Special Educational Needs & Disabilities Policy

Approved by:	Standards Committee	**Date:** 07/07/2026
Last reviewed:	July 2026	
Next review due by:	July 2027	

Aims of this policy:

This policy sets out how The Rainbow Multi-Academy Trust and the school aims to support children with special educational needs or disabilities in their day to day education. The school also publishes an annual information report about the SEND provision at this school. This can be found on the school's website. This policy sets out how the school will:

- Define special educational needs
- Identify children with special educational needs
- Categorise educational needs
- Not discriminate against children with special educational needs in the admission process
- Prioritise work for special educational needs
- Communicate with parents of children with special educational needs
- Design adaptations to children's education
- Provide on-going reviews and assessments of progress
- Work with other agencies that might support a school in meeting a child's needs
- Support parents when they experience difficulties with their child/ren at home
- Ensure school staff are regularly trained in order to be able to provide the best practice for children with SEND
- Manage EHCPs and funding
- Manage the admissions for children with SEND into the school
- Manage ARB specialist provision for children with more complex needs (Trevithick Learning Academy only)

1. **The Government guidance and laws that inform this policy:**

- The Special Educational Needs and Disability (SEND) Code of Practice.
- Part 3 of the Children and Families Act 2014, which outlines schools' responsibilities for students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which detail schools' responsibilities for education, health, and care plans (EHCPs), SEND Coordinators (SENDCos), and the SEND information report.
- The Health and Social Care Act 2012.
- The Equality Act 2010.
- Keeping Children Safe in Education (2024).

2. **Defining Special Educational Needs (from the Code of Practice Jan 2015):**

A child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. **Areas of special educational need**

The MAT and school will make provision for pupils with the following 4 kinds of need:

- Communication and interaction
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.

4. Admissions to school for children with a SEND

The Trust will ensure children with special educational needs are not discriminated against during the school's admissions process by:

- Not refusing admission for a child that has named the school in their EHCP.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHCP
- Considering applications from parents of children who have SEND but do not have an EHCP
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.

5. Roles and responsibilities

The Rainbow Multi Academy Trust's Governing board, Headteachers and SENDCos have a responsibility to:

- Ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the opportunity to make progress and play an active and fulfilling role in the life of the school alongside pupils with no identified SEND.
- Ensure the school meets all its statutory duties.
- Ensure that any additional funding is deployed effectively and the views of parents and pupils are considered.
- Review and evaluate the effectiveness of the school's SEND provision and contribute to plans to develop and enhance this provision.
- Publish accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP.

The Headteacher has a responsibility to:

- Promote the schools 'universal teaching provision' that seeks to underpin strategies for children with SEND as strategies for all children.
- Ensure that teachers monitor and review pupil's progress during the course of the academic year.
- Work with local authorities and outside agencies during annual EHCP reviews.
- Ensure that the SENDCo has sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the academy.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the academy's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

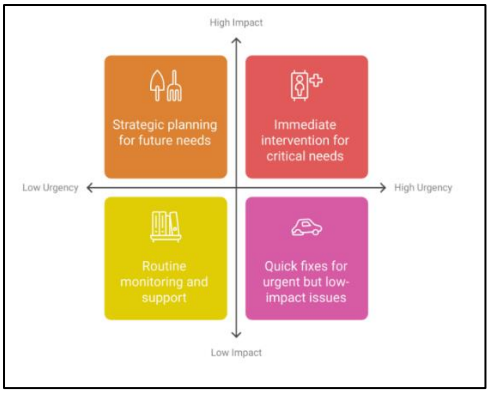
- Work with the SENDCo and Trust leaders to determine the strategic development of the SEND policy and provision within the academy.
- Have overall responsibility for the provision and progress of pupils with SEND.

