



Cornwall  
Education  
Learning Trust

## **SEND Policy**

**SEND**

## Our Mission

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience**. One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.



## Our Values

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.



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# 1. Policy Overview

## 1.1 Policy Purpose and Aims

This policy outlines the process in which all learners attending a school within CELT are identified as having SEND and, how, through a Graduated Approach a learner receives the support they need. This approach involves formal review processes, agreed methods of assessing and identifying learners and the use of data where it exists.

## 1.2 Policy Approval and Review

Policy Version Number:	1.0
Policy Lead:	Director of Inclusion
Link Trustee:	Mr. J Nunes
Approved By:	Board of Trustees
Approved On (Date):	
Review Period:	Annually

## 1.3 Policy Version History

Policy Version	Date Issued	Summary of Changes
1		First Issue

*This policy can be accessed through the school, and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.*



## 2. Policy Definitions and Framework

### 2.2 Legislation and Statutory Framework

This policy has due regard to statutory legislation, including, but not limited to:

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#) and has been written with reference to the following related guidance and documents:

- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Equality Act 2010](#) (section 20),
- [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010),
- [School Admissions Code](#),
- JCQ 'adjustments for candidates with disabilities and learning difficulties'
- Teachers Standards

As with all policies, there will be a consistent application of the policy and procedures which will take into account sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership.

This policy should be read in conjunction with:

- SEND Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan
- CELT Safeguarding and Child Protection Policy
- CELT Attendance Policy
- CELT Supporting learners with medical conditions policy
- Cornwall Council Local Offer

Cornwall Education Learning Trust (CELT) is committed to creating an inclusive learning community where every child, including those with Special Educational Needs and/or Disabilities (SEND), is valued for their unique strengths and qualities. We aspire for all learners to access high-quality inclusive teaching, ambitious opportunities, and the right support to remove obstacles to learning. Where every child is empowered to achieve their potential, make meaningful progress, and develop the confidence, resilience, and independence needed to thrive in school, in their community, and in adulthood.



## 3. SEND Policy

### 3.1 Aims

The aim of this policy is to provide a clear framework for meeting the needs of learners with Special Educational Needs and/or Disabilities (SEND) across Cornwall Education Learning Trust (CELT). In line with the SEND Code of Practice (2015), we are committed to early identification of needs, high-quality inclusive teaching, and tailored support that enables all learners to access the full curriculum and wider school life. Through strong collaboration with parents, carers, and external agencies, we will ensure that provision is aspirational and regularly reviewed so that learners with SEND make sustained progress, achieve ambitious outcomes, and are well prepared for their next stage of learning and transition into adulthood.

### 3.2 Policy Objectives

- **Promote a Whole-School Approach.** Ensure responsibility for SEND is embedded across the Trust, with every teacher a teacher of SEND and all staff contributing to an inclusive school culture.
- **Identify Needs Early.** Detect and assess special educational needs as early as possible, implementing a graduated response to provide timely and appropriate support.
- **Deliver High-Quality Inclusive Teaching.** Provide ambitious, inclusive, and flexible learning and teaching through our CELT Chronicles and Adaptive Teaching Toolkit that meets diverse needs and enables access to the full curriculum and wider school life.
- **Develop Skilled Staff.** Equip staff with the knowledge, skills, and ongoing professional development required to meet the needs of learners with SEND effectively.
- **Work in Partnership.** Collaborate with learners, parents/carers, local authorities, health services, and external agencies to co-produce, plan, and review provision.
- **Support Progress and Achievement.** Monitor attainment, progress, and personal development regularly to ensure learners with SEND achieve ambitious outcomes and make sustained progress.
- **Provide Leadership and Accountability.** Ensure each school has a qualified SENDCO with strategic responsibility for SEND provision, compliance, and reporting.
- **Promote Equity and Safeguarding.** Provide safe, supportive environments that uphold equality of opportunity, prevent discrimination, and respond to additional safeguarding needs for learners with SEND.
- **Prepare for Adulthood.** Foster independence, resilience, and confidence so that learners with SEND are well prepared for transitions in education and into adult life.
- **Review and Evaluate Provision.** Continuously monitor the quality, impact, and effectiveness of SEND provision and deploy resources effectively to meet learners' needs.



