

ST IVES JUNIOR SCHOOL



‘Learning together, free to fly’

*Together we thrive in a nurturing community,
Together we learn to succeed in an ever changing world.*

Special Educational Needs and Disabilities (SEND) Policy

Document control

Policy control	Details
Policy lead	Molly Pollard - Special Educational Needs and Disabilities Co-ordinator (SENDCO)
Responsible leader	Ali Watts - Headteacher
Approval body	Full Governing Body
Status	Draft for approval - September 2026
Review cycle	At least annually; next scheduled review September 2027
Applies to	All pupils, staff, governors, volunteers and relevant contractors
Read alongside	SEND Information Report, Accessibility Plan, Admissions Policy, Supporting Pupils with Medical Conditions Policy, Equality information and objectives, Behaviour Policy and Complaints Procedure

- Key changes in this version

Change	What this means for St Ives Junior School
Current legal framework	Reflects the SEND Code of Practice as updated in 2024 and the DfE governing-board guidance updated in 2025.
SENDCO qualification	Includes the mandatory NPQ for SENCOs for new appointees from September 2024, subject to the statutory transitional rules.
Clear graduated approach	Sets out Assess, Plan, Do, Review and makes the class teacher's continuing responsibility explicit.
Stronger participation	Pupil and parent/carer views, strengths, aspirations and agreed outcomes are built into decisions and reviews.

Equality and accessibility	Clarifies reasonable adjustments, auxiliary aids, accessibility planning and inclusive participation.
Stable core policy	Moves changeable lists of interventions, software, staffing and external services to the annually updated SEND Information Report.
Governance assurance	Adds a concise annual checklist for governors and clearer monitoring of outcomes, attendance, exclusions and participation.
Terminology and records	Uses 'SEN register', while recognising the school's local term 'Record of Need', and updates secure record-keeping expectations.

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Policy and information report			
This policy sets the school's stable principles and procedures. The SEND Information Report is updated at least annually and gives current details of provision, staffing, contacts, interventions, specialist services and Cornwall's Local Offer.			

1. Purpose, scope and aims

This policy applies to all pupils at St Ives Junior School and to everyone involved in their education. It explains how the school identifies and meets special educational needs, removes disability-related barriers and fulfils its statutory duties.

The school aims to:

- identify needs accurately and as early as possible, without waiting for a formal diagnosis;

- secure ambitious teaching, appropriate provision and strong outcomes for pupils with SEND;
- use its best endeavours to make the special educational provision called for by a pupil's SEN;
- involve pupils and parents/carers meaningfully in decisions;
- promote inclusion, independence, attendance, wellbeing and participation in the full life of the school;
- make reasonable adjustments for disabled pupils and plan anticipatively for accessibility; and
- work constructively with the local authority and education, health and social-care partners.

2. Legal framework and definitions

2.1 Main legislation and guidance

- Children and Families Act 2014, including sections 20, 21, 66 and 69;
- Special Educational Needs and Disability Regulations 2014, as amended;
- Special educational needs and disability code of practice: 0 to 25 years, as updated;
- Equality Act 2010, including the duty to make reasonable adjustments and accessibility planning duties;
- Education Act 1996;
- Supporting pupils at school with medical conditions statutory guidance;
- current DfE guidance for governing boards on SEN and disability; and
- UK GDPR and Data Protection Act 2018.

Current framework

Government SEND reform proposals are not treated as law before they take effect. The school will review this policy promptly if legislation or statutory guidance changes.

2.2 Special educational needs

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have 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 pupils of the same age in mainstream schools.

2.3 Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A pupil may be disabled, have SEN, or both. Duties under the Equality Act apply whether or not a pupil is on the SEN register or has an Education, Health and Care (EHC) plan.

2.4 Broad areas of need

Area	Examples of need
Communication and interaction	Speech, language and communication needs; autism and related social-communication differences.
Cognition and learning	Moderate or severe learning difficulties; specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Needs affecting emotional regulation, relationships, engagement or mental health, including attention difficulties.
Sensory and/or physical	Vision or hearing impairment, physical disability, sensory processing differences and medical or mobility-related barriers.

