



All Saints'
Academy
Cheltenham

Reviewed	September 2026
Next Review	September 2027 or earlier following statutory change
Staff Owner	Mrs Laura Herrick
Trustee Owner	Shona Ridell

1. Sponsors' Statement

The policies of All Saints' Academy, with its distinctive Anglican and Catholic foundation, exist to support the Sponsor's Christian vision, ethos and values embedded in the day-to-day and long-term running of the Academy. Each policy evidences the commitment of the Sponsor to developing Body, Mind and Spirit.

This policy and its associated procedures and protocols are underpinned by this vision. All Saints' Academy values the contribution that every student can make and the diversity each individual brings. Students with special educational needs and/or disabilities (SEND) are valued and respected as equal members of the Academy community.

The Academy seeks to raise achievement, remove barriers to learning and increase physical, curricular and information access for all students. The Academy will have regard to the Children and Families Act 2014, Equality Act 2010, Special Educational Needs and Disability Regulations 2014, as amended, and the SEND Code of Practice: 0 to 25 years.

The Academy will monitor national SEND reform and update this policy when proposed reforms are enacted and brought into force. At the date of approval, the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, as amended, and the SEND Code of Practice: 0 to 25 years remain the principal statutory framework.

This policy should be read alongside the Academy's SEND Information Report, Accessibility Plan and associated policies published on the Academy website.

1.1 Legal framework

This policy has due regard to relevant legislation, including:

- Children Act 1989 and Children Act 2004
- Education Act 1996 and Education Act 2002
- Equality Act 2010 and associated disability regulations
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014, as amended, including the Special Educational Needs and Disability (Amendment) Regulations 2024
- UK General Data Protection Regulation and Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to current statutory and non-statutory guidance, including:

- SEND Code of Practice: 0 to 25 years
- Supporting pupils at school with medical conditions
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- School Admissions Code
- Equality and Human Rights Commission guidance on reasonable adjustments for disabled pupils
- Mandatory qualification guidance for SENDCOs

Proposals contained in 2026 SEND reform publications are treated as proposals subject to consultation, legislation and implementation arrangements. They are not presented in this policy as existing statutory entitlements unless and until brought into force.

This policy operates alongside the Admissions, Equality and Diversity, Confidentiality, Data Protection, Records Management, SEMH, Supporting Pupils with Medical Conditions, Child Protection

and Safeguarding, Careers, Suspension and Exclusion, Behaviour, Complaints and Accessibility policies.

1.2 Overview

A student is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities, as defined by the Equality Act 2010.

A student has special educational needs where they have a learning difficulty or disability that calls for special educational provision, namely provision that is different from or additional to that normally available to students of the same age.

A student will not be regarded as having a learning difficulty solely because the language or form of language used at home differs from the language in which they are taught. Factors such as attendance, English as an additional language, disadvantage, care experience or family circumstances are not SEN in themselves, but may coexist with SEN and must not prevent assessment of possible underlying needs.

The Academy Vision for SEND

All Saints' Academy is a fully inclusive comprehensive school that seeks to enable every student to achieve their God-given potential academically, personally, socially and emotionally. The Academy maintains ambitious expectations, identifies and removes barriers, makes reasonable adjustments and provides a broad, balanced and relevant curriculum.

- identify, assess, provide for and regularly review the needs of students with SEND;
- secure full access to the curriculum and wider life of the Academy;
- work in partnership with parents, carers and students, taking account of views, wishes and aspirations;
- provide a qualified SENDCO who leads the strategic development and day-to-day co-ordination of SEND provision;
- support staff to deliver high-quality, inclusive teaching and implement agreed provision consistently.

1.3 Values

The Academy values are Love, Peace, Justice, Respect, Reconciliation and Service.

1.4 The Learning Support Area

The Learning Support Area contributes to the Academy vision by supporting a culture, practice and deployment of resources designed to meet identified needs; co-ordinating assessment, provision and review; promoting curriculum access and independence; and working in partnership with students, parents, carers, staff and external professionals.

