Special Educational Needs & Disability (SEND) Policy

Cabot Learning Federation

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Approved By: CLF Board
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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	**E.g. Whole Document**	**Detail of change**	**Reason for change**
September 2024	Whole Document	Creation of SEND Policy	
January 2025	Whole Document	Implementation	
November 2025	Whole Document	Review of Policy Template	Annual review with updates
June 2026	Whole Document	Review of the Template	Annual review with updates

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1 Introduction

1.1 The policy is written in line with the 2014 Children's and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice and the Equality Act 2010.

1.2 It sets out our vision and principles for children and young people with SEND and expectations for all our academies across the Trust.

2 Vision

2.1 The core purpose of the CLF is at the HEART of all we do. Our vision is simple: we believe that by working together rather than in isolation we can accelerate school improvement and embed excellence in our academies. In doing so, together we can create more opportunities for the lifelong success for our students as they become young adults.



2.2 Our policy prioritises inclusion, ensuring every child's unique needs are met for success. We champion inclusivity, resilience, and the success of every child across all our academies. We create inclusive environments where every child, regardless of ability, disability, race, or background, feels valued and supported.

2.3 Our academy provides a broad, balanced, and accessible academic and social curriculum for all students. We believe in equity for everyone in our communities, fostering a positive learning culture where diversity is respected, and students feel safe and empowered to succeed.

2.4 In our commitment to every child and young person's success, we recognise that some may need extra support. Children may have SEND either throughout, or at any time during their school career. Our policy adopts a child-centred approach, ensuring that plans and assessments are tailored to meet the individual needs of children and young people with SEND.

3 Aims of this policy

3.1 We aim to provide equity and improve outcomes for all by:

- Implementing key legislation such as the Children and Families Act (2014), SEND Code of Practice (2015), and the Equality Act (2010) effectively across our Academies to fulfil statutory duties towards children and young people with SEND.
- Clarifying roles and responsibilities for all involved in learners with SEND.

- Ensuring staff understand and fulfil their roles effectively in policy implementation.
- Identifying and addressing the needs of all learners through early identification, clear assessment, and appropriate provision.
- Continuously monitoring the progress of all children and young people.
- Outlining our aspirations for the inclusion and success of children with SEND.
- Promoting high-quality learning opportunities for all learners.
- Removing barriers to participation and fostering a sense of belonging for all.
- Prioritising the voice of the child/young person in practice.
- Collaborating with families, professionals, and Local Authorities.
- Supporting successful transitions for all children and young people through the phases of their education.

4 Legislative Compliance

4.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- The Equality Act 2010
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND coordinators (SENDCOs) and the SEND information report.
- Statutory Framework for the Early Years Foundation Stage (DfE) September 2021

5 Definition of SEND

5.1 A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

5.2 A child of school age or young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities which are generally provided for others of the same age in mainstream schools.

5.3 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

5.4 The SEND Code of Practice 2015 outlines four broad areas of Special Educational Need:

- Communication and interaction
- Cognition and learning
- Social Emotional and mental health difficulties
- Sensory and/or physical needs.

5.5 It is recognised that a child or young person may have interrelated and complex needs. We adopt a strengths-based, needs-led approach, recognising each learner's unique profile of abilities alongside areas for development.

5.6 There is a clear distinction between 'underachievement,' often caused by a poor early experience of learning, and 'special educational needs'. Some learners may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these learners 'catch up.'

5.7 We are aware of emerging developments in national SEND reform and will continue to review our approach in line with updated guidance, as part of the 'Every Child Thriving' reform programme (February 2026).

6 Definition of Disability

6.1 As described in the Equality Act 2010, a child or young person has a disability if they have a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out typical day to-day activities.

6.2 This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy or cancer.

6.3 The Equality Act requires early years' providers, schools, colleges, other educational settings, and local authorities to:

- Not directly or indirectly discriminate against, harass, or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged. This duty is known as 'anticipatory'.

7 English as an Additional Language (EAL)

7.1 Children and young people must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

7.2 The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019). The child or young person may speak some English but has been brought up using a language other than English during early development and continues to be exposed to this language in the home and /or in the community.

7.3 Language is central to our identity, so we recognize and value the home languages of all students and staff. Children and young people who are new to English or developing it as an additional language will receive timely assessments, appropriate support and exam access arrangements within the first three years. They are entitled to the full curriculum. When identifying SEND needs, it is important to distinguish between language acquisition difficulties and actual learning disabilities. Early identification and a holistic understanding of each child or young person are crucial.

