



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) LEARNING SUPPORT POLICY**

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This policy applies for all pupils once admitted to Truro School. For details about our Admissions process including how it relates to SEND, please view our Admissions Policy. Truro School, and Truro School Prep/Nursery, are committed to providing equal opportunities to all pupils of the School including those with special educational needs and disabilities (SEND). The aim of this policy is to ensure that we provide equal and fair opportunities to all pupils by:

- Using our best endeavours to ensure that all Truro School pupils (including those with medical conditions as informed by parents, supported by necessary documents from health professionals) get the support needed within the School's resources.
- Ensuring pupils with SEND engage in the activities of the School with their peers.
- Ensuring parents are consulted and informed when SEND provision is made for their child and of the impact of the provision.

## **A. Legislation and Guidance**

In drawing up this policy, the School has had due regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice (CoP): 0 to 25 years (January 2015)
- The Equality Act 2010
- Statutory Framework for the Early Years Foundation Stage (September 2023)
- Children and Families Act 2014
- SEND and Alternative Provision Plan 2023
- JCQ Access Arrangements and Reasonable Adjustments

## **B. Related Truro School Policies**

This policy should be read in conjunction with the School's:

- Admissions Policy
- Child Protection and Safeguarding Policy
- Senior School Curriculum Policy
- Prep School Curriculum Policy
- Equal Opportunities (Pupil) Policy
- Senior School Positive Behaviour and Values Policy
- Prep School Behaviour, Rewards and Sanctions Policy
- Accessibility Plan
- Senior School Anti Bullying Policy
- Prep School Anti-Bullying Policy
- Examinations Policy (Senior School)
- Truro School Terms and Conditions (Parent Contract)
- Complaints Policy and Procedure

### **C. Aims and Objectives**

The aims of this policy are to support Truro School pupils with SEND towards full independent inclusion and ever greater independence at Truro School by:

- Adopting a whole school approach in which 'every teacher is a teacher of SEND' (CoP, 2015);
- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best possible outcomes for each pupil;
- Working with families and outside agencies, where necessary, to enable the greatest possible access to opportunities for pupils.
- Ensuring all pupils are equally valued.
- Explaining the roles and responsibilities of those involved in providing for pupils with SEND.

The objectives of the School's SEND provision are:

- To ensure that all pupils who require learning support are identified and supported as early as possible and appropriate support is put in place, in line with whole school policy.
- To coordinate strategies and actions that promote and enhance full and successful inclusion of all pupils within curricular and co-curricular opportunities, ensuring reasonable adaptations where appropriate.
- To scrutinise, support, and advise staff in their teaching of pupils with an identified or suspected SEND.
- To ensure all pupils are included within relevant opportunities, regardless of identified or suspected SEND.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of those with identified or suspected SEND.
- To maintain links with parents of pupils with identified or suspected SEND regarding their progress and inclusion within the life of the School.

- To give pupils the strategies they need to become more confident, independent, self-reflective learners.
- To liaise with parents, Heads of Year, Heads of Key Stage, form tutors and subject teachers to promote pupil progress and success.

## **D. Definitions**

### **Special Educational Needs and Disabilities (SEND)**

Although the School is not bound by the 0-25 SEND Code of Practice 2014 as updated in 2015 and 2021, the guidelines set out in it provide the definition for SEND. 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children their age;
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Although these factors may impact on progress and achievement, children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, or on the basis of poor attendance/punctuality, or on the basis of temporary medical conditions.

A child or young person is disabled if they:

- Are prevented or hindered from making use of facilities of a kind generally provided for others of the same age
- Have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities (as defined by the Equality Act 2010).

In line with the Equality Act, not all pupils who have SEND or who are in receipt of a diagnosis are automatically disabled and not all disabled pupils have SEND. All such pupils will however be monitored by the School to assess the level of impact of their difficulties on their learning and, where appropriate, SEND support will be put in place.