These areas are not labels or a checklist. Needs often overlap and may change over time. The school considers the whole child and the effect of needs on access, learning, communication, relationships and participation.

3. Principles and school approach

- **Every teacher is a teacher of pupils with SEND.** The class teacher remains responsible and accountable for progress and development, including when support is delivered by others.
- **High-quality teaching is the first response.** Teaching is ambitious, responsive and adapted so pupils can access the curriculum without unnecessary ceilings on achievement.
- **Participation matters.** Pupils and parents/carers are listened to and involved in assessments, plans, reviews and decisions.
- **Support is needs-led.** A formal diagnosis is not required before appropriate support or reasonable adjustments begin.

- **Difference is not automatically SEN.** The school distinguishes SEN from gaps caused primarily by attendance, English as an additional language, unfamiliar schooling or other factors, while addressing any co-existing needs.
- **Behaviour can communicate unmet need.** Persistent or concerning behaviour prompts assessment of underlying factors; it is not itself a category of SEN.
- **Inclusion is active.** The Roots and Wings Curriculum, trauma-informed practice and school routines are designed to promote belonging, independence and participation.

4. Roles and responsibilities

4.1 Governing body

- use its best endeavours to ensure required SEN provision is made and ensure pupils with SEND engage in school activities alongside peers so far as reasonably practicable;
- appoint a link governor for SEND and ensure clear strategic oversight, support and challenge;
- ensure the school has a qualified teacher designated as SENCO/SENDSCO and that statutory qualification requirements are met;
- approve this policy, ensure the SEND Information Report is published and updated at least annually, and oversee the Accessibility Plan;
- consider SEND when setting strategy, budgets, staffing, curriculum and estate priorities; and
- monitor the experience and outcomes of pupils with SEND, including attendance, exclusions, safeguarding, progress, participation and parent/pupil views.

4.2 Headteacher

- holds overall responsibility for implementing this policy and promoting an inclusive culture;
- works with the SENDSCO and governing body to determine strategic development and resources;
- ensures staff understand and carry out their responsibilities and receive appropriate development;
- ensures provision in EHC plans is delivered and concerns are escalated appropriately; and

- ensures SEND is considered in safeguarding, attendance, behaviour, exclusions, curriculum and school-improvement decisions.

4.3 SENDCO

Molly Pollard is the school's SENDCO and performs the statutory SENCO function. The SENDCO will:

- oversee day-to-day operation of this policy and co-ordinate provision for pupils with SEN;
- advise colleagues on the graduated approach and deployment of the school's delegated SEND resources;
- maintain oversight of the SEN register (known locally as the Record of Need) and the quality of plans and reviews;
- liaise with pupils, parents/carers, teachers, the designated teacher for looked-after children and relevant professionals;
- work with receiving and previous schools to support transition;
- co-operate with the local authority in relation to EHC plans and annual reviews;
- ensure records are accurate, secure and transferred appropriately; and
- report to leaders and governors on provision, impact, patterns, risks and priorities.

From 1 September 2024 the NPQ for SENCOs is the mandatory qualification for newly appointed SENCOs who are not covered by an exemption or transitional arrangement. It must normally be completed within three years of appointment.

4.4 Class teachers

- are responsible and accountable for the progress and development of every pupil they teach;
- use assessment and knowledge of the pupil to adapt teaching and remove barriers;
- identify and record concerns, consult the pupil and parents/carers, and work with the SENDCO;
- plan, direct and review support delivered by teaching assistants or specialists;
- implement agreed provision and reasonable adjustments consistently; and
- review impact and maintain clear records of outcomes and next steps.

4.5 Support staff and external professionals

Support staff work under the direction of teachers and should promote access, learning and independence rather than dependence. External professionals advise and assess within

their professional remit; the school and class teacher remain responsible for educational decisions and daily provision.

5. Identification and assessment

The school uses a range of evidence and does not rely on a single test, threshold or diagnosis. Concerns may be raised by the pupil, family, teacher, previous setting, assessment information or another professional.

- Pupil strengths, views, aspirations, communication and lived experience;
- parent/carer knowledge and concerns;
- day-to-day formative assessment, observation and work;
- progress over time and comparison with age-related expectations, used carefully and in context;
- attendance, participation, wellbeing, relationships, behaviour and response to teaching;
- screening or diagnostic information where appropriate; and
- advice from education, health or social-care professionals.