8 Identifying SEND

8.1 The benefits of early identification are widely recognised; identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

8.2 The SENDCo and class teachers take a proactive approach to identifying and responding to SEND.

8.3 The skills and attainment levels of all learners are assessed on entry, and identification is made drawing on information from parent/carers, previous settings and the prior key stage.

8.4 Teachers and other practitioners, assess the progress of all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child / young person and their peers
- Is raised as a concern by a parent / carer
- Is a concern for the child / young person

This may include progress in areas other than attainment, for example, social needs.

8.5 Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

8.6 SEND may be identified early for some students, while for others, difficulties emerge over time.

8.7 Upon identification, barriers to learning are addressed and effective support is implemented:

- The first response is high quality teaching targeted at their areas of need.
- Where progress continues to be less than expected the teacher/ practitioner alongside the SENDCo, may seek further assessment or screening to investigate needs further.
- While gathering evidence (including the views of the child / young person and their parents/ carers) extra support will be put in place where required to secure better progress, where required.
- Regular assessments and close monitoring ensure that support aligns with evolving needs, with data informing additional provision, particularly for children with SEND and additional needs.

9 Supporting Learners with SEND

9.1 Uphill Village Academy is committed to providing comprehensive support for learners with SEND, based on a graduated approach as outlined in the SEND Code of Practice (2015). This is guided by the Assess, Plan, Do, Review process, "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the

learner's needs and of what supports the learner in making good progress and securing good outcomes".

9.2 This graduated response ensures that provision is matched to the level of need, beginning with high-quality universal teaching and progressing to more targeted and specialist support where necessary.

9.3 Universal Provision:

Our commitment to inclusive education begins with universal provision, which ensures that high-quality teaching is accessible to all learners. Through the Assess, Plan, Do, Review process, we identify areas where adaptations are needed to accommodate different needs. This approach not only benefits learners with SEND but enriches the educational experience for all students.

9.4 SEN Support:

For learners who require additional support beyond universal provision, our SEN Support system provides targeted interventions tailored to their specific needs. Collaborating with teachers, practitioners, and the Special Educational Needs Coordinator (SENDCo), we assess the individual requirements of each learner and implement appropriate strategies to facilitate their progress. This process is continually reviewed to ensure effectiveness and make necessary adjustments.

9.5 Specific Provision for More Complex Needs:

For some learners they may require more specialised support due to complex needs, including those with Education, Health and Care Plans (EHCPs). These learners will receive specific provisions tailored to their needs and that which is outlined in their EHCPs. This may include access to additional resources, specialist equipment, or personalised interventions designed to address their individual requirements effectively, including specialist or alternative provision.

10 Roles and responsibilities

10.1 The Trust will:

- Provide strategic direction for the development of SEND provision across the Trust.
- Invest in building partnerships and networking to support all leaders to meet the needs of all students, particularly those with SEND.
- Ensure that SEND is an integral part of the improvement plans and EDI objectives where appropriate across academies within the Trust.
- Regularly review the provision across the Trust within academies.
- Ensure academies have a nominated and trained SEND Academy Councillor.
- Ensure that each academy has an appropriately qualified SENDCo in place, and that they have access to suitable professional development and resources to fulfil their role.
- Ensure academies fulfil their statutory duties in line with the SEND Code of Practice (Update 2015)
- Ensure that Trust policies and practice take account of the needs of students with SEND, in line with statutory duties.
- Provide oversight and assurance that delegated funding, including the notional SEND budget, is used effectively to support students with SEND.

10.2 The SEND Academy Councillor for Uphill Village Academy is Caroline Jamieson. They will:

- Help to raise awareness of SEND issues at Academy Council meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school through link visits and update the Academy Council on this.
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy, provision and training in the Academy.

10.3 The Principal will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Have high aspirations for all learners and provide a broad and balanced curriculum for SEND learners and support progression to the next phase of education.
- Prioritise early identification and intervention to meet the needs of all learners.
- Work collaboratively with parents / carers, wider professionals including the local authority ensuring the voice of the child or young person with SEND is central to practice.
- Ensure that an appropriately qualified member of staff is the designated SENDCO.
- Work with the SENDCO and SEND Academy Councillor to determine the strategic development of the SEND policy and provision within the Academy.
- Ensure that the academy has a published SEND Information Report on the academy website which sets out the details of how this policy is enacted within their local context. This will be reviewed and updated annually.
- Ensure the academy publishes and implements an Accessibility Plan in line with statutory duties.
- Ensure that staff have access to appropriate CPD to meet the needs of pupils with SEND and are aware of the SEND Policy.
- Ensure that the needs of pupils with SEND are considered across all academy processes, including admissions, behaviour, and exclusion practices.

