

SEND Policy

Policy owner	Trust Inclusion Lead
Policy approved by	Education Standards Committee
Policy approved	March 2026
Review frequency	2 years
Next review	March 2027

1. Compliance

This policy complies with the statutory requirements laid out in the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE, February 2013)
- Cornwall Graduated Response Document (Updated January 2018)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- St Barnabas MAT Safeguarding Policy
- St Barnabas MAT Accessibility Plan
- Teachers Standards 2012

2. St Barnabas Multi Academy Trust and Special Educational Needs

Each school currently has a named SENDCo—as outlined in their individual school SEND Information Reports—available through our school websites and upon request.

All members of staff, in conjunction with the authorities (the Board of Directors and the local authority), have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Pupils are entitled to and are provided with a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued, and reviewed. We are committed to developing high aspirations in all our students.

3. Aims & Vision

The Trust aims to embrace the needs of all pupils and takes a holistic approach to special educational needs and disabilities (SEND). Every teacher is a teacher of every child or young person, including those with SEND. We provide effective opportunities for all pupils by responding to their diverse learning needs, setting suitable learning challenges, and overcoming barriers to learning. The Trust focuses on outcomes for all children and young people, aiming to raise the aspirations of and expectations for all pupils, including those with SEND.

Our SEND policy is supported by our MAT vision: **#bringit**

St Barnabas Multi Academy Trust Vision

We believe every child is made in the image and likeness of God, and as such, every single one of our children is valued and loved.

The Parable of The Talents (Matthew 25:14-30) underpins our vision and demonstrates that every person is given gifts from God that make them who they are. When we nurture our talents, we grow into who we were born to be, bring light to the world, and find our purpose

for living. Every person has the right to be themselves, to be included, and happy environment. Everyone at our school is equal and treats each other with respect and kindness; we all deserve to flourish and thrive.



Our pupils and their families are the centre of our school, and everything we do has their well-being and success as our priority. We believe that we should work to include and nurture every child to ensure that their learning journey is exciting and challenging, allowing them to discover what makes them unique and precious members of our community. We encourage all children to work to the very best of their ability and offer an extensive range of stimulating experiences to allow every child access to an exciting and inspirational education.

All of our work is underpinned by our key Christian values: **respect, courage, service, compassion, creativity, and faith.**

4. Objectives

The Trust has the following objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
- To provide named personnel who will work within the SEND Policy (Special Educational Needs and Disabilities Co-ordinators).
- To provide support and advice for all staff working with pupils with SEND.
- To guide and support individual schools in their specific SEND policies and procedures.

5. Identifying Special Educational Needs

The *SEND Code of Practice: 0-25 years* (January 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.

DfE Requirements for Mainstream Schools

Every school is required to identify and address the SEND of the pupils they support. Mainstream schools must:

- Use their best endeavours to make sure that a child with SEND need.
- Ensure that children and young people with SEND engage in the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision (the SENDCo).
- Inform parents when they are making special educational provision for a child.
- Prepare a SEND Information Report and detail their arrangements for the admission of disabled children, steps taken to prevent disabled children from being treated less favourably, facilities provided to enable access, and their Accessibility Plan.

The 4 Broad Categories of Need

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health (SEMH)
4. Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We consider the needs of the whole child, not just their special educational needs.

Factors Not Considered SEND

The following may impact progress and attainment, and a pupil may receive additional support, but they are not strictly considered SEND:

- Disability (schools must provide "reasonable adjustments" under Disability Equality legislation; this alone does not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/woman

Note on Behaviour: Behaviour alone is not classed as a special educational need. Concerns relating to a student's behaviour are often an underlying response to a need we will seek to recognise. Behavioural and emotional support may be put in place using strategies based in 'Trauma Informed Schools' and general attachment theory.

6. A Graduated Approach to SEND Support

The Trust has a policy of individual and group planning and recording for all pupils. If regular assessment reveals a pupil is making less than expected progress, the class teacher must make a judgement about how to support that pupil.

