



Penryn
College

"Achieving through Challenge"

Penryn College

SEND Policy

Approved by:	Full Governing Body
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Reviewed:	December 2025
Responsible SLT member:	F Williams
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1. Legal Framework and Statutory Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- The Equality Act 2010, which sets out our duties regarding reasonable adjustments and accessibility
- The Public Sector Equality Duty (PSED), which requires us to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy should be read in conjunction with our:

- Accessibility Plan
- Equality Information and Objectives
- SEND Information Report
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy

2. Definitions of Special Educational Needs and Disabilities

Definition of Special Educational Needs;

The SEND Code of Practice: 0-25 years (2015) states:

"A child or young person has 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:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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." (SEND Code of Practice, p18).

The Four Broad Areas of Need;

The broad areas of need described in the SEND Code of Practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**



Pupils may have needs in more than one area of need. It is important to note that there is no correlation between special educational need and academic ability.

Definition of Special Educational Provision

For children aged two years or older, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of their age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Definition of Disability

Many pupils with SEND may also have a disability under the Equality Act (2010). A disability is defined as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This includes sensory impairments, long-term health conditions and mental health difficulties.

Where a pupil is covered by the definition of disability, reasonable adjustments must be made to prevent them being placed at a substantial disadvantage.

3. Vision and Values

Our Vision

At Penryn College, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child as an individual.

We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our Approach

Penryn College adopts a 'whole school approach' to special educational needs. We believe that quality first teaching, with every teacher viewed as a teacher of pupils with special educational needs, ensures the best learning environment for students. All staff work to ensure inclusion of all pupils.

The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The College takes very seriously its responsibilities towards all students with additional needs and every effort is made to match provision to need, within the resource constraints of the College.

We follow the graduated approach (Assess, Plan, Do, Review) to identify, assess and review of additional needs, as outlined in the SEND Code of Practice.



4. Aims and Objectives

Aims – we aim to;

- Embrace and celebrate students with a wide range of needs
- Use our best endeavours to make sure that a child with SEND gets the support they need.
- Allow every pupil to access a broad and balanced curriculum suited to their needs.
- Ensure teaching of students with special educational needs is of excellent quality and that all teachers have a good understanding of how to meet the needs of, and to support, learners.
- Ensure that all pupils with SEND have their needs identified early and accurately, in order to support academic progression, continued good physical health, mental health and emotional wellbeing.
- Ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- Make sure that children and young people with SEND are able to engage in school activities alongside their peers with no SEND.
- Work in partnership with parents and carers, taking their views into account and making best use of their knowledge of their children.
- Ensure pupils with SEND are supported to make successful transitions between phases of education and into adulthood.

Objectives - we will achieve our aims by:

- Identifying the needs of pupils with SEND as early as possible through effective assessment and monitoring.
- Gathering information from parents, education, health and care services and feeder schools prior to a child's entry into the school
- Following the graduated approach (Assess, Plan, Do, Review) as outlined in the SEND Code of Practice.
- Monitoring the progress of all pupils to aid the identification of pupils with SEND.
- Making appropriate provision and reasonable adjustments to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum
- Ensuring provision is carefully monitored and regularly reviewed by the SENCO to ensure that individual targets are being met and all pupils' needs are catered for.
- Ensuring that pupils with SEND are supported by high-quality teaching.
- Providing regular training and professional development for all staff on SEND.
- Working in partnership with external agencies and specialists to secure the best outcomes for pupils.
- Celebrating the achievements of pupils with SEND at all levels



5. Roles and Responsibilities

5.1 The SENCO

All schools are required to designate a teacher responsible for co-ordinating SEND provision. This teacher is known as the SEND co-ordinator, or SENCO.

The SENCO must:

- Be a qualified teacher working at the school
- Achieve a National Award in Special Educational Needs Co-ordination within 3 years of appointment, unless they've previously been a SENCO for a total period of more than 12 months.

The SENCo has three operating SENCos

- Emily Quinn (ARB)
- Ben Gillo (Key Stage 3)
- Stacey Marsh (Key Stage 4)

Key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked-after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Making sure that the school keeps the records of all pupils with SEND up to date
- Ensure that the necessary provision is made for pupils with SEND
- Consult with the LA and external agencies, where appropriate, in the interests of co-ordinated and collaborative SEND provision in the locality

The SENCO will have regular meetings with the Headteacher and Senior Leadership Team to discuss SEND provision, pupil progress, and strategic priorities.

5.2 The SEND Trustee

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND.



