CROFTY EDUCATION TRUST



Crofty SEND Policy and Information Report

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Audience:	School and academy staff, particularly Headteachers, SENDCos, DSLs, DDSLs, Inclusion and Attendance Leads
Reviewed: **Effective From:**	September 2026
Other related policies / procedures:	The local offer Accessibility plan Behaviour policy Equality information and objectives Supporting children with medical conditions policy Attendance policy Safeguarding / child protection policy Complaints policy
Owner:	Trust Inclusion Lead
Policy / procedure model:	Trust policy: all Crofty schools use and adapt this policy
Next Review:	September 2027

Contents

Key Staff and Governors: 3
1. Vision and Values 2
2. Policy Aims 3
3. Guiding Principles 3
4. Legislation and Guidance 4
5. Definitions 4
6. Roles and Responsibilities 6
7. Identifying Children with SEND and Assessing their Needs 10
8. Nature of Support 12
9. Assessing and Reviewing Progress 12
10. Educational Health Care Plans (EHCP) 13
11. Outside Agencies 13
12. Adaptations to the Curriculum and Learning Environment 13
13. Expertise and Staff Training 13
14. Evaluating the Effectiveness of SEND Provision 13
15. Inclusion and Support for Social, Emotional and Mental Health Development 14
16. Supporting children with medical conditions 14
17. Supporting Children Moving Between Phases and Preparing for Adulthood 14
18. Admission arrangements 14
19. Accessibility Arrangements 15
20. The Local Offer 15
21. Data Protection 16
22. Complaints and Concerns about SEND provision 16
23. SEND Information Report 2025/2026 16
24. Links with other policies and documents 16

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1. Crofty Vision and Values

1.1 Godolphin Primary School is part of Crofty Education Trust, a family of eighteen primary schools working together as one to serve the communities of West Cornwall.

1.2 We are guided by our core values of learning, integrity, and community, and driven by a moral commitment to equity and excellence for all.

1.3 Through a culture of shared responsibility, we work collectively across our Trust to provide the highest quality learning experiences for every child. We use our combined expertise and resources to meet need early, remove barriers, and ensure that no child is left behind.

1.4 We believe that all children should feel **connected**, be treated with **care**, and be supported to **grow**, both as learners and as individuals. Our commitment to inclusive practice ensures that every child, including those with SEND, is seen, heard, and supported to thrive.

2. Policy Aims

2.1 This policy sets out SEND practice in our school, in line with Crofty Education Trust's shared approach to SEND. It ensures that we meet our statutory duties under the Children and Families Act (2014), the SEND Code of Practice (2015), and the Equality Act (2010), while upholding our moral duty to ensure every child is supported to succeed.

2.2 The policy provides a framework for delivering high-quality, child-centred provision that involves children, families, schools, and external professionals in a process of co-production. It supports a structured approach to early identification, purposeful planning, effective teaching, and robust reviews.

2.3 Our aim is to achieve equity through consistency across the Trust, while allowing flexibility to meet the unique needs of each child and school context, ensuring that all children with SEND are known, valued, and enabled to thrive.

3. Guiding Principles

3.1 At Godolphin Primary School and in Crofty Education Trust, we are committed to achieving the best outcomes for all children through an ambitious, inclusive curriculum and culture. Our work is rooted in the following principles:

3.2 SEND is everyone's responsibility: All staff are expected to be teachers of children with SEND. We uphold high expectations for all, ensuring that difference is met with dignity, not deficit.

3.3 Teaching is adaptive: All children receive high-quality adaptive teaching. Where required, this is supplemented by evidence-informed targeted interventions and specialist support.

3.4 Children are valued, not labelled: Provision is personalised and grounded in each child's strengths, interests, and needs, not based purely on category or diagnosis.

3.5 We are stronger together: We are proud of the strong, trusting relationships we build with parents. Collaboration is at the heart of our approach, and parents and teachers work together at every stage of early identification and throughout each Star Plan cycle. We recognise that parents' knowledge, insight, and voice are essential to understanding each child's needs and securing the best possible outcomes.

3.6 Progress is more than data: We monitor a wide range of outcomes, including academic progress, engagement, independence, and well-being, ensuring all children are seen, known, and supported.