What does not by itself establish SEN

Slow progress or low attainment, English as an additional language, a medical diagnosis, disability, attendance difficulties or behaviour do not automatically mean a pupil has SEN. Equally, they must not be used to delay assessment where SEN may be present.

6. The graduated approach

Where a pupil needs special educational provision, the school follows a four-part cycle. Decisions and reviews are proportionate to need and made with the pupil and parents/carers.

- **Assess.** Build a rounded understanding of strengths, needs, barriers and starting points. Review the impact of high-quality teaching and reasonable adjustments. Seek specialist assessment when it will inform provision.
- **Plan.** Agree clear, measurable and child-centred outcomes; the provision and adjustments to be made; who will act; how success will be evaluated; and the review date. Record the plan and share it with relevant staff.
- **Do.** The class teacher retains responsibility. Staff deliver the agreed teaching and provision, with support and advice from the SENDCO and specialists as required.

- **Review.** Evaluate progress towards outcomes and the effectiveness of provision, drawing on pupil and parent/carers views. Decide whether to continue, change, intensify or cease support, then begin the next cycle.

6.1 SEN Support and the SEN register

If a pupil requires provision additional to or different from that ordinarily available, the school will place them at SEN Support and record them on the SEN register, known locally as the Record of Need. Parents/carers will be informed and involved. Registration is not dependent on a medical diagnosis.

The school normally records agreed outcomes and provision in an Individual Education Plan (IEP) or equivalent SEN support plan. Plans are working documents and are reviewed at least termly, or sooner where needs or circumstances change. A pupil may move onto or off the register following review and consultation.

6.2 Specialist advice

Where progress remains limited despite relevant, purposeful support, or where need is complex, the SENDCO may seek advice from appropriate education, health or social-care services. Consent and information-sharing requirements will be explained. Current services and referral routes are listed in the SEND Information Report and Cornwall SEND Local Offer rather than fixed in this policy.

7. Education, inclusion and reasonable adjustments

7.1 Curriculum and teaching

- Pupils with SEND are entitled to an ambitious, broad and balanced curriculum and high expectations.
- Teachers adapt teaching through clear explanation, modelling, scaffolding, suitable resources, communication support, technology, flexible grouping and opportunities for practice and independence.
- Interventions are targeted, time-limited where appropriate, linked to assessed need and evaluated for impact. They should complement, not unnecessarily replace, access to the curriculum and peers.
- Teaching-assistant deployment is based on pupil need and intended outcomes. It supports effective teaching and pupil independence; it does not transfer teacher responsibility.
- The school considers accessibility and reasonable adjustments in lessons, assessment, homework, behaviour responses, educational visits, clubs, performances and wider school life.

7.2 Equality and accessibility

The school will not discriminate against disabled pupils and will make reasonable adjustments to avoid substantial disadvantage. This includes considering auxiliary aids and services. The duty is anticipatory: the school plans for disabled pupils generally as well as responding to individual circumstances.

The Accessibility Plan sets out how the school will increase participation in the curriculum, improve the physical environment and improve access to information. Admissions arrangements do not discriminate unlawfully against disabled pupils or pupils with SEN.

7.3 Attendance, behaviour and exclusions

Attendance, behaviour and safeguarding information are considered together with SEND. The school explores whether unmet need, communication difficulty, disability or a lack of reasonable adjustments is contributing to concerns. Support and adjustments are reviewed before and alongside disciplinary action where appropriate. SEND does not prevent the school from applying its Behaviour Policy, but responses must be lawful, fair and individualised.

8. Education, Health and Care plans

Most pupils with SEND have their needs met through SEN Support. Where, despite relevant and purposeful action, a pupil may require provision beyond that normally available, the school will discuss with the pupil and parents/carers whether to request an EHC needs assessment from Cornwall Council. Parents/carers and young people also have the right to make a request directly.

