



Chulmleigh Academy Trust

Special Educational Needs & Disabilities (SEND) Policy

Policy approved: May 2026
Next review due: May 2028

Compassion Ambition Teamwork

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

Governor responsible for SEND:

Mr Martin White (secondary phase)
Rev'd Christine Chandler (primary phase)

Headteacher:

Mr Neil Payne

Special Educational Needs Co-ordinator (SENDCO):

Ms Louise Miller-Marshall

SENDCo Qualifications:

SENDCO is a member of the Senior Leadership Team
BA (Hons) French and Russian; MA Education;
MSc Psychology; PGCE; NPQH; Currently undertaking NPQSENDCo

Contact details:

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This policy will be reviewed bi-annually

SEND Policy Review: 2026

SEND Governor reviewed: 2026

Other key school policies/plans relevant to the SEND policy

(please remove or add as required)

Safeguarding and Child

Protection Positive Behaviour

Supporting Students with Medical Needs

GDPR

Pupil Premium Plan

Admissions

Complaints

procedures Health

and Safety Teacher's

Standards

Equality Policy (in Accessibility Plan) &

Objectives

Special Educational Needs and Disability Policy

The aims of this policy are to:

- Provide a summary of the legislation and guidance which underpins our approach to identifying and supporting pupils with Special Educational Needs and/or disabilities (SEND), including the key definitions we refer to.
- Provide an overview of our ethos and approach towards supporting pupils with SEND
- Explain the roles and responsibilities of everyone involved in supporting pupils with SEND.

SEND information reports

This policy should be read in conjunction with the SEND information report for each of the schools in Chulmleigh Academy Trust. The reports detail how we implement this policy in each school and provide further details and clarification on provision for pupils with SEND. This is accessible on each school's website.

Rationale:

At Chulmleigh Academy Trust we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Chulmleigh Academy Trust we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

Legislation

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 ([SEND Code of Practice January 2015.pdf](#)) and the following legislation:

- Part three of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities ([Children and Families Act 2014](#))
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report ([The Special Educational Needs and Disability Regulations 2014](#))
- Section 6 of The Equality Act 2010, which sets out UK legislation with regards to individuals with protected characteristics, specifically (for the purpose of this policy), disability ([Equality Act 2010](#))

Key definitions from the SEND code of practice 2015

- A pupil has SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A pupil 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 of a kind generally provided for others of the same age in mainstream schools
- **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 by mainstream schools.
- The **Graduated Approach to SEND** support consists of successive cycles of “assess, plan, do, review” to gain a greater understanding of a child’s needs and what supports them to make progress and secure positive outcomes.

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made throughout Chulmleigh Academy Trust enables these pupils to make good progress and achieve their potential. Our aim is that all pupils, including those with SEND, are fully included in all aspects of the school's community.

Pupils identified as having a SEND will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

Chulmleigh Academy Trust will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the Trust.
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early identification and assessment of pupils with SEND.
- To make appropriate provision to overcome barriers to learning and to support pupils with SEND to have full access to the National Curriculum. This will be coordinated by the SENDCo/SEN Lead and Headteacher/Head of School. The provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met, and that identified needs are catered for.
- To ensure that well-targeted professional development, including training, facilitates staff to achieve a sufficient level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, pupils, children's service and all other agencies ensuring that:

- learners are able to express their views and are fully involved in decisions which affect their education;
- parents/carers are informed of their child's special needs, and open communication with them supports a better understanding of their child;
- Parents/carers are involved in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
- there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
- the environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND.
- To have regard to guidance detailed by Devon County Council.
- To recognise the importance of 'preparation for adulthood' right from the start

2. Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory.

Our aim is to be responsive to all categories of SEN, and to ensure that teachers have the appropriate skills and training to enable them to meet the needs of all pupils, providing them with a high-quality teaching and learning experience. Where the needs of a pupil are such that they cannot be met via high quality teaching, and a pupil is not able to make expected progress, additional support will be provided by the SEND team. In some cases, it may be appropriate for the SENDCo/SEN Lead to liaise with external agencies to seek this support, if it cannot be provided from the resources ordinarily available to the school.