10.4 The SENDCo is Sasha Allsopp. They will:

- Work with the Principal and SEND Link Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Provide professional guidance to all staff and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support, high-quality teaching, and there is a whole-school approach to meeting the needs.
- Advise on the graduated approach to providing SEND support through a process of assess-plan-do-review.
- Advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively.
- Support the effective deployment, development and monitoring of teaching assistants and other support staff working with students with SEND.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all students with SEND up to date.

10.5 Teachers are responsible for:

- The progress and development of every student in their class.
- High-quality teaching to meet the needs of all learners.
- Early identification of needs through a process of assess-plan-do-review.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Communicating with families regularly about the progress of their child and being the first point of contact if there are concerns.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Providing opportunities to extend and challenge so all learners can reach their potential.
- Ensuring they follow this SEND policy and the local Academy Information Report.

10.6 All staff share responsibility for supporting an inclusive culture and ensuring the effective implementation of the school's SEND Policy. Every member of staff is expected to:

- Be familiar with, and adhere to, the SEND Policy, recognising their role in promoting equitable access to education for all students.
- Uphold inclusive practice in all aspects of their work, ensuring that children and young people with SEND are treated with dignity, respect, and high expectations.
- Contribute to a calm, predictable and supportive environment that enables all students to feel safe, valued, and ready to learn.
- Work collaboratively with colleagues and the SENCO, sharing relevant information and supporting consistent approaches that meet students' needs.
- Engage professionally with parents and carers, recognising them as key partners in understanding and supporting their child's development, wellbeing and progress.

11 Partnerships

11.1 At Uphill Village Academy we recognise the vital role that families, children and young people play in shaping effective SEND provision. Our culture is rooted in collaboration, transparency, and shared responsibility, ensuring that families and learners are active partners in every stage of the support journey.

11.2 We are committed to fostering strong, trusting relationships through:

- Regular communication and open dialogue.
- Co-production of support plans, ensuring that the voices of families, and children and young people are central.
- Shared decision-making, guided by mutual respect and a commitment to positive outcomes.

- Working in partnership with external agencies, local authority services and community organisations to ensure a coordinated and holistic approach to support.

11.3 Families are actively involved in the Assess, Plan, Do, Review cycle, ensuring their insights and aspirations are reflected in the provision offered. Children and young people are encouraged to express their views, participate in planning, and contribute to evaluating the support they receive, in line with their age and understanding. This approach reflects our belief that inclusive education is most effective when it is built on meaningful partnerships. This approach supports positive outcomes for children and young people, including their preparation for adulthood, independence and participation in society.

12 Monitoring and Evaluation of Provision

12.1 At Uphill Village Academy, monitoring SEND provision is a shared leadership responsibility. Principals, academy councillors, SENDCos, leaders, teachers and support staff work together to ensure provision is effective and inclusive. It is driven by our commitment to inclusive excellence, not just statutory compliance.

12.2 Provision is regularly reviewed through the graduated response, using:

- Progress, attainment, attendance, engagement, and wellbeing data.
- Feedback from children and young people, parents, carers, and staff.
- Strategic oversight to ensure provision is effective, equitable, and responsive.

12.3 Insights from monitoring inform planning, professional development, and governance, helping to embed inclusive practice across all settings.

13 Transition

13.1 We are committed to supporting smooth and successful transitions for children and young people with SEND at all key stages, including entry to school, moving between year groups, and preparing for adulthood. Transition planning is personalised and begins early, involving:

- Collaboration with families, receiving or onward settings, and external agencies.
- Sharing of relevant information, including support strategies and outcomes.
- Opportunities for children and young people to visit new settings, meet key staff, and engage in preparatory activities.
- Review and adaptation of provision to meet changing needs.

13.2 Effective transition planning ensures continuity of support and promotes confidence, independence, and positive outcomes for children and young people.

14 Data Protection Implications

14.1 The Academy uses and stores data related to student's SEND needs. All data use is in line with CLF Data Protection Policy.

15 Monitoring arrangements

15.1 This policy and information report will be reviewed annually by the Trust SEND Lead. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Council.

16 Links with other policies and documents

16.1 This policy links to the Academy's SEND Information Report and Equality, Diversity and inclusion Statement published on the website.

16.2 This policy links with the following Academy policies:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Supporting Students with Medical Needs