



Stretton Church of England Academy

Document date: September 2025



Together, pursuing life in all its fullness

Template Version	Date	Author	Changes
V1	Dec 2023	Amy Bills	Initial Issue. Based on The Key model policy / Trust template v1
V2	July 2024	Leah Baddeley	Updated for latest guidance
V3	September 2025	Marissa Moynihan	Update

Template Review frequency	2 years
Template Review date	July 2026
Template Ratified by	Trust Board (template)
Date of ratification	17 th July 2024
Lead/owner	Head of Education
Target audience	Parents and Public
Document reference	POL-SN01

The electronic version is the definitive version of this document.

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1. Our Multi Academy Trust vision

The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

‘Together, pursuing ‘life in all its fullness’ (based on John 10, 10)

2. Academy vision

We believe that every child at our Academy is unique and special. We strive to ensure that all pupils achieve their potential personally, socially, emotionally, and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability, or educational need). Our aim is to provide outstanding opportunities to access a broad and balanced curriculum that enables every child to explore and identify their individual talents, to develop their personal qualities, and to enjoy and succeed in their learning.

3. Rationale

Our Special Educational Needs and Disability (SEND) policy reflects the 2015 Special Educational Needs and Disability Code of Practice 0-25 guidance and it explains how we meet the special educational needs of pupils.

The Academy is committed to ensuring that the necessary provision is made for all pupils with SEND. The SEND code of practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to achieve ‘life in all its fullness’ by exploring and identifying their individual talents, developing their personal qualities, and enjoying and succeeding in their learning.. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Where a pupil is identified as having additional needs, we will take action to remove those barriers to their learning and to work in partnership with their parents/carers and children. We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans. Children may have special education needs either throughout, or at any time, during their school career.

According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014: ‘Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.’

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority;
 - or c) are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.
- Children must 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.

Other related Policies are as follows and are available from the Policies page of the Academy website here: [Policies | Stretton Church of England Academy \(covmat.org\)](https://www.covmat.org/Policies)

- Academy Behaviour Policy
- Admissions Policy
- Children with Health Needs Who Cannot Attend School
- Equalities Statement
- Intimate Care Policy
- Medication Policy and Management Procedure

4. Aims

At Stretton CofE Academy we aim to:

- Value all pupils at our school equally and with equity, holding them at the heart of our approaches;
- Work with our children's families and care givers as equal partners to create a supportive learning environment which identifies their needs early and responds appropriately;
- Provide access to high quality adaptive teaching matched to need through the provision of a broad, balanced and ambitious curriculum;
- Maximise opportunities by ensuring that all pupils with SEND can access all aspects of school life;
- Identify and celebrate strengths, gifts and talents;

5. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: · Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities · The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This policy also complies with our funding agreement and Articles of Association.

6. Roles and responsibilities

6.1 The SENCo

The SENCo at Stretton CofE Academy is Marissa Moynihan.
They will:

- Work with the headteacher and Lead Academy Governance Committee (AGC) member for SEND 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 pupils with SEND, including those who have Educational Health Care Plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' 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 that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND up to date.

6.2 The Lead Academy Governance Committee (AGC) Member for SEND

The AGC member for SEND will:

- Help to raise awareness of SEND issues at AGC meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the AGC on this.
- Work with the Headteacher and SENDCo to support the development of the strategic development of the SEND policy and provision in the academy.

6.3 The Headteacher

The Headteacher will:

- Work with the SENCo and Lead AGC member for SEND to develop the strategic development of the SEN policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND within the academy.

6.4 Class Teachers

Every teacher is a teacher of every child including those with SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class. They achieve this by using quality teaching and learning strategies; adapting teaching approaches in the classroom; modifying classroom organisation and teaching materials.
- 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.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

6.5 Support staff

Support staff are responsible for:

- Supporting pupils with SEND as directed by the class teacher.
- Contribute to the evaluation of provision for pupils through communication with the class teacher.
- Ensure they follow this SEND policy.

6.6 Parents

We ask parents to:

- Attend meetings regarding their child's SEND needs.
- Ensure their child has good attendance so that they have access to as much education as possible.
- Communicate any changes for the child at home so that staff can understand further what provision needs to look like.

7. Identifying and Responding to SEND

7.1 Definition

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

- A significantly greater difficulty in learning than the majority of the 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.

7.2 The four broad areas of SEND

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health difficulties;
4. Sensory and/or physical needs.

7.3 How SEND is identified

We will assess each child's current skills and levels on entry, which will build on previous settings and key stages where appropriate. Class teachers will make regular assessment of progress for all pupils 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 progress rate.

- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may also include progress in children's social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment and the views of the child and their parents. We will use this to decide what provision is needed and whether this can be provided through adaptive teaching or whether something additional or different is needed.

7.4 The Graduated response

When deciding how best to support a child with SEND at Stretton CofE Academy we have a graduated response. The graduated response involves a four part cycle of assess, plan, do and review. The class teacher and SENDCo will work together to carry out an analysis of the child's needs. This will draw on:

- Teacher assessment;
- The child's previous progress and attainment;
- The child's development in comparison to their peers and nationally;
- The views and experience of parents;
- The child's views;
- Advice from external agencies if relevant.

The assessment will be reviewed regularly.

See Appendix 1 for our academy document outlining our graduated response.

7.5 Co-Production

We will have an early discussion with the child and their parents when identifying whether they have a special educational need. These conversations will make sure that:

- Everyone develops a good understanding of the pupils areas of strength and difficulty
- We take into account parents concerns.
- Everyone understands the agreed actions/next steps and outcomes sought for the child.

At annual reviews and SEND meetings parents views will be sought and included in any planning of provision for the child.

7.6 Working with External Agencies to Support Children with SEND

The SENDCo liaises with the class teacher, parents and child regarding the needs of the children in school. Following the school's Assess-Plan-Do-Review system, if the child is not making expected progress or the parties are in agreement that more support is needed, the

SENDCo will make the necessary referrals to outside agencies, local authority or health and social care professionals.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Complex communication team
- Educational Psychology service
- School Nurse
- Social, Emotional, learning service.
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Integrated Primary Mental Health Service
- Social Care
- Safeguarding children Board
- Attendance service.
- Physiotherapy

7.7 Securing equipment and facilities

We liaise with outside agencies and professionals to ensure that our facilities are accessible to those with individual needs. When necessary adaptations to the building are made in line with the academy's accessibility plan, which is available on the Policies page of our website here: [Policies | Stretton Church of England Academy \(covmat.org\)](https://www.covmat.org/policies)

Some children may need specialized equipment to support them in accessing the curriculum. In this case professionals, outside agencies, parents and the child are consulted and this is acquired either through their Education Health Care plan or specialist service.

7.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term ;
- Reviewing the impact of interventions after 6 weeks;
- Using pupil questionnaires, learning walks, book looks;
- Monitoring by the SENDCo;
- Using provision maps to measure progress;
- Holding annual reviews for pupils with EHC plans;
- Termly SEND reviews.

8. Admission Arrangements

Children with SEND are welcome at our academy. We recognise that children may present with individual needs. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, we will contact relevant outside agencies to obtain as much information as possible and appropriate transition is put in place to successfully integrate all children into a supportive environment.

Our Admissions Policy is available on the Policies page of the Academy and Trust websites here: [Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust \(covmat.org\)](#)

9. Contact Details of Support Services for Parents of Pupils with SEND

Support services for parents of pupils with SEN are accessible within the local authorities SEN local offer information. As a Coventry City Council academy, the local authority's local offer is published here: <https://www.coventry.gov.uk/sendlocaloffer>.

10. Raising Concerns or Complaints About SEND provision

Concerns from pupils or parents about SEN provision in our academy should be made to the SENCo or the Headteacher in the first instance. Contact details are available on the contacts page of our website here: [Contact Us | The Diocese of Coventry Multi Academy Trust \(covmat.org\)](#)

Our Complaints policy is available on the Policies page of the Academy and Trust websites here: [Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust \(covmat.org\)](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Related Policies:

- Behaviour
- Supporting children with medical needs
- Medication and management policy
- Equality information and objectives