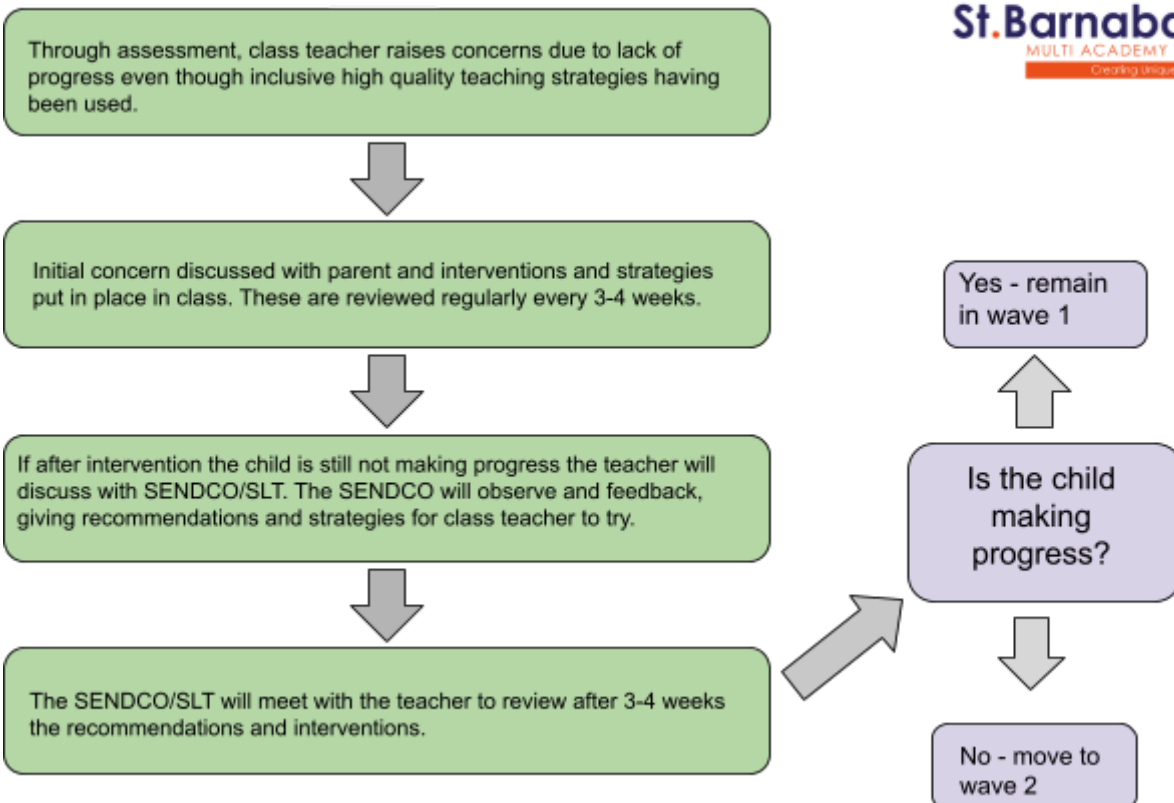
According to section 6.19 of the Code, the first response should be **"highly targeted at their areas of weakness."** This could be achieved through adjustments, resources, or tasks managed by teachers in class. Additional support cannot compensate for a lack of good quality teaching.

Support may also entail in-class work or targeted group interventions by Teaching Assistants (e.g., catch-up groups, social skills). Pupils with SEND may have special access arrangements in Statutory Assessments (e.g., extra time, a reader), which is the joint responsibility of the Head of School, SENDCo, and class teacher.

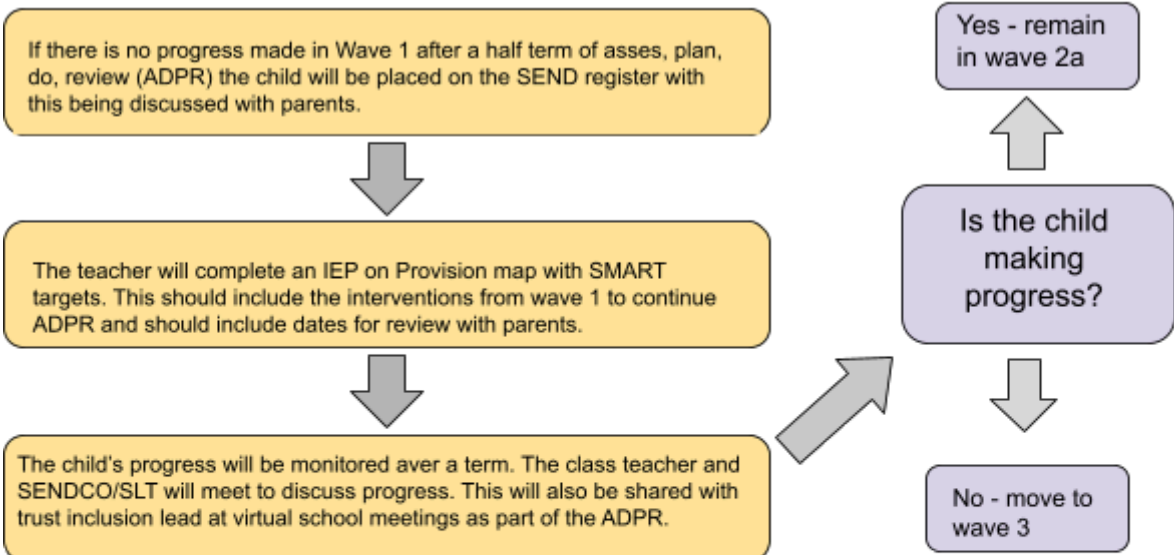
A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding (via an Education, Health and Care Plan). These pupils may be assisted in class or withdrawn for specialised teaching.