3.7 Understanding intersectionality: Many children with SEND also face other barriers, including, but not limited to, socioeconomic disadvantage, care status, or being multilingual learners. We are committed to recognising and addressing the intersectionality of need, ensuring that our provision is responsive, equitable, and never driven by assumptions.

4. Legislation and Guidance

4.1 This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

4.1.1 Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
4.1.2 The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the special educational needs (SEND) information report
4.1.3 The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
4.1.4 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
4.1.5 The Academy trusts: governance guide sets out governors'/trustees' responsibilities for pupils with SEND
4.1.6 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

5. Definitions

5.1 SEND:
The SEND Code of Practice (2015) defines Special Education Needs as:
xiii. A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for him or her.

5.2 Special educational provision is educational or training provision that is additional to, or different from, that generally made for other children or young people of the same age by mainstream schools. Children have a learning difficulty or disability if they have:
5.2.1 A significantly greater difficulty in learning than most children of the same age, or
5.2.2 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

5.3 A child of compulsory school age has a special educational need if they fall within the definition of 5.2.1 or 5.2.2 above or would do so if special educational provision was not made for them.

5.4 The school will make reasonable adjustments for children with disabilities so that they are not at a substantial disadvantage compared with their peers.

5.5 Areas of Need

The needs of children with SEND come under four broad categories of SEND. As stated in the SEND Code of Practice (2015), these are:

5.5.1 Communication and Interaction
5.5.2 Cognition and Learning
5.5.3 Social, Emotional and Mental Health Difficulties
5.5.4 Sensory and/or physical

5.6 We know that children can have needs that cross more than one area, and their needs may change over time.

The following terms are used throughout this policy:

5.7 Headteacher

Refers to the Headteacher, Executive Headteacher, and/or Head of School, as applicable within the leadership structure of the school.

5.8 Trust Board / Governors

Refers to the Crofty Education Trust Board of Trustees and the Local Governance Committees (LGCs) operating across Trust schools.

5.9 Parent/s

The definition of a 'parent' is as set out in the Education Act 1996 and applies to all relevant legislation. It includes not only a child's birth parents, but also any individual who has parental responsibility (including a local authority with a care order) and any person caring for the child, such as foster carers. Throughout this policy, the term 'parent' is used to refer inclusively to both parents and carers.

6. Roles and Responsibilities

6.1 Trust Board:

The Trust Board will:

6.1.1 Have regard for the requirements of the SEND Code of Practice 2015 and key statutory documents outlined above
6.1.2 Delegate role of SEND Trustee to the School Improvement and Governance Committee (SIG) who will receive regular updates regarding staffing, funding, compliance and progress against action plans

6.2 The Local Governing Committee

The Local Governing Committee (LGC) will:

6.2.1 Identify a named SEND governor to help to raise awareness of SEND at LGC meetings and meet with the SENDCo
6.2.2 Monitor that there is a qualified teacher designated as SENDCo who has, or is working towards, a statutory qualification (NASENDCo or NPQSENDCo).
6.2.3 Regularly review the School Development Plan to monitor progress towards the school's priorities and their impact on SEND pupils
6.2.4 Complete the annual monitoring cycle for SEND including:

- Meet with SENDCo to discuss the school's SEND context, policy and information report, and plan for the year

- Obtain stakeholder feedback from parents and children
- Meet with SENDCo and Headteacher to review the year and plan for the next academic year.

6.2.5 In line with the scheme of delegation, the LGC will report anything of note to the Board of Trustees.

6.3 Headteacher

The Headteacher will:

6.3.1 Foster a whole-school approach to SEND where '*all leaders are leaders of SEND'* and 'all *teachers are teachers of SEND'* and all staff are responsible for the progress of children with SEND, not just the SENDCo and specialists

6.3.2 Promote an inclusive culture within the school that values diversity and ensures that all children, including those with SEND, can participate fully in the school community

6.3.3 Appoint a SENDCo in the school who is responsible for the leadership of SEND and who has, or is working towards, a recognised qualification (NASENDCo or NPQSENDCo).