### 3.3 SEND information report

Each school publishes a SEND Information Report which details how this SEND policy is implemented in the school and covers:

- The types of SEND catered for
- The school's approach to the identification of and assessment of SEND
- The graduated Assess, Plan, Do, Review approach implemented by the school
- The involvement of parents and carers
- The involvement of the learner
- Staff training
- Exam access arrangements

A shared template is provided for schools that is available in the intranet.

### 3.4 What is a Special Educational Need

Under the *Children & Families Act* (2014), a learner will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learner has a learning difficulty or disability if they have:

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

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream school.

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. (Equality Act 2010).

### 3.5 Identifying Special Educational Needs

#### Criteria for Identification

Learners are identified as having SEND if they are not making adequate progress within a curriculum that:

- sets suitable learning challenges
- responds to learners' diverse learning needs
- aims to help learners overcome obstacles to learning

#### Broad Areas of Need (SEND Code of Practice 2015)

1. Communication and Interaction – includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD).



2. Cognition and Learning – includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
3. Sensory and/or Physical Needs – includes hearing impairment, visual impairment, cerebral palsy, multi-sensory impairment, and physical disability.
4. Social, Emotional and Mental Health (SEMH) – includes learners who are withdrawn or isolated, display challenging behaviours, or have ADHD, attachment disorders, anxiety, or depression.

We recognise that needs often overlap, are interrelated, and may change over time.

## **Whole-Child Approach**

The purpose of identifying SEND is to determine the support each learner needs to succeed. This process focuses on understanding the whole learner, their strengths, obstacles, aspirations and individual circumstances. Rather than simply assigning a label based on their special educational needs.

## **Assessing Progress**

We identify needs From EYFS onwards our learners progress is closely monitored, and teaching adapted to meet whole class, group and individual needs. Class teachers and support staff build relationships and get know the strengths and stretches of the learners they support.

Teachers regularly assess all learners to ensure:

- Progress is similar to peers starting from the same baseline
- Previous rates of progress are matched or exceeded
- Attainment gaps are closed or prevented from widening

Slow progress or low attainment does not automatically indicate SEND. Adaptive teaching and differentiated strategies are applied first.

## **3.6 Our approach**

### **Universal Provision**

We provide a wide range of universal provision through our Learning and Teaching Chronicles and use of the Adaptive Teaching Toolkit to meet the needs of all learners. Along with consistent routines this helps reduce cognitive load for all. We ensure there is high quality learning and teaching for all learners and that progress and learning is at least good every day. This means the effective inclusion of all learners in high quality everyday personalised teaching is being strived for.

Teaching staff have a duty to plan for the needs of all learners. This includes ensuring that any additional adults are used effectively. The school Inclusion team is able to offer specialist expertise and advice to parents/carers, teaching staff and pastoral teams in supporting SEND learners. The Senior Leadership Team and Curriculum Team Leaders monitor and assess the quality of learning and teaching in all classrooms for all learners, including those with SEND.





Teachers will use a range of classroom assessments to identify learners of concern and relevant targets. Teachers then plan to support those learners through adaptive teaching e.g. teacher tweaks and adaptations. Using the adaptive teaching toolkit for support. Additional classroom support/interventions may be implemented. The provision being made for these learners is regularly reviewed as well as their progress.

All teachers are given information about individual learners' SEND and how best to support them in the classroom. This is the first step in responding to learners with SEND and ensuring quality first teaching.

### **Curate and Narrate Pack**

Every teacher has a Curate and Narrate Pack, this outlines the needs of the learners, what teachers need to know about the learners to help build strong positive connections, the learners known obstacles and strategies to overcome.

It will also outline any access arrangements.

### **Targeted Provision**

Targeted provision is additional or different provision for learners who require extra help beyond the universal provision. It is designed to address specific obstacles to learning and help learners make progress alongside their peers. This support is informed by assessments, monitoring, and the learner's individual needs.