The SEND Trustee will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision
- Ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

5.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEND policy and provision
- Ensure that the school has appropriate staffing and funding arrangements in place to support pupils with SEND
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the SENCO has sufficient time and resources to carry out their duties
- Ensure that staff receive appropriate training and professional development in SEND

5.4 Class Teachers and Subject Teachers

All teachers are responsible for:

- The progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff
- Working with the pupil on a daily basis, even if the pupil's support or intervention involves group or 1-to-1 teaching away from the main class
- Working closely with TAs or specialist staff to plan and assess the impact of the pupil's additional support, and work out how to link it to classroom teaching
- Assessing pupils' progress in class and identifying pupils who are making less than expected progress
- Responding with high-quality differentiated teaching
- Speaking to pupils and their parents/carers to understand their views and aspirations
- Working with the SENCO to assess pupils for SEND
- Ensuring that all pupils are able to learn and make progress, including those with SEND
- Checking on the progress of pupils and identifying, planning and delivering any additional support
- Maintaining high expectations for all pupils and ensuring they have full access to the curriculum
- Implementing the advice and strategies suggested by the SENCO and external specialists
- Ensuring they are familiar with the needs of pupils with SEND in their classes and implementing appropriate support and adjustments



- Liaising with parents/carers regularly to discuss their child's progress and any concerns.

5.5 Teaching Assistants (TAs)

While the learning of all pupils remains the responsibility of the class teacher at all times, Teaching Assistants will:

- Work under the direction of the class teacher and SENCO to support pupils with SEND
- Implement interventions and support programmes as directed
- Provide feedback to teachers and the SENCO on pupil progress
- Support pupils to access the curriculum and develop independence
- Build positive relationships with pupils and their families
- Attend training and professional development as required

5.6 All Staff

All staff will:

- Understand that every teacher is a teacher of pupils with SEND
- Be aware of the school's SEND policy and procedures
- Identify and raise concerns about pupils who may have SEND with the class teacher and SENCO
- Treat all pupils with respect and celebrate their achievements
- Promote an inclusive culture throughout the school

6. Identifying Pupils with SEND

6.1 Early Identification

We identify pupils who need SEND support through:

- Teachers assessing pupils' progress in class
- Identifying pupils who are making less than expected progress given their age and individual circumstances (this covers attainment and other areas such as wider development, behaviour or social needs)
- Speaking to the pupils and their parents/carers to understand their views and aspirations
- Working with the SENCO to assess pupils for SEND.

We gather information from:

- Parents, education, health and care services
- Feeder schools and early years settings
- Ongoing classroom assessment and monitoring
- Standardised assessments and screening tools
- Observations in class and around school
- Information from external agencies
- The pupil's own views and experiences



6.2 Assessment Process

The SENCO will assess the pupil for SEND by:

- Observing the pupil in class and in the playground
- Considering the views of the pupil and their parents/carers
- Consulting with external professionals such as educational psychologists, speech and language therapists, or specialist teachers

We will take care to identify the difference between:

- Pupils who have SEND
- Pupils who are underachieving due to other factors such as attendance, English as an additional language (EAL), or social/emotional factors
- Pupils who are working below age-related expectations but do not have SEND

6.3 Notifying Parents

The SENCO must formally notify parents/carers when we decide to provide a pupil with SEND support. We will explain:

- What SEND support means
- Why their child has been identified as needing SEN support
- What support will be put in place
- How progress will be monitored and reviewed
- How parents can support their child at home

Parents will be informed when any student is placed on, or removed from, the Record of Need (our internal register of pupils receiving SEND support).

7. The Graduated Approach to SEND Support

Penryn College follows the graduated approach to SEND support, which is a 4-part cycle:

1. **Assess:** identify pupils who need SEND support
2. **Plan:** agree on the support you'll provide for a pupil, in consultation with the pupil and their parents/carers
3. **Do:** put your plan into action
4. **Review:** look at the effectiveness of your support and its impact on the pupil's progress

7.1 Quality First Teaching

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We will regularly review the quality of teaching for all pupils, including those at risk of underachievement, through:

- Lesson observations
- Learning walks



- Work scrutiny
- Pupil progress meetings
- Performance management

7.2 SEND Support

Where a pupil is identified as having SEND, requiring support that is additional to and different from their peers, we will act to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Assessment

In identifying a pupil as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This assessment will be reviewed regularly to ensure that support is matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact is developed.

We will:

- Assess the pupil's current skills and levels of attainment
- Draw on teacher assessments and experience of the pupil
- Consider the pupil's development in comparison to their peers and national data
- Seek the pupil's views
- Seek the parent's views
- Seek advice from external support services where appropriate