



All Saints'
Academy
Cheltenham

SEN and Disabilities Policy

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Staff Owner:	Mrs Laura Herrick
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SEN and Disabilities Policy

All Saints' Academy, Cheltenham

Contents:

1. Sponsors' Statement	
1.1 Overview	3
1.2 The Academy Vision	4
1.3 Values	4
1.4 The Learning Support Area	4
2. Roles and Responsibilities	
2.1 Trustees - Duties in relation to students with SEND	4
2.2 Special Educational Needs and Disability Coordinator (SENDCo)	5
2.3 Teaching and support staff	5
2.4 Teaching and support staff	5
2.5 Liaison with Teaching Staff	5
3. Admission Arrangements	6
4. Specialised Provision	7
5. Allocation of resources	7
6. Identification, Assessment, Provision and Review	
6.1 Identification and Assessment	7
6.2 Graduated pathway of SEND Support	9
6.3 Review	10
6.4 Intervention provision	10
7. Access to the Curriculum	11
8. Access to the Wider Curriculum	11
9. Monitoring & Evaluating the Success of the Education Provided for Students with SEND	11
10. Arrangements for dealing with complaints from parents	12
11. Arrangements for Professional Development	12
12. Links with Other Schools, Teachers and Facilities	12
13. The Role played by Parents of Students with SEND	13
14. Bullying	13
15. Evaluating the SEND Policy	13

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

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 that are 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 is first and foremost a Christian Academy. It is also an Academy of opportunity that will ensure the academic, spiritual, moral, social and physical development of its young people. All Saints' Academy values the contribution that every student can make and the diversity that each individual brings to the Academy. All students with a Special Educational Need and/or a Disability (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 and curricular access for all its students whatever their needs. The Christian ethos of the Academy provides the framework within which SEND are both acknowledged and addressed. The Academy is committed to promoting the development of an Academy SEND Policy which provides access to a broad and balanced curriculum for all its students. The Academy shall have regard to the Special Educational Needs Code of Practice: 0-25 Years (updated Jan 15), the Equality Act 2010 and the 'Children and Families Act (2014).

This Policy should be read in conjunction with the Academy's SEND Information document (<http://www.asachelt.org/193/special-educational-needs>), which is published on the school web site and contains all the information required as set out in the Special Educational Needs and Disability Regulations 2014

1.1 Overview

A student is disabled if they have a physical or mental impairment which has a "substantial and long- term adverse effect" on his or her ability to carry out normal day-to-day activity (as defined by the Equality Act 2010).

A student has a special educational need if they have a learning difficulty which means that they:

- have a significantly greater difficulty in learning than the majority of students their age; and/or
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for students of their age in schools within the area of the local authority.

The Academy recognises that not all students with a special educational need have a disability. Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

The Academy Vision for SEND

All Saints' Academy welcome and value all pupils. We strive to deliver a fully accessible social and academic curriculum. We continually adapt our systems and structures: curriculum, building, and attitudes to make the school an inclusive, welcoming environment. The policy is in keeping with the academy's aims, its teaching and learning policies, policies on equal opportunity and behaviour for learning. The school is committed to a policy of inclusion.

We are a fully inclusive comprehensive Academy that ensures that all students can achieve their God given potential. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met. The Governing Body expects that all pupils, regardless of ability and behaviour, are valued equally at All Saints' Academy. SEND pupils are not viewed as a separate group but are part of the whole school approach. Different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum. At All Saints' Academy we aim to provide a personalised approach to learning with the relevant support and adjustments made to learning that will maximise the student's progress both within and outside of the classroom.

- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed to allow them to maximise their achievements.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum.
- To work in partnership with parents and carers to take the views and wishes of the student into account.
- To provide a SENDCo who will work within the SEND policy and within the guidance provided in the SEND Code of Practice, 2015.
- To provide support and advice for all staff working with students with SEND.

1.2 Values

Our values are based on the Gospel and include:

- Love;
- Peace;
- Justice;
- Respect;
- Reconciliation; and
- Service.