Targeted provision may include:

- Adapted learning and teaching within the classroom, including visual aids, simplified instructions, and differentiated tasks
- Small group interventions focused on specific skills (e.g., literacy, numeracy, social skills)
- Use of specialist resources or equipment to support learning and access (e.g., manipulatives, sensory tools, adaptive seating)
- Additional pastoral or emotional support, including social skills development or regulation strategies
- Structured support for transitions between classes, key stages, or settings
- Regular review of progress to ensure interventions are effective and adjusted when necessary

Targeted provision is planned and monitored in consultation with the learner, parents/carers, and the SENDCo, forming part of the graduated approach.

### **Bespoke Provision**

Bespoke provision is highly individualised support for learners with the most complex or significant needs, where universal and targeted provision alone are insufficient to enable progress. This provision is tailored to the learner's unique profile and often involves specialist expertise or resources.

Bespoke provision may include:



- Intensive small group interventions, tailored to the learner's specific needs or on rare occasions one-to-one support.
- Specialist therapies and programmes, such as speech and language therapy, occupational therapy, physiotherapy, or counselling.
- Access to specialist equipment or adaptive technology to remove obstacles to learning.
- Support from external professionals, including Educational Psychologists, the Autism Team, Hearing and Vision Support Services, or other local authority and healthcare specialists.
- Highly personalised curriculum adaptations or alternative provision to ensure the learner can access learning effectively.
- Regular review and planning with the learner, parents/carers, teaching staff, and the SENDCo to ensure provision meets current needs and promotes independence.
- Close monitoring of progress, with adjustments made in response to assessment outcomes and evolving needs.

Bespoke provision is a fundamental part of the graduated approach (Assess, Plan, Do, Review), ensuring that learners with the highest level of need receive the support required to achieve their potential.

### 3.7 Identification and Monitoring of need

*"Where a student is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness."* SEND Code of Practice 0-25.

When the High-Quality teaching and learning strategies are being implemented in the classroom, but the learner is still experiencing obstacles to learning, further exploration may be necessary.

- Teachers identify learners with slower progress and adapt teaching strategies This may include progress in areas other than attainment, for example, wider development or social needs.
- If concerns persist, teachers consult the SEND team.
- Evidence from internal assessments, external specialists, and parental input is used.
- Factors unrelated to SEND but impacting learning (e.g. attendance, health, EAL, Pupil Premium, Looked After Children, service children) are considered.
- Behaviour is assessed as a response to an underlying need, not a standalone category.
- Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for learners whose first language is not English.

If a learner is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).



Then the school will work in a multi-agency way to make sure we get relevant information before the learner starts at school, so support can be put in place as early as possible.

## 3.8 The Process

### Initial Concern

- Initial concerns should be reported to the class teacher, form tutor or year manager who can discuss these concerns and any adaptations that they feel may be required.
- If concerns raised by parent/carer, discuss and arrange to feedback strategies to be used
- Use our learning chronicles, curate and narrate and the adaptive teaching toolkit

Review after 6-8 weeks. Has the additional support enabled progress to be made, and the barrier diminished or removed?

If yes, monitor and continue with the inclusive teaching and continue to monitor.

If no, cause for concern to be raised by class teacher to the SENDCo for investigation.

## 3.9 Assess

### Gather information

- Request information from all teachers of the learner
- Results of prior screening
- Provision management outcomes
- Specific assessments, as required (including external specialist assessments)
- Classroom observation

### Additional screening

Use of CELT identification toolkit. Any decision to make special educational provision is taken involving the teachers, learning support and SENCo, considering all the information gathered from within school about the learner's progress based on their age and starting points. This is then compared to national data and expectations of progress. Where learners have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need.

### Outcome

- No SEND identified and to continue to monitor progress in school.
- SEND needs identified and learner is added to the Record of Need.

## 3.10 Identification Toolkit

*"All schools should have a clear approach to identifying and responding to SEN", SEND Code of Practice 0-25.*



All schools within CELT use the following screening tools to aide in identifying the barrier to learning across the four broad areas of need (Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory &/or Physical).