3. A Graduated Response to Special Educational Needs and/or Disabilities

The school is committed to high-quality, in-class provision, delivered by teachers who are specialists in their subjects, as the basis for supporting all pupils, including those with SEND, to learn and make good progress (Quality First Teaching). We promote an aspirational and inclusive culture. If, despite experiencing Quality First Teaching, a pupil is not making expected progress, the Graduated Response to need will be implemented, as outlined in the SEND Information Report ([SEND Information Report](#)).

The Graduated Response involves four stages (**See Appendix 1**):

***Assess**

***Plan**

***Do**

***Review**

This is an ongoing cycle to enable the provision for each pupil to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Further details of Devon's Graduated Approach can be found in Appendix 1.

4. SEN Support

Where there is a concern that a pupil may have Special Educational Needs and/or a Disability (SEND) the parents/carers will be involved in all discussions, with a view to ensuring that parents/carers and the school work closely together to meet the child's needs. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed SEN Support.

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will work to ensure that any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

5. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. Either the school can request this, with permission from parents/carers, or parents/carers can request this from the SEN 0- 25 (DCC SENDOPs) Team themselves; however, best practice is always for school and parents/carers to work closely in collaboration on this.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents and carers, teachers, SENDCo/SEN Lead, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0- 25 (DCC SENDOPs) Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision by the SEN 0- 25 (DCC SENDOPs) Team not to initiate a statutory assessment. Information to support parents with the EHCP process is via the Devon County Council website link: [Education, health and care plans \(EHCPs\) - SEND Local Offer](#)

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Chulmleigh Academy Trust will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is: <https://www.devonias.org.uk/>

6. SEND Funding

At Chulmleigh Academy Trust we review our SEND budget throughout the year and allocate our SEND funds carefully in order to support our SEND cohort. This is monitored by governors annually as part of their statutory responsibilities.

A full explanation of Devon SEND funding to schools can be found at: [Funding for children and young people with SEND - Devon Information Advice and Support](#)

7. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENDCo/SEN Lead and all members of staff have important role and responsibility to support pupils with SEND.

The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo/SEN Lead. This person must be a qualified teacher and must hold (or be working towards) a national award for SEN Coordination such as the NPQSEND (if appointed after 2008)
- Ensure the preparation and publishing of an annual SEND Information Report, detailing the support available to pupils with SEND
- Ensure that their arrangements for the admission of disabled children are fair and non-discriminatory as described in the relevant legislation (outlined above)
- monitor the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for special

educational needs.

- Keeping the Governing Body informed of all developments with regard to SEND.
- Ensuring that parents are informed of the fact that SEND provision has been made for their child.

The SENDCo/SEN Lead role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to consult the SENDCo/SEN Lead at least 3 times a year, including parents' evenings. Consultations may be in person, via TEAMS, over the phone or via email, depending on the requirements of an individual family. The SENDCo/SEN Lead will meet parents/carers, with prior arrangement, whenever necessary.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo/SEN Lead to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo/SEN Lead on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

8. Pupil Voice

The Code of Practice 2015 highlights the importance of the views of SEND pupils. At Chulmleigh Academy Trust we will always endeavour to ascertain pupils' views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

9. Children with Medical Needs

Chulmleigh Academy Trust recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements that are in place to support pupils with medical conditions can be found by accessing the school's Supporting Pupils with Medical Conditions Policy for further details ([Supporting Pupils with Medical Conditions Policy](#)).

10. Accessibility

The Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo/SEN Lead or see Chulmleigh Academy Trusts Accessibility Plan on the school website.

11. Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. An appropriate member of the school leadership team is the designated member of staff for children in care. The progress of children in care is regularly monitored, to support their social and emotional wellbeing as well as academic progress.