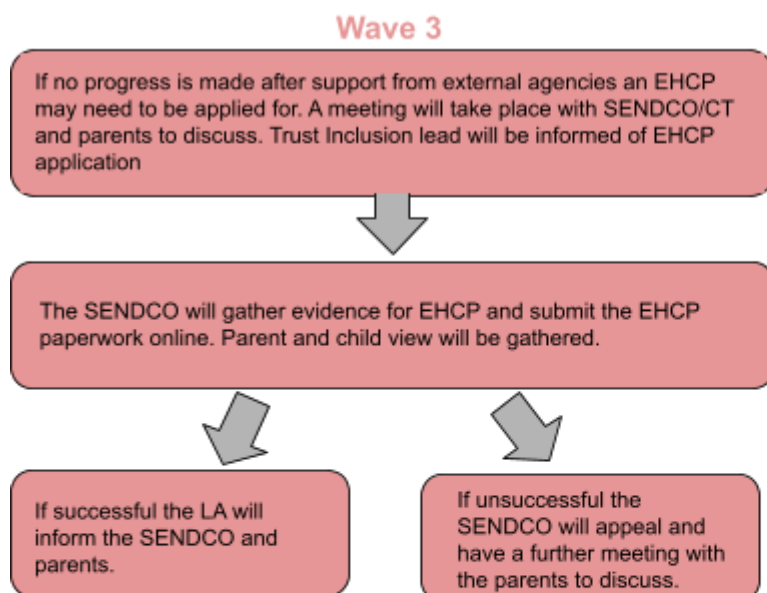
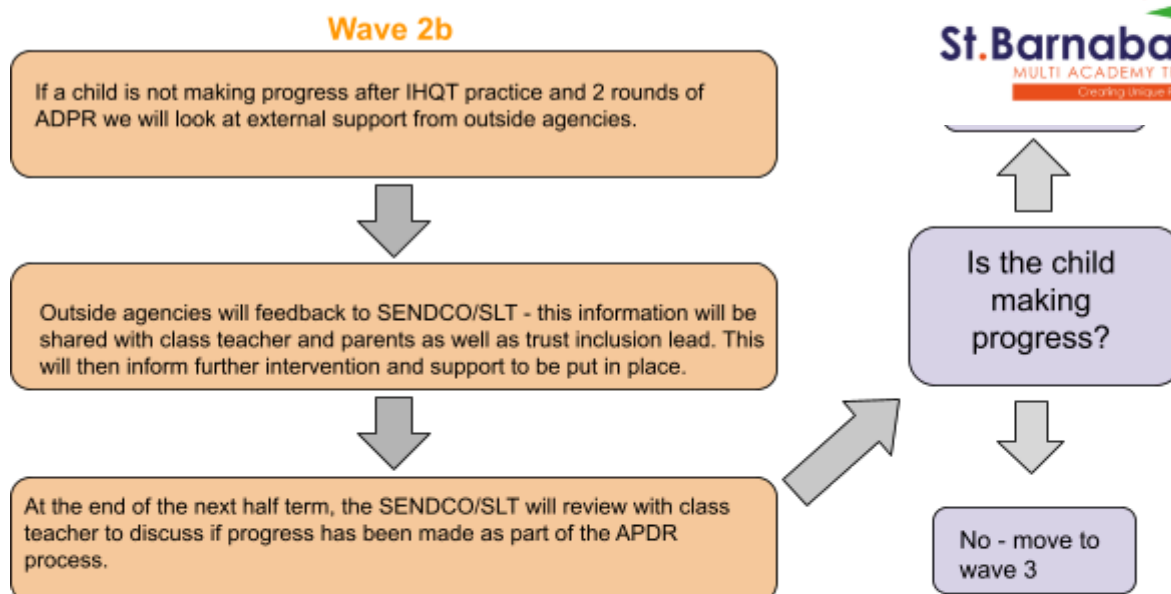


