



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Introduction

This Special Educational Needs & Disabilities (SEND) Policy sets out how St Piran's staff will deliver SEND support to pupils.

Definitions

The following definitions apply to this policy:

- A pupil has **SEND** when learning requires provision different to pupils of the same age;
- Pupils are deemed to have a **learning difficulty** if either of the following two conditions applies:
 - significantly greater difficulty in learning than the majority of those their age;
 - a disability which requires facilities different from those of their age.

(Pupils will not have a learning difficulty solely because of their home language.)

- Pupils have a **disability** if they have a physical or mental need which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities;
- **Special educational provision** is educational or training that is additional to or different from that for other pupils or young people of the same age;
- An **Inclusion Alert Form (IAF)** enables a teacher to raise concerns about a pupil's progress, which may lead to targeted interventions;
- An **Individual Education Plan (IEP)** is developed to set targets, by a teacher, for increased pupil support in the classroom;
- A **Pupil Passport (PP)** is a brief summary of a pupil's holistic needs and how they may be best supported in the classroom;
- An **EHCP School Plan (EHCP)** records how a teacher manages a pupil with significant and complex additional needs in the classroom.

Aim & Objectives

The aim of SEND at St Piran's is to ensure that our school fully implements national legislation and guidance regarding pupils with SEND so that all pupils reach their full potential regardless of their abilities.

This will be achieved by:

- Supporting and making provision for pupils with SEND
- Providing pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND

- Helping pupils with SEND fulfil their aspirations and achieve their best
- Helping pupils with SEND become confident individuals living fulfilling lives
- Communicating with pupils with SEND and their parents or carers and involving them in discussions and decisions about support and provision
- Enabling all pupils, regardless of their gender, background, race or ability;
- Identifying pupils with SEND as early as possible;
- Providing a broad, balanced, and differentiated curriculum to SEND pupils;
- Monitoring pupils regularly to continuously tailor learning;
- Maintaining strong and open links with parents.
- Ensure the SEND policy is understood and implemented consistently by all staff

Responsibility

The Head is responsible for all St Piran's SEND activity. Specialised support is delivered through the SEND Co-ordinator (SENDCo) and generalised SEND activity in the classroom by class teachers. In addition, a governor holds SEND responsibility and oversees SEND activity.

Staff

All teachers are teachers of SEND, however the SEND teaching is led by the SENDCo throughout the school and specialist provision is delivered from 'Tutor Point' (part of the Tailored Learning Centre), through SEN-qualified teachers.

The **Assistant Head (Head of TLC)** will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Work closely with the DSL to ensure relevant information is shared and considered
- Have joint responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The **SENDCo** will:

- Work with the assistant head and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Work closely with the DSL to ensure relevant information is shared and considered
- Have joint responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the SLT and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate and refers to the National statistics for comparison
- With the assistant head, monitor to identify any staff who have specific training needs, regarding SEND, and incorporate this into the school's plan for continuous professional development
- Line manage the staff in Tutor Point

Tutor Point teachers will:

- assist in the identification of needs;
- support and advise teachers;
- support and teach pupils;
- develop programmes of work for pupils;
- provide written reports;
- meet with parents at termly parents' evenings;

Class teachers are responsible for:

- Ensuring they follow this SEND policy and the SEND Procedure
- Identify pupils who may benefit from SEND support through the SEND Procedure.
- Planning and providing high-quality teaching and reasonable adjustments to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them (this may be through an IEP)
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil (this may be through the Pupil Passport in collaboration with the SENDCO)

Parents or carers are responsible for:

Informing the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Updated regularly regarding the provision that is in place for their child
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

Admission

St Piran's is a non-selective, mixed ability, family school, where admission is open to all pupils, including those with additional needs, provided that:

- their needs can be reasonably met;
- admission is compatible with the provision of education for other pupils;
- admission is compatible with the efficient use of resources;
- accessibility allows them to reasonably access key parts of the school.