1.3 The Learning Support Area

The Learning Support area will contribute towards fulfilling the Academy vision for SEND and will:

- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND;
- ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed;
- ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum;
- ensure students with SEND maximise their achievements;
- ensure students are competent in both Literacy, Numeracy and basic skills for learning; and

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

- to work in partnership with parents and carers to enable them to make an active contribution to the education of their child.

2. Roles and Responsibilities

2.1 Trustees - Duties in relation to students with SEND

Our SEND Trustee complies with all of the duties imposed upon them in;

- Part 4 of the Education Act 1996 as amended from time to time;
- The SEND Code of Practice 0-25 (2015);

The Board of Trustees are responsible for ensuring that the necessary support is made for any student who attends the Academy who has SEND, ensuring the Academy's SEND policy is up to date and review the progress of students with SEND in line with national policies.

2.2 Special Educational Needs and Disability Coordinator (SENDCo)

Our Special Educational Need and Disability Co-ordinator (SENDCo) is Mrs Laura Herrick lherrick@asachelt.org who is responsible for all students with special educational needs or disabilities (SEND) at All Saints' Academy. She has been awarded the National Award for SEND and is a registered member of the British Psychological Society.

Main purpose of the Role:

- to support the Board of Trustees carrying out their duties in relation to SEND;
- to champion the needs of learning support with the SLT (Senior Leadership Team);
- to lead and co-ordinate the work of the learning support (SEND) area;
- to maintain quality and excellence in the identification, assessment and provision for students with SEND;
- to promote whole Academy responsibility for the inclusion of students with SEND key tasks;
- to oversee the Code of Practice and the day to day operation of the policy for SEND;
- to provide advice and guidance to colleagues on a wide range of SEND issues;
- to co-ordinate the SEND list, overseeing records and organising reviews for students on the Code of Practice;
- to maintain effective liaison with students, staff, parents and external agencies;
- to contribute to the training of teachers and support staff;
- to liaise closely with the school's behaviour systems and people (including external agencies) attached to the intervention groups;
- to regularly review interventions for each student to assess their impact, the student's progress and the views of the student (in light of their age and understanding), their parents/carers and the teachers;
- to report to parents where a decision is made by the Academy that SEND provision is being made for their child and when this ceases;
- to lead a team of teaching assistants and teachers; and
- to liaise with the SLT to ensure that teaching and learning for students with SEND is of good quality across the Academy.

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

2.2 Teaching and support staff

The Principal, Mr Dermot McNiffe (dmcniffe@asachelt.org), is responsible for the day to day management of all aspects of the Academy, this includes the support for students with SEND. He gives responsibility to the SENDCo and class teachers to support all students' with SEND but is still responsible for ensuring that student's needs are met.

2.3 Teaching and support staff

All teaching staff and teaching assistants are responsible for being fully aware of the Academy's procedures for identifying, assessing and making provision for students with SEND.

2.4 Liaison with Teaching Staff

In line with the Code of Practice all teachers are teachers of SEND.

All teachers:

- liaise with the SENDCo to ensure that they are fully informed about the Special Needs of students on the SEND list and in discussion as necessary;
- take responsibility for ensuring that confidential information is safeguarded;
- support the SENDCo in promoting awareness of SEND issues by including SEND on the departmental agenda, when necessary;
- raise issues of concern - providing feedback to the SENDCo;
- further disseminate relevant information to support teaching strategies across the whole school;
- provide appropriate targets and assessment levels taking advice from the SENDCo as required to ensure students with SEND are able to progress; and
- participate fully in departmental and whole school training relating to the needs, strategies and provision of students with SEND.

The development of differentiated schemes of work, lesson plans, resources and learning area policy is the responsibility of the whole department working under the direction of the Head of Department.

3. Admission Arrangements

The Board of Trustees is responsible for the admission arrangements. The admission arrangements are included as part of the Academy Admissions Policy.

