



Cabot
Learning
Federation

Equity Through Education

Special Educational Needs and Disabilities (SEND) Policy

Creation Date	12th January 2026
Implementation Date	31st January 2026
Review Frequency	Annually
Last Reviewed	New Policy
Approval	CLF Board (Template) and Full Academy Council
DfE Status	Statutory

Contents

1. Contents.....	2
2. History of most recent Policy Changes	3
3. Introduction	3
4. Vision	4
5. Aims of this policy.....	4
6. Legislative Compliance.....	5
7. Definitions.....	5
8. Identifying needs	7
9. Support Learners with SEND	8
10. Roles and responsibilities	9
11. Data Protection Implications	12
12. Monitoring arrangements.....	12
13. Links with other policies and documents	12

1. 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
January 2024	Whole Document	Review of Policy, update of roles and responsibilities.	Cyclical review of policy.
January 2025	Whole Document	Review of Policy, update of roles and responsibilities.	Cyclical review of policy.
12.01.2026	Whole Document	Review of Policy, update of roles and responsibilities.	New document format Cyclical review of policy.

2. Introduction

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 Equalities Act 2010.

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

The SENDCo at Summerhill Academy is Miss Kirstie Coombes (NASENCO qualification); she is a member of the Senior Leadership Team (SLT).

Tel: 0117 903 0347 (Reception)

Email: info@sa.clf.uk FAO Kirstie Coombes



3.Vision

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.



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.

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.

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 persons with SEND.

4. Aims of this policy:

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 fulfill statutory duties towards children and young people with SEND.
- Clarifying roles and responsibilities for all involved in learners with SEND.
- Ensuring staff understand and fulfill 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.
- 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 parents/carers, professionals, and Local Authorities.
- Supporting successful transitions for all children and young people through the phases of their education.

5. Legislative Compliance

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](#)

6. Definitions

6.1 Definition of SEND

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

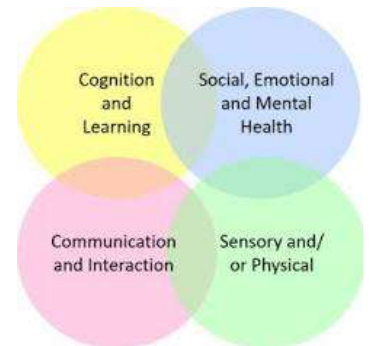
A child of school age or young person has a learning difficulty or disability if they have:

- 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

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.

The SEND Code of Practice 2014 outlines four broad areas of Special Educational Need:

- **Communication and interaction** (challenges in understanding or using language, including speech, language, and communication needs, often linked to conditions like autism).
- **Cognition and learning** (difficulties with learning new things, like reading, writing, maths, or processing information, ranging from moderate to profound).
- **Social Emotional and mental health difficulties** (emotional or mental health difficulties, such as anxiety, depression, ADHD, or attachment issues, leading to withdrawn or challenging behaviors).
- **Sensory and/or physical** needs (disabilities that hinder a child's access to education, including vision impairment, hearing loss, or physical conditions like muscular dystrophy or chronic asthma, requiring special equipment or support).



It is recognised that a child or young person may have interrelated and complex needs.

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.’

6.2 Definition of Disability

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.

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.

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'.

6.3 English as an Additional Language EAL

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.

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.

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 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.

7. Identifying SEND

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.

SENDCo and class teachers takes a proactive approach in identifying and responding to SEND.

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.

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.

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

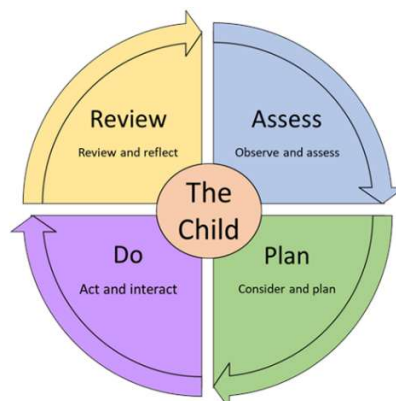
SEND may be identified early for some pupils, while for others, difficulties emerge over time.

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.

8. Supporting Learners with SEND

Summerhill 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”.



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.

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.

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.

Family engagement:

The views of children and young people with SEND, and their parents/carers, will be central to all decision-making. We will gather pupil voice through regular surveys, individual reviews, and informal discussions. Parents will be involved in the Assess-Plan-Do-Review cycle and invited to termly meetings to review progress and provision.

9. Roles and responsibilities

9.1 The Trust

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 across academies within the Trust.
- Regularly review the provision across the Trust within academies.
- Ensure academies have a nominated SEND Academy Councillor.
- Ensure academies fulfil their statutory duties in line with the SEND Code of Practice (Update 2015)

9.2 The SEND Academy Councillor:

Mike Eatwell – Councillor responsible for SEND.

They will:

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

9.3 The Principal

Chris Barratt – Associate Executive Principal.

They 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.

9.4 The SENDCO

The SENDCo at Summerhill Academy is Kirstie Coombes.

Kirstie Coombes has been teaching at Summerhill Academy since October 2016; she is a member of the Senior Leadership Team, acting as Assistant Principal; and she holds a qualification in NASENCO.

Tel: 0117 903 0347

Email: info@sa.clf.uk FAO Kirstie Coombes

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 and training to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- 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.
- 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.

9.5 Teachers

Each class teacher is 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. At Summerhill Academy, staff use 'Edukey' Provision Maps as part of the assess-plan-do-review process.
- 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 parents/carers 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.

9.6 Staff training and CPD

The Academy is committed to ensuring all staff have the knowledge and skills to support learners with SEND effectively. All teaching and support staff receive annual training on the SEND Code of Practice, inclusive classroom strategies, and specific needs such as autism, ADHD, and speech and language difficulties. Additional targeted CPD will be provided where required, and new staff will receive SEND induction training as part of their onboarding process.

10. Data Protection Implications

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

11. Monitoring arrangements

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 Board.

The effectiveness of SEND provision will be monitored through reviews of pupil progress, using both academic and social-emotional data. Findings will be reported to the Academy Council.

12. Links with other policies and documents

This policy links to CLF policies on:

- CLF Data Protection Policy

This policy links to Academy policies on:

- Accessibility Plan
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Statement
- Behaviour Policy
- Mental Health Policy
- Safeguarding Policy
- Supporting Pupils with Medical Needs and toileting and intimate care Policy