



South East Cornwall Multi Academy Regional Trust

SEND Policy for Saltash Community School

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Introduction

Following national guidance, information about SEND is shared between the following two key documents;

1. **The SEND Policy** – this sets out the mission, values, vision and aims for SEND at the school and how these relate to current laws and rules that shape practice. Even though the aims for SEND are shared across the Trust and the laws are the same for all schools, each school has its own SEND policy on its website because our Trust model supports Headteachers to determine their own mission, vision and values and so this variation can be reflected in the policy statement.
2. **The SEND Information report** – this is a live document that explains exactly how the school is putting its SEND policy into practice. As a live document it is reviewed every year and its intended audience is the parents and pupils as well as the teachers. This is a factual document that should be the first port of call for current information. The SEND information report is different for each school but we all have retained the same headings as are suggested in Schedule 1 of the Special Educational Needs and Disability Regulations 2014. [The Special Educational Needs and Disability Regulations 2014](#) to ensure that all of the required information is covered.

Additional documents – SEND provision is such an important aspect of school life that a great number of policies and procedures make reference to it. In the policy you will find a list of those that have the greatest links.

Information documents – Our school is extremely keen to offer any support to parents that it can and so from time to time may circulate information from other providers which we believe could be useful. These documents are for information only and so may contain examples of services which are not currently available at the school. If you are in any confusion about what is available at the school please refer to the information report as it is the complete and specific description of services currently available.

Our Shared Vision and Principles

SMART's SEND policy makes *high-quality, inclusive teaching* the default experience for every pupil, so that most needs are met in the **universal offer**. We reduce reliance on labels, build *pupil independence*, and standardise classroom routines and pedagogy so teachers can consistently remove barriers to learning.

Our **EQUIP principles** underpin all of our work ensuring we have high expectations for all learners and focus on equality of access to a curriculum focussed on understanding and challenge that equips all our learners as curious lifelong learners who recognise and praise skills in others as well as valuing their own contribution to the school and wider community.

How we achieve this vision

1. **Universal Offer (Quality-First Teaching):** A trust-wide "teacher menu" of approved pedagogies, routines and assessment methods that are inclusive by design (e.g., clear exposition and modelling; structured practice and retrieval; mini-whiteboards for whole-class checking; predictable transitions; accessible materials). The menu aligns with Universal Design for Learning (UDL) so pupils can access, engage and express learning in multiple ways.
2. **Learner-Led Enhancements (Independence and Agency):** Standardised, clearly-signposted resources in every classroom that pupils self-select when needed (e.g., overlays, organisers, manipulatives, calm spaces, agreed "passport" adjustments). This trains self-regulation and self-advocacy while the teacher retains professional judgment.
3. **Teacher-Led Reasonable Adjustments:** Where a chosen pedagogy still presents a barrier, teachers plan a *small number* of targeted adjustments for individuals (with EHCP and other needs considered first) while maintaining lesson quality for the whole class. This sits alongside our legal duties to make *reasonable* and *anticipatory* adjustments under the Equality Act 2010.
4. **Time-Limited Interventions (Assess–Plan–Do–Review):** If additional help is required, schools use 6–8-week, evidence-based interventions with entry data, review points and a clear reintegration goal to mainstream learning.
5. **Graduated approach:** Needs are identified early; support scales from universal → learner-led enhancements → reasonable adjustments → time-limited interventions (Assess–Plan–Do–Review).
6. **Partnership:** Decisions are co-produced with pupils and parents/carers; we work with external agencies where appropriate.
7. **Equity and compliance:** We fulfil the anticipatory duty and make reasonable adjustments, with accessibility planning embedded in school improvement.

Legal and Policy Framework

- **Statute & Guidance:** Children and Families Act 2014 (Part 3); SEND Code of Practice (0–25); Equality Act 2010 (reasonable adjustments, auxiliary aids, accessibility planning; Public Sector Equality Duty).
- **Inspection:** Ofsted's Education Inspection Framework (EIF) for use from **10 Nov 2025**; area SEND developments noted.
- **National direction:** We track DfE's SEND and AP Improvement Plan (national standards pilots, digital EHCP templates) and will update this policy upon confirmed statutory changes. (EHCPs **remain in force** at the time of publication.)

Links and references to key documents:

In reality, the adaptation of our approach to meet the diverse needs of all our learners is fundamental to the Trust and so is integrated within all of our policies and working practices. The following are links to the statutory guidance and most significant areas of our policy framework.

- [Send Code of Practice 0 – 25 Guidance \(Updated September 2024\)](#)
- [Schools SEND Information Report Regulations \(2014\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 \(January 2015\)](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Part 3 of the Children and Families Act 2014](#)
- [The Equality Act 2010 \(section 20\): advice for schools DfE 2013](#)
- [Statutory Guidance on Supporting pupils at school with medical conditions April 2015](#)
- [The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#)
- Safeguarding Policy – Please visit the school website
- Accessibility Plan – Please visit the school website
- Behaviour Policy – Please visit the school website

Definitions

- **Special Educational Needs (SEN):** As per Section 20 of the Children and Families Act 2014.
- **Disability:** As defined by the Equality Act 2010.
- **EHCP:** Education, Health and Care Plan — statutory plan where special educational provision is required beyond SEN Support.