2. Roles and Responsibilities

2.1 Board of Trustees and Principal

The Board of Trustees will ensure that the Academy fulfils its statutory duties towards students with SEND, keeps the policy and SEND Information Report under review, evaluates outcomes and provision, and assures itself that resources are used effectively.

The Principal will:

- hold ambitious expectations for students with SEND and establish an inclusive culture;
- ensure a qualified teacher is designated as SENDCO and is provided with sufficient authority, time, administrative support and resources;
- ensure the designated SENDCO holds, or is working towards within the statutory timescale, the mandatory qualification applicable to the date of appointment. From 1 September 2024, the mandatory qualification for newly appointed SENDCOs is the National Professional Qualification for SENDCOs. A SENDCO who has already completed the National Award for SEN Coordination is not required to complete the NPQ solely because of this change;
- ensure Academy policies, procedures and day-to-day practices do not directly or indirectly discriminate against disabled students or students with SEND;
- ensure reasonable adjustments and special educational provision are implemented and monitored;
- integrate SEND into school improvement, curriculum, safeguarding, attendance, behaviour and professional development.

2.2 Special Educational Needs and Disability Coordinator

The Academy SENDCO is Mrs Laura Herrick. The SENDCO is a qualified teacher and has completed the National Award for SEN Coordination.

The SENDCO will:

- work with the Principal and Trustees to determine the strategic development of SEND policy and provision;
- lead and co-ordinate the day-to-day operation of this policy and the graduated approach;
- advise on deployment of the notional SEND budget and other resources;
- maintain accurate SEND records and oversee identification, assessment, planning and review;
- monitor the quality, consistency and impact of ordinarily available and additional provision;
- support co-production with students and parents and ensure accessible participation;
- liaise with early years settings, schools, post-16 providers, the designated teacher for looked-after children, external professionals and the local authority;
- support effective transfer of SEND information when students change setting;
- promote preparation for adulthood from Year 9 onwards;
- contribute to staff development and ensure SEND is integrated into whole-Academy improvement work.

2.3 Teaching and support staff

Teachers are responsible and accountable for the progress and development of all students they teach, including students who receive support from teaching assistants or specialist staff. Teachers must know and implement agreed provision and reasonable adjustments, assess their effectiveness, contribute evidence to review and maintain ambitious curriculum expectations.

Teaching assistants and specialist staff work under the direction of teachers and the SENDCO. Support should promote access, participation, learning and increasing independence rather than creating unnecessary dependence.

2.4 Liaison with teaching staff

All teachers are teachers of students with SEND. Staff will safeguard confidential information, use assessment to identify barriers, adapt teaching and resources, contribute to Assess, Plan, Do, Review

cycles and annual reviews, raise promptly any concern that agreed provision cannot be delivered, and participate in relevant professional development.

3. Admission Arrangements

The admission of students with SEND but without an EHC plan is governed by the Academy's published admission arrangements. Such students will be treated no less favourably than other applicants, and admission will not be refused because the Academy considers itself unable to meet a student's special educational needs.

Where a local authority consults the Academy about being named in an EHC plan, the Academy will respond within the statutory process using clear, specific and evidence-based information. Any concern about suitability, efficient education of others or efficient use of resources will include consideration of reasonable steps that could overcome any incompatibility. Where the Academy is named in a final EHC plan, the Academy must admit the child or young person.

4. Specialised Provision

The Academy does not have a special unit and does not specialise in a single area of SEND. The Academy building includes lifts for movement between floors.

The Academy has an anticipatory duty under the Equality Act 2010 to make reasonable adjustments for disabled students. It will take reasonable steps to avoid substantial disadvantage, including adjustments to policies, practices, procedures, communication and assessment, and provision of appropriate auxiliary aids and services. Adjustments will be considered in advance wherever reasonably practicable and will not depend solely on a formal diagnosis. Accessibility planning will address the physical environment, curriculum and information.

