



Special Educational Needs & Disability Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	Trust

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

Kernow Learning SEND Policy

Each school has individual SEN Information Report and Accessibility Plan/Policy

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Statement of Intent

Kernow Learning schools are committed to the equal inclusion of all pupils in all areas of primary school life. We recognise the diverse and individual needs of our pupils, we have high aspirations and expectations for all children and take into account the additional support required by some children with Special Educational Needs and Disabilities (SEND). Our Trust Senior Leaders oversee and support our schools to meet the needs of all learners and we share expertise across all of our settings.

All pupils are unique in terms of characteristics, interests, abilities, experience, motivation and learning needs. We value and take account of these differences, providing access to high quality and meaningful education for all. We prioritise appropriate training for all members of our school community. We are committed to ensuring needs of pupils with SEND are accurately identified and effectively met so that they are able to develop and achieve, now and in the future.

This policy applies to all Kernow Learning pupils who are identified as requiring, or are being assessed for, SEND provision, which is additional to or different from that which is ordinarily available to all pupils. This policy also applies to the parents / carers of these pupils.

Each individual school also has a member of the governing board with responsibility for SEND and publishes their own SEND Information Report annually. These can be found on school websites and contain specific details relevant to SEND provision within the school.



1.0 Legal Framework & Compliance

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

- SEND Code of Practice 0 – 25 (DfE, 2014, updated 2020)
- Children & Families Act 2014
- Health & Social Care Act 2012
- Equality Act 2010 (and DfE Advice for Schools, updated 2018)

It also takes into account related statutory and non-statutory guidance, including, but not limited to:

- Cornwall Council's SEND Local Offer
- Supporting Children with Medical Conditions (DfE 2014, updated 2017)
- Working Together to Safeguard Children (DfE 2023)
- Keeping Children Safe in Education (DfE 2015, updated May 2024)
- Teachers' Standards (DfE 2011, updated 2021)
- Working Together to Improve School Attendance (DfE, 2022 updated 2024)
- UN Convention on the Rights of the Child (UNCRC) 1990

2.0 Aims & Objectives

The overarching aim of this policy is to ensure that the needs of Kernow Learning pupils with SEND, and associated barriers to learning, are accurately identified and effectively supported within an inclusive and aspirational environment.

To this end, we aim to:

- a) Ensure that responsibility for provision for pupils with SEND is an integral part of our whole Trust provision
- b) Ensure that all pupils receive 'Quality First' multimodality teaching, adapted to meet the needs of a range of learners, providing consistent, stimulating and enjoyable learning for all
- c) Closely monitor pupils academic progress and socio-emotional development and initiate the graduated response for any pupils who are showing signs of SEND or benefitting from additional support
- d) Instil the belief that 'every Teacher is a teacher of SEND' and that every Teaching Assistant can support a pupil with SEND and support this by ensuring a high level of staff expertise through training and continuous professional development
- e) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equitable educational access and opportunity
- f) Collaborate closely with parents and carers, Cornwall Local Authority, health services and other agencies to ensure effective coordination and delivery of provision for SEND pupils
- g) To promote independence and resilience in pupils with SEND so that they are prepared for the future



3.0 Identifying SEND

Definitions

The Children and Families Act and SEND Code of Practice define special educational needs as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special education provision, for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools.

The Equality Acts defines disability as:

A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task
- 'long-term' means 12 months or more

Children and young people do not need to have a diagnosis of a medical or neurodevelopmental condition in order to be recognised as having special educational needs and requiring special educational provision. Some pupils who do have a diagnosis do not require special educational provision and their needs can be met within the universally available provision.

Areas of Need

The SEND Code of Practice identifies four broad areas of need:

- Communication & Interaction (including a range of speech, language & communication needs and autism)
- Cognition & Learning (including specific and more generalised learning difficulties)
- Social, Emotional & Mental Health (including anxiety, extreme reactions / behaviour and mental health needs)
- Sensory & Physical (including hearing and vision impairments, medical conditions and motor impairments)

Kernow Learning recognises that co-occurrence is high and many pupils with SEND present with a range of differences across two or more of these areas of need, and that these needs are interrelated and change over time.



Identifying Needs

Teacher assessment is the starting point for identifying needs and barriers to learning. Slow progress and low attainment do not automatically mean that a pupil is considered to have SEND. Adaptive teaching is used consistently to provide a range of scaffolding and supports within the universal provision.