- The school will provide clear, balanced evidence and co-operate with the local authority's assessment process.
- Where an EHC plan names the school, the school will use its best endeavours to secure the specified special educational provision and will follow any directly enforceable duties applying to it.
- The local authority must review an EHC plan at least every 12 months. The school will convene or contribute to annual reviews when requested, seek the pupil's and family's views, review outcomes and provision, and submit records within required timescales.
- For phase transfer, reviews and advice will be completed early enough to support the statutory process and effective transition.
- If provision cannot be delivered or circumstances materially change, the SENDCO will notify the headteacher and local authority promptly and keep the family informed.

9. Working with pupils and families

Pupils and parents/carers are partners. Communication will be respectful, accessible, jargon-free and proportionate. The school will:

- listen to strengths, aspirations, concerns and what helps;
- provide early information about concerns and proposed support;
- agree outcomes and review arrangements together;
- give pupils support to express views in a way that suits their communication needs;
- provide copies of relevant plans and review records;
- explain decisions, evidence and available next steps; and
- signpost families to the SEND Information Report, Cornwall's Local Offer and independent SENDIASS advice.

10. External services, health and safeguarding

10.1 Multi-agency working

The school works with appropriate education, health and social-care professionals where this will help assess need, plan provision or improve outcomes. Advice is considered alongside the pupil's and family's knowledge. The school will not promise that a particular service, assessment or intervention will be available, as eligibility and local provision can change.

10.2 Medical conditions

A medical condition does not automatically mean SEN, and SEN does not automatically require an individual healthcare plan. Where needs overlap, this policy is implemented alongside the Supporting Pupils with Medical Conditions Policy. Provision, healthcare, emergency arrangements and reasonable adjustments will be co-ordinated so the pupil can participate safely and fully.

10.3 Safeguarding

Children with SEND may face additional safeguarding risks and barriers to recognising or reporting harm. Staff must not assume that behaviour, communication or injury is explained by SEND. Concerns are reported immediately under the Child Protection and Safeguarding Policy. Safeguarding information is shared with the SENDCO where necessary and lawful so provision can be safe and appropriate.

11. Transitions

Transition planning is individualised and begins early. With appropriate consent and a lawful basis, the school shares relevant information with previous or receiving settings and works with families and professionals. Support may include additional visits, accessible information, pupil passports, staff liaison, resource preparation and transfer of records.

Particular attention is given to entry into Year 3, movement between classes and transition to secondary school.

12. Resources, staffing and professional development

The governing body and headteacher determine SEND resources within the school's delegated budget and wider statutory responsibilities. Decisions are informed by assessed need, agreed outcomes, equity, safety, effectiveness and available evidence. An EHC plan does not automatically require continuous one-to-one adult support unless the plan specifies it; deployment should promote access and independence.

All staff receive induction and ongoing development appropriate to their responsibilities and the needs of current pupils. The SENDCO supports staff, identifies priorities and draws on specialist advice where appropriate. The governing body ensures the SENDCO has sufficient time, authority, support and access to relevant professional development.

13. Records, information and confidentiality

- SEND records are accurate, dated, relevant and stored securely in approved systems or locations.
- Records include assessment evidence, pupil and parent/carer views, plans, provision, reviews, professional advice, decisions and communications where relevant.
- Information is shared with staff and professionals on a lawful, necessary and proportionate basis so they can fulfil their responsibilities.
- Parents/carers may request access to their child's personal data through the school's data-protection arrangements. Some information may be withheld or redacted where the law requires or permits.
- Records are retained and transferred in line with the school's retention schedule, data-protection duties and transition arrangements.
- The SEND Information Report uses aggregated or non-identifying information and is updated at least annually, with material in-year changes updated as soon as practicable.

14. Complaints and disagreement resolution

The school aims to resolve concerns early and constructively. A parent/carer should normally speak first with the class teacher and/or SENDCO. If unresolved, the concern may be raised with the headteacher and then through the school's published Complaints Procedure. A complaint about the headteacher should follow the route specified in that procedure.

Complaints about SEN provision made by the school are considered through the school's complaints route. Disagreement with a local authority decision about an EHC needs assessment or EHC plan follows the statutory disagreement-resolution, mediation and

tribunal routes. Disability discrimination claims may be made to the First-tier Tribunal where applicable. Cornwall SENDIASS provides independent information and support.

Safeguarding or urgent risk

A complaint route must not delay immediate safeguarding action, medical help or other urgent protective measures.