## **E. Accessibility**

The School is aware that difficulties may be experienced from time to time by the need for pupils to move around the site and as a result of the School buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved for disabled pupils, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. Parents must inform the school with regards to any information about a child's medical needs and/or disabilities and update the school if there are any developments or changes to this. The

School is committed to ensuring all reasonable adjustments are considered and put in place for relevant pupils in need of accessibility considerations.

## **F. Support for Teachers**

Teachers are supported in their teaching of pupils with SEND or learning difficulties in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training);
- Information contained on the SEND Register, and individual Learning Plans, accessible via the School's whole school SEND management information systems (SIMS, Provision Map) and in the Staff Shared Area;
- Advice given within departmental meetings, including directly by the SENDCo and Learning Support team where appropriate;
- Feedback from any in-class observation of pupils with SEND or learning difficulties, including when particular learning or behavioural issues are identified;
- Advice in relation to implementing the Pupil Passports, individual Learning Support Plans, or Action Plans.

## **G. Identifying, supporting, and reviewing pupils with SEND**

### **Multi-Tier Support System (MTSS)**

The School provides a multi-tier support system (MTSS) that delivers support for temporary or individual barriers to learning. SEND provision is available for pupils with learning challenges that are diagnosed or who show little to no progression using Quality First Teaching (QFT) Strategies. Drawing on multiple approaches, periodic review, and specialist expertise, our SEND provision aims to match interventions to individual pupil needs through ongoing cycles of assessing, planning, doing and reviewing.

The types and nature of SEND support vary and are divided into three Waves. Waves of support (provision) are determined by pupils' individual learning needs which are not predetermined by pupils' medical or psychological diagnosis, although this provides valuable information in devising support for pupils. Support is also based on criteria such as educational progress, behaviour, academic aptitude, and skills.

Provision is reviewed and may change according to a pupil's level of need and provision. Emergent or changing concerns, including a lack of pupil progress, can trigger a review at any time. Waves of support and which wave a pupil is placed is documented on the School's SEND register through the whole school SEND management information systems (SIMS, Provision Map.)

The School's SEND Register is managed by the SENDCo. It contains pupils for whom supportive intervention beyond QFT is in place. Where pupils make sustained progress, and it is agreed that no further additional support is necessary beyond QFT, the pupil would be removed from the SEND Register. Their progress would still be monitored via the School's wider tracking

and monitoring processes and any pupil for whom a return to the SEND Register is agreed to be beneficial would return.

The SEND team works in partnership with teachers and other staff to ensure the curriculum and co-curriculum are accessible to all pupils.

The School strives to ensure that pupils' individual learning needs are fully integrated within mainstream classrooms. Integrated support may include individual, group, regular, or "pull out" sessions.

### **Reasonable Adjustments:**

The School will make every effort to provide reasonable adjustments to ensure that no pupil is working at a substantial disadvantage in accordance with the Equality Act 2010. The School works with visiting specialists to provide external advice on pupils' needs but is under no obligation to implement all recommendations provided by external experts. External reports are referred to for best practice and the most appropriate recommendations are implemented. However, the School also needs to ensure that the effective teaching and learning of all pupils is not compromised and must take this into account when looking at Reasonable Adjustments. The School does not offer a modified curriculum and it is the expectation that all pupils will follow the broad and balanced curriculum on offer.

### **Assistive technologies**

Assistive technologies may be deployed include hardware, software, or other equipment that helps pupils work around their challenges. Some examples of assistive technology include the dictate and read aloud functions on Microsoft Word, reading pens and other ergonomic devices. The aim of this is to promote pupil independence and for pupils to self-advocate for their learning.