All pupil admissions are evaluated to ensure their needs can be reasonably met in order for a pupil to thrive. If assessments raise additional SEND questions, the SENDCO will look at the pupil's needs, which may lead to a discussion with the parents. Where reports from previous schools, agencies or other professionals are available, they should be passed to the SENDCO.

Needs

Pupils may be identified as having SEND in the following areas:

- Communication and interaction difficulties;
- Cognition and learning difficulties;
- Social, emotional and mental health difficulties;
- Sensory and/or physical difficulties.

These could come to light through:

- School-based testing and assessments;
- Monitoring of progress against age-related expectation and screening;
- Classroom observations linked to the IAF (Inclusion Alert Form) and HQT/RA (High Quality Teaching Form and Reasonable Adjustments form)
- Lack of adequate progress noted by teachers;
- Concerns raised by parents;
- External assessments.

- If the pupil is significantly slower than that of their peers starting from the same baseline
- If the pupil fails to match or better their previous rate of progress
- If the pupil fails to close the attainment gap between them and their peers
- If the attainment gap is widening between the pupil and their peers
- If their previous setting has already identified that they have SEN
- If they are known to external agencies
- If they have an education, health and care plan (EHCP)

Attendance

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

Safeguarding

We recognise that pupils 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 pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our [safeguarding/child protection policy](#).

Assessment

Assessment of pupils will occur in line with the school curriculum and where appropriate. In addition to this Tutor Point staff can provide additional depth screeners and assessments.

Identification of Need

Needs are identified either to the class teacher or SENDCO in line with the SEND procedure or via

parental concern.

The graduated approach to SEN support

Once a pupil is being monitored as having potential SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through our SEND Procedure, known as the graduated approach.

This consists of the following:

- individual and/or group support in the classroom;
- the class teacher will raise an IAF to signal areas of concern and fill in an HQT/RA form to show support trialed in the classroom;
- The pupil will be placed on a monitoring register
- SENDCo observation of the pupil, in some cases, if progress is not being made within a half term;
- the class teacher will raise an IEP to guide teaching in key identified areas of need;
- a teacher-parents-SENDCo progress meeting will identify next steps;
- further IAF-observation-IEP cycles if necessary;
- if necessary, written parental consent for 1:1 lessons may follow, with a detail of costs

Further interventions:

- the SENDCo will act as the central coordinator between all parties at all times;
- assessment or screening may be required;
- if an external assessment is agreed, results should be shared with the SENDCo;
- the pupil may be placed on the SEND register;
- The SENDCO will create a PP to identify a pupil's key needs, working closely with the pupil and parents;
- if parents wish for an EHC Needs Assessment, the SENDCO will support the application
- The SENDCO will ensure provision, set out in an EHCP is followed
- investigation into alternative settings will be discussed if the needs of a pupil can no longer be judged best supported within the school setting;
- if SEND support is no longer required, the SENDCo will monitor progress for a year.

Examination Concessions

SEND pupils may be eligible for exam concessions, assessment for which will be through formal tests, including some or all of the following:

- Additional time;
- Reader/reading pen;
- Scribe;
- Use of a laptop;
- Bi-lingual dictionary;
- Separate room;

- Movement breaks;
- Prompter.

Records

Records are a key part of the St Piran's SEND Policy, this includes that:

- Monitoring and SEND records, held securely and digitally on the data management system, will include:
 - all internal and external assessment reports;
 - all SEND intervention documents (IAF, IEP, PP & EHCP);
 - pupil progress reports;

Reporting to Parents

Tutor Point parents' evenings are in the first two terms and teachers are available to discuss pupil's progress with parents at other times, subject to an appointment.

Each pupil receiving 1:1 Tutor Point tuition will receive an annual written report at the end of the summer term.

Complaints

If parents are concerned about any aspect of SEND provision, they should contact the form teacher in the first instance. This may lead to a meeting with the SENDCo, and others if deemed necessary.

Reviewed By: **SENDCo and Head of the Tailored Learning Centre**

Date: **27 May 2026**

Next Review: **June 2027**