



Staffordshire University Academy Trust		St. Edward's Academy Cheddleton SEND Policy				
Approved by:	SEAC LAC	Issue Date:	September 2021	Review Date:	September 2022	
Policy Owner:	SEND Coordinator E. Clifford					
Audience:	LAC	<input checked="" type="checkbox"/>	Trustees	<input type="checkbox"/>	General Public	<input checked="" type="checkbox"/>
	Staff	<input checked="" type="checkbox"/>	Parents	<input checked="" type="checkbox"/>	Pupils	<input type="checkbox"/>

**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)

**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 residential).
- 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 appendix B)

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 2014
- The Children and Families Act 2014.
- EEF guidance – Special Educational Needs in Mainstream school
- <https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

It should be read alongside the following school documents,

- Anti-bullying Policy
- Behaviour Policy
- Disability Equality and Accessibility plan
- SEND Information report

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

### **Definition of Special Educational Needs**

According to 'The SEND Code of Practice 0 -25 years 2014 ':

'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 2014)

### **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 (2014), 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 SEN 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

All assessments will be completed by the class teacher / Child Champion.

### **Stages of SEND Support and Referral**

#### **Stage 1 - Quality First Teaching (QFT)**

**Identified need** - Below Age-Related Expectations (BARE) - up to 12 months gap or any child raising initial concerns in other areas.

**Responsible Adult** -Teacher / Child Champion

#### Assess

Identify the children who are at this stage.

#### Plan

1. Teachers complete the Pupil Progress form, identifying children who are BARE or with needs in other areas.
2. On the Pupil progress form, BARE children are added in the top section for Reading, Writing and Maths. You must include chronological age gaps, gaps in knowledge and actions. Actions could include - adapted classroom strategies, adaptations to the

environment, pre and post cueing or POPS (Personalised Opportunities to Progress). Any children raising concerns in other areas, add to the **additional discussion points** section.

3. On this form, you must demonstrate engagement with the **'Quality First Teaching'** section of the **Graduated response toolkit** for the relevant area of need by including strategies from this document in the actions section - <https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>). Please highlight any strategies from the Graduated Response Toolkit in yellow.
4. The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) will review gaps and actions for specific children prior to the meeting. At the meeting these children will be discussed and additional advice / guidance will be offered if needed.
5. The compliments, comments and concerns section of the MYOL will be completed and dated to reflect ALL consultations with parents.
6. Ensure that a current copy of ALL documentation for this stage is in your class SEND file.
7. Teachers MUST inform parents immediately that their child is BARE or has an identified need. Ensure parents are aware of the chronological age gap, strategies, POPs and reasonable adjustments that will be made.

#### Do (for 1 half term)

1. Adapt your own and Key Stage support timetables. Save SEND timetables in SharePoint – SEND – Timetables with the title Autumn EYFS/KS1/KS2 SEND timetable
2. Ensure actions are completed.

#### Review

Meet with the SENCO to discuss outcomes at a morning SEND clinic.

Is the child making accelerated progress?

1. If the child has, continue with the reasonable adjustments for another half term. Remember to inform parents and record conversations on the child' MYOL.
2. If the child has not, adjust the strategies and POPs using the Graduated Response Toolkit.

#### **Stage 2 – SEN Support**

**Identified need** – Well Below Age-Related Expectations (WBARE) - up to 18 months gap, any child who is at BARE (9 months +) for more than 1 term or any child with increasing needs in other areas.

**Responsible Adult** -Teacher / Child Champion / SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford / Mrs Leese)

#### Assess

Identify the children who are at this stage.

#### Plan

1. Complete steps 1-6 of Stage 1 - Quality First teaching.

In addition to this:

2. The child's attainment must be recorded as WBARE on the Pupil progress form. Add **Stage 2 SEND referral** to the actions.
3. A date should be arranged, and agreed by the class teacher with parents, for the SENCO to observe the child.
4. A child-friendly pupil passport will be created by the class teacher / SENCO using **the 'SEN Support in School'** section of the **Graduated response toolkit** for the relevant area of need. (<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>).
5. The class teacher is to arrange a meeting with the child champion, parents and SEND assistant to discuss current attainment levels, outcomes and future support. Permission will be obtained for the child to be on the SEN register and the pupil passport shared and agreed. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix A)
6. 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 19.10.20 Pupil Passport.**

#### Do & Review

- Same actions as for Stage 1 – Quality First Teaching.