### **The Graduated Approach: Assess, Plan, Do Review**

#### **Identification of pupils with SEND (Stage 1 – "Assess")**

The School aims to identify pupils with SEND through a variety of ways, including:

- The SEND department's referral form submitted by teachers outlining main concerns and strategies used
- Parental concerns raised
- Through discussion with the teachers, pupil and parents.
- Observation of pupils within learning contexts by relevant staff;
- By monitoring pupils' progress and attainment data;
- By reviewing admission and baseline assessments for potential indicators of SEND;
- Through any screening undertaken by the School of pupils;
- By the receipt of information from a previous school or other educational establishment (where applicable), including during the admissions process;

- By the provision of information by parents, including prior to admission;

### **Supporting pupils with SEND (Stage 2 – “Plan”)**

The relevant member(s) of the SEND team will generate a Pupil Passport (PP) when:

- a pupil joins the School with an identified SEND
- a pupil who is currently attending the School receives a diagnosis from an external agency
- a pupil who is currently attending the School and has a learning difficulty which does not improve through QFT and differentiation.

The relevant members of the SEND team will arrange a meeting to discuss the proposed PP with the parents and pupil, in order to agree on a final document. Following this, the pupil will be added to the School’s SEND Register. In instances where specific outcomes need to be met, a pupil may also be supported through SMART targets within an Individual Learning Plan.

The SEND Register is available to all relevant staff at the School through the through the whole school SEND management information systems (SIMS, Provision Map.) The SEND Register records the pupil’s SEND, or learning difficulty, Pupil Passport, and any other reasonable adjustments.

### **Supporting pupils with SEND (Stage 3 – “Do”)**

The School’s approach to support is needs-led, not diagnosis-led. This means we look to support the needs of pupils which impact their learning. The school uses a three-phase model of intervention identified as K1, K2, K3 on the SEND register:

- **K1:** This phase is for pupils who have an identified SEND but who, for any reason, support is not needed or wanted by the pupil, parents or carers. These pupils will be supported in the same way as all pupils through Quality First Teaching (QFT) within the classroom.
- **K2:** In addition to QFT, some pupils with SEND may need some adaptive teaching strategies to help them access the curriculum and make expected progress. This support will be communicated to subject teachers through a Pupil Passport, Individual Learning Plan and Exam Access Arrangements, as appropriate. It may also be appropriate to seek advice from the external agencies. Prep, Pre-Prep and Nursery pupils may also access small group interventions.
- **K3:** In addition to QFT and adaptive teaching strategies, this highest level of support includes focused intervention given by a Specialist Teacher within the Learning support Department. This may be within a small group or on a 1:1 basis, however interventions are not normally resourced during timetabled lessons, subject to the School’s obligations under the Equality Act 2010, and advice arising from any relevant Education and Health Care Plans. The effectiveness of this intervention will be measured through agreed targets.

Based on this model of intervention, the relevant member(s) of the SEND team will:

- monitor the use and effectiveness of the strategies in place through observations, learning walks and communication with relevant stakeholders;
- implement and/or oversee the delivery of any interventions that are required by a Pupil Passport;

The objective of the provision is to support full integration into the mainstream curriculum so that pupils are not withdrawn from timetabled classes. Teaching Assistants may be available in the Pre-Prep and Nursery to assist classroom activities and pupil learning.

There are, however, no general classroom Teaching Assistants or Learning Support Assistants available at the Prep (Years 3-6) or Senior School.

### **Reviewing the support and progress of pupils with SEND (Stage 4 – “Review”)**

The relevant member(s) of the SEND team will review the effectiveness of the Pupil Passport at least once per year. The outcome of this review will determine one of the following:

- the PP has supported the pupil in their learning, and the PP remains in place;
- the PP has not been as effective as desired, and alternative strategies will be recommended;
- the PP has not been successful, and it is believed that further guidance would be beneficial. Where this is the case, parents will be recommended to engage with external agencies and professionals to help further assess the pupil, and advise on additional support and strategies. The School does not conduct diagnostic assessments. When a parent decides not to follow the School’s recommendations to seek external guidance, the School will continue to support the pupil as best it can, within the parameters of the knowledge and understanding that they have in relation to the pupil’s SEND or difficulty.