Our schools use the *Graduated Approach* when a pupil is making less than the expected level of progress, given their age and individual circumstances, or when concerns are raised by parents and special educational needs are suspected, which require a level of provision over and above that which is universally offered to all pupils. The Graduated Approach is a four-part cycle (assess – plan – do – review) outlined in the SEND Code of Practice, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The stages of need are as follows:

- Initial concern (on alert) – close monitoring of progress and more detailed assessment to understand needs and adapt universal provision accordingly
- SEND Support – pupil has been identified as having SEND and is placed on the schools Record of Need, receives additional and different provision (usually within the classroom and sometimes as part of a specific evidenced-based individual or small group intervention)
- Education Health Care Needs Assessment / Plan – pupils with the highest level of need, who require bespoke intervention and support, may have an existing Education Health Care Plan (EHCP) or a statutory assessment of their needs may be requested through the Local Authority (Cornwall Council). Some pupils with high level needs benefit from alternative provision outside of school or a more specialist education placement. A pupil must have an EHCP to be eligible for this and require provision that it is not possible to offer within a mainstream setting, in order to make progress.
- At any stage, advice may be sought from Trust Specialists and referrals to other agencies and professionals may be appropriate, with parental consent. For some pupils completing a Neurodevelopmental Profiling Tool may be recommended. Prioritisation and decision-making around which pupils SENDCos will undertake this for is based around level of need and special education provision within the individual setting.

Kernow Learning schools consult with parents and carers at every stage.

When a pupil makes sufficient progress that their needs can be met through the universally available provision and they no longer require additional and different support, they should be removed from the Record of Need.

4.0 Supporting pupils with SEND

The Graduated Approach ensures that the needs of all pupils with SEND within Kernow Learning schools are accurately identified and that they receive the appropriate support. We refer to the



local authority and its local offer and engage with it in developing and reviewing this offer. Our academies have robust measures for recording and monitoring progress and use their best endeavours to ensure that appropriate special educational provision is made for those who need it.

SENDCos, teachers and support staff will work within the scope of their knowledge and expertise to support children with SEND. They will work closely with families and the team around the child. Where appropriate they will seek advice and guidance from colleagues, professionals and specialists. This may be from within the trust, from health and statutory education teams and wider professional networks.

Kernow Learning provides high quality continuing professional development (CPD) for staff and strives to develop expertise within the workforce. Colleagues are expected to undertake training and seek support and guidance when required in order to best meet the needs of pupils.

5.0 Roles & Responsibilities

Our Kernow Learning Trust Members have a responsibility to:

- Appoint a SEND Trustee with oversight of SEND provision across the Trust
- Ensure the relevant policies have been approved and monitor their effectiveness
- Ensure the Trust and schools meet all their statutory duties

Our Trustees are responsible for:

- Ensuring clarity of our vision, ethos and strategic direction around SEND
- Holding the headteacher to account for the educational performance of the school and its pupils, including those with SEND, and the performance management of staff
- Overseeing the financial performance of the schools and ensuring adequate resources are allocated to support pupils with SEND
- Ensuring the voices of school stakeholders are heard

The School's Local Governing Body must:

- Challenge and support the school in its delivery of SEND provision
- Ensure that all stakeholders are included in the planning and delivery of support
- Ensure adherence to statutory and due regard to non-statutory standards and guidance
- Ensure that safeguarding measures remain effective and are vigorously adhered to

Our Trust SEND Leadership Team will:

- Continuously monitor and review the systems in place for identification of and provision for SEND pupils
- Support SENDCos and school staff through coordinating high quality CPD and sharing of good practice



- Endeavour to provide SENDCos with the most up to date information around their statutory responsibilities, Trust priorities, the scientific evidence base and best practice for assessment and support of pupils with SEND
- Strive to ensure that SEND provision is equitable across the Trust and that all pupils with SEND are offered equal opportunities to succeed

The School's SENDCo must:

- Be a qualified teacher
- Hold a National SENDCo Award (NASENCO) or National Professional Qualification for SENDCos (NPQSEND), or be working towards this
- Undertake day-to-day responsibility for the operation of the SEND policy
- Annually update the school's SEND Information report and publish this on the school's website
- Collaborate with the Headteacher and Senior Leadership Team to ensure the implementation of the SEND policy and adherence to their SEND Information Report
- Be the point of contact for external agencies and professionals involved in the SEND provision in school
- Coordinate the specific provision made to support individual pupils with SEND, including those with EHCPs
- Actively engage with the Trust SENDCo network and CPD offer
- Liaise with parents and carers of pupils with SEND
- Ensure that pupils with SEND are consulted about their experiences and needs and that their voice is heard, through the most appropriate means for each child
- Liaise with early years setting and next providers of education for pupils with SEND, sharing information as appropriate, with agreed consent
- Work within the scope of their knowledge and skills, seeking support and guidance when required
- Ensure accurate and timely records are maintained for SEND pupils, adhering to the relevant Data Protection and Confidentiality policies

Class Teachers should:

- Be responsible for the teaching, learning and development of all pupils in their class, including those with additional needs, as per the Teachers' Standards
- Set high expectations which inspire, motivate and challenge all pupils
- Adapt teaching to respond to the strengths and needs of all pupils, including those with SEND
- Liaise closely with the designated SENDCo about any pupils who are on the Record of Need or those whom they or parents have initial concerns about.
- Liaise closely with parents of pupils with SEND
- Work within the scope of their knowledge and skills, seeking support and guidance when required



6.0 Monitoring and Review

This policy will be reviewed annually.