The school must have a designated teacher who co-ordinates the work around SEND. They are called the Special Educational Needs Co-ordinator (SENCo). In our Trust, SENCo's are responsible for:

- Working with children, teachers, parents and other professionals to identify children with special educational needs as early as possible in their school journey.
- Keep an up to date register of children with identified special educational needs including those children that the school has concerns about in terms of their progress. This is called a 'Record of Need'.
- With other school and trust leaders, manage the CPD of staff in relation to SEN provision.
- Be the principal point of contact for parents with concerns about their child's progress in school.
- With other curriculum leaders, design the adaptations to the day to day teaching to help meet the needs of children who have barriers to academic achievement.
- Contribute to the design of the school's universal provision that aims to ensure the majority of children's educational needs are met with high quality day to day teaching strategies.
- Collaborate between schools to ensure ideas are shared and training is efficient.
- Manage the dedicated SEN resources budget
- Work with leaders in regards to making reasonable adjustments and access arrangements as outlined in the Equality Act 2010.
- Lead on SEN policy development within the school, including the annual review of the School's SEND Information Report.
- Co-ordinate the transition arrangements between schools for children on the Record of Need.
- Work with teachers and leaders to ensure the principles of inclusion and the child is at the heart of decision making when making any adjustments to curriculum opportunities that are more challenging for a child with particular needs to be included in.

The Trust recognises that SENCO's have limited dedicated time and therefore must prioritise work effectively.

The SENCO has dedicated time for SENCO time depending on the size of the school and the number of children who have an identified special educational need. For example, in small schools (up to 120 children), this might be ½ a day a week. Schools prioritise the work they do on SEND according to the following criteria:



Teaching staff are responsible for:

- Planning and reviewing support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the child themselves.
- Setting high expectations for every pupil and aiming to teach them a broad curriculum.
- Using appropriate assessment to set targets which are ambitious and well targeted.
- Plan lessons that aim to provide the right learning at the right time for individual children.
- Be responsible for the progress and development of every pupil in their class
- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Work 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.

6. Designing the school SEND provision

The trust has a designated leader for SEND. They are supported by the Director of Education. The Trust sets out the principles by which schools design the way they teach children with SEND day to day through this policy.

The Trust runs a dedicated network for schools SENCOs. This network aims to deliver training, review policy and where beneficial, align SEND practice. For example, adaptations to curriculum subjects for children with a SEN.

7. Identifying children with special educational needs

The school aims to identify children with special educational needs as early on in their educational journey as possible. To do this we:

- Assess each pupil's current skills and levels of attainment on entry to the school.
- Seek the view of the child's parents to help compare the child's life at home and school.
- Provide starting points for the development of an appropriate curriculum.
- Make regular assessments of all pupils to ensure that the intervention is effective.
- Compare rates of progress to identify when a child's progress may have slowed compared to their peers.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Use suitable diagnostic assessments to indicate the risk level of a pupil having a special educational need.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or potentially arises from special educational needs.

8. Working with parents

The school aims to work with parents to help them understand the school's concerns about their child's education and to help keep them up to date on what changes the school are planning to make to their child's education. Schools recognise that listening to parents' views about their child's education helps them to understand more fully the barriers they may face. Working with parents might include:

- Discussing attainment and progress at parent meetings
- Meeting with the SENCo to discuss concerns about a child's progress
- Collaborating in setting targets for a child

- Discussing the potential use of other professional agencies to help the school understand more about a child's needs
- Supporting a parent to make referrals to other organisations through the Early Help Hub.

The trust expects the school to communicate to parents the expected timeframes for work related to their child's SEND provision. This should include:

- On average, how long a parent can expect to wait for an initial meeting to discuss any educational or health concerns.
- On average, how long different types of special educational needs assessments take to complete.
- On average, how often a parent can expect a meeting with the SENCO or teacher regarding their child if they are on the school's Record of Need (the register of children with Special Educational Needs within a school).

The school recognises that a parent's view on how a child presents can differ from the school's view. For example, children may well present as achieving well at school and be difficult for parents at home. Schools are principally empowered to tackle barriers to a child's education but, where possible, will also support parents in seeking help with parenting children at home. This may include supporting a parent in making referrals to agencies for help at home if appropriate.