The SENDCo will contact parents to discuss the outcome of reviews where necessary. Where a pupil has not made expected progress despite SEND support being put in place, the SENDCo will meet with parents to discuss next steps. This may involve:

- Further external evaluations. Reports from external agencies provide information which the School will use when deciding on reasonable adjustments, but do not dictate which reasonable adjustments can/may be applied by the School.
- Proposing interventions to take place during the school day, for a short intervention block. Applying for an EHC Plan where appropriate.

### **H. Pupils with an Educational, Health and Care Plan (EHCP)**

Although the School is not a S41 School under the Children’s and Families Act 2014, the School will review with parents the potential need for applications for Education and Health Care Plans (EHCPs), supporting such applications where appropriate. Our SENDCo, in partnership with relevant pastoral and academic staff, works closely with families where an EHCP might be warranted for a pupil. Where a current or prospective pupil might have an EHC Plan, the School would consult with the parents and the Local Authority to ensure that the provision specified in the EHC Plan could be delivered by the school. The school would co-operate with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required. Any additional

services that are needed to meet the requirements of the EHC Plan may need to be charged directly to parents/carers, subject to the school's obligations under the Equality Act 2010.

### **I. Medical conditions including sensory impairment/illness**

It is the responsibility of parents to provide the School with details of any medical conditions that affect their child, and to keep the School updated with regards to any developments or changes with any medical condition. For pupils with any medical issue or sensory impairment or illness, this is managed by the medical staff unless specific extra teaching and/or special examination arrangements are approved and required.

### **J Social, Emotional and Mental Health Difficulties**

Pupils with social, emotional, or mental health difficulties may be referred to the pastoral team within school or an outside agency, as appropriate. Such referrals will be informed by dialogue between the pastoral team and the SENDCO where appropriate.

### **K. Roles and Responsibilities**

#### **The Governing Body**

The Governing Body is responsible for determining school policy and provision for pupils with SEND. The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Head and SENDCOs to determine the strategic development of the SEND policy and provision in the school

#### **The Head**

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the Governing Body fully informed of the implementation of the School's policy in practice. The Head will:

- Work with the Leadership Teams, SENDCOs and SEN Governor to determine the strategic development of the SEN policy and provision (as outlined in this policy) in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **Teaching Staff**

All teachers are responsible for helping to meet a pupil's identified or suspected SEND (irrespective of any specialist qualifications or expertise), and for following the School's procedures for identifying, assessing and making provision to meet those needs. This stems from the graduated approach to SEND, which highlights Quality First Teaching as essential to successful SEND provision. This can include (where appropriate), but not limited to, in class adaptive teaching strategies and accommodations.



## **The Head of Learning Support / SENDCO**

Our Heads of Learning Support will:

- Work with the Head, Leadership Teams, and designated SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and Quality First Teaching
- Work together across both sites when Year 6 Prep pupils transfer into the 1<sup>st</sup> Year at the Senior school
- Liaise with other school SENDCOs when pupils transfer from other feeder schools.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned. This includes where a Prep School pupil may not be able to transition to the Senior School based on the level of need and the provision available under this policy, or when a Senior School pupil transfers to another Senior School provider in order to best meet their SEND needs.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies supporting SEND.
- Work with the Head and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date.

## **Parents/ Carers**

The Learning Support Department sets out to liaise with parents of pupils who receive learning support, encouraging them to have an active role in their child's education. Parents play a key role in enabling pupils to achieve their potential. As such, it is the parents'/carers' responsibility to inform the school of all known SEND (whether diagnosed or suspected) at the point of application, and to keep the school updated with any changes or emerging needs whilst a pupil is in at the School.

## **Pupils**

Pupils are guided and encouraged towards independence in their learning and progress. As metacognitive learners, they develop personal strategies to understand their own individual needs.

## **L. Admissions**

Pupils with SEND are not disadvantaged by the school's admission policy. Please refer to our Admissions Policy for further details of our SEND Admissions process.

