



Special Educational Needs & Disabilities Policy

Updated February 2026

This policy reflects the revised SEND code of practice 0-25 guidance (DfE 2015)



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SHEFFIELD
ACADEMIES
TRUST

At All Saints Academy, it is our vision to provide the 'good soil' for every member of our community to develop deep roots and **flourish** as a unique individual and achieve their full potential. With the highest of expectations, we nurture and develop each individual so that they can explore who they are and make a positive contribution to our local community and the wider world.



A loving place where we all care, learn and grow together.

Our school values at All Saints Academy:

Respect
Kindness
Perseverance
Honesty
Courage
Empathy

Our vision and values are central to all that we do. They are promoted through our curriculum, they run through our policies and they inform our day-to-day decision making.

SEND Aims of the School

- Ensure that all pupils have access to broad and balanced learning opportunities and are able to access the full curriculum, alongside their peers.
- Provide appropriate support to meet the individual's needs and abilities
- Ensure the early identification of all pupils with additional needs
- Ensure that pupils with special educational needs take as full a part as possible in all activities.
- Develop and maintain positive relationships and work alongside parents and carers of pupils with SEND, ensuring they are kept fully informed and involved in their child's learning, progress and attainment.
- Ensure that pupils with SEND are involved in decisions affecting their future (where appropriate).
- Ensure that all pupils can achieve their full potential.
- Provide a fully inclusive learning experience across all curriculum areas.

The role of the SENDCo

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at All Saints Academy is **Mrs R Parish.**

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for pupils with SEND
- advising on the graduated approach to providing SEND support

- working closely with class teachers and support staff to provide advice and support around the area of SEND
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with other educational providers such as early years setting and secondary settings to ensure smooth transitions are planned
- liaising with external agencies such as Educational Psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the Headteacher and the delegated member of the LSB (Local School Board) to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- working with the school leadership team provide relevant CPD for all staff

The role of the delegated member of the LSB (Local School Board)

The delegated member of the LSB (Local School Board) responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for all SEND pupils.
- ensuring that SEN pupils are fully involved in school activities.

The role of the Headteacher

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision
- keeping the Local School Board (LSB) well informed about SEND within the school
- working closely with the SENDCo
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Definition of Special Educational Needs

'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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;
or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (Children and Families Act 2014)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have *'a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There are four broad categories used when identifying a pupil's needs. These are;

- Communication & Interaction
- Cognition & learning
- Social, emotional and mental health
- Sensory and/or physical needs

If you feel that your child falls into any of the above categories then please make your child's class teacher aware in the first instance. A meeting with the SENDCo can then be arranged.

Admissions

The admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability'. (COP, 1.28)

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

Identification, Assessment and Provision

Pupils identified as having SEND are, as far as is practicable, fully integrated into all activities. Every effort is made to ensure that they have full access to learning opportunities and/or the National/EYFS Curriculum and are integrated into all aspects of school life.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs. It is ultimately the responsibility of the class teacher to ensure each pupil receives appropriate learning opportunities. All teachers/practitioners are responsible for identifying pupils with SEN and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Our mission as educators, is to ensure that all pupils receive a high-quality education that promotes pupils' development and equips them with the knowledge and skills they need to succeed in life. It is important that all pupils are given the support needed to make good progress.

The school leadership team regularly conduct a range of monitoring activities such as lesson observations, work scrutiny and environment audits to ensure that teaching and learning is of a high standard and learning is adapted to an appropriate level for each pupil. Based on the outcomes of these monitoring activities, support is planned to ensure that all staff are up skilled in their understanding of strategies to support vulnerable pupils or those that have/may have SEND. Regular SEND 'Keep in touch' (KIT) meetings with SLT ensure no pupil gets left behind.

The first step in responding to pupils who have/may have SEND is when a need has been identified by the adults who work with the pupil; this could be the parent, class teacher, Teaching Assistant or member of the SLT.

