age-Related Expectations – WBARE – 12 to 24 months gap

Plan

1. A Team Around the Child meeting will be held (led by the SENDCO) to discuss previous outcomes and the purpose of the referral. All referral documentation will be shared, agreed and signed with the parents. An interim Pupil passport will be discussed and intervention strategies agreed (SENDCO led).
2. The Home, School, Community Link Lead will prepare the necessary referral/s with support and quality assurance from the SENDCO prior to submission.

Do

1. Implement agreed Pupil Passport strategies.
2. Add the review date to the calendar.
3. Once reports are obtained, the Home, School, Community Link Lead, with support from the SENDCO, will identify appropriate actions and targets and share with the class teacher and Child Champion via the child's Individual Provision map.
4. The teacher will adapt the pupil passport (with support from the SENDCO) and communicate with parents as appropriate.
5. The Home, School, Community Link Lead, will arrange a meeting with all stakeholders to discuss the outcomes of the report and adaptations to the child's pupil passport.
6. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix B)

Review

1. After 6 weeks, class teachers, in conjunction with Child Champions will review all targets as met, part met or not met.
2. For part met, specific detail must be included on Passport review.
3. The class teacher/Child Champion will consider new targets in response to the review and gaps.
4. Class teacher/ Child Champion and Home, School, Community Link Lead, meet with parents face to face to discuss progress and new targets and home support.

Children will continue to work at Stage 3 until otherwise agreed as part of Pupil Progress discussion - if the gap hasn't narrowed, or has widened to 24 months, in response to Stage 3 specialist support services intervention.

The SENDCO, in conjunction with specialist services, will consider whether an EHCP application is appropriate to needs, share with the class teacher and communicate with parents.

Stage 4 – Education, Health, Care Plan (EHCP)

Responsible Adult -SENDCo / Inclusion Team/ Teacher / Child Champion / outside agencies involved at Stage 3

Assess

Identified Need - Well Below Age-Related Expectations /WBARE 24 months + delay in area of need

Plan

1. A Team Around the Child meeting will be held (led by the SENDCO) to discuss previous outcomes and the purpose of the EHCP application. An interim Pupil passport will be discussed and intervention strategies agreed (SENDCO led).
2. The Inclusion Team will make a referral for enhanced support through the Leek SEND Hub, to include an Educational Psychology assessment. (A referral direct to the Educational Psychology Service may be needed instead.)
3. The SENDCo will complete an EHCP application.

Do

1. Implement agreed Pupil Passport strategies.
2. Add the review date to the calendar.
3. The teacher will adapt the pupil passport (with support from the SENDCo) and communicate with parents during the EHCP application process.
4. The SENDCo will arrange a meeting with all stakeholders to discuss the outcomes of the EHCP application and adaptations to the child's individual Provision Map and pupil passport.
5. Other avenues of specialist support can be sought to strengthen the EHCP application.
6. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix B)

Review

1. After 6 weeks, class teachers, in conjunction with Child Champions review all targets as met, part met or not met.
2. For part met, specific detail must be included on Passport review.
3. The class teacher/Child Champion consider new targets in response to the review and gaps.
4. Class teacher/ Child Champion and a member of the Inclusion Team meet with parents face to face to discuss progress and new targets and home support.

Children will continue to work at Stage 4 until statutory decisions are made.

Once the EHCP has been granted

1. The SEND Team will continue to support the class teacher with all aspects of the APDR process.
2. A Team around the Child meeting will take place every term. This will include 1 Annual review which the SENDCO will attend.

Appendix B

Parents must be made aware of the SENDIASS service when entering a new stage of support. Share this slip

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For more advice and support (including leaflets and guidance about specific issues) please contact:

The Staffordshire Family Partnership service – SENDIASS.

C/o Staffordshire County Council
Staffordshire Place 2
Stafford
ST16 2DH

01785 356921 sfps@staffordshire.gov.uk

https://www.staffs-iass.org/home.aspx