



Pensilva Primary School

SEND Policy

Date of Adoption	28/01/26
Review Date	Autumn 2027

Chronology

Date	Action
Jan '26	Policy reviewed and adapted by headteacher
28/01/26	Adopted by full governing body

Signed:

1. Introduction

This policy complies with the statutory requirements set out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0–25 years (2015), alongside the following legislation and guidance:

- Equality Act 2010: Advice for Schools (DfE, 2013)
- Children and Families Act 2014
- The SEND Regulations 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
- School Safeguarding Policy
- School Accessibility Plan

This policy has been created by the Headteacher and SENDCo. It outlines how Pensilva Primary School identifies, assesses and provides for pupils with special educational needs and/or disabilities, in line with the ethos of inclusion and aspiration across the school.

2. Information About the School's Special Educational Provision

Pensilva Primary School adopts a graduated approach (Assess–Plan–Do–Review) to identifying and supporting pupils with SEND. Identification may come from teachers, parents, the SENDCo or external professionals. Early intervention is central to our approach.

Our aims are to:

- Accurately identify pupils' needs and remove barriers to learning.
- Ensure high-quality teaching that is adaptive and well-differentiated for all learners.
- Promote inclusive practice throughout the school.
- Work in genuine partnership with parents/carers and involve pupils in decisions about their education.
- Ensure provision enables pupils to progress academically, socially and emotionally, developing independence and resilience.
- Celebrate pupils' achievements at all levels.

Our objectives:

- Ensure compliance with the SEND Code of Practice (2015) and all statutory responsibilities.
- Embed a whole-school approach: all teachers are teachers of SEND.
- Provide high-quality staff training to maintain expertise and confidence.
- Use resources effectively to meet pupil needs.
- Provide strong leadership of SEND via a qualified SENDCo.
- Support pupils to develop confidence, character and respect for themselves and others.

3. Admission Arrangements

Pensilva Primary School follows Cornwall Council's Admission Policy. No pupil will be refused a place due to SEND and reasonable adjustments will be made as required.

4. SEND Specialisms and Provision at Pensilva

Pensilva Primary School has:

- Two Trauma Informed Schools (TIS) trained practitioners
- A Learning Mentor providing targeted support
- Pastoral and nurture support delivered through the TIS approach
- Staff with a range of classroom SEND experience across key areas of need

5. Identification, Assessment and Provision

The SENDCo reviews the Record of Need regularly and meets with teachers each term (and additionally as needed) to discuss pupils' needs, progress and any emerging concerns.

When a concern is raised:

1. The teacher discusses the concern with the SENDCo.
2. Baseline information, observations and discussions with parents and the child are collected.
3. If the child requires monitoring, adaptive support is provided within class and monitored by the class teacher and SENDCo.
4. If needs persist and adjustments are additional to or different from the usual classroom offer, the pupil is placed at SEN Support.

6. SEN Support

Pupils at SEN Support follow a termly Assess–Plan–Do–Review (APDR) cycle.

Assess

- Teacher assessment
- Analysis of progress, attainment and behaviour
- Pupil voice
- Parent views
- Advice from external services (where relevant)

Plan

A written plan is produced by the teacher and SENDCo in partnership with parents and the pupil. It includes:

- Agreed outcomes
- Strategies and interventions
- Expected impact
- Review date

Do

- Class teacher leads daily provision and monitors impact
- TAs or specialist staff may deliver interventions
- The SENDCo advises on next steps and supports problem-solving

Review

- Termly review meetings held with parents, child, class teacher and SENDCo
- Updated APDR paperwork provided to families

7. Involvement of Specialists

If a child makes limited progress or continues to work significantly below peers despite high-quality SEN Support, referrals may be made to:

- Educational Psychology
- Speech & Language Therapy
- Early Help
- Occupational Therapy
- CAMHS
- Specialist Services such as the Cognition and Learning team

Parental consent is required for all referrals.

8. Education, Health and Care Plans (EHCPs)

Where a child's needs remain significant and complex despite sustained interventions, the SENDCo may work with parents to request an EHC Needs Assessment.

If an EHCP is issued:

- It is reviewed annually (statutory).
- Termly APDR cycles continue alongside.

If an assessment is declined, new strategies and targeted provision are agreed at school level.

9. Inclusion and Access to the Curriculum

Pensilva Primary School is fully committed to inclusive practice.

Provision may include:

- TIS-based nurture and emotional support
- Communication and interaction strategies
- Reading, phonics and maths interventions
- Sensory aids
- Adapted resources
- Differentiated tasks and scaffolding

All pupils have full access to a broad and balanced curriculum wherever possible.

10. Evaluating the Success of SEND Provision

Monitoring includes:

- Progress data and assessment analysis
- Pupil and parent voice
- Review of provision plans
- Quality of teaching and adaptive practice
- Impact of interventions
- Governor monitoring

The SEND Governor meets regularly with the SENDCo and reports to the Governing Body. The policy is reviewed annually and fully updated by the agreed review date.

11. Training and Resources

- The Headteacher oversees professional development and ensures staff training reflects school priorities.
- The SENDCo attends relevant training and updates.
- All staff complete SEND and safeguarding training as required.
- TIS practitioners deliver ongoing pastoral and emotional support training for staff.

12. Complaints Procedure

Complaints about SEND provision follow the school's Complaints Policy.

Parents are encouraged to speak with the class teacher and/or SENDCo in the first instance.

13. Partnership with Parents

Pensilva highly values its partnership with parents. We:

- Meet with parents at least termly to review SEN Support plans
- Provide regular communication and opportunities for discussion
- Share resources and strategies to support learning at home
- Seek parental views in all aspects of provision and review
- Provide translators or alternative communication formats if necessary

14. Supporting Pupils with Medical Needs

Pensilva ensures pupils with medical conditions are supported to access all aspects of school life.

Where appropriate:

- Care plans are created
- Staff receive medical or first aid training
- Procedures follow statutory guidance

Some pupils with medical needs may also have SEND; such pupils receive coordinated support. Further details can be found in the Supporting Pupils with Medical Needs policy.

15. Transition

Transition arrangements include:

- SENDCo meets receiving secondary school SENDCos to share information
- SEND profiles and relevant documents are passed on
- Additional transition visits are arranged where needed
- For pupils joining from other settings, the SENDCo liaises with previous schools and services

16. Links with External Services

Pensilva works closely with:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy

- Early Help and Social Care
- School Nursing Team
- CAMHS
- Early Years Inclusion Service

These relationships ensure pupils and families receive coordinated support.