



South East Cornwall Multi Academy Regional Trust

Special Educational Needs and Disabilities Policy

Date	Changes
July 24	Draft by Trust SEND Group with SEN Support Services
01/10/24	Approved by Trust Board

Adopted Date: 1st October 2024

Status: Approved

Review period: To be reviewed by SEND Leads on 3rd September 2025

Contents

SEND Information Reports	3
SMART Trust Vision for SEND	3
Legal Framework	4
Definitions	4
SEND Code of Practice 2015	4
Equality Act 2010	4
Admissions	5
Roles and Responsibilities	5
Involving Children and Young People and their Parents	6
Early Years and Nursery Provision	7
The SMART Graduated Response to SEND	7

SEND Information Reports

Our schools have a statutory requirement for to provide a SEND Information Report under the [Children and Families Act 2014](#) (Section 69) and [The Special Educational Needs and Disability Regulations 2014](#) (Schedule 1, Regulation 51).

Given the unique provision at each of our schools, the Trust Board delegates the responsibility to each Local Governing Committee for developing and publishing its SEND Information Report.

SEND Information Reports for each school will be updated annually, or as changes arise, and the latest version will always be published on each school's website.

To find out more, or to seek clarification, please contact the school.

SEND Information Reports can be accessed, via the school's websites here:

School	Link
Dobwalls Primary School	SEND Information Report
Landulph Primary School	SEND Information Report
Liskeard School & Community College	SEND Information Report
Looe Community Academy	SEND Information Report
Saltash Community School	SEND Information Report
Trewidland Primary School and Pre-School	SEND Information Report

SMART oversight of this policy is by the Trust SEND Group. This Group represents all schools within the Trust. To contact the Group, email enquiries@smart-trust.net.

SMART Trust Vision for SEND

At SMART Trust, we are dedicated to fostering an inclusive environment where every student thrives. Our commitment to Special Educational Needs and Disabilities is guided by the following principles:

1. Inclusion as a core value: Inclusion is seamlessly integrated into all aspects of our educational practices, ensuring it is 'built-in' and not a 'bolt-on.'
2. Child-centred Decision Making: The views and experiences of children are central to our decision-making processes. We listen to and value their input, ensuring their voices are heard and respected.
3. Universal Responsibility: All teachers are teachers of SEND, and every member of staff is responsible for meeting the needs of our children with SEND, fostering a cohesive and supportive learning environment.

4. High Ambition for Children with SEND: We maintain high expectations and aspirations for all children with SEND, encouraging them to achieve their fullest potential.
5. SMART Leadership and Learning: Our leaders and communities exemplify the principles of being SMART – Strategic, Motivated, Ambitious, Resilient and Trustworthy – in their approach to supporting children with SEND.
6. Parental Involvement: We recognise the crucial role of parents in the education of their children. We actively involve parents in the educational journey, ensuring their insights and contributions are valued.

By embodying these values, SMART Trust ensures that our SEND policy not only meets the needs of our students but also empowers them to excel in a nurturing and inclusive environment.

Legal Framework

This Policy will have due regard to legislation, including:

- Children and Families Act 2014 (and related Regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.

It will also take into account statutory and non-statutory related guidance, including:

- Special Educational Needs Code of Practice 2015.
- Supporting Children at school with Medical Conditions.
- Keeping Children Safe in education.
- Working together to Safeguard Children.

Definitions

SEND Code of Practice 2015

A child or young person has Special Educational Needs and or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for the child. A child of compulsory school age has a learning difficulty or disability if the child has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Has a disability that prevents or hinders the child from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Equality Act 2010

A disability is a physical or mental impairment which has a long-term and substantial adverse effect on [a person's] ability to carry out normal day to day activities.

Areas of Special Educational Need:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory (such as hearing and vision impairments) or Physical.

Admissions

The Academies will ensure they meet their duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the academy in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without an EHC Plan.
- Considering applications from parents of children who have SEND but do not have an EHC Plan.
- Not refusing admission for a child who has SEND but does not have an EHC Plan.
- Not refusing admission for a child on the grounds that they do not have an EHC Plan.

Roles and Responsibilities

All members of staff working in the academies and as part of the SMART Trust have a responsibility to:

- Ensure that the SEND policy is implemented and that it is effective in ensuring that children and young people with SEND have the same opportunities to make good progress and play an active role in the life of the academy alongside those with no SEND.

The Governing Board, Head Teachers and SENDCos have a responsibility to:

- Meet all other duties as set out in the governing board's policies relating to Accessibility, Equality and Diversity.
- Review and evaluate the effectiveness of the academies' SEND provision and contribute to plans to develop and enhance this provision.
- Ensure updates on the quality and impact of SEND provision are regular items on the Governors' meetings agendas.

The Head of School / Nursery Manager has a responsibility to:

- Cooperate with the local authority during annual EHC Plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their duties effectively and meets statutory expectations.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities similarly to other important strategic roles within the school.
- Ensure that the SENDCo coordinates provision and support that enables children and young people with SEND to make good progress.

- Ensure that teachers understand the strategies to identify and support vulnerable children and young people and possess knowledge of the areas of SEND most frequently encountered.

