



Boscastle Community Primary School

Special Educational Needs & Disabilities Policy

Approved by: The Governing Body

Last reviewed on: 06.05.26

Next review due by: May 2027

1. Purpose

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Boscastle Primary School is committed to equality and inclusion for all. We strive to support all children to enable them to achieve at school. Quality teaching is vital; however for some children there are occasions when further additional support may be needed. Support is tailored to individual need following assessment by internal and external agencies where required and is designed to promote independence and resilience.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (last updated September 2024). It also has regard to the following legislation and statutory guidance:

- Children and Families Act 2014 (Part 3)
- The Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability (Amendment) Regulations 2024 (including the mandatory National Professional Qualification for SENDCOs)
- Equality Act 2010 and associated statutory and technical guidance for schools
- Keeping Children Safe in Education 2025
- Working Together to Improve School Attendance (2024)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities generally provided.

Special educational provision is educational provision that is additional to, or different from, that made generally for others of the same age by mainstream schools.

4. Roles and Responsibilities

The SENDCO is **Sara Haden**. Assisted by **Karen Hughes**

They will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach of Assess, Plan, Do, Review to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor is **Andrew Newland**.

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher is **Sara Haden**

They will:

- Work with SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

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 how they can be linked to classroom teaching

Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision Ensuring they follow this SEND policy

5. SEND Information Report

The school provides additional and/or different provision for pupils with

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) continuing social and academic progress of children with SEND.
- c) personal and academic targets are set and met effectively.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: Everyone develops a good understanding of the pupil's areas of strength and difficulty We take into account the parents' concerns 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 We will notify parents when it is decided that a pupil will receive SEND support In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Support Service (SENDIASS) where specific advice, guidance and support can be accessed.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, an EHC Plan will be provided by Cornwall Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan 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.

Supporting pupils moving between phases and preparing for adulthood

We share information with the school or other setting the pupil is moving to. Ahead of transition to secondary school all pupils have an induction session with their new school as well as visits during the Summer Term. Pupils with SEND often benefit from a transition plan being put in place with the secondary school or other setting, to provide additional arrangements to support a successful transition. A transition plan may include: additional

visits in which the pupil can be supported by their parents and/or SENDCO meetings between the pupil, parent, SENDCO and SEND staff from the secondary school or other setting meetings for SEND staff and parents to discuss and agree provision as to how the pupil's needs will be supported

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

Current interventions include:

- Read Write Inc intervention
- Spelling support & strategies for pupils with dyslexic difficulties
- White Rose Maths intervention
- Trauma Informed Schools support
- Nurture groups
- Fun Fit

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils, this includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services. All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs. All pupils are encouraged to go on our annual residential trip. SEND provision is planned with parents and additional adult support is facilitated to enable all children to participate. All pupils are encouraged to take part in sports day and school plays, and with support the majority of children are able to do so. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- External validation of our provision from outside agencies such as the Educational Psychologist and ASD Team.

Complaints about SEND Provision

If a parent or carer has any concerns or complaints regarding the special educational needs and/or disability provision for their child, they are encouraged to raise these promptly.

Stage 1 – Informal resolution:

Concerns should normally be discussed with the class teacher and/or the SENDCO.

Stage 2 – Formal complaint:

If the concern is not resolved informally, parents may make a formal complaint in accordance with the school's Complaints Policy. Where the SENDCO is also the Headteacher, complaints relating to SEND should be directed to the Chair of Governors to avoid any conflict of interest.

External routes:

Parents of pupils with disabilities have the right to make a disability discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability) under the Equality Act 2010. Independent advice and support is available from SENDDIASS.

6. Monitoring Arrangements

This policy is reviewed annually by the SENDCO and approved by the governing body.

7. Links with Other Policies

This policy links to:

Accessibility Plan

Equality Policy

Supporting Pupils with Medical Conditions

Safeguarding & Child Protection Policy