



Special Educational Needs Policy

Reviewed: January 2026	Next review due: January 2027
Governing Body Committee: CSC / FGB	SENDCo: Chloe Turner
	CLT contact: Chloe Turner
Policy adopted by the Full Governing Body on: 25th February 2026	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
01				
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Designated Person responsible for managing the provision for children with SEND: Chloe Turner

Contact details: turner.c@torpoint.cornwall.sch.uk

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Becky Lear in liaison with the Headteacher, SEND Governor, CLT and staff, with due regard to the input of parents and pupils with SEND. Updates have been made by Cheryl Lockett and Chloe Turner.

TCC is an 11- 18 mixed comprehensive school.

In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEND Support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Provision Mapping. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

SECTION 2 – AIM (THE LONGER VIEW)

Our aim is to ensure that pupils with SEND have their needs identified early and accurately, experience equitable access to a high-quality and inclusive curriculum and achieve positive outcomes that enable full participation in their community with dignity and independence (UNCRC Article 23). This reflects the national focus on inclusion, early intervention and consistent standards across settings introduced through recent SEND reforms and inspection frameworks.

To this end, we aim to:

- a) Strengthen early and accurate identification through robust assessment and continuous monitoring**

We will use high-quality assessment tools, regular progress reviews, and evidence-informed approaches to ensure timely identification of need.

b) Deliver an ambitious, inclusive and well-sequenced curriculum accessible to all learners, including those with SEND

Teachers will design and adapt lessons so that every pupil can access the curriculum meaningfully.

c) Ensure teaching and learning are responsive, evidence-informed and adaptive

We will draw on research-based approaches to pedagogy, including explicit instruction, scaffolding, metacognitive strategies and universal design for learning.

d) Provide targeted, well-planned and impactful support using a graduated approach

Support will combine high-quality teaching, targeted interventions, structured classroom adaptations, in-class support, and specialist provision where appropriate.

e) Use appropriate, high-quality resources and strategies that meet individual needs, with a strong emphasis on communication and literacy

Provision will reflect pupils' profiles, including communication needs (e.g., SLCN, autism), consistent with national SEND and AP Standards being introduced from 2025. Literacy, language development and assistive technology will be prioritised particularly in early intervention pathways.

f) Continually evaluate the effectiveness, equity and value of SEND provision

We will use clear impact measures, pupil voice, parental engagement, and regular strategic reviews of SEND provision.

Objectives:

Through this policy, we aim to:

1. Meet national SEND statutory requirements, including the Children and Families Act (2014) and SEND Code of Practice (2015), while working with the Local Authority to contribute to the Local Offer.
2. Embed a whole-school approach to inclusion and SEND, ensuring every teacher is responsible for every pupil's progress and well-being.
3. Identify needs early and provide effective support, with focus on early identification and meaningful curriculum adaptations.
4. Ensure pupils with SEND can access an ambitious, well-sequenced curriculum with purposeful adaptations that enable full participation and progress.
5. Promote equity and prevent discrimination, ensuring all pupils feel a strong sense of belonging and safety.
6. Work in genuine partnership with parents/carers, recognising their expertise and strengthening co-production in decisions about support.
7. Involve pupils in decision-making, ensuring their views inform identification, planning and review.
8. Celebrate progress and achievement at all levels, including personal development, independence and wider outcomes.
9. Provide an appropriately qualified SENDCO who leads on inclusion, supports staff and ensures high-quality, consistent practice across the school.
10. Equip staff with the knowledge, confidence and guidance to meet diverse needs.
11. Use resources effectively to remove barriers to learning, support well-being and improve outcomes for SEND learners.
12. Champion the rights, dignity and potential of every pupil, supporting them to develop fully (UNCRC Articles 23 and 29).

SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The term 'special educational needs' has a legal definition. Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

Special educational needs could mean that a child has difficulties with:

- all of the work in school.
- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying.
- making friends or relating to adults;
- behaving properly in school.
- organising themselves; or
- sensory or physical needs which may affect them in school.

A child has a learning difficulty or disability if he/she:

- Has greater difficulty in learning than the majority of children of his/her age.
and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the school has recognised and identified clearly.

