

Special Educational Needs and Disabilities (SEND) Policy

Pencalenick Special School over 5 Sites

(Pencalenick, Brannel ARB, Bude ARB, Mount Charles ARB, Falmouth ARB)

Pencalenick School is an Academy based over 5 sites and is a member of the Special Partnership Trust (SPT). Pencalenick over 5 sites is a school and 4 ARBs that cater for children and young people aged 5 -16 years. Mount Charles ARB and Falmouth ARB cater for KS1 and KS2 pupils . Pencalenick main site, Brannel ARB and Bude ARB cater for KS3 and KS4.

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school and our ARB (Area Resource Bases) fully implement national legislation and guidance regarding our pupils who all have SEND

- Support and make provision for all our pupils
- Link collaboratively with all schools in our Partnership Trust to secure the objectives/ outcomes identified by the Trust
- Provide our pupils with access to all aspects of school life so they can engage fully in the activities of the school at Pencalenick and inclusion at the host schools for the ARB pupils.
- Help our pupils fulfil their aspirations and achieve their best
- Help pupils our pupils become confident individuals living fulfilling lives
- Help our pupils make a successful transition into their next provision for pupils at the Primary ARBs and a successful transition to adulthood from Pencalenick and the Secondary ARBs.
- Communicate with our pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupils.
- Explain the roles and responsibilities of everyone involved in providing for pupils across the Pencalenick 5 sites.
- Make sure the SEND policy is understood and implemented consistently by all staff across the 5 sites.

2. Vision and values

To prepare pupils for a full, interesting and productive life at Pencalenick 5 Sites and beyond.

At our school over 5 sites, we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and we support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This 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 SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out governors and Trustees responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs. This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our 5 sites, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that our pupils are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Pupils 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.

Our 5 sites will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils at school over the 5 sites are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. These are broadly:

Communication and Interaction

Cognition and Learning

Social, emotional and mental health difficulties

Sensory and Physical needs

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

6. Roles and responsibilities

6.1 Senior Leadership Team (SLT)

The school's provision for learners with SEN will be coordinated by the Head Teacher and the Senior Leadership team, which includes the SENDCo.

The Senior Leadership Team provides professional guidance to all colleagues and works closely with staff, parents and carers and professionals providing a support role to the family to ensure that our learners receive appropriate support and high quality teaching.



The key responsibilities of the Senior Leadership Team are:

- Inform and liaise with parents and carers about a pupil's needs and any provision made
- Work with the SEN Governor to determine the strategic development of the SEND policy and provision over the 5 sites.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils in line with their EHC Plans.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents 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 SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Make sure the school over 5 sites meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school over 5 sites keeps its records of all pupils up to date and accurate.
- Monitor to identify any staff who have specific training needs regarding any aspect of SEN, and incorporate this into the school's plan for continuous professional development
- Ensure there is a commitment to training/CPD at Pencalenick and the sharing of information and expertise across the 5 sites.
- Ensure the professional development of all staff involved in meeting the needs of our learners is ongoing and continuous. A wide range of training opportunities are provided.
- Regularly review and evaluate the breadth and impact of the SEND support the 5 sites offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- Work with the teaching staff to use data to reflect on and reinforce the quality of teaching
- Have an overview of the needs of the current cohort of pupils on the school register over 5 sites.
- Advise the LA when a pupil needs an amendment to the EHCP or when an EHC plan needs an early review



The SENCO at Pencalenick over 5 sites is Alison Russell. Contact details: arussell@pencalenick.org 01872 520385 or 07494096654

6.2 The Local Governing Body (LGB) /Board of Trustees

The Governing body / Board of trustees will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil over the 5 sites gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for our pupils across 5 sites.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils across the 5 sites
- Make sure that all pupils from year 7 until year 11 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is: Stewart Defriend, sdefriend@pencalenick.org

The SEND governor will:

- Help to raise awareness of issues at governing board meetings and Trustees meetings
- Monitor the quality and effectiveness of the provision within the school over 5 sites and update the governing board / board of Trustees on this
- Work with the Senior Leadership Team (including the SENCo) to determine the strategic development of the SEND policy and provision in the school.

- With the SLT , regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SLT and teaching staff across the 5 sites, analyses the data, and use this to reflect on and reinforce the quality of teaching.

6.4 Class teachers

Each class teacher over the 5 sites is responsible for:

- Planning and providing high-quality teaching that is differentiated 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 SLT to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - 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' concerns and agree their aspirations for the pupil

6.5 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil in the school over 5 sites 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:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- 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 over 5 sites will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are in appropriate ways
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school over 5 sites publishes a SEN information report on its website, which sets out how this policy is implemented in the 5 sites.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

When a pupil is joining any one of the 5 sites and will therefore have an EHCP, the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so that the pupil's learning journey can start immediately.

7.1 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about their provision. Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

7.2 The graduated approach to SEN support

Once the pupil is admitted to school over 5 sites, we will take action to remove any barriers to learning, and put effective provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, ARBOR and EFL (Evidence for learning) and is fully accessible to all staff. Each class across the 5 sites has a "Haynes Manual" created by the teaching staff to highlight the needs and important information of each pupil.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and SLT will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.



7.3 Levels of support

SEN provision

These pupils have needs that can be met by the school over 5 sites through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's budget. The SLT will liaise with the LA to monitor and discuss banding and funding including exceptional needs funding where necessary.

Education, Health and Care (EHC) plan

All pupils who attend Pencalenick School over 5 sites have an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's budget, and potentially from the LA (from the exceptional needs funding).

7.4 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Tracking pupils' progress, including by using provision maps, EFL and class based teacher marking. This is regularly monitored and discussed by the SLT.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the Class teacher, SLT, governors, Trustees
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The SLT will continuously monitor to identify specific training needs and will incorporate this into the school's plan for continuous professional development. The Trust now has the SITT (Specialist Intervention Therapy Team) with coordinators assigned to each site to ensure the staff have access to regular appropriate training.

9. Links with external professional agencies

The school over 5 sites recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social Services

10. Admission and accessibility arrangements

10.1 Admission arrangements

The Admissions Process for Pencalenick over 5 sites and for the Special Partnership Trust is fully managed by the Local Authority, Cornwall Council.

10.2 Accessibility arrangements

The following measures taken allow for equal access and the safety of our learners:

Adapted doorways, ramps and toilets

Outside doors and specific areas have electronically activated doors for the safety of the learners

Lift access

Specialist classrooms with specific furniture including Sensory break out areas and a teaching kitchen

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

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

- Staff awareness of pupils' needs and the best ways to teach and support them to achieve their potential
- Pupils' progress and attainment regularly and rigorously monitored by school staff, by the School Improvement Partner (SIP) and by the other schools within the Special Partnership Trust.
- Whether our pupils with feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

11.2 Monitoring the policy

This policy will be reviewed by the SENCO, Alison Russell **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the local Governing body and the Trustees

12. Links with other policies and documents


This policy links to the following SEN information report


- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives




- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy



 St Clement, Truro, Cornwall, TR1 1TE

 01872 520 385

 reception@pencalenick.org

 pencalenick.org