6.3.4 Work with the SENDCo, Trust Leaders and the LGC to determine the strategic development of SEND and provision within the school

6.3.5 Work with the SENDCo, Trust Leaders and the LGC to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

6.3.6 Work collaboratively with the local authority to ensure that the school contributes to and supports the local offer, and that the school's SEND provision is aligned with local and national policies

6.3.7 Have overall responsibility for, and awareness of, the provision for children with SEND, and their progress

6.3.8 Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the Trust, DfE or LA to support individual children

6.3.9 Ensure that the SENDCo has the resources available to carry out their duties

6.3.10 Ensure that parents and children are actively involved in the decision-making processes regarding their support and provision

6.3.11 Have an overview of the needs of the current cohort of children on the SEND register

6.3.12 Oversee regular reviews of the SEND provision to ensure it remains effective and meets the evolving needs of children

6.3.13 Use data and evidence systematically to monitor the progress of children with SEND and the effectiveness of interventions

6.3.14 Ensure that all staff receive appropriate and ongoing professional development to effectively support children with SEND

6.3.15 Ensure that parents are informed of any restrictive intervention involving their child (including the use of reasonable force, seclusion, or non-physical restraint) at the earliest possible point.

6.3.16 With the SENDCo, 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

6.3.17 With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.3.18 Promote every teacher as a teacher of SEND

6.3.19 Promote every leader as a leader of SEND

6.4 Special Educational Needs & Disabilities Coordinator (SENDCo)

Each school has a SENDCo, who is responsible for:

6.4.1 Working under the delegated authority of the Headteacher to determine the strategic development of SEND provision within that school

6.4.2 Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual children with SEND, including those who have Education Health Care Plans (EHCP)
6.4.3 Foster a whole-school approach to SEND where '*all leaders are leaders of SEND'* and all staff are responsible for the progress of children with SEND, not just the SENDCo and specialists
6.4.4 Provide guidance to colleagues and support to staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
6.4.5 Advise on the graduated approach to providing SEND support
6.4.6 Monitoring the effectiveness of SEND provision using data and evidence from various sources, including academic progress, behaviour, and attendance records
6.4.7 Quality assuring Star plans written by teachers, ensuring they meet the Crofty principles
6.4.8 Co-creating the Star Plans (EHCP) for children with an EHCP with the class teacher
6.4.9 Using their knowledge and expertise to write carefully curated, precise, small-step targets so that all outcomes from the EHCP are included, and provision is carefully matched.
6.4.10 Ensure that the views, wishes, and feelings of children and young people with SEND are taken into account
6.4.11 Actively engage parents in the planning and reviewing process, ensuring they are partners in their child's education and meet to review and cocreate Star plans at least three times a year.
6.4.12 Ensure interventions are delivered with fidelity to their intended design.
6.4.13 Monitor and report on the impact of interventions
6.4.14 Work with the Headteacher to effectively deploy the school's SEND resources to support children effectively
6.4.15 Coordinate and deliver training for staff to ensure they have the necessary skills to support children with SEND effectively
6.4.16 Act as the point of contact for external agencies
6.4.17 Work closely with local authorities to ensure coordinated support for children with SEND, particularly in the preparation and review of EHCPs
6.4.18 Oversee transition plans for children moving between key stages or settings, ensuring continuity of support
6.4.19 Support children, parents and teachers to help the child 'prepare for adulthood' including independence, communication, self-advocacy and participation in community life.
6.4.20 Work with the Headteacher, LGC and teaching teams to ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
6.4.21 Ensure the school keeps up-to-date records for all children with SEND.
6.4.22 With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
6.4.23 With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the Trust in reviewing the provision that is available locally and in developing the local offer
6.4.24 Prepare and review information for inclusion in the school's SEND information report
6.4.25 With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Designated Safeguarding Lead (DSL)
The DSL will be responsible for:
6.5.1 Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding children with SEND.
6.5.2 Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding children with SEND.

6.5.3 Liaising with the SENDCo where appropriate regarding safeguarding concerns for a child with SEND.
6.5.4 Ensuring they engage in on-going training to understand and support the specific safeguarding needs of children with SEND, including the additional vulnerabilities these children may face
6.5.5 Actively engage with local authority safeguarding partners and other external agencies to ensure a coordinated approach to safeguarding children with SEND
6.5.6 Implement early identification and intervention strategies to address safeguarding concerns before they escalate, particularly for children with SEND who may be more vulnerable
6.5.7 Promoting supportive engagement with parents in safeguarding and promote the welfare of children with SEND, including where families may be facing challenging circumstances.
6.5.8 Work with the Headteacher, SENDCo, and relevant strategic leads to promote educational outcomes by sharing welfare, safeguarding and child protection issues that children with SEND are experiencing or have experienced, and identifying the barriers these might have on children's attendance, access to learning, and progress.
6.5.9 Recognising the additional risks that children with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support children with SEND to stay safe online.

