



# **Special Educational Needs and Disabilities Policy 2024-2025**

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Adopted by (body): **Local Governing Body**  
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## Responsible Persons

**Headteacher**

Mrs G Harries

**SENDCO**

Miss H Coombes

**SEND Governor**

Mrs Paula Martin

‘At Newquay Tretherras our mission is to **know, value** and **understand** all of our students, ensuring that they have equal access to a flexible, creative curriculum, fostering inclusion for all. We want all our students to **achieve highly, communicate convincingly, engage fully and decide wisely.**’

## Aims:

### **At Newquay Tretherras we believe that all students have the right to:**

- An education which enables them to **achieve highly, communicate convincingly, engage fully and decide wisely**
- An education that is broad and balanced with the maximum possible access to the curriculum
- Have their contributions and achievements recognised
- Be seen as individuals with differing interests, knowledge and skills

### **We will ensure that:**

- All students will have access to an appropriately differentiated curriculum
- Additional support is well targeted, using a judicious blend of in-class support and withdrawal
- All students are fully integrated into the activities of the school so far as is reasonably practical
- Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any student
- Students are encouraged to take responsibility with us for their learning
- Students’ difficulties are identified as early as possible and reviewed in line with the plan, do, review cycle of assessment
- Parents are informed and involved as partners in their children’s learning
- Collaborative Student Passports are created and shared with the staff team
- Effective partnerships are developed with outside agencies, where this is required
- Students are prepared for transition after secondary school
- Roles and responsibilities of staff are clearly identified

## What is a Special Educational Need?

SEND Code of Practice 0-25 definition of SEN:

"A child or young person has SEN 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

"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."

"Many children and young people who have SEN may have a disability under the Equality Act 2010 that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'."

## SEND Areas of Need

Students will have needs and requirements which may fall into at least one of four areas, many students will have inter-related needs. The areas of need are:-

- **Communication and Interaction** - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- **Cognition and Learning** for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- **Social, Emotional and Mental Health** Difficulties for example - ADHD, Attachment disorder, Mental illness
- **Sensory and/or Physical needs** for example - Vision/hearing impairment, Motor skill difficulties.

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a student into a category and serves solely to identify the needs of each individual student by considering the whole student, not just his/her special educational needs. The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Pupil Premium (PP)
- Being a Looked After Student/Child in Care (LAC/CIC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a student's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

### **Record of Need:**

#### **A graduated approach to support of SEND at Newquay Tretherras**

At Newquay Tretherras there is a focus on continual improvement of the teaching of all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCO to ensure that students are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Newquay Tretherras' Graduated Response:

### **SEN Support**

Students are placed on the RON at this level after assessment and consultation between the SENDCO and teaching staff when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening their views and those of the student, and involving them proactively in planning and decision making.

This will take the form of a Termly 'Assess-Plan-Do-Review Cycle'.

### **Assess**

- The students' own views
- Teacher's high quality, accurate formative assessment and experience of student
- Student progress, attainment and behaviour through progress/attainment data at calendared data drops
- Development and attainment in comparison to peers
- Views and experiences of parents
- If relevant, assessments, views of and advice from external services

### **Plan**

A plan will be drawn up by SENDCO, keyworkers and class teachers in consultation with parents and student. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behavior
- A clear date for review
- A Student Support Plan to be created and shared so teachers can support the student using the strategies outlined.
- A named Key Worker, to monitor the student in lessons and communicate with the family regarding additional support and impact

## **Do**

The class teacher remains responsible for working with the student on a daily basis.

The SENDCO supports the teacher in the further assessment of the student's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

## **Review**

Parents will be invited to attend review meetings at least termly in order to monitor/ review the effectiveness of the support and the impact on their child's progress.

A new plan will then be drawn up.

If a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers, and the student, are considered at all levels of intervention.

## **CELT Student Panel**

Where a student has been through a cycle of Assess, Plan, Do and Review using the CELT SEND Support Plan but the student is still experiencing barriers to learning the SENDCO, with consent from parents, can make a referral to a monthly CELT Student Panel.