CELT use the following tools:

#### **Cognition and Learning:**

- York Assessment
- Phonological Assessment Battery
- Lucid Rapid,
- CoPS,
- GL Dyscalculia Screener

#### **Communication and Interaction:**

- WellComm (Primary)
- ICAN Progression Tools,
- Autism Education Trust Framework

#### **SEMH:**

- Boxall Profile

#### **Sensory/Physical Needs:**

- Sensory Toolkit
- Pre-Occupational Therapy Referral Framework

### **3.11 The Record of Need (SEND Register)**

Where a learner has been identified as having special educational needs, we will take action to overcome obstacles to learning and put effective provision in place.

This support will be delivered through a student success plan (SSP) with successive rounds of a 4-part cycle known as the graduated approach.

### **3.12 Stages of SEND Register**

#### **SEND Support**

- Learner is placed on the Record of Need.
- Student Success Plan created with targets.

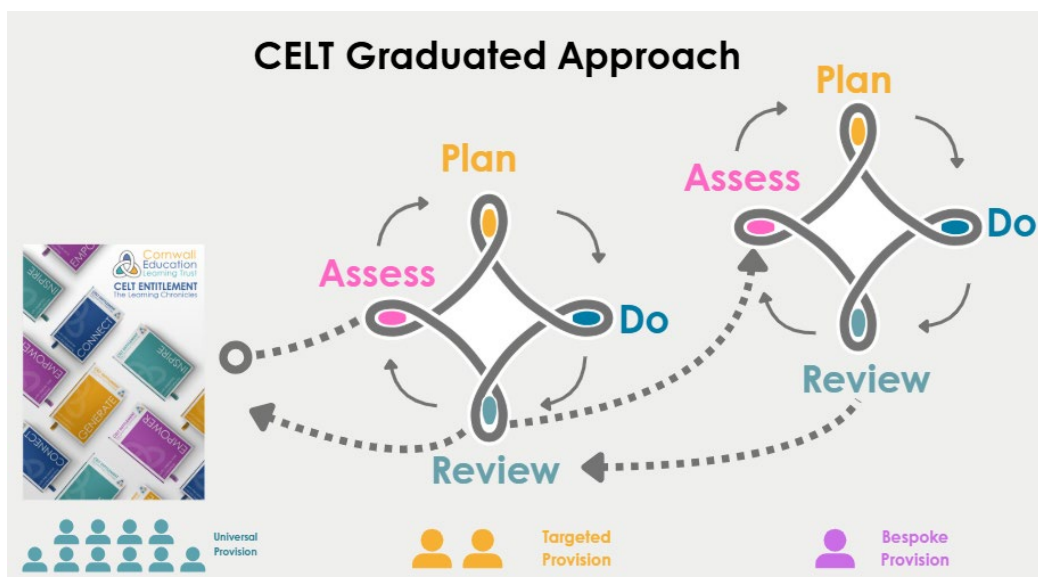
#### **Education, Health and Care Plan (EHCP)**

- For learners with highest level needs requiring specific interventions
- Statutory assessment and annual review in consultation with parents/carers and external agencies



### 3.13 CELT Graduated Approach

The Graduated Approach. This is a four-part cycle (assess – plan – do – review) outlined in the SEN Code of Practice, 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 learners in making good progress and securing good outcomes.



#### Assess

- Purpose: To identify the learner's strengths, needs, and barriers to learning.
  - Who is involved: Class teacher, SENDCo, parents/carers, the learner, and sometimes external specialists.
- What happens:
  - Collect information from teacher observations, classroom assessments, and previous reports.
  - Consider any external agency assessments (e.g., educational psychologists, speech and language therapists).
  - Take into account the learner's social, emotional, and physical needs as well as academic abilities.
  - Identify if progress is slower than expected compared to peers or prior attainment.
- Outcome: Clear understanding of the learner's current abilities, difficulties, and required support.