Appendix 1 – Graduated Response

Area of Need	Wave one (Universal Provision) Inclusive strategies for <u>ALL</u> learners embedded in QFT	Wave two (in addition to universal provision) Targeted intervention and support for <u>SOME</u> learners	Wave three (in addition to universal provision and targeted intervention) Specialist support for a <u>FEW</u> learners
Communication and Interaction	<ul style="list-style-type: none"> -Differentiated curriculum planning, activities, delivery & outcomes e.g., simplified language, key words on working wall and on spelling lists -Structured school & class routines -Use of visual prompts/ICT to make learning more visual -Talking Partners -Collaborative group work -‘No hands up’ approaches to answering questions -Early Years Wellcomm assessments 	<ul style="list-style-type: none"> -Visual timetables -Visual cues -Early years Speech and language -Language skills interventions for pupils -Social speaking intervention groups -Individual working station -Support by external Speech and Language. -Wellcomm interventions 	<ul style="list-style-type: none"> -1:1 support or group intervention programme -Enhanced of speech and language from external agency
Cognition & Learning	<ul style="list-style-type: none"> -Quality first teaching and graduated approach throughout school -Differentiated curriculum planning, activities, approaches & outcomes -Learning objectives & Success criteria clearly communicated -Feedback on learning- whole class, individual -Working walls and practical tool kits -Use of ICT: whiteboards, iPads, laptops, netbooks -In-class targeted teacher support -In-class Teaching Assistant support within class teaching (small group or individual) -RWI structured phonics programme. -Access to lunchtime clubs/extra-curricular activities -Educational trips and residential trips -WOW events e.g., visiting theatre -Whole school policies: -Teaching & learning -SEND Policy -Behaviour Policy -Attendance Policy -Pupil Progress monitoring -Reporting to parents at Parents Evenings twice a year. -Parent workshops 	<ul style="list-style-type: none"> In-class additional targeted teacher support In-class additional Teaching Assistant support within class teaching (small group or individual) -Pre-teaching of vocabulary and concepts -Opportunities for over learning e.g. Precision Teaching -Additional intervention(s) discussed at Pupil progress meetings to address lack of progress/barriers to learning -Consultation with Maths Co-ordinator, Read Write Inc. Co-ordinator, English Co-ordinator & Pupil Premium Co-ordinator to determine intervention / level needed -Targets set for interventions and outcomes agreed with SLT, class teacher and Teaching Assistant providing intervention -Targets routinely shared and discussed with child -Additional use of visual and practical resources -Impact of intervention measured -If no further improvements/progress the concerns are noted by the class teacher on a ‘Cause for Concern’ form & further progress carefully monitored 	<ul style="list-style-type: none"> -Child placed on the Special Needs Register -Parents informed of continuing needs and next steps for Special Needs support -Assessments, advice and recommendations from outside agencies as appropriate with parental support -Advice & support for the class teacher from the Special Educational Needs Co-ordinator (SENCo) -External support SEMH and learning. -Individual Provision Map written with SMART targets (Specific, Measurable, Achievable, Realistic, Time) -Specific Learning difficulties interventions (one to one & small group support) for reading, reading comprehension, spelling and maths -Impact of intervention measured -Review of provision with parents, class teacher, specialist teacher & involved agencies at least termly

			<ul style="list-style-type: none"> -Additional use of visual and practical resources -Use of adapted and/or specialist equipment -Annual review for pupils with an Education Health and Care Plan -Views of families and child/young person reflected in termly meetings with parents -Some one to one support for targeted periods of time.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> -Consistent, positive behaviour policy based on rights, rules, responsibilities and encouraging good choices -Consistent application of school values -Whole school rules, rewards & consequences: warning' system -Clear consistent whole school expectations and aspirations -Time out to reflect on incidents -Lunchtime indoor clubs -Meet and greet -SEMH lead training for staff -Policies: Behaviour, Anti Bullying, Child Protection, e-Safety -Bereavement support -Mindfulness resources for staff -Safeguarding lead- drop in time 	<ul style="list-style-type: none"> -Individual reward charts -Monitoring by Class Teacher -Prompt and reminder cards/time out cards -Chey /ear defenders -Home/school diary -Time out areas -Individual working station -Social skills intervention (SEMH lead) -Self-esteem programme (SEMH lead) -Anger management programme -Access 'Early Help' -Referrals made by Safeguarding lead 	<ul style="list-style-type: none"> -Behaviour interventions led by 1:1 TA -Nest intervention -Support Service – advice, recommendations, work with parents/carers -Parenting Courses -Educational Psychologist - Assessment, advice & recommendations -Child and Mental Health Service (CAMHS) (CAMHS CAST) – Assessment, advice & recommendations -School nurse -SEMH lead targeted support.
Sensory/ Physical/ Medical	<ul style="list-style-type: none"> -Staff are aware of individual children's needs/impairment/disability/medication or emergency treatment or procedures -staff training for emergency treatment e.g., EpiPen use -Appropriately trained staff e.g., Paediatric First Aider, First aider At work -Administration of medicines procedures e.g., Consent forms filled in by parents -Bathroom management facilities -Accessible grounds and building e.g. slopes as alternative to stairs and a lift (See "Accessibility Plan") -Risk Assessments completed as appropriate e.g. off-site visits 	<ul style="list-style-type: none"> -Involvement of Sensory Support Service -Advice/recommendations from school nursing team/medical team/sensory support team -Health Care Plan/Risk Assessment in place -Training for named staff for administration of medication. For example – insulin -Staff follow recommendations from medical team -Specialist pencils, pencil grips, laptops, wrist supports, writing slopes, wobble cushion etc. 	<ul style="list-style-type: none"> -Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Physical Development Outreach, Hearing/Visual Impairment Team, etc. -Use of personalised, specialist equipment Adaptations to classroom/school environment as required