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT Torpoint Community College

At Torpoint Community College, all teachers are responsible and accountable for the progress and development of every pupil in their class, including those who receive support from specialist staff or teaching assistants. High-quality teaching, differentiated for individual pupils, is the first and most important step in responding to pupils with SEND. 'Quality First Teaching' is a whole-school priority. Teaching is regularly and rigorously monitored, with a strong focus on continuous improvement for all pupils, including those at risk of underachievement.

This commitment includes ensuring that teachers are supported to develop and refine their understanding of effective strategies for identifying and supporting vulnerable pupils, as well as enhancing their knowledge of the types of SEND most commonly encountered. The SENDCO maintains close liaison with all staff to ensure that pupils are identified as having SEND only when they fail to make adequate progress despite receiving appropriate adjustments, interventions, and high-quality personalised teaching.

Details of the provision available at TCC can be found in the School Information Report and the Local Offer, located in the SEND section of the school website.

Levels of Need

TCC's Graduated Response consists of three levels as follows:

Monitoring

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up or they have a short-term need for additional support. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
 - Their behaviour is disruptive
 - There is a suspected undiagnosed additional need
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)

Class teachers are required to identify students who are struggling and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

The school ensures that everything is done at an early a stage as possible to avoid the need for SEND Support. If after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

SEND Support

Pupils are placed on the RON at this level after assessment and consultation between the SENDCO and teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a half-termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENDCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend termly review meetings with the SENDCO and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEND Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEND Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

(EHCPs replace Statements of Educational Need.)

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The SENDCO team (Chloe Turner as the designated SENDCO and leader of the team) is responsible for:

- a) Identifying and assessing the specific needs of pupils with SEND, including coordinating and submitting applications for statutory assessment (EHC Needs Assessments).
- b) Managing and overseeing screening processes, including dyslexia screening and other assessments used to identify underlying learning needs.
- c) Leading and line-managing the SEND team, including Higher Level Teaching Assistants (HLTAs) and Teaching Assistants, ensuring effective deployment and professional development.
- d) Coordinating transition arrangements, including liaison with primary schools, post-16 providers, and other settings to ensure continuity of support.
- e) Ensuring the timely transfer of all relevant SEND information when pupils join or leave the school.
- f) Overseeing the day-to-day operation of the school's SEND Policy, ensuring consistent implementation across the school.
- g) Advising and supporting teachers and support staff on inclusive practice, differentiation, and strategies to meet individual needs.
- h) Maintaining accurate and up-to-date SEND records, including the SEND Register/Record of Need and pupil profiles/support passports.
- i) Working in partnership with parents and carers, ensuring effective communication and involvement in decision-making.
- j) Liaising with external professionals and agencies, such as Educational Psychologists, Social Care, Health Services, Early Help/Early Support, and specialist outreach teams.
- k) Coordinating, attending, and leading review meetings for pupils with SEND, including Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- l) Supporting the Access Arrangements process, ensuring that needs are accurately identified and evidence is provided, with Becky Lear holding overall responsibility for Access Arrangements and submission to the exam boards.
- m) Monitoring the progress and attainment of pupils with SEND, ensuring interventions are assessed, adapted, and evaluated for impact.
- n) Promoting a culture of inclusive, high-quality teaching, supporting staff training and whole-school professional development related to SEND.
- o) Ensuring compliance with statutory duties under the SEND Code of Practice (2015), Equality Act 2010, and other relevant legislation.
- p) Contributing to strategic school improvement, including analysing SEND data, reporting to CLT and governors, and shaping future provision.

SECTION 5 - CRITERIA FOR EXITING THE SEND RECORD OF NEED

The SENDCO has responsibility for the removal of a pupil from support on the Record of Need at TCC School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEND are directed to the Cornwall SEND Local Offer, which provides clear, comprehensive and accessible information about education, health and social care support for children and young people aged 0–25 with SEND. This is published by Cornwall Council in accordance with statutory Local Offer requirements.
- TCC provides a link on the Cornwall SEND Local Offer webpages to information about our school's SEND provision (our School Offer). This includes the SEND Policy and SEND Information Report.
- Admission arrangements for TCC can be found on the school website.
- The school's policy on managing the medical conditions of pupils is available on the school website. This aligns with the Local Offer requirement to provide accessible information on health and welfare support.
- Enhanced transition between primary and secondary begins in the Spring Term of Year 6, with SENDCOs from both settings working collaboratively to plan and implement appropriate support for each pupil.