The panel is made up of SENDCOs from within CELT as well as external professionals from the Educational Psychology Service, Autism Team, Cognition and Learning, Speech and Language and Occupational Therapy professionals.

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

CELT Student Panel meetings will be held on a monthly basis and referrals going through to the panel meeting will be prioritised in order of need. There is limited capacity on how many students can be raised at each panel meeting.

SENDCOs may also use external agencies such as the ASD team or an Educational Psychologist through their school's allowance or service level agreement.

*"Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student'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

## **Applying for an Education Health and Care Plan Needs Assessment**

For some students the SENDCO and parents may decide it is necessary to apply for an Education, Health and Care Plan Needs Assessment as the student's need cannot be met at SEN Support level.

Having followed a Graduated Approach with increasing levels of support the SENDCO, in collaboration with parents and the student, an EHCP Needs Assessment request will be submitted.

The SENDCO will use a range of evidence gathered over a period of time demonstrate that a student is in 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.

*"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.**

## **Exiting and auditing the SEND Record of Need**

SENDCO has responsibility for the removal of a student from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents

## **Roles and Responsibilities**

### **The role of the SENDCO Team**

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising/team teaching with teachers
- Managing learning support staff
- Overseeing the records of all children with special educational needs and disabilities
- Liaising with parents/carers
- Contributing to the in-service training of staff
- Liaising with external agencies
- Attend appropriate training to support the role
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

### **The role of the Teacher**

- Planning for students' full participation in learning and in physical and practical activities
- Planning to develop students' understanding through the use of all available senses and experiences
- Helping students to manage their own behaviour and to take part in learning effectively and safely

- Helping students to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for students needing support in communication, language and literacy
- Maintaining appropriately detailed records
- Assessing and monitoring, with the SENDCo, the students' progress in line with existing school practices, detailed in The Teachers Inclusion Handbook
- Tracking individual students progress regularly
- Liaising with parents/carers regularly about students with special educational needs.

### **The role of the Learning Support Practitioners**

- Understand and advocate for the needs of individual learners
- Helping students to manage their own behaviour and to take part in learning effectively and safely
- Helping students to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for students needing support in communication, language and literacy

Learning Support staff are deployed within the classroom setting supporting teachers as well as planning and leading small group interventions. Learning support staff receive appropriate training to support the diverse needs of all our students.

### **Partnership with Professionals**

We will seek work collaboratively with professionals who can provide additional support for Newquay Tretherras

### **Partnership with Parents (all those with parental responsibility)**

Newquay Tretherras will work to ensure:

- Parental knowledge and expertise in relation to their child is acknowledge
- Parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Differing perspectives are respected and seek constructive ways of reconciling different viewpoints

**Parents also have a responsibility** to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision

### **Partnership with Students**

Newquay Tretherras will work to ensure that students are fully aware of their individual needs and the targets in their Student Passports. Steps will be taken to involve students in decisions which are taken regarding their education.

## Partnership with our community- Transitions

We will seek to know your child as early as possible. We have strong links with our feeder schools within our local community and have extended transition programmes for students with SEND. We welcome additional parent meetings and visits and aim to make transition personalised.

## Evaluating Success

The Newquay Tretherras SEND policy will be kept under review.

Evidence will be gathered regarding:

- Staff awareness of individual student needs
- Success of the identification process at an early stage
- Academic progress of students with special educational needs and disabilities
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Student attendance
- Number of exclusions
- Consultation with parents/carers
- Students' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.

## Disability and Accessibility

Newquay Tretherras adopts a '**whole school approach**' to special educational needs and disabilities which involves all the staff taking responsibility for the needs of the students in their class.

We have adapted facilities to support students within the four identified areas of need. Our building has access, to most areas, for wheelchair users.

For further information, please refer to the School Accessibility Plan.

## Dealing with complaints

The school's standard complaints system applies.

## Safeguarding

Miss C Barber – Assistant Headteacher  
Miss L Thomas  
Mrs A Raymer

**Designated Safeguarding Lead**  
**Operational Safeguarding Lead**  
**Designated Teacher for Children in Care**

**SENDCO – Miss H Coombes**

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