5. Allocation of Resources

Resources may be drawn from the Academy's delegated budget, including the notional SEND budget, and from additional high-needs or top-up funding where applicable. Deployment will be based on identified need, required provision, efficient use of resources and the duty to secure provision specified in an EHC plan. Funding arrangements will not be used as a reason to discontinue provision the Academy is legally required to make.

Resources include the Learning Support Area, teaching assistant deployment informed by need and expertise, targeted intervention, specialist advice, assistive technology and individualised support where required. Provision will be designed to support access, progress, participation and independence.

6. Identification, Assessment, Provision and Review

6.1 Identification and Assessment

A student has SEN where a learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. Identification is intended to understand strengths and barriers and determine effective provision, not simply to assign a label.

The four broad areas of need are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These are not rigid diagnostic

categories. A student may have needs across more than one area, and assessment will consider the whole student, their views, circumstances, aspirations and required provision.

The Academy will use transition information, teacher assessment, reading and other appropriate screening, attendance and progress information, parent and student views and relevant professional advice. Particular attention will be given to in-year admissions and students returning from prolonged absence, suspension, alternative provision or another setting.

Any member of staff may refer a concern to the SENDCO. Where a possible need is identified, further assessment and appropriate support or guidance will be recorded and reviewed.

A diagnosis, whether obtained through NHS or independent services, does not in itself determine whether a student has SEN or the provision required. The Academy will consider all relevant evidence provided by parents, carers and professionals alongside the student's presentation in school, progress, attainment, views and identified barriers to learning. Decisions will be made in accordance with the statutory definition of SEN, the graduated approach and Equality Act duties. Where clarification is needed, the Academy may seek further information or advice with appropriate consent.

6.2 Graduated Approach to SEN Support

The first response to emerging need or less-than-expected progress will be high-quality, inclusive teaching, informed by assessment and appropriately adapted to identified barriers. Reasonable adjustments and ordinarily available classroom provision will not depend on a diagnosis, an EHC plan or placement on the SEND register.

Where a student is identified as having SEN, the Academy will use an Assess, Plan, Do, Review cycle:

- **Assess:** gather and analyse information from the student, parent or carer, teachers, assessment records and relevant professionals.
- **Plan:** agree intended outcomes, provision, reasonable adjustments, responsible staff and a review date. Provision will be described with sufficient specificity to support consistent delivery.
- **Do:** the subject or class teacher remains responsible for progress and implementation, including where teaching assistants or specialists provide support.
- **Review:** evaluate impact on agreed outcomes, access, participation and independence, and use the student's and parent's views to determine next steps.

The Academy may use a student strategy guide, My Plan or My Plan+ to record need, outcomes, provision and review. These documents support, but do not replace, the duty to secure provision specified in Section F of an EHC plan.

6.3 Review and the SEND Register

A student will be recorded as receiving SEN Support where an identified learning difficulty or disability calls for special educational provision additional to or different from that ordinarily available. Decisions to add or remove a student will be evidence-based, made in consultation with the student and parent or carer, and clearly recorded.

Removal from the SEND register will not result in withdrawal of a reasonable adjustment required under the Equality Act 2010. Progress and access will continue to be monitored following removal.

The Academy will co-operate with the local authority in the statutory review of every EHC plan. Reviews will consider progress towards outcomes; whether outcomes remain appropriate; the effectiveness and sufficiency of education, health and social care provision; changes in need or

circumstances; and whether amendments are required. The student and parent or carer will be supported to participate meaningfully. From Year 9, the review will include preparation for adulthood.

6.4 Intervention Provision

Interventions will have a clear rationale, intended outcomes, entry information, responsible staff, duration and review arrangements. Monitoring will assess impact, not merely whether sessions occurred. Where progress is insufficient, provision will be adjusted and specialist advice may be sought.

7. Access to the Curriculum

All students are entitled to a broad, balanced, ambitious and relevant curriculum. Staff will adapt teaching, resources, communication and assessment arrangements; address literacy and language barriers; use assistive technology where appropriate; and make reasonable adjustments without reducing curriculum ambition as a substitute for accessibility.

