



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Last review date	October 2025
Date approved by the Trust Board	October 2025
Date for next review	October 2026

## Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
0.1	All	Initial issue
1.0	All	Approved by the Trust Board June 2020
1.1	All	Annual review; Trust values updated from 6Es to 3
1.2	Local Offer	Sections on school SEND provision and local offer amended to clarify terminology.
2.0	All	Approved by Trust Board October 2023.
2.1	All	Annual review on policy. Section on graduated response updated to provide greater detail and clarity (highlighted in yellow).
3.0	All	Approved by Trust Board October 2024.
4.0	All	Approved by Trust Board October 2025

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## Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of academy leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded academies that offer a values-based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our three 'Es' as follows:

- **Excellence** – 'Outstanding quality'
- **Evolution** – 'Continuous change'
- **Equity** – 'Fairness and social justice'

This policy is based on the value of **'Equity'**

## Related policies

This Special Educational Needs Policy is consistent with all Trust policies, including:

- Equality and Diversity Policy
- Complaints Policy
- Admissions Policy
- Curriculum Policy
- Accessibility Policy
- Examination Policy
- Data Protection Policy
- Supporting pupils with medical conditions

## Policy Statement

This policy is compliant and written using the following recommended government policies and acts:

- Section 69 of the Children and Families Act 2014
- Paragraph 3 of schedule 10 to the Equality Act 2010
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, where appropriate
- Section 6 of the Special educational needs and disabilities code of practice: 0 to 25 years.
- Teachers' Standards 2012

This policy has been written to ensure good practice within the Trust and to ensure there is an understanding of the duty of the academies and all staff in their responsibilities to deliver a high-quality provision to the meet the needs of children and young people with SEND. The Trust believes every child should have the opportunity and support to reach their full potential. Our Trust academies are fully inclusive and will do their best to ensure that necessary provision is made for any child or young person with special educational needs in the best interests of the child within reasonable financial constraints.

## Aims

- Ensure every child has a transition that ensures the best possible start in our academies.
- Ensure children with additional needs receive a quality education and can join in the activities of the academy together with students without special educational needs, so far as reasonably practical and compatible with the students who do not have special educational needs.
- Ensure parent/carer and child voice is heard where concerns are raised.
- Ensure a robust identification and support mechanism within each academy.

## Responsible Persons

The Trustee for SEND is: Gary Anderson email: [ganderson@leadingedgeacademies.org](mailto:ganderson@leadingedgeacademies.org)

### The Trust SENDCos are:

Vikki Rolls, Trust Executive SENDCo (Secondary) email: [vrolls@fracademy.org](mailto:vrolls@fracademy.org)

Michelle Brant, Trust Executive SENDCo (Primary)  
email: [michellebrant@st-hilary.cornwall.sch.uk](mailto:michellebrant@st-hilary.cornwall.sch.uk)

### The academy SENDCos are:

Fowey River Academy – Vikki Rolls, [vrolls@fracademy.org](mailto:vrolls@fracademy.org)

Five Islands Academy – Charlotte Jewell, [charlottejewell@fiveislands.org](mailto:charlottejewell@fiveislands.org)

Mounts Bay Academy – Vikki Rolls, [vrolls@mountsbayacademy.org](mailto:vrolls@mountsbayacademy.org)

Ludgvan School – Michelle Brant, [michellebrant@st-hilary.cornwall.sch.uk](mailto:michellebrant@st-hilary.cornwall.sch.uk)

St Buryan Academy – Helen Ayotte, [hayotte@stburyanacademy.org](mailto:hayotte@stburyanacademy.org)

St Hilary – Michelle Brant, [michellebrant@st-hilary.cornwall.sch.uk](mailto:michellebrant@st-hilary.cornwall.sch.uk)

Responsibility for the day-to-day running, administration and co-ordination of SEND lies with the academy based SENDCo.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the academy's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated response to providing SEND support
- advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other academies, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and academy governors to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the academy keeps records of all pupils with SEND up to date

## Policy Procedures

The voice of the parent/carer and child is a vital part for any process when supporting Special Educational Needs and is embedded in every part of this policy.

### Admission and Inclusion

Under section 5 of the Teachers' Standards 2012, all teachers have a responsibility to adapt teaching to respond to the strengths and needs of all pupils and as such, all academies within the Trust adopt a whole academy approach to special educational needs which involves all staff adhering to a model of good practice.

The academies operate an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes children with Education, Health and Care Plans, those identified as being on the Record of Educational Need and others with less significant need.

Admissions arrangements for most children will be through the usual admissions procedure as set out in our Admissions Policy and by the relevant Local Authority. Where a child has an EHCP, the Local Authority manage this process in close consultation with the family and academy.