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher.
- Attain the National Professional Qualification for SENDCos within three years of appointment, unless SENCO prior to 2009.
- Collaborate with the Governing Board and Head of School as part of the leadership team to determine the strategic development of SEND Policy and provision in the academy.
- Undertake day-to-day responsibility for the operation of the SEND Policy.
- Advise on a graduated response to providing SEND support.
- Advise on the deployment of the academy's delegated budget and other resources to meet the needs of children and young people effectively.
- Liaise with the parents of children and young people with SEND.
- Liaise with early years providers, feeder primary schools, partners secondary school and FE providers to ensure smooth transitions between phases of education for children and young people with SEND.
- Liaise with external professionals, including educational psychologists, health professionals, social care professionals and the local authority.
- Provide professional guidance to colleagues to ensure appropriate strategies are used to support children and young people with SEND in the classroom.
- Coordinate the Assess, Plan, Do, Review process and ensure that support plans are robust, person-centred and reviewed with parents at least termly.
- Ensure, as far as possible, that children and young people with SEND take part in activities of the academy together with those who do not have SEND, including on forums/councils.
- Ensure that the academy keeps records of all children and young people with SEND up to date.

Class teachers must:

- Plan and review support for children and young people with SEND in their classes in collaboration with the SENDCo.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every child and young person achieving.

All staff in the school, including pastoral teams, Heads of Year, teaching assistants and other support staff, are responsible for ensuring that the needs of children and young people with SEND are identified so that needs are being met.

Involving Children and Young People and their Parents

Effective planning should help children and young people with SEND and their parents to express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND 'label' and tailor support to meet their own needs.
- Be easy for children and young people and their parents to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capabilities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

Early Years and Nursery Provision

- The trust will ensure that its Early Years and Nursery provision has screening procedures in place to identify children with SEND at as early a stage in their development and education as possible, so that they receive appropriate support as the earliest possible opportunity.
- Early Years and Nursery providers will designate a named adult to be responsible for coordinating SEND provision in their setting who will either be an experienced SENDCo with a prescribed qualification OR be working towards the prescribed qualification.
- Parents will be informed when special provision is being planned for their child and will be consulted as part of the Assess, Plan, Do, Review process.
- Early Years and Nursery providers will follow a Graduated Response to meeting the needs of children with SEND in their settings, in line with the SEND Code of Practice 2015.

The SMART Graduated Response to SEND

Identification – to identify children and young people with SEND, the academy will use progress and attainment data, observation, information from parents and a range of additional assessments as available to identify initial concerns.

Quality First Teaching - Academies will ensure that all children and young people receive quality-first teaching through:

- Monitoring of teaching and learning across the school.
- Book scrutiny.
- Child and Young Person's voice – forums and councils.
- Learning walks.

On Alert/Cause for Concern:

- Children and young people who are not meeting their own progress targets or who are at risk of not meeting age-related expectations will be monitored closely by teachers, pastoral staff and the SENDCo.
- Where the child or young person's needs continue to cause concern, the SENDCo and SEND support team will consider additional assessments to identify any SEND needs.

SEN Support:

- Where an assessment identifies that a child or young person has a SEND, the SENDCo will coordinate the Assess, Plan, Do, Review process.
- Parents will be informed that their child or young person is on the academy's Record of Need at SEN Support and will be invited to contribute to the planning process for their child.
- A support plan will be initiated according to the individual academy's graduated response. This plan will be reviewed in consultation with the child or young person and their parents at least termly.
- The child or young person will receive 'additional and/or different' provision and support in order to meet their needs.

Request for EHCP:

- Where the needs of a child or young person at SEN Support continue to cause concern, consideration will be given to applying to a statutory assessment for an EHC Plan.
- As stated in the Code of Practice, parents/carers are able to request assessment for an EHCP through Local Authority avenues.
- The SENDCo will gather evidence of provision in place over time.
- Professionals from external agencies may be asked to offer guidance and support
- The child or young person (where appropriate) and their parents will be asked to contribute their views to the request for statutory assessment.
- Where appropriate, a request for statutory assessment for an EHC Plan will be submitted to the Local Authority.
- EHC Plans will be reviewed annually in accordance with the Local Authority requirements
- Children and young people with an EHC Plan will continue to have support plans in place reviewed at least termly in consultation with them and their parents.

Data Protection and Confidentiality

SMART Trust complies with General Data Protection Regulations 2018 and uses the DfE's Data Protection: a toolkit for schools (April 2018) for guidance on how to keep personal data safe.

The academies' SENDCos understand that elements of SEND data are sensitive and follow the academy's policies for 'Special Category Personal Data' (see SMART Trusts GDPR policy).

The SENDCos ensure that all sensitive personal information about children and young people and their families is stored securely.

The SENDCos ensure that sensitive and personal data is shared with other professionals ONLY with permission from parents or the young person, and is shared using encrypted or secure systems, in accordance with the academy's GDPR policy.

Complaints Procedure

- Initial concerns regarding the provision and support for your child or young person should be raised with the academy SENDCo.
- Following this, if your concerns have not been addressed satisfactorily, please refer to the Trust's Complaints policy. A copy of this can requested by contacting Reception.