SECTION 7 – SUPPORTING PUPILS AT TCC WITH MEDICAL CONDITIONS

- The school recognises its responsibility to ensure that pupils with medical conditions are properly supported, enabling them to have full access to education, including physical education and educational visits. Where a pupil's medical condition amounts to a disability, the school fulfils its duties under the Equality Act 2010, ensuring reasonable adjustments are made to avoid discrimination.
- Some pupils with medical needs may also have SEND, and in these cases their provision will be planned and delivered in accordance with the SEND Code of Practice (2015). Where a pupil has an Education, Health and Care Plan (EHCP), this will outline the integration of health, social care and educational provision.
- The school has trained members of staff in General First Aid, and, where appropriate, staff receive training to safely manage medication and specific medical treatments required by individual pupils. Further details are set out in the School Policy for Supporting Pupils with Medical Conditions.
- The school follows the statutory guidance "Supporting Pupils at School with Medical Conditions" (DfE, 2015), which outlines the legal duties for governing bodies, the importance of Individual Healthcare Plans, and expectations around staff training and partnership with families and health professionals.

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, CLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The school makes use of SEND specialist staff within the Local Authority, who are able to provide CPD opportunities..
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCO regularly host/attends SEND network meetings in order to keep up to date with local and national developments in SENDD and also supports the LA through involvement in work strands to address ongoing developments in SEND Reforms.

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SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the Governing Body

The Governing body has regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and SENDCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistants

Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the SENDCO, Leaders and Class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Teaching Assistants are line managed by the SENDCO.

Designated Safeguarding Lead

Mrs Becky Lear, Dr Jeremy Plumb

Designated Teacher for Looked After Children

Mrs Becky Lear

Designated Member of Staff responsible for PPG/LAC Funding

Mrs Becky Lear

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils

Mrs Becky Lear

SECTION 11 – TIMESCALES FOR SEND REQUESTS

Due to the increased demand across the school, we have established the following expected timescales for processing requests from parents. These ensure fairness, consistency, and efficient use of resources while prioritizing the needs of all pupils:

1. Letters and Questionnaires for External Agencies

Forms and questionnaires required by external agencies will be completed within three weeks of receipt.

2. Neurodevelopmental Profiling

Due to the detailed nature of neurodevelopmental profiling and the extended time required for these meetings, appointments will be allocated as soon as possible based on availability. Appointments are limited to two per week, and timescales will depend on current demand.

3. Meeting Appointments

- Meetings are allocated on a first-come, first-served basis and can be booked through SEN@torpoint.cornwall.sch.uk
- Parents will need to specify the purpose of the meeting at the time of booking.
- Standard meeting slots are limited to 30 minutes unless an extended time is agreed upon with the SENDCO or admin in advance.

4. Observations

Observations requested by teachers or parents will be completed as soon as possible and no later than three weeks after the request has been made.

5. EHCP (Education, Health, and Care Plan) Requests

- The statutory process for EHCP applications requires a minimum of two terms of evidence. This must include professional involvement from an external service identified by the local authority (e.g., Autism in Schools Team or Communication Support Team).
- School must implement the advice provided by these professionals for at least one term to evaluate its impact. Only after these steps are completed and all evidence has been collated can the application be submitted. This process typically takes two terms to one academic year.
- Parents have the right to submit their own EHCP request directly to the local authority if they feel there is urgency. In such cases, the school will provide any existing evidence to support the request.

These timescales are designed to ensure that all requests are managed effectively while meeting statutory obligations and balancing the needs of all pupils.

SECTION 12 – STORING AND MANAGING INFORMATION

The school complies with the current data protection and confidentiality requirements with regard information about pupils and families.

SECTION 13 – REVIEWING THE SEND POLICY

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

SECTION 14 – ACCESSIBILITY

Please refer to the Equality Policy. This can be seen on the school website.

SECTION 15 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 16 – BULLYING

Please refer to the school's Behaviour Policy which is available on the school website.