The school recognises that parenting children with more complex needs can be very challenging. The school will seek to understand where it can potentially support parents who find themselves in want of further support for complex needs at home.

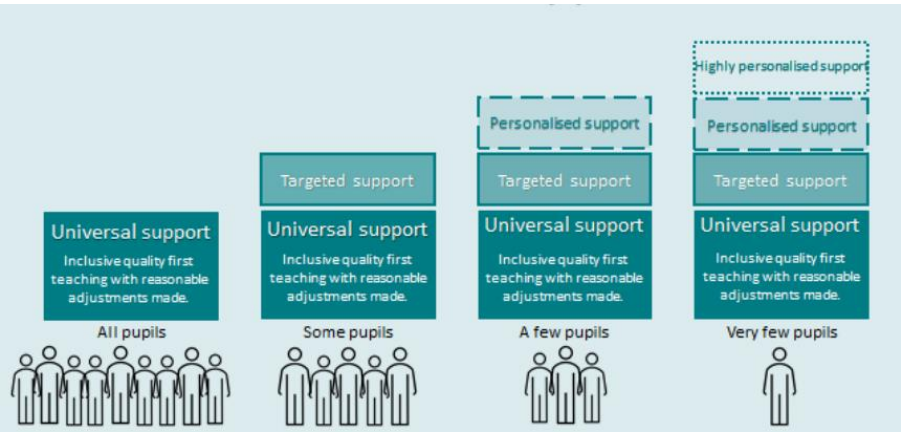
9. Levels of need and designing provision

SEND provision in school seeks to:

Develop support or make adaptations for children with special educational needs that, in time, help them become increasingly independent in their health and care needs, their social needs and their academic needs.

Alongside, the school aims for children with special educational needs to be included, feel part of their school community, have resilience, cope with adversity, be able to take risks and feel a sense of belonging and safety in their day to day lives.

SENCOs and school leaders should design a 'graduated approach' to SEND provision in their school. This begins with a broad, comprehensive 'Universal Offer' that aims to meet the needs of the vast majority of children in the school, including many of those with a lower level educational needs.



Universal Support

Schools aim for all children to have high quality teaching to meet their day to day educational needs. A broad universal offer, for example one that includes visuals, specific vocabulary teaching and learning that is broken down into smaller chunks can be very successful in meeting a broad range of needs within a class.

Targeted support

Some children may benefit from small, reasonable adaptations to help them learn. Examples might include, small group work, a modified text or a simple change in their social time.

Personalised SEN support

For a much smaller proportion of children the school may identify that they need further personalised support to meet their needs. The school will use an Assess, Plan, Do, Review (APDR) cycle to help plan what provision a child needs to help them make progress. These children will be recorded as a child receiving SEN Support on the school's record of need register. Children who require SEN Support will have a simple Individual Education Plan (IEP) to help the school, parents and child keep track of any targets the school sets in relation to their needs. The school will review the IEP once a term with parents. On some occasions, the school may seek the involvement of other agencies like a speech and language therapist to help plan provision for a child.

Highly Personalised Support

For a very small proportion of children, their needs may not be met and progress will be significantly impaired without additional support to what the school can ordinarily provide. If several cycles of ADPR demonstrate the above, then with the support of external professionals, the school may well carry out an Education, Health and Care Plan Assessment. This may lead to an Education, Health and Care Plan being created for a child. This is a legal document that outlines the targets and support required to help a child make progress in the different aspects of their life.

Education, Health and Care Plans (EHCP)

Children with and EHCP also have and Individual Education Plan or Learning Plan. These plans aim to break down the broad EHCP objectives into smaller progressive chunks. These are reviewed each term with parents. Each year the EHCP is reviewed with the school SENCO. Other professionals are also asked to contribute to the annual review of a child's plan. Targets are reviewed, amended or set at these meetings.