8. Access to the Wider Curriculum

Students with SEND will be actively encouraged and supported to participate in clubs, enrichment, educational visits, residentials, careers activities and work experience. Reasonable adjustments will be planned in advance, and participation will be monitored through accessible student feedback and relevant attendance information.

9. Monitoring and Evaluating Provision

The Academy and Board of Trustees will evaluate the quality and impact of SEND provision using appropriate evidence, including:

- implementation and impact of EHC plan Section F provision and SEN Support plans;
- attainment, progress, curriculum access, independence and destinations;
- attendance, suspensions, exclusions, part-time timetables and alternative provision;
- safeguarding, bullying and participation in wider Academy life;
- student and parent views and complaints themes;
- quality of teaching, reasonable adjustments and interventions;
- staff knowledge, deployment of resources and professional development.

Findings and agreed actions will be reported through Academy governance arrangements and tracked to completion.

10. Complaints

Parents or carers with a concern about SEND provision should contact the SENDCO so that the matter can be considered promptly. Formal complaints will follow the Academy Complaints Policy. Concerns about reasonable adjustments or alleged disability discrimination will also be addressed through the appropriate published route. Information will be provided in an accessible format where required.

11. Professional Development

The Academy will provide induction and continuing professional development so that teachers, teaching assistants, leaders and trustees understand their responsibilities and can implement inclusive teaching, reasonable adjustments, safeguarding practice and agreed special educational provision. Training needs will be informed by the profile of need and evaluation of provision.

12. Partnership and Transition

The Academy will work with previous and receiving settings, local authority services, health and social care professionals, further education providers, the Careers service, voluntary organisations and other relevant partners. Current local services will be signposted through the Gloucestershire Local Offer and the Academy SEND Information Report rather than relying solely on a fixed list in this policy.

SEND information will be transferred securely and promptly when students move setting, with attention to continuity of support, safeguarding and data-protection requirements.

13. Parents, Carers and Students

Parents and carers will be treated as equal partners and supported to understand their child's needs, entitlements, provision and review arrangements. Students will be supported to express their views, wishes and aspirations using communication methods appropriate to their needs. Families will be signposted to the local SEND Information, Advice and Support Service and other relevant independent advice.

14. Safeguarding and Bullying

The Academy recognises that students with SEND or disabilities may face additional safeguarding barriers, including assumptions that behaviour, mood or injury relates to disability; communication barriers; difficulties reporting concerns; isolation; dependence on adults; and disproportionate impact from bullying. Staff will apply professional curiosity, make communication accessible and consider concerns on their own facts rather than automatically attributing them to SEND.

Discriminatory bullying and harassment are not acceptable. Reporting routes, investigation and support will be accessible, and reasonable adjustments will be made within behaviour and safeguarding processes.

15. Preparation for Adulthood

From Year 9, planning and review will support aspirations and preparation for adulthood, including higher education and/or employment, independent living, participation in society and community life, and maintaining good health. Provision will promote supported decision-making and increasing independence.

16. Evaluating and Reviewing this Policy

The Board of Trustees will review this policy at least annually and earlier where legislation, statutory guidance or Academy practice changes. Review will consider implementation, impact, equality, stakeholder views and completion of agreed actions. The SEND Trustee may be contacted through the Clerk to the Trustees.

17. SEND Information Report:

The Academy will publish and annually update a SEND Information Report in accordance with Section 69 of the Children and Families Act 2014 and Regulation 51 of the SEND Regulations 2014.

18. Alternative Provision:

The Academy retains responsibility for the quality, safety and impact of SEND provision when a student attends alternative provision.

Appendix A: Status of 2026 SEND Reform Proposals

The Academy recognises the direction of national SEND reform, including proposals concerning individual support plans, National Inclusion Standards and future arrangements for specialist provision. At the date of this policy, these are not treated as existing statutory duties unless enacted and commenced. The Academy will prepare operationally where appropriate while continuing to comply with the current legal framework.