#### Plan

- Purpose: To design interventions and support tailored to the learner's needs.
- Who is involved: SENDCo, class teacher, parents/carers, and learner (where appropriate).
- What happens:
  - Set SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound).
  - Decide which strategies, interventions, or adaptations will be implemented.
  - Specify who will deliver the support and how progress will be measured.
  - Share the plan with all staff working with the learner and communicate it with parents/carers.



- Outcome: A structured plan detailing support, expected outcomes, and responsibilities.

## Do

- Purpose: To implement the planned support and interventions.
- Who is involved: Class teacher, teaching assistants, SENDCo, and other specialists as needed.
- What happens:
  - Carry out interventions as planned, ensuring they are integrated into everyday learning where possible.
  - Teachers remain responsible for the learner's overall progress.
  - Monitor the learner's engagement, response, and progress on a day-to-day basis.
  - Maintain records of interventions, observations, and any adjustments.
- Outcome: Learner receives targeted support, and data is collected to track effectiveness.

## Review

- Purpose: To evaluate the impact of the support and adapt the plan as necessary.
- Who is involved: SENDCo, class teacher, parents/carers, learner, and specialists if relevant.
- What happens:
  - Assess whether the learner has made progress towards their SMART targets.
  - Consider feedback from staff, parents, and the learner themselves.
  - Identify what is working well and what needs to change.
  - Decide whether the learner needs to continue with the same support, receive different support, or be removed from the SEND register if progress is sufficient.
- Outcome: Updated plan reflecting progress and next steps, continuing the cycle if necessary.

After each cycle is complete, if the learner no longer needs the targeted provision and with the teachers knowing the learners needs, they can receive effective inclusive learning, the learner will be removed from the record of need. If the learner does require the provision to continue, then the cycle will continue to ensure that support is dynamic, responsive and closely aligned to the learner's evolving needs.

## Applying for an EHCP

- *"Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment"*, SEND Code of Practice 0-25.
- For a few learners the SENDCo and parent/carer may decide it is necessary to apply for an Education, Health and Care Plan as the learner's need cannot be met at SEND Support level. Having followed a graduated approach with increasing levels of support the SENDCo, in collaboration with parents/carers and the learner, will submit an EHCP Needs Assessment request. The SENDCo will use a range of evidence gathered over a period of time to demonstrate that a learner is need of an Education Health and Care Plan. Once a needs assessment is submitted the Local Authority will decide whether or not to assess for an Education, Health and Care Plan.



- This is a legal process and you can find more details about this in the Cornwall's Local Offer, on Cornwall's website, available at: [www.supportincornwall.org.uk/localoffer](http://www.supportincornwall.org.uk/localoffer)
- The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the learner's outcomes can be met through the school's existing provision.
- <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

### 3.14 CELT Student Success Plans

Following the use of the appropriate screening tools the SENDCo may deem it necessary to produce and implement a CELT SEND Success Plan. This plan will outline specifically what additional or different support is needed to address any obstacles to learning. It is at this stage a learner is added to the Record of Need as SEN Support and parents/carers will be informed. The learner's CELT Student Success Plan will follow a four-part cycle of Assess, Plan, Do Review where earlier actions are revisited, refined and revised. Parents/carers and learners will be invited to contribute during the formation of the CELT Student Success Plan and during the review process. CELT Student Success Plans will be reviewed at least on a termly basis.

Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the learner from SEN Support. For learners with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually.

### 3.15 CELT Inclusion Panel

*"Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.", SEND Code of Practice 0-25*

Where a learner has been through a cycle of Assess, Plan, Do Review using the CELT SEND Success Plan, but the learner is still experiencing obstacles to learning a SENDCo, with consent from parent/carer, can make a referral to a monthly CELT Inclusion Panel.

The panel is made up of external professionals from the Educational Psychology Service, Autism Team, Cognition and Learning, Speech and Language and Local Authority Inclusion Team.

The purpose of the CELT Inclusion Panel meeting is to seek external advice with the intention of forming a new CELT SEND Success plan.

CELT Inclusion Panel meetings will be held on a monthly basis and referrals going through to the panel meeting will be prioritised in order of need.