12. Working in partnership with Parents and Carers

Chulmleigh Academy Trust will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between Home and the school will be consistently maintained; this could be via mail, email, phone calls, or other school-based systems.

Parents/carers will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS - [Home - Devon Information Advice and Support](#)).

These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

13. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual

pupils. Chulmleigh Academy Trust aims to liaise effectively with a range of external agencies, as appropriate to facilitate support for pupils with special educational needs and disabilities.

14. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to pupils and families.

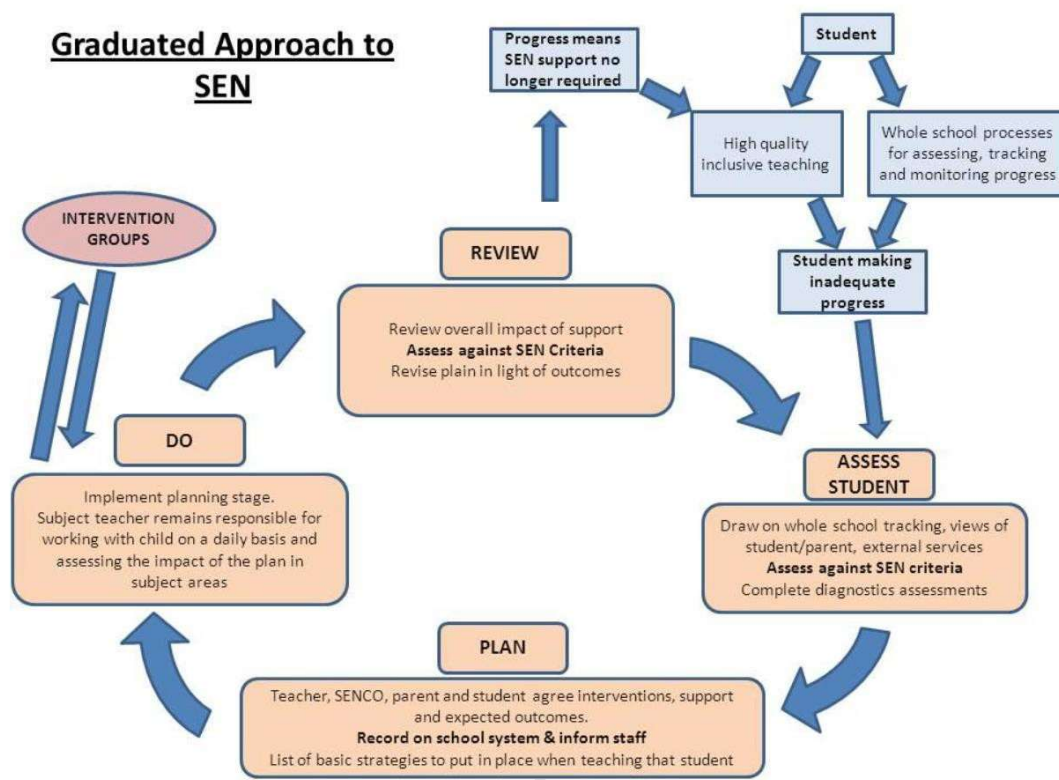
15. Responding to Complaints

The procedures for making a complaint against the school are outlined in the Trust's Complaints Policy. The policy can be accessed via the website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo/SEN Lead or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, please refer to the School's complaints policy.

16. Training and Resources

Chulmleigh Academy Trust understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.



The Graduated Approach

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENDCo/SEN Lead, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the

Assess

pupil's views and, if relevant, advice from external support services. These will be recorded on an Individual Education Plan (IEP). The school and parents/carers will meet, where appropriate, with other agencies to create and update the IEP Plan.

- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENDCo/SEN Lead to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on an IEP with a date to review the plan. The date for review will depend on the level of need present.
- The IEP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the IEP will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS/Provision Map.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IEP will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the IEP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCo/SEN Lead will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to the next part of the cycle.**

Review

- There will be a review of the Individual Education Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo/SEN Lead/SEN Lead, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.