6.6 Teachers
Teachers are responsible for:
6.6.1 Fostering a whole-school approach to SEND where '*all teachers are teachers of SEND'* and all staff are responsible for the progress of children with SEND, not just the SENDCo and specialists
6.6.2 Fostering an inclusive classroom environment that promotes the participation and engagement of all children, including those with SEND
6.6.3 Ensuring that children receive high-quality adaptive teaching.
6.6.4 Use data and evidence to inform teaching practices and interventions for children with SEND
6.6.5 Planning and providing high-quality adaptive teaching which meets the needs of all children and enables them to access the learning
6.6.6 Planning personalised and adapted teaching and learning activities for children with identified higher levels of need (as outlined in the provision of a child's EHCP)
6.6.7 Regularly reviewing and where necessary adjusting their teaching to ensure they are effective in meeting the needs of children with SEND
6.6.8 Writing Star Plans for children in their class who receive SEND support (K) and peer reviewing these with colleagues to ensure they meet the five principles of Crofty Star Plans.
6.6.9 Working with the SENDCo to co-create Star plans for children with EHCPs.
6.6.10 The progress and development of all children they teach, including children with SEND.
6.6.11 Involving children in decisions about their own support and learning, ensuring their views are considered
6.6.12 Working in unison with teaching assistants and/or specialist staff to ensure that progress towards outcomes is being made through the deployment of high-quality provision and interventions as set out in Star plans
6.6.13 On-going communication with TAs so that learning from interventions are being applied in the classroom
6.6.14 Plan and assess the impact of support and interventions and how they can be linked to classroom teaching
6.6.15 Working with the SENDCo to review each student's progress and development and decide on any changes to provision
6.6.16 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 child and the school

- Listen to the parents' concerns and their aspirations for their children
- Meet with parents to review outcomes

6.6.17 Ensuring they adhere to SEND policy and procedures
6.6.18 Keeping school leaders up-to-date with any changes in behaviour, academic developments and causes of concern.

6.7 Designated Teacher for Looked After and Previously Looked After Children
The Designated Teacher will:
6.7.1 Work closely with the SENDCo to ensure that the specific needs of children who are both Looked After (LAC) and have SEND are met effectively.
6.7.2 Ensure that the child's Personal Education Plan (PEP) is fully aligned with their Star Plan or EHCP, ensuring that targets and provision are integrated and consistent.

6.8 Parents
Parents and school need to work in partnership to ensure the best outcomes for children with SEND. To achieve this the school will:
6.8.1 Maintain regular, open communication with parents throughout the school year
6.8.2 Provide information in accessible formats to ensure all parents, including those with disabilities or those who are multilingual, can fully participate
6.8.3 Actively involve parents in the assessment process, ensuring their insights and observations are integrated into the identification and evaluation of their child's needs
6.8.4 Schools may offer parent sessions, workshops or signposting to external support. (This may be provided by the Trust)
6.8.5 Engage parents in the co-production of support plans and interventions, ensuring they are partners in designing the support their child receives
6.8.6 Provide additional support and guidance to parents during key transition periods, such as moving between key stages or schools, to ensure a smooth transition for their child

Parents will:

6.8.7 Ensure ongoing, regular communication with the school, not just during termly meetings, to provide continuous input on their child's needs and progress
6.8.8 Share relevant information about their child's health, development, and any external support they are receiving, which could impact their learning and progress
6.8.9 Actively participate in the creation and review of their child's support plans, ensuring that their insights and observations are integral to the process
6.8.10 Collaborate with the school to support their child's learning at home, reinforcing strategies and interventions used at school
6.8.11 Work with the school to support their child during key transition periods, providing input and assistance to ensure smooth transitions.