The Academy ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

- Where a local authority proposes to name the Academy in a statement of SEND or EHCP made in accordance with section 324 of the Education Act 1996, the Academy shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other students; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other students, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. The Academy will also need to ensure that they have the right staff skills to fully meet the needs of each SEND student and can provide within the given budget.

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

- In the event of any disagreement between the Academy and the local authority over the proposed naming of the Academy in a statement, the Academy may ask the Secretary of State to determine whether the Academy should be named. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability) be final.
- If a parent or guardian of a child in respect of whom an Education Health and Care Plan is maintained by the local authority appeals to First-tier Tribunal either against the naming of the Academy in the child's EHCP or asking the Tribunal to name the Academy, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State, be substituted for the Secretary of State's decision.
- Where the Academy has consented to being named in a child's Education Health and Care Plan, or the Secretary of State or First-tier Tribunal has determined that it should be named, the Academy shall admit the child.

4. Specialised Provision

The Academy building has lifts available for moving between floors.

The Academy does not have a special unit and at this time does not specialise in a particular area of SEND. The Academy is aware that difficulties may be experienced from time to time by the need for students to move around the site and as a result of the school buildings. Reasonable adjustments for those disabled students with access needs will always be considered in accordance with the Academy's duty under the Equality Act and ways in which accessibility may be improved will be considered as part of the Academy's Accessibility Plan.

5. Allocation of resources

To meet the diversity of SEND across the Academy the following resources are used;

- a dedicated, well-resourced Learning Support Area;
- a dedicated SEND teacher to work with those students with a higher level of need;
- individualized support as required, financed through Education Health and Care Plans and the schools notional SEND funding;
- a number of Key Stage based TAs to support EHCPs (through delegated high needs funding) and other students on the code of practice;
- the Academy will not necessarily provide individual resources to each student but shall ensure their individual needs are met in an effective and efficient manner.

6. Identification, Assessment, Provision and Review

6.1 Identification and Assessment

The School's core curriculum is inclusive and differentiated and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based on the Quality First Teaching principles of:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs; and

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

- Overcoming potential barriers to learning.

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. A process of identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of Special Educational Needs; that every student is different; and the needs of the whole student are taken into account when identifying SEND and planning appropriate action/support. The four broad areas of special educational needs, as set out in the SEND Code of Practice, are:

- Communication and interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and learning – Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties - These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to recognise that there are many factors that can impact on progress and attainment that are not SEND, such as:

- attendance and punctuality;
- health and welfare;
- English as an Additional Language (EAL);
- being in receipt of Pupil Premium Grant;
- being a Looked After Child; and
- being a child of servicemen/women.

The SEND of students transferring to All Saints' Academy are identified, in the first instance, through liaison with all primary feeder schools. The SENDCo works closely with the primary

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

transition co-ordinator in the term prior to transfer to ensure that information about students with SEND is obtained and shared.

Where possible the SENDCo attends the Year 5/6 Annual Reviews of students with EHCP's to support the smooth transfer from the primary to secondary phase. The SENDCo and/or a TA attend transition sessions if they are provided by the Advisory Teaching Service. The SENDCo attends and is available to talk with parents at the induction evening for new parents. Further meetings prior to transfer are arranged with parents, primary schools and other agencies as the need requires.

On entry to All Saints' Academy students are screened for reading. This information is used in conjunction with KS2 data (KS2 SAT scores and Primary School Teacher Assessments) to support the early identification of learning needs that may not be apparent from the information obtained from primary schools. Further assessment will take place for individual students as required and will form part of a continuing process to help measure progress.

It is particularly important that careful consideration is given to the learning needs of students admitted to the Academy after Year 7. Where insufficient information is available students will be screened to support teaching staff in the placing of the student and to identify any learning needs.

Any member of staff may refer a student whose academic, physical, social or emotional development is giving cause for concern to the SENDCo at any time. This triggers further investigation of the concern. Where a need is identified relevant support or guidance will be put in place and recorded on a student's records. If it is appropriate intervention work will begin.