15. Monitoring, evaluation and review

The SENDCO and headteacher monitor the implementation and impact of this policy. Governors receive appropriately anonymised information and challenge leaders about patterns and outcomes. Evaluation considers:

- progress towards individual outcomes and curriculum learning;
- attendance, punctuality, exclusions, reduced timetables and access to the full school day;
- wellbeing, safety, belonging, independence and participation;
- quality and consistency of teaching, plans, provision and reviews;
- pupil and parent/carers views and complaints themes;
- equity between groups and any disproportionality;
- staff knowledge, capacity and professional-development needs; and
- value, impact and sustainability of additional provision.

This policy is reviewed at least annually and sooner following significant legal or local changes, an important incident, material service change or evidence that practice is not effective.

Appendix A - Parent/carers pathway

Step	Action	What happens
1	Share the concern	Speak with the class teacher or SENDCO. Explain strengths, concerns, what has changed and what helps at home.
2	Initial review	The school gathers evidence, listens to the pupil and reviews teaching, access, progress and relevant wider factors.
3	Agree action	The school and family agree adjustments, support, intended outcomes and when impact will be reviewed.
4	Assess, Plan, Do, Review	Provision is delivered and reviewed. The pupil's and family's views inform the next cycle.
5	Specialist advice if needed	With appropriate consent, the school may seek advice where it will clarify needs or improve provision.
6	Consider SEN Support or EHC assessment	If special educational provision is required, the pupil is recorded at SEN Support. An EHC needs assessment may be considered where needs may require provision beyond SEN Support.

7	Raise unresolved concerns	Speak with the SENDCO/headteacher, then use the school complaints procedure or relevant statutory route. Independent advice is available from Cornwall SENDIASS.
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Appendix B - Governor annual assurance questions

- Is the SENDCO appropriately qualified, supported, visible in strategic decisions and given sufficient time and resources?
- Is the SEND Information Report current, accessible and consistent with practice, the Local Offer and this policy?
- Does the school know whether pupils with SEND experience equitable attendance, safeguarding, inclusion, progress and participation?
- Are pupils and families meaningfully involved, and what do their views show?
- Is the graduated approach consistently applied and are class teachers clearly accountable?
- Are interventions and adult deployment evaluated for impact and independence?
- Are reasonable adjustments anticipatory, individualised where needed and recorded?
- Is the Accessibility Plan current, resourced and showing progress?
- Are EHC plan duties and annual-review actions completed accurately and on time?
- Are exclusion, part-time timetable, attendance, behaviour and safeguarding data reviewed through a SEND lens?
- Do staff have the knowledge and confidence to meet current pupils' needs?
- Have complaints, disputes or recurring barriers produced clear learning and action?
- Are transition arrangements timely and effective?
- Have actions from the previous review been completed and verified?

Appendix C - Related policies and current references

Related school documents

- SEND Information Report and Cornwall graduated-response information
- Accessibility Plan, Equality information and objectives, and Admissions Policy
- Teaching and Learning/Curriculum Policy and Assessment arrangements

- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour, Anti-Bullying, Attendance and Suspension/Exclusion policies
- Complaints Procedure
- Data Protection Policy, privacy notices and records-retention schedule
- Educational Visits Policy and Intimate Care arrangements

Primary external references

[SEND Code of Practice: 0 to 25 years](#) - statutory guidance, last updated September 2024

[SEND: guide for schools and alternative provision settings](#) - DfE guide to duties and responsibilities

[SEN and disabilities: guidance for school governing boards](#) - DfE governance guidance updated February 2025

[Mandatory qualification for SENCOs](#) - NPQ and transitional requirements

[Equality Act 2010: advice for schools](#) - DfE equality guidance

[Supporting pupils with medical conditions at school](#) - current statutory guidance

[What maintained schools must publish online](#) - SEND Information Report and accessibility requirements

[Cornwall SEND Local Offer](#) - current local services, guidance and support

[Cornwall EHC plans](#) - local assessment, plan and annual-review information

[Cornwall SENDIASS](#) - independent information, advice and support

Reference list checked: 27 August 2026. The school will use the current version of each source at the time of a decision or review.