10. Funding for SEND

Schools receive a 'notional SEND budget' in their core funding. The school chooses how to spend this money to support all children in the school including children with SEN support.

Some children who have an EHCP also attract 'units' of funding. This amount is determined by the level of need of the child. The school chooses how best to spend any additional money it receives to support a child. These additional funds (typically between £2K and £8K) annually, help pay for provision such as additional resources, professional reports, supervision during activities or support staff hours. These additional funds do not fund 1-1 adult support and the school recognises that this type of support is rarely beneficial to a child for long periods of time.

Summary of SEN support and expectations of formal parental engagement

Support type	Who for?	Written plans	Formal meetings with parents
Universal provision	All children (including those with targeted support)	n/a	Parents evenings
SEN Support	Children with SEN needs that require some personalised support	IEP	Once a term for IEP review
EHCP	The few children whose needs require additional personalised support beyond what the school can ordinarily provide.	EHCP IEP	Once a year for EHCP review Once a term for IEP review

11. Working with outside agencies and professionals

The school aims to work with external, professional agencies to ensure teachers have access to the best advice and support if required.

External agencies, for example, educational psychologists and speech and language therapists, sometimes advise schools on how to best support a child with more complex needs. These services are limited and are only engaged when schools feel they need more support to ensure a child makes suitable progress in an area of their life or learning.

External professionals support schools by providing them with suggestions of what sort of support or adaptations might help a child progress. School staff (SENCo / teachers) will then decide what can be done, and how it might be done within the context of the school's funding, staffing and current provision.

On occasions, parents might provide the school with external reports about their child's SEND needs. As above, the school will consider which recommendations are undertaken in the context of the child's current provision and funding.

The Trust recognises the SENCO and school leaders as best placed to make decisions about what a child's provision looks like in school, and who to seek advice from.

SENCO's should use their professional judgement to decide if referrals to outside agencies or carrying out any development profiling tools will have any benefit toward a child's educational provision. The Trust expects SENCOs and school leaders to decide if requests for referrals or neurodevelopmental profiling from outside agencies will be undertaken, if the potential benefits of these assessments on developing a child's educational provision are not evident.

12. Specialist Provision (TREVITHICK LEARNING ACADEMY POLICY ONLY)

Trevithick Learning Academy hosts a specialist SEND provision called an Area Resource Base (ARB). This has space for 30 children with more complex SEND needs.

Admissions to the ARB
All admissions to the ARB are managed by the Statutory SEN team at Cornwall Council in consultation with Trevithick Learning Academy. The ARB leader manages the admission consultation process. The ARB Leader also manages parent interest in specialist provision. The MAT expects the ARB to engage with parental interest in specialist provision when a child has an ECHP in place and the parents have been advised by the Cornwall Council SEN team.

School improvement:
The ARB leader has responsibility for teaching and learning improvements in the ARB with support from the school's Headteacher and Director for Education. Quality assurance of provision falls under the schools quality assurance processes within the school, MAT and local authority.

Transition:
The ARB leader is responsible for coordinating the transition between specialist settings and end of KS2 phase transfers with Cornwall Council case workers. The process of transition and associated activities are delivered within the capacity of the school at the time.

Curriculum and inclusion
The ARB has a dedicated curriculum catering for a wide range of complex needs. Children access mainstream provision only when deemed appropriate for ensuring a child's progress in selected areas of their education.

13. SEND Tribunal

The academy will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

14. Data, record keeping and confidentiality

The academy will include details of outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

The school will not disclose any EHC plan without the consent of the child's parents, with the exception of disclosure to:

- Any SEND Tribunal when parents appeal.
- The Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- Enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the headteacher (or equivalent position) of the institution at which the pupil is intending to start higher education.

15. Contacts and further information

The school SEND Co-ordinator is .....

They can be contacted through the school office by phoning .....or emailing.....

Further information regarding SEND provision can be found in our parent leaflet. A copy can be requested from the school office or found on the school website.