6.9 The Child
Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. Based on age and need, where appropriate, the child will be invited to participate in discussions and decisions about their support. This **might** involve the child:
6.9.1 Explaining what their strengths and difficulties are
6.9.2 Contributing to setting targets or outcomes
6.9.3 Attending review meetings
6.9.4 Giving feedback on the effectiveness of interventions

6.10 The school will provide different ways for children to express their views, such as through drawings, written comments, or digital tools, especially for those who may have communication difficulties. Pupil's views will be taken into account in making decisions that affect them, whenever possible. The school will regularly review how effectively children are being engaged in the process and seek to improve these methods continuously

7 Identifying Children with SEND and Assessing their Needs

7.1 Identification process

In accordance with the Children and Families Act 2014, we aim to identify special needs at the earliest possible point, and implement effective provision that improves the long-term outcome(s) for the child.

7.2 We will assess each child's skills and levels of attainment on entry and will be alert to the identification of Special Needs. Common signs of a need include:

7.2.1 Pupil progress that is significantly slower than that of their peers starting from the same baseline
7.2.2 Failure to match previous rate of progress
7.2.3 Failure to close the attainment gap between the child and their peers
7.2.4 Widening gap in attainment when compared to their peers
7.2.5 Poor social skills or other behaviours relative to their age

7.3 Consulting and Involving Children and Parents/Carers

We will effectively liaise with parents when considering special needs or disability requirements. These discussions ensure:

7.3.1 Everyone develops a good understanding of the child's areas of strength and difficulty
7.3.2 The school appreciates the concerns and priorities of parents
7.3.3 Everyone understands the agreed outcomes sought for the child
7.3.4 Everyone understands the agreed strategy and provision



7.4 Adding children to the Record of Need (RoN)

In consultation with parents, a child will be added to the RoN if they meet the definition set out in part 5 of this policy. As set out in the flow chart above, parents should be involved in the process from the earliest identification and prior to them being added to the school's RoN. At this point, the class teacher and/or the SENDCo will meet with parents to discuss that their child is being added to the RoN. The school will write to parents informing them that their child is being added to the RoN and SEND support is being put in place (CoP 6.48). A Star plan, as defined in part 9 of this policy, will be created at the time the child is added to the RoN.

7.5 Taking children off the Record of Need

In consultation with parents, a child will be taken off the school's RoN:

7.5.1 when they have made sustained, good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between themselves and their peers of the same age; or

7.5.2 where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;

7.5.3 If SEND support is no longer required to ensure this progress is sustained.

7.6 At this point, the class teacher and/or the SENDCo will meet with parents to discuss that their child is coming off the RoN and write to them to inform them of this.

7.7 It is possible that some children will move on and off the RoN as their needs change throughout their education.

8. Nature of Support

8.1 A graduated approach for children with SEND reflects their individual needs. The least intensive of these are changes made through high-quality adaptive teaching within normal timetabled lessons. Here, changes commonly comprise scaffolded teaching, concrete teaching resources, smaller teaching group sizes, and children being scaffolded by teachers, teaching assistants or other specialist teaching staff. More intensive support may involve specialist SEND interventions, small group work or 1:1, or the use of outside agencies or professionals.

9. Assessing and Reviewing Progress

9.1 Schools follow the four-part process: assess, plan, do, review (APDR).
"Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the children and their parents." (Children and Families Act 2014)

9.2 The assess stage is led by the class teacher and SENDCo and draws upon:
9.2.1 Teachers' assessment and experience of the student
9.2.2 Historic data relating to progress, attainment, and behaviour
9.2.3 The child's development in comparison to peers and national data
9.2.4 The views and experiences of parents
9.2.5 The child's views
9.2.6 Advice from external support services, where relevant

9.3 From this assessment, a Star plan is developed and implemented. The plan will include precise SMART targets, coupled with carefully considered provisions and/or interventions which will enable the child to make progress.

9.4 Crofty Star Plans have five principles. Each plan will be:
9.4.1 Child-centred.
9.4.2 Inclusion focused.
9.4.3 SMART Targets.
9.4.4 Adaptive.
9.4.5 Accessible.