#### **Stage 3 – Specialist Support Services**

**Identified need** – Well Below Age-Related Expectations – WBARE – up to 24 months gap, any child who is at a continued WBARE (12+ months for 1 term) or any child with significant needs in other areas.

**Responsible Adult** - SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese)/ Teacher / Child Champion

#### Assess

Identify the children who are at this stage.

#### Plan

1. Complete steps 1-6 of Stage 1 -Quality First teaching.

In addition to this;

2. Add **specialist support services** referral to the actions section. The SENCO will review and create a focused list of referral pathways using the '[Using Specialist Services](#)' section of the Graduated Response toolkit for the Pupil progress meeting.
3. A Team Around the Child meeting will be held (led by the SENCO) to discuss previous outcomes and the purpose of the referral. All referral documentation will be shared, agreed and signed.
4. The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) will make the referral.
5. Once reports are obtained, the SENCO will identify appropriate actions and targets and share with the class teacher.
6. The teacher will adapt the child-friendly pupil passport (with support from the SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) if needed).
7. The SENCO will arrange a meeting with all stakeholders to discuss the outcomes of the report and adaptations to the child's pupil passport. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix A)
8. All pupil passports are to be saved on SharePoint as above.

#### Do & Review

- Same actions as for Stage 1 – Quality First Teaching.

#### **Additional Points to Note at Stage 3 – Specialist Support Services**

- Team around the child meetings should take place every term.

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

**Identified Need** - Well Below Age-Related Expectations – WBARE – 24 months + gap, any child who is at a continued WBARE (18 months + for 1 terms) or any child with significant needs in other areas.

**Responsible** -SEND Lead / SEND Assistant / Teacher / Child Champion / outside agencies involved at Stage 3

#### Assess

Identify the children who are at this stage.

#### Plan

- Complete Stage 3.

In addition to this:

- Add **EHCP application** to the actions section.
- The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) 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.)

- The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) will complete an EHCP application. Information about the SEND Information, Advice, Support Service (SENDIASS) will be given. (See appendix A)

#### Do & Review

- Same actions as for Stage 1 – Quality First Teaching.

#### Additional Points to Note at Stage 4 - EHCP

- Team Around the Child meetings should take place every half term.
- Other avenues of specialist support can be sought to strengthen the EHCP application.

#### Once the EHCP has been granted

- The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) will continue to support the class teacher with all aspects of the APDR process.
- A Team around the Child meeting will take place every term. This will include 1 Annual review which the SENCO will attend.

#### Monitoring and Review

The SEND team (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (Mrs Clifford, Mrs Leese) (including Local Academy Council link) are responsible for monitoring and reviewing this policy and SEND procedures within school.

#### **Appendix A**

**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.**

Information, Advice and Support Service  
79/79a Eastgate Street  
Stafford  
ST16 2NG

01785 356921

[sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

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

## **Appendix B**

### **Staff Training**

Precision teaching	reading recovery	phonics
memory & recall	ALK	dyslexia awareness and training
Dyspraxia support	Fischer Family Trust	Supporting children in maths and English
Epilepsy training	Inference training	Numicon training
Supporting pupils on the autistic spectrum	Understanding Emotional Health in Children	Administration of certain medicines
Behaviour Intervention	Improving the thinking of children and adults.	Supporting children with speech, language and communication needs.
Supporting children with physical and coordination needs – including lifting and handling	National SEN Coordination Award and termly SENCO update meetings.	Physical intervention training
ICT & Maths for Teaching Assistants	Calm Brain Training	Talk Partners
Reading Recovery	ELSA (Emotional Literacy Support Assistant)	Graduated Response w
Assess, Plan, Do, Review	The role of the Child Champion in the class	Metacognition
Forest Schools	Lego therapy	Drawing and Talking therapy



Sand therapy	Boxall Profile	
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