The SENDCo is not obliged to respond to, take note of, or make provision in relation to any private diagnosis.

6.2 Graduated pathway of SEND Support

The first response to less than expected progress is through our subject teachers delivering excellent targeted classroom teaching – known as Quality First Teaching. This means that:

- the teacher has the highest possible expectations all students in their class;
- all teaching is based on building on what the student already knows, can do and can understand;
- different ways of teaching are in place so that the student is fully involved in learning in class;
- specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support the student to learn; and
- the student's teacher will have carefully checked the student's progress and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching. Our school regularly reviews the quality of

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

teaching as detailed in our teaching and learning policy. Teachers are supported with their knowledge of the most frequent SEND encountered and suitable strategies to support these through regular training materials, student case studies and staff INSET training.

Where a student is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. Where appropriate a My Plan or a My Plan+ will be set up to formally record the areas of needs, outcomes and provision to support their progress. This is known as the 'Assess, Plan, Do, Review' graduated response. This graduated response is detailed below:

- **Assess** – All information about the student is gathered from the teacher, parent, student and relevant professionals to identify the areas of need.
- **Plan** – Relevant outcomes are set and suitable provision is put in place in consultation with the parent, student, class teacher and any professionals involved. Student strategy guides are created/amended to reflect newly identified needs and planned provision.
- **Do** – Class teachers modify their teaching to incorporate the student's needs, plus any intervention or support is planned and carried out.
- **Review** – Student progress is reviewed regularly through whole school monitoring systems and via intervention progress summaries. Formal reviews of Education and Health Care Plans (EHC's) are on an annual basis in line with statutory guidance in the SEND Code of Practice.

6.3 Review

Students are initially placed on the SEND register at SEND Support and follow the graduated response detailed above. Full details of provision can be found on our School offer (<http://www.asachelt.org/193/special-educational-needs>). The SEND register is regularly reviewed by the SENDCo using information from the graduated response detailed above and progress data as part of the whole school monitoring systems. Inclusion on the register is fluid and fully communicated with parents and carers. Each cycle of the graduated response will lead to one of the following outcomes:

- Student is removed from the SEND register (see below);
- A change of provision within school is made as progress is still not sufficient;
- A My Plan/My Plan+ is set up;
- Referrals to external professionals are made to support the individual as more specialist support is required; and
- An application for an Education, Health and Care Plan (EHCP) is made to the Local Authority due to continued lack of progress after all suitable provision by the school and external agencies has been made.

Criteria for exiting the SEND register:

If a student makes sufficient sustained progress, as evidenced through whole school monitoring systems, assessment/intervention records and feedback from teachers, then the student is removed from the SEND register. Parents and students are informed of this move. Support is still provided through Quality first teaching and a student profile if appropriate.

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

6.4 Intervention provision

Progress of all intervention provision that takes place is monitored regularly through specific progress assessments and ongoing Stop The Clock progress checks. Where the review process shows progress is not being made external advice may be sought if appropriate.

7. Access to the Curriculum

All students at All Saints' Academy have the entitlement to a broad, balanced and relevant curriculum.

All students with SEND will be provided with a relevant curriculum which:

- ensures students have appropriate literacy skills to access all areas of the curriculum;
- provides suitable learning challenges;
- meets the students' diverse learning needs; and
- removes the barriers to learning and assessment.

In their planning and teaching, with the support and guidance of the SENDCo as required, all teachers and support staff strive to:

- match the learning to the needs and abilities of the students;
- use a range of strategies to develop the students' knowledge, understanding and skills; and
- modify materials or provide support to enable SEND students to access the learning and assessment process.

The Academy acknowledges that its practices make a difference. Because of this the Academy and teachers regularly review issues related to students with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

8. Access to the Wider Curriculum

The Academy provides a wide range of additional activities for all its students.

- Students with SEND are actively encouraged and supported to join in and benefit from these activities together with students who do not have SEND; and
- The participation of students with SEND in these activities is monitored carefully through scrutiny of attendance registers, and discussion with students and staff.