### Transition

Transition from/to a new setting can be an unsettling time for any child. Where a child has identified special educational needs, the Code of Practice clearly sets out the need to support this process. Our academies have close links with colleagues to ensure this process is carefully managed to ensure as smooth a transition as possible. Where appropriate, SENDCos and other staff will liaise with appropriate professionals. Parents/Carers and the child are encouraged to participate and support throughout this process.

### Identification

Identification of a special educational need can be made at any point through the educational career of a child. It is the responsibility of all staff to raise concerns around a possible special educational need to the designated academy SENDCo. The SENDCo will always liaise closely with the parent/carer and child. The broad, main four areas of identification are:

1. **Communication and Interaction** (SLCN – Speech, language and communication) – this includes children with speech and language delay, impairments or disorders, difficulties with language, communication and imagination and those who demonstrate features within the autism spectrum.
2. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
3. **Social, Emotional and Mental Health** (SEMH) - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack of concentration.
4. **Sensory and/or Physical Needs** – this includes children with sensory (visual (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical difficulties (PD).

### SEND Support

Where a child is identified as having SEND and requiring additional provision above that of universal classroom provision, they will be placed on 'SEND Support' and added to the academy 'Record of Need'. Children at this level should be regularly reviewed through the Graduated Response.

## **Graduated Response**

SEN support should arise from a four-part cycle, known as the 'graduated response', through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated response starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this spiral of support, the graduated response draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

### **Assess**

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher/s, SENDCO and parents to agree the adjustments, interventions and support required; the impact on progress, development and or behaviour that is expected and a clear date for review. These discussions will take place once per term and would usually be led by the teacher with support from the SENDCO, if required. Strategies and targets will be recorded within the plan.

All those working with the child, including support staff, will have access to the relevant paperwork in order to support the child.

### **Do**

The class teacher/s remain(s) responsible for working with the child on a day-to-day basis. The class/subject teacher should still retain responsibility for the child, even where the intervention involves group or one-to-one teaching away from the main class. They will work closely with teaching assistants to plan and assess the impact of support and interventions. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parents. The class teacher/tutor, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the child.

## **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health and Specialist Educational professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. This paperwork is collated by the academy and referred to the Local Authority SEND Panel. A decision will be made by the panel, which includes people from education, health and social care, about whether or not the child is eligible for an EHCP. This panel will decide whether or not to proceed with a Stage 2 Assessment, which results in a draft plan. This draft plan then goes before the panel to decide whether an EHCP is issued. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHC Plans can found on the [Cornwall Council website](#) and [Isles of Scilly website](#) or by speaking to the Cornwall and Isles of Scilly Family Information Service on: 01872 323 535.

## **Education, Health and Care Plans (EHCPs)**

- a) Following Statutory Assessment, an EHCP will be provided by the Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the academy named in the Plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Provision for pupils with SEND**

Each academy will publish a 'Special Educational Needs and Disabilities Information Report' in accordance with the SEND Code of Practice, outlining the implementation of this policy and the provision made for pupils with SEND. This will be published on the academy's website.

Every academy has a duty to make arrangements to support pupils with a range of additional needs to prevent them being treated less favourably than other pupils. Inclusion is a key ethos of the Trust and each academy. This is regularly reviewed to ensure all academies promote the inclusion of all students. This includes learning outside the classroom.



Each academy makes these arrangements individually with the support of the MAT Executive SENDCo where appropriate. These provisions will be detailed in the individual academy information report. Each academy, with the support of the Trust, will work closely with the relevant professionals to ensure a pupil's needs can be met during the transition period. Where appropriate, academies will seek advice from external support services as required.

All pupils with medical conditions will be supported with healthcare plans by the individual academy.

## **Local Offer**

The Trust and its academies fully cooperate with the relevant Local Authority in relation to the Local Offer.

For Cornwall schools, details of the Local Offer are published by Cornwall Council at <https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

For Five Islands Academy, details of the Local Offer are published by the Isles of Scilly Council at <https://www.localofferscilly.org.uk/>

## **Complaints Procedure**

Where parents believe their child's needs are not being met within the academy, parents should refer to the SENDCo in the first instance. IF they feel they have continued concerns, the parent should ask for a meeting with the Headteacher. Should parents feel they continue to have concern, parents should refer to the individual academy's Complaints Procedure or Trust Complaints Policy.

## **Monitoring and review**

Implementation of this policy in individual schools is the responsibility of the Headteacher/Principal.

The Trust will monitor implementation of this policy in all Trust schools, and implementation of the policy at school level will also be monitored by the Local Academy Committee.

This policy will be reviewed and approved annually by the Trust Board. It is a Category A policy and applies to all schools in the Trust.