### 3.16 Local Authority Local Offer

Since September 2014, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25 (Regulation 53, Part 4). This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Cornwall LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector.

Latest information about Cornwall's local offer can be accessed at: Family Information Service Cornwall.

We must contribute to the local offer by providing further information about how each school implements the school policy for learners with SEND. Our school's local offer can be found on their website.

### 3.17 Learner voice and participation

The school will ensure that the views of learners with SEND are routinely and systematically captured through structured mechanisms, including, but not limited to, an annual learner voice survey and the establishment of a SEND learner council. These mechanisms will complement ongoing dialogue with individual learners and will be designed to evidence co-production in both strategic planning and individual provision. SEND community champions will be responsible for monitoring the implementation and impact of these processes, providing assurance that learner participation is consistently prioritised and informing continuous improvement.

### 3.18 Supporting learners and families

Families of learners with SEND are guided towards the Cornwall Family Information Service (FIS) <https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0>

Other Links for parents' support: SEND Information and Advice Support Service (SENDIASS): [www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk) Family Information Service (FIS): [www.supportincornwall.org.uk](http://www.supportincornwall.org.uk)  
Cornwall Council: <https://www.cornwall.gov.uk/schools-and-education/specialeducational-needs/>

### Supporting learners with medical conditions

- The school recognises that learners at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some learners with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.





- Some learners may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of learners with medical conditions. See the school policy for supporting Students with Medical Conditions for more detailed information including the name of the member of staff who leads on this aspect of care.
- We recognise that learners with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Refer to the Supporting Children at School with Medical Conditions Policy for further guidance.

### 3.19 Monitoring and Evaluation of SEND

In all our schools we regularly monitor and evaluate the quality of provision we offer all learners, and this informs future developments and improvements.

This may include the monitoring and evaluation of the following:

- Tracking learners' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Review of school self-evaluation
- Using learner questionnaires
- Monitoring by the SENCO
- Holding annual reviews for learners with EHC plans
- Getting feedback from the learners and their parents/carers

We will evaluate how effective our SEND provision is with regards to:

- Staff awareness of learners with SEND
- How early learners are identified as having SEND
- Learners' progress and attainment once they have been identified as having SEND
- Whether learners with SEND feel safe, valued, and included in the school community
- How learners move into the next phase of learning, formal education, paid work or formal employment related training and will measure their impact including preventing learners from being NEET (Not in Education, Employment or Training)

### 3.20 Roles and responsibilities

The implementation of this policy will be monitored by the Trust Board and remain under constant review by the Headteacher and other designated senior leaders with strategic oversight of SEND and Inclusion.



The names and contact details of the key colleagues with SEND responsibilities can be found on our SEND Information Report.

### **The role of the Trustees:**

- Ensure that all learners enjoy a broad, balanced and relevant education that meets individual needs.

### **Our Trust SEND Leadership Team will:**

- Continuously monitor and review the systems in place for identification of and provision for learners with SEND.
- Support SENDCos and school staff through coordinating high quality CPD and sharing of good practice.
- Strive to ensure that SEND provision is equitable across the Trust and that all learners with SEND are offered equal opportunities to succeed.

### **The Role of the Headteacher**

- Hold overall responsibility for the progress, attainment, and inclusion of learners with SEND and/or disabilities.
- Ensure the school meets its statutory duties under the Equality Act 2010, including reasonable adjustments and access arrangements.
- Work with the SENDCO to lead the strategic implementation of the SEND policy and provision.
- Monitor and manage any additional funding provided by the local authority to support individual learners.
- Maintain an overview of the current SEND register and the needs of learners across the school.
- Notify the local authority when an EHC needs assessment or early review of an EHC plan is required.
- Oversee staff training needs in SEND and ensure these are addressed through the school's professional development programme.
- Regularly review and evaluate the effectiveness and impact of SEND provision within the school and contribute to the local offer.
- Work with the SENDCO and staff to monitor patterns in the identification of SEND and use this information to strengthen the quality of teaching and learning.