Wave 1



Wave 2a

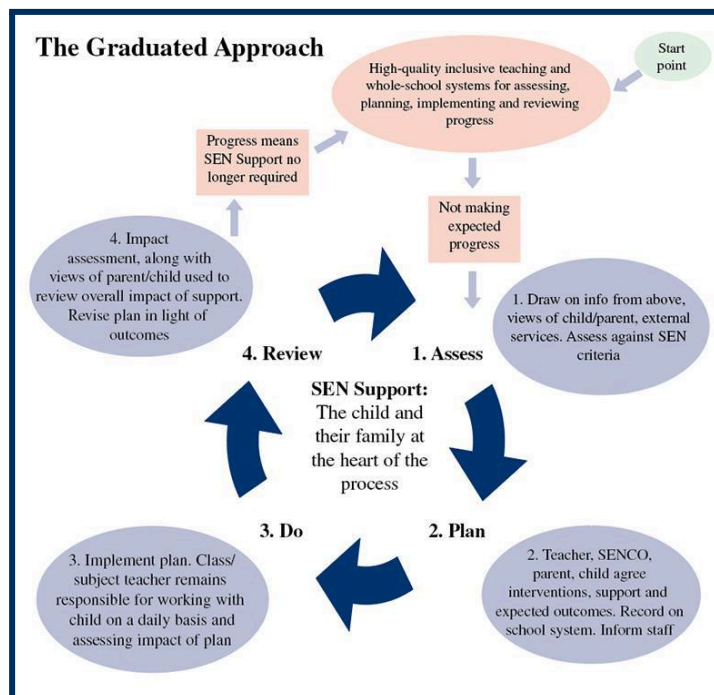




The Four-Part Cycle

SEND support is developed through a four-part cycle to build an understanding of a pupil's needs:

1. **Assess:** Teachers, the SENDCo, and Heads of Schools assess provision, drawing on pupil progress, national data, specialised the views of the pupil and parents.
2. **Plan:** Teachers and the SENDCo agree with the parents and pupil on the adjustments, interventions, and support to be put in place, the expected impact, and a review date. All staff working with the pupil are made aware of this plan.
3. **Do:** The class teacher remains accountable for the child in their lessons, retaining responsibility and assessing the impact of any group or one-to-one interventions.
4. **Review:** The effectiveness of the support is reviewed on the agreed date. The impact of the support, along with the views of the child and parents, feeds back into the analysis of the pupil's needs, and the cycle repeats.



7. Request for a Statutory Assessment

In a very small number of cases, the child's needs will, despite extra provision, demonstrate a significant cause for concern. The SENDCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment, which may result in an Education, Health and Care (EHC) Plan.

Education, Health and Care Plan (EHC Plan)

When the LA agrees to issue an EHC plan, they may allocate additional funding to purchase specific resources or support. All plans must be reviewed at least annually (or as required) with the parents, the student, the school, and involved professionals to consider necessary amendments.

8. Transition

SEND support includes planning and preparation for transitions between education. The school will securely share information with the receiving setting to support a smooth transition.



9. Admissions

Admissions arrangements for all students, including those with SEND, can be found on individual school websites.

10. Supporting Students with Medical Conditions

The Trust recognises that pupils with medical conditions should be properly supported to have full access to education, including trips and PE. Where children with medical conditions are disabled, the Trust complies with the Equality Act 2010. Some may also have SEND and an Education, Health and Care (EHC) plan which brings together health, social care, and special educational provision in line with the SEND Code of Practice (2015).

11. Identifying SEND in the Early Years

Where a child is behind expected levels or gives cause for concern, practitioners will consider all information from within and beyond the setting, formal checks, and observations (particularly in communication, language, physical, personal, social, and emotional development). Specialist advice from outside the setting will also inform decisions. All information is brought together and considered with the parents.

12. Monitoring and Evaluating SEND

The quality of provision for all pupils is monitored regularly through data analysis, parental communication, staff reviews, and student feedback (e.g., through 'pupil passports' and 'running records').

13. Roles and Responsibilities

- **Designated Safeguarding Lead (Trust):** Melissa Pope
- Trust Inclusion Lead: Melissa Pope
- **Director with responsibility for SEND:** Sue Morrish
- **Link Governors:** All local governing body hubs appoint their own link governor for SEND.
- **Designated Teacher for Looked-After Children:** Melissa Pope
- **Individual School Leads:** Identified on each school website.

Further information about safeguarding roles can be found in each school's child protection and safeguarding policies.

14. Storing and Managing SEND Informatio

All documents are stored in line with the Trust's Information Manageme retention schedules and safe destruction) and our Confidentiality policy.

15. Policies and Procedures in Individual Schools

Each school has unique needs and provision, which are outlined in school-specific SEND Information Reports.

16. The Local Offer

This policy and each school's Information Report sit within the Cornwall 'Local Offer'. Further information about support available in Cornwall can be found here: [Cornwall SEND Local Offer](#)