## **M. Exam Access Arrangements**

Where it has been identified by the SENDCo that a pupil may require exam access arrangements, or reasonable adjustments, the school works in strict compliance with the Joint Council for Qualifications Regulations, and in line with the Equality Act 2010. An identification of a pupil with SEND, or a diagnosis of a learning difficulty, is not a guarantee of an Exam Access allowance. Parents should speak with the SENDCO with regard to any application for access arrangements as soon as reasonably possible.

In the Prep School, and the Senior School across 1<sup>st</sup> to 3<sup>rd</sup> Year, access arrangements will be decided in consultation with the SENDCo and parents. When there is an exceptional circumstance, recommendations from an Educational Psychologist or diagnostic assessment reports will be considered. Educational Psychologist and diagnostic assessment reports provide guidance ~~at this stage~~ but do not dictate the provision of exam access arrangements.

For internal examinations in the School, access arrangements are made working with the SENDCO. The access arrangements are agreed on a case-by-case basis with consideration given to recommendations made in any diagnostic reports from external professionals, in addition to the evidence of a pupil's normal way of working within the School. For internal examinations, access arrangements will be maintained from the previous academic year unless evidence suggests this is no longer the pupil's normal way of working. Where access arrangements are not offered or maintained at this stage, the priority of the School will be to support pupils to maximise the effectiveness of strategies to overcome difficulty. The application of access arrangements can be applied for again, where evidence suggests such arrangements are necessary.

For public examinations (GCSE/GCE), it is important to build a strong evidence base of need (as opposed to simply usage) for any pupil that requires exam access arrangements. The SENDCO works closely with the Examinations team to ensure that such needs are met whenever possible. For public examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (JCQ). A non-diagnostic assessment for such access arrangements will be carried out. This assessment can only be administered once; this is to maintain the integrity of the process. Parents should be aware that independent external reports, whether from an educational psychologist or a Specialist Teacher, are not acceptable evidence for public examination access arrangements.

## **N. Withdrawal**

In consultation with parents and only after all reasonable adjustments have been made or considered, where it is evident that the School is unable to meet the needs of a pupil and its obligations under the Equality Act 2010, the School may require parents to withdraw their child. In such circumstances, and in accordance with the Parent Contract, fees in lieu of notice will not be applied and the acceptance deposit less any fees incurred will be refunded. In addition, the School may advise and support the transfer of the pupil to a more appropriate setting.

## **O. Bullying and Behavioural Issues**

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but it may have an impact on wellbeing. Where there are concerns about SEND in this context, the School will follow its SEND assessment and diagnostic processes to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Where concerns over mental health or wider wellbeing are raised, any subsequent referral or coordination of a multi-agency approach will be agreed in consultation with the Designated Safeguarding Lead. This would include the use of approaches such as the Early Help Assessment, if appropriate.

All pupils including those with SEND, are expected to adhere to the same standards of good behaviour. However, when SEND pupils breach school policies, the School leaders will consider the context of the offence, including possible relationships between the pupil's behaviour and their special education need(s), available support, and possible future interventions. Behaviour consequences must take into account the impact of the pupil's disabilities on their behaviour. Pupils with SEND who are subject to internal or external exclusion will be given due consideration.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

The School's Safeguarding Policy should be followed if staff have any safeguarding concerns relating to a child.

## **P. Concerns and Complaints**

Parents are encouraged to discuss with their child's Form Tutor or Teacher or the SENDCo if their child's progress or behaviour gives cause for concern. The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves.

If parents are not happy with a decision regarding their child's SEND support or a decision regarding reasonable adjustments, they are encouraged to raise their concern with their child's Form Tutor or the SENDCO in the first instance. If the Form Tutor, or the SENDCO is unable to

address the concern, parents should refer to the School's Complaints Policy, a copy of which is available on the College website.

**Q. REVIEW**

The School will review this policy on an annual basis to ensure it meets the needs of those pupils with SEND.