### **The Role of the SENDCo**

- Lead and Coordinate Provision. Take day-to-day responsibility for the operation of the school's SEND policy and the coordination of specific provision for learners with SEND, including those with an Education, Health and Care Plan (EHCP).
- Support Inclusive Classroom Practice. Monitor SEND provision within classrooms, work alongside teachers to model and develop effective strategies, and support the use of adaptive teaching to meet a wide range of needs.
- Support Staff. Liaise with, advise, and support teaching and support staff to ensure high-quality, inclusive practice across the school and effective use of support staff.



- Work with Learners and Families, maintain effective communication with parents/carers and ensure that learners with SEND are consulted about their needs and experiences so that their voices are heard.
- Oversee Records and Registers. Manage and maintain the SEND register, individual learners' records, and ensure accurate documentation is available and shared appropriately in line with data protection requirements.
- Monitor Progress. Track the progress of learners with SEND, ensure appropriate interventions are in place, and evaluate the impact of provision.
- Coordinate Reviews and Referrals. Organise and chair annual review meetings, ensure timely referrals to external agencies, and liaise with health, social care, and specialist professionals.
- Lead on Access Arrangements. Oversee the process for access arrangements in line with JCQ regulations, ensuring evidence is gathered and arrangements reflect learners' normal way of working.
- Provide Training and Development. Contribute to the in-service training of staff, identify areas for professional development in SEND, and engage with the Director of Inclusion and CPD opportunities.
- Transition Planning. Liaise with early years providers, secondary schools, and post-16 providers to ensure effective transitions for learners with SEND.
- Maintain Compliance and Leadership. Publish and annually update the school's SEND Information Report, collaborate with the Headteacher on strategic planning, and ensure compliance with statutory duties.

### **The role of every teacher:**

- Be responsible for the teaching, learning and development and well-being of all learners in their class, including those with SEND.
- Have high expectation and aspirations for all learners.
- Provide high-quality, inclusive teaching that meets the needs of all learners.
- Identify learners' strengths, needs, attainment, and progress, and adapt teaching accordingly.
- Plan and prepare lessons to ensure all learners can access the curriculum.
- Work with learning support and specialist staff to plan, deliver, and assess the impact of interventions linked to classroom teaching.
- Monitor, assess, and record progress, holding SEND meetings and setting/reviewing targets at least three times a year.
- Implement strategies recommended by the SENDCo or external specialists to support individual learners, as described in the Student Success Plans or Curate and Narrate document.
- Raise concerns early, completing initial concern forms and liaising with the SENDCo.
- Liaise with parents/carers regarding concerns, progress, and provision for learners with SEND where appropriate.
- Contribute to reports for external specialists as required.
- Analyse and report on SEND learner progress during learner progress meetings.
- Follow the school's SEND policy and statutory guidance in the SEND Code of Practice (2015).



## **The role of parents/Carers**

- Partnership with the School. Work collaboratively with teachers, the SENDCo, and external agencies to ensure their child's learning needs are understood and addressed within the curriculum.
- Communication. Share information with the school about their child's progress, needs, and any concerns, and inform staff of changes that may affect learning or wellbeing.
- Participation in Planning. Be actively involved in discussions, reviews, and decision-making regarding SEND support and provision for their child.
- Termly and Annual Reviews. Attend termly meetings to review SEND provision and receive annual reports on their child's progress.
- Expressing Views and Aspirations. Contribute their perspectives on their child's strengths, obstacles and desired outcomes to help shape targets and support strategies.
- Supporting Individualised Provision. Provide insights into the impact of SEN support outside school and collaborate in tailoring interventions to meet the child's needs.
- Empowering the Child. Support their child in expressing their needs, interests, and goals, helping them take an active role in their learning journey.
- Focusing on the Whole Child. Engage in planning and discussions that consider the child as an individual, not solely in terms of their SEND label.