Initial Concerns Process (Monitoring)

Where there are concerns around a pupil, the 'Initial Concerns Process' will be triggered. This process can be triggered by school staff or parents. An initial concerns form will be completed by the SENDCo alongside the parents/carers of the pupil, the class teacher and the pupil (if appropriate). As part of this process the SENDCo, parents/carers, class teacher and pupil (if appropriate) identify the pupil's area(s) of difficulty and put clear actions into place to support the pupil. The pupil is then monitored over a period of approximately 6-8 weeks (maximum). At the end of this monitoring period, the SENDCo, parents/carers, class teacher and pupil (if appropriate) meet to review the impact of the support. At this point, either:

- no further action will be needed as the support will have had the required impact to address the pupil's difficulty
- the support will continue for a further 6-8 weeks and then be reviewed
- the pupil will be added to the SEN register as SEN support

The graduated approach to identifying Special Educational Needs

The purpose of identification is to work out the action the school needs to take to meet the pupil's individual needs, not to fit a pupil into a category.

In supporting pupils with SEND, in line with the SEND Code of Practice (DfE, 2015), we follow a process of Assess, Plan, Do, Review.

Assess

A clear analysis of the pupil's needs would be carried out collaboratively, in partnership with the parent(s)/carer(s), class teacher, and SENDCo. This will explore the pupil's key strengths, barriers to learning, attainment and progress information, attendance, previous support and impact considering all views, including the views of the child (as appropriate). An observation of the pupil may also take place by the SENDCo, if it is felt this is relevant.

Plan

Following this assessment, if it is felt necessary, an SEN Monitoring Plan or SEN Support Plan (SSP) will be drawn up in collaboration with those involved. This will identify key needs, outline key outcomes and identify appropriate provision to support the achievement of these outcomes. In some cases, a referral to outside agencies may be required; this is done in consultation with parents/carers. This final plan will be shared with parents/carers and key staff involved.

Do

All parties involved in the planning stage of the SSP take their agreed responsibility as identified on the plan. The class teacher will remain responsible for implementation of provision in school with the support of the SENDCo and support staff.

Review

SEN Support Plans are monitored regularly and reviewed at least termly to measure the impact of provision on progress. As part of the review, class teachers will collaborate with parents/carers and the pupil (as appropriate). Next steps are then agreed collaboratively and this process repeats. All reviews follow a 'person centred approach' and keep the pupil at the centre. Review meetings are documented as part of the SEN Support Plan.

Where concerns remain around a pupil's progress and development or the provision needed to support a pupil is beyond what the school currently has capacity to provide, it may be necessary to request an Education, Health and Care Needs Assessment. If this is accepted, the pupil will be issued with an Education Health and Care Plan (EHCP). This is a legal document which outlines the pupil's strengths, barriers to learning, learning outcomes and provision needed to meet their more complex needs and provides additional funding to support the implementation of the outlined provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority **must** review that plan every twelve months at a minimum. The school will co-operate by holding these annual reviews, in line with the guidance. Annual Reviews are carried out in partnership with school, the family and wider agencies involved.

At all times the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

At All Saints Academy, pupils who hold an EHCP will also have a SEN Support Plan to reflect current outcomes and specific provision. This will reflect the long-term outcomes outlined in the pupil's EHCP.

Allocation of Resources

It is the school's responsibility to provide the resources to fund additional provision up to £6000. When the level of support required to meet a pupil's needs exceeds this, school or parent(s)/carer(s) will look to request an EHC Needs Assessment in the hope of securing the additional 'top up funding' needed to meet the pupil's needs. Where a pupil has an EHCP, their allocation of resources is outlined in the document.

English as an additional language;

Particular care will be needed with pupils whose first language is not English. Their progress will be closely followed to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Record Keeping

The school will keep records of both the steps taken to meet pupil's individual needs as well as wider SEND or medical documentation. These records will be held securely in line with school policy.

Accessibility

For further information see the schools Accessibility policy.

Transition

All pupils access transition at least one transition day during the Summer term. In some cases, pupils may require additional transition time, this will be decided by school in partnership with their current class teacher and parents/carers.

Transition may include:-

- Meetings new adults
- Transition booklets
- Home visits by school
- Additional visits to new setting.

- A phased start

If a pupil with SEND moves to a different setting in-year, the SENDCo will liaise with the new school and parents/carers to ensure a smooth transition is planned.

Managing the medical needs of pupils

Where a pupil has both SEND and a medical health condition the EHC plan will specify the type and level of support required to meet their needs. Where an EHC is not in place, school will work with parents/carers and the wider medical team involved to specify the type and level of support required to meet their needs and, if required, explore a request for an EHC Needs Assessment.

For further information see the Supporting pupils with Medical Needs policy.

SEN policy review

The setting considers the SEND Policy document to be important and undertakes a thorough review of SEND practice and provision each year.