9. Monitoring and Evaluating the Success of the Education Provided for Students with SEND

The Academy, including the Board of Trustees, is committed to regular and systematic evaluation of the effectiveness of its work. The Academy employs a series of methods to gather data for analysis including:

- regular monitoring and evaluation of the impact of intervention work;
- regular observation of teaching by SLT, SENDCo and Heads of Department;

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

- analysis of the attainment and achievement of different groups of students with SEND;
- success rates in respect of individual targets;
- post-16/18 destinations of students with SEND;
- scrutiny of teachers' planning and students' work;
- the views of parents/carers and students;
- regular monitoring by the Board of Trustees through the SEND Trustee;
- maintenance of assessment records and scrutiny of the whole Academy teacher assessment data that illustrate progress over time; and
- regular meetings between SENDCo and staff and through Line Management meetings.

As a result of the above the Academy reflects annually upon its successes and identifies aspects for future development.

10. Arrangements for dealing with complaints from parents

If parents of students with SEND have a complaint about any aspect of the provision made for their child they should contact the SENDCo as soon as possible. We will always try to resolve a complaint quickly and informally. If it is necessary to make a more formal complaint parents should contact the Principal, at the Academy. A copy of the formal complaints procedure is available from the Academy office or the website.

11. Arrangements for Professional Development

To facilitate the ongoing development of the SEND area and to support teaching staff with their role as teachers of SEND the following arrangements take place.

- SENDCo - Attendance at local and national courses/conferences including cluster meetings; membership of SEND organisations. This may include externally accredited courses e.g. diplomas, certificates, degrees;
- Teaching Assistants - departmental induction; attendance at local courses where appropriate and available; in school sessions as required; attendance at whole school CPD; and
- Teaching Staff – whole school CPD specific to SEND as required; induction session for newly qualified teachers, trainee teachers and staff new to the Academy.

12. Links with Other Schools, Teachers and Facilities

The Learning Support Department liaises closely with the following as required:

- All schools and settings from which we receive students as outlined in 6.1 above;
- Special School Settings – particularly including transition work when appropriate;
- The Educational Psychology Service (EPS);
- Advisory Teachers;
- LA SEND Advisor;
- LA caseworker – re: EHC plans;
- LA SEND Monitoring Officer - re: EHC plans;
- Abbey View;
- Cheltenham and Tewkesbury Alternative Provision Schools;
- Education Entitlement services in conjunction with school Attendance Officer/SLT responsible for Attendance;

SEN and Disabilities Policy

All Saints' Academy, Cheltenham

- Prospects;
- The Rock;
- Child Health Services;
- Social Services/Families First;
- CAMHS;
- Virtual School (LAC);
- School Nurse;
- Local Further Education providers;
- Other local voluntary organisations which work on behalf of children with an additional need (CCP, Barnardo's, Winston's Wish); and
- Academy commissioned counselling services.

13. The Role played by Parents/Carers of Students with SEND

In accordance with the SEND Code of Practice the Academy believes that all parents/carers of students with SEND should be treated as equal partners. The Academy has positive attitudes to parents/carers, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents/carers will be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision making processes about special educational provision; and
- support this area of the Academy's work - leaflets will be available including information on contacting 'the parent partnership service' which is based at Shire Hall. We will also endeavour to provide support in obtaining information leaflets aimed at parents produced by the DfE.

14. Bullying

The Academy recognises that SEND pupils may be at risk of being bullied. The Academy has an Anti-Bullying Policy which makes clear that bullying behaviour of any kind is not acceptable and will be taken seriously.

15. Evaluating the SEND Policy

The Board of Trustees will review this policy every year to ensure the Academy meets the needs of those students with learning difficulties and/or disabilities. The Board of Trustees will assess the policy's implementation and effectiveness. The policy will be promoted and implemented throughout the Academy. The SEND Trustee can be contacted via Clerk@ASACHelt.org if required.