## **The role of every learner**

- Expressing Views. Learners are encouraged to share their thoughts on their learning, strengths, and obstacles.
- Participating in Decisions. Be actively involved in discussions about the support they receive and contribute to decisions regarding interventions and provision.
- Setting Targets. Contribute to the identification of personal targets, goals, and desired outcomes.
- Engaging in Reviews. Attend review meetings where appropriate to discuss progress and provision.
- Providing Feedback. Offer feedback on the effectiveness of interventions and strategies to support their learning.
- Taking Responsibility. Engage with their learning, support strategies, and personalised provision to achieve their full potential.

## **3.21 Transition**

### **SEND Transition Arrangements**

Transition meetings between class teachers are held in July to discuss the needs of individual learners with SEND and include the passing on of all records including all student success plans. For children in the EYFS there is a programme of visits with staggered entry and opportunities for parents and children to meet new teachers, e.g. at Stay and Play. Nursery or Pre-school visits take place for children entering Reception, prior to starting school.

### **Transfer to Secondary Education**



When a learner with an EHCP is in Year 5, evidence will be gathered and a formal review held before the end of Year 5, to discuss the learner's future placement.

When a learner with an EHCP is in Year 6, the secondary school will be invited to the EHCP Review. Additional transition visits will be arranged.

Learners who are at SEN Support in Year 6 will be discussed by the Class teacher and SENDCo with the SENDCo(s) of their receiving schools in the summer term of Year 6.

Additional transition visits will be arranged when required.

### **Transfer to other schools**

Liaison between the SENDCo and SENDCo of the receiving school will take place, as necessary.

All SEND records will be updated and passed to the learner's new school.

### **Transition to adulthood**

The school is committed to supporting learners with SEND to make successful transitions to post-16 education or post-18 opportunities, training, employment, or independent living. In line with the SEND Code of Practice, planning for transition will begin at the earliest appropriate stage and will be embedded within the learner's annual review process from Year 9 onwards. Provision will include tailored guidance on vocational and academic pathways, opportunities to explore further education (FE) settings, and support to access work-related learning, apprenticeships, or supported internships where appropriate. Preparation for employment, including the development of independence, life skills, and confidence, will form a key element of transition planning such as travel training. The school will work in partnership with parents, carers, external agencies, and post-16 providers to ensure a coordinated approach that reflects each young person's aspirations and needs. Transition outcomes will be monitored to ensure that learners are equipped for adulthood with the greatest degree of choice and opportunity.

## **3.22 Expertise and training of staff**

The school provides regular training for teaching and support staff to ensure they have the skills and knowledge to meet the needs of learners with SEND. The Headteacher and SENDCo monitor staff development to identify specific training needs and incorporate these into the school's professional development plan. Training may include whole-school sessions on SEND issues, targeted support for groups of learners (e.g., ASD, dyslexia), and courses from external agencies relevant to individual learner needs. The Headteacher and SENDCo also attends local SENDCo network meetings to stay informed of national and local developments.

In line with the SEND Code of Practice (2015), the school evaluates the impact of training to ensure it translates into improved practice and learner outcomes. This includes pre- and post-training assessments, classroom observations, learner and parent/carer feedback, and analysis of learner outcomes. The Headteacher and SENDCo reviews this information to identify areas for further development and to ensure professional learning consistently enhances SEND provision across the school.



### 3.23 Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learner is the same as it is for any other learner. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is set out in our attendance policy.

### 3.24 Admission and accessibility arrangements

Admission arrangements can be found on the school website. For children who already have an EHCP, please refer to Cornwall Council's Admissions policy for further details of admission arrangements and procedures.

[www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)

### 3.25 Accessibility arrangements

Please refer to our Accessibility Plan, which details our accessibility arrangements. This can be found on the school website.

### 3.26 Reviewing the SEND policy

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our application of the SEND policy. We will do this by evaluating at least annually whether we are meeting our aims.

### 3.27 Complaints

If parents/carers have comments, compliments or concerns that they would like to share, these should be addressed to the SENDCo in the first instance. If you feel your concern has not been resolved, please see the CELT Complaints Policy on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

### 3.28 Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.



For more details of the pastoral support we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our safeguarding/child protection policy.