9.5 The child's progress is reviewed and assessed through regular formal and informal review processes. Star Plan reviews are held with parents at least three times a year. Paragraph 6.65 of the SEND Code of Practice states:

9.6 Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. ***Schools should review plans with parents at least three times each year.***

9.7 From the review, changes to the Star plan are made, updating the SMART outcomes and provision, if required.

10. Educational Health Care Plans (EHCP)

10.1 Following cycles of assess, plan, do, review cycles, and implementing the advice from professionals, if sufficient progress has not been made, it may be appropriate for the SENDCo to request a Statutory Assessment for a child with high levels of need. An EHCP formally sets out the statutory support that the child will receive. Children and their parents are supported to be active participants in this process. The school will meet its statutory obligations for completing, reviewing and implementing the outcomes in the EHCP, as set out in the SEND Code of Practice.

11. Outside Agencies

11.1 We utilise the services of outside agencies where needed and appropriate. These services include, but are not limited to:
11.1.1 Educational Psychologist
11.1.2 Child Health Services – such as GPs or School Nurses
11.1.3 Child and Adolescent Mental Health Services (CAMHS)
11.1.4 Local Authority Social Care Team
11.1.5 Special Schools and Alternative Provision providers.

12. Adaptations to the Curriculum and Learning Environment

12.1 Many adaptations can be made to meet the individual needs of each child, including but not limited to:
12.1.1 Adaptive teaching eg. Dynamic assessment, scaffolds, flexible grouping etc.
12.1.2 Adaptations to a specific curriculum subject so that all children can access in lessons such eg in PE or DT/cooking
12.1.3 Timetabling specialist staff to work with specific children/groups of children.
12.1.4 Use of specialist resources such as laptops, visual supports and larger fonts. etc.
12.1.5 Where specialist equipment or facilities are required, the school will work with the Trust, local authority and relevant professionals to identify and secure these.

13. Expertise and Staff Training

13.1 Each SENDCo has obtained or is studying toward the recognised NASENDCo or NPQSENDCo qualification.

13.2 The SENDCo works with the Headteacher to ensure that all staff have received up to date training how to support children with SEND effectively. They also provide regular refreshers and coaching for teachers and TAs to improve their support of children with SEND.

14. Evaluating the Effectiveness of SEND Provision

14.1 Provision is evaluated through:
14.1.1 Reviewing children's progress data at data collection points
14.1.2 Reviewing the impact of interventions (entry and exit data)
14.1.3 Plan review meetings with parents and class teacher
14.1.4 Feedback from children

14.1.5 Informal monitoring by the SENDCo and other staff
14.1.6 Using SMART outcomes on Star plans to measure progress
14.1.7 Holding annual reviews for children with EHCPs

15. Inclusion and Support for Social, Emotional and Mental Health Development

15.1 We are committed to supporting children with Social, Emotional, and Mental Health (SEMH) needs through a comprehensive curriculum and inclusive ethos. We provide a nurturing environment where every child is valued, understood, and supported. Our approach includes tailored interventions and strategies, such as one-on-one pastoral support, small group work focused on social skills, and collaboration with external agencies when needed. Our dedicated team works closely with parents to create support plans, ensuring children with SEMH needs achieve their full potential in a safe and inclusive learning environment.

15.2 We will strive to ensure that all children with SEND play as full a role as possible in the extended provision of schools and that no children are excluded from participating in these activities because of their needs. This includes extra-curricular activities, trips, visits, residential stays, or before/after school clubs. We actively encourage and promote strategies to improve children with SEND's emotional and social development.

15.3 For all children with SEND, the school takes proactive steps to prevent and respond to bullying, including bullying related to SEND or disability, in line with the school's Behaviour Policy.

16. Supporting children with medical conditions

16.1 We recognise that children with medical conditions at school should be appropriately supported to access their education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

16.2 Some children with medical conditions may also have an EHCP, which brings together education, health and care provision. In these cases, the SEND Code of Practice (2015) will be followed.

16.3 When a child with medical needs joins a school, the SENDCo will liaise with the previous school and medical staff working with the child to ensure a good understanding of and thorough planning to meet the child's needs. Where required, an Individual Healthcare Plan will be created in consultation with health professionals, the SENDCo and parents. This will be reviewed at least annually and sooner if the child's needs change.

17. Supporting Children Moving Between Phases and Preparing for Adulthood

17.1 We share information with schools or other settings the children progress to. We also arrange enhanced transition days/events for children going from primary to secondary or other education settings. These typically comprise a visit/series of visits so that they feel entirely familiar and comfortable with their new setting.

18. Admission arrangements

18.1 The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:
18.1.1 Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.

18.1.2 Not refusing admission for a child that has named the school in their EHC plan following the consultation procedures outlined in section 9.80 of the SEND Code of Practice (2015).
18.1.3 Considering applications from parents of children who have SEND but do not have an EHC plan.
18.1.4 Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
18.1.5 Not refusing admission for a child who does not have an EHC plan.
18.1.6 Not discriminating against or disadvantaging applicants with SEND.
18.1.7 Ensuring policies relating to school uniform and trips do not discourage parents of children with SEND from applying for a place.
18.1.8Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
18.1.9 Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
18.1.10 Arrangements for the fair admissions of children with SEND are outlined in the Admissions Policy and will be published on the school website.

19. Accessibility Arrangements

19.1 We value all our children and are committed to providing a fully accessible environment which includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

19.2 The school is committed to continually improving accessibility and have made adaptations to the environment. The school makes reasonable adjustments and takes steps to ensure that disabled pupils are not treated less favourably than other pupils; further details of facilities and planned improvements are set out in the Accessibility Plan.

19.3 The Trustees are aware that children have the right to be educated in the school of their choice and this will not be inhibited by disability.

20. The Local Offer

20.1 The Local Offer provides children with SEND and parents with information relating to support and advice they can access locally. Within Cornwall, the Local Offer comprises the following areas:
20.1.1 EHCP's, Personal Budgets, Appeals
20.1.2 Health
20.1.3 Education
20.1.4 Social Care
20.1.5 Information and Advice
20.1.6 Things to Do
20.1.7 Getting Around
20.1.8 Preparing for Adulthood, Developing Independence, Employment and Training
20.1.9 Children and Young People – Information Videos

20.2 The Local Offer may be accessed through https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/

20.3 Independent information, advice and support is available from Cornwall SENDIASS on 01326 331633

21. Data Protection

21.1 Copies of Star Plans or the corresponding sections of EHCPs are available to all relevant staff working with the child. All documents, including reports from outside agencies and more personal information, are stored securely to ensure confidentiality and comply with the Data Protection Act 2018 (UK GDPR).

22. Complaints and Concerns about SEND provision

22.1 Complaints should initially be addressed to the class teacher or SENDCo. If these cannot be dealt with informally, a formal complaint should be made to the Headteacher following the provisions set out in the Complaints Policy.

22.2 If the parent is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child themselves.

22.3 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

23. SEND Information Report 2025/26

Percentage of Children with SEND and Areas of need :

Percentage of children with SEND Support (K)	7.5%
Percentage of children with an EHCP (E)	2.5%
Total percentage of children with SEND	10%

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
50%	25%	12.5%	12.5%

Staff Continuous Professional and Personal Development in previous years 2024/26

- Widget and Dual Coding
- Adaptive Teaching Training
- Star Plan / SMART target writing
- Celebrating Neurodiversity in the Classroom
- RWI training
- Autism Education Trust (AET) - TA training
- Triple Read – TA training
- Crofty INSET, Disadvantage – David Didau
- RWI training (all staff)
- Termly RWI Leadership training

• Reading Fluency Training for Teachers and TAs
• White Rose (on demand CPD) - CPA Maths training session
• SEND & EYFS Crofty TeachMeet
• Adaptive Practice and Scaffolding Staff Meeting
• Neurodiversity Profiling Tool training
• Mastering Number Training
• Crofty English Teachmeet
• Reading Fluency training
• Lyfta training
• EYFS Early Intervention Training
• Throughout the year, staff visiting other schools for learning walks, leadership support
• Throughout the year, Crofty subject network meetings, Crofty webinars (Think Tanks & Knowledge Blasts).

24. Links with other policies and documents

24.1 This policy links to the following documents:
24.1.1 The local offer
24.1.2 Accessibility plan
24.1.3 Behaviour policy
24.1.4 Equality information and objectives
24.1.5 Supporting children with medical conditions policy
24.1.6 Attendance policy
24.1.7 Safeguarding / child protection policy
24.1.8 Complaints policy