Roles and Responsibilities

- **Trust Board:** Ensures policy compliance, resources, and monitoring of impact across academies.
- **Local Governing Bodies:** Oversee implementation, scrutinise SEND information report and Accessibility Plan.
- **Headteachers:** Ensure inclusive culture, staffing, timetabling and CPD meet this policy. Each Headteacher ratifies this policy and notes any local variation in approach that cannot be covered by their SEND Information report.
- **SENCOs (QTS, statutory role):** Lead graduated approach; coordinate provision, pupil passports, interventions, and statutory processes (including exam access arrangements and EHCP duties).
- **Teachers (every teacher is a teacher of SEND):** Deliver the universal offer; plan and evaluate learner-led enhancements and reasonable adjustments; use APDR cycles; communicate with parents.
- **Support Staff:** Facilitate independence (prompting, scaffolding, fading support), aligned with teacher plans.
- **Pupils and Parents/Carers:** Contribute to planning and review; pupils use self-selected supports responsibly.

Scope of this SEND Policy

- **Scope:** Applies to all SMART mainstream academies and sixth-forms. Our mainstream nurseries and Area Resource Bases follow the same principles and practices as set out in this policy as well as additional guidance where necessary on their websites.
- **Review cycle:** Annually (or sooner if legislation changes).

Identification and Graduated Approach

- **Early identification:** All our staff are required to proactively identify barriers to learning for all children in their care. We believe that the earlier accurate identification of need occurs the greater the impact. Hence staff use observation, formative assessment and many other forms of screening. Any concerns are shared with the SENDCo who has oversight and can trigger further work.
- **Assessment:** Classroom evidence, standardised assessments, pupil/parent voice and (where appropriate) external advice inform planning and all our ADPR (Assess – Do – Plan – Review), cycles are evidence led.
- **SEN Support:** Provision is recorded, monitored and adjusted termly; if needs escalate or persist, we have a process of continued increased focus including the considering EHCP assessment.
- **Graduated Approach:** We understand that the needs of learners are complex and changing and so we adopt processes that can be adapted and gradually increase further measures as they are needed as well as withdrawing to ensure the development of agency

and independence when this is appropriate. The term 'Graduated Response' refers to a systematic way of assessing and reviewing decisions about the different types and levels of response that we can use.

Universal Offer – SMART “Teacher Menu”

We adopt a trust-wide menu of approved routines and pedagogies, designed and quality-assured for inclusivity (UDL-aligned) that are available for all schools to use. Each school has the agency to work within this framework and devise new additions providing their accessibility is professionally considered, staff are trained to fidelity and leaders monitor the use. Examples include:

- **Transitions & Routines:** Threshold greeting; “Do Now”; **silent attention** SOP; smooth exits and handovers.
- **Exposition & Modelling:** Advance organisers/dual coding; clear, concise language; live modelling with a visualiser; worked examples and I-We-You release.
- **Practice & Retrieval:** Guided and independent practice; spaced retrieval; mini-whiteboards for *all-pupil response*; flexible grouping.
- **Scaffolding & Access:** Sentence stems, frames, manipulatives, alternative recording (incl. assistive tech); materials formatted for readability and accessibility.
- **Checking for Understanding:** Cold call, turn-and-talk, exit prompts, hinge questions; QLA informs DIT/DIT (directed improvement time).

Design note: Teachers develop their expertise over many years and learn through experience, how to vary their practice for greatest impact for all their learners. In order to provide teachers with the agency to make these adaptations we ensure the highest expectations of teachers. Teachers first learn expertise through clear and deliberate practice then progress to the point where they increasingly select approaches based clearly on *teacher intent* (understanding the core purpose of the lesson, introducing pedagogical approaches precisely; deliberate practice; vary context; apply creatively) across knowledge, skills, understanding and underpinning skills such as our framework of “SECRET” skills.

Specific examples of pedagogies and routines within the school’s universal offer can be seen in the school’s SEND Information Report.

Learner-Led Enhancements

All our staff understand that our principle of supporting all pupils and adults to be lifelong learners means that it is essential we take every opportunity to enable children to exercise agency and the skills of independence in a safe environment. Hence, every classroom provides a clearly labelled bank of optional supports; schools standardise

access so pupils can self-select these resources. Some resources and options are only available if the learner has this option on a card or passport they carry with them.

Teachers will always be the professional with learning expertise in the classroom and so always retains the ability to not allow access at times depending on the learning activity and what the teacher feels will support learning best, but generally if they can allow this agency then it is extended to the pupil. Examples are set out in the information report for each school but examples can include the following:

- **Open access:** e.g., overlays, organisers, manipulatives, noise reduction ear defenders, timers.
- **Named kits/folders:** Personalised resources pupils maintain.
- **Passport-enabled items/permissions:** e.g., movement breaks, alternative seating, brief time-out, device use—agreed in advance and visible to staff.
Teachers retain discretion to *pause or redirect* a choice if it limits learning; pupils are taught when and how to use supports effectively.

Reasonable Adjustments (Teacher led)

When a chosen pedagogy still presents a barrier for an individual, teachers are able to select and implement *reasonable* adjustments. Specific examples appear in the information report for each school but may include items such as the following:

adapted or scaffolded instructions,
alternative mode of response,
additional processing time,
preferential seating,
modified tasks
working in different groups or locations

Research has clearly shown that effective teaching is such a complex profession that skilled teachers have to balance multiple priorities and processes throughout any learning activity and so are most effective if they can build in the needs of all the learners into the universal provision but where this isn't possible and they do need to have different approaches and measures within the same classroom, the research shows that any more the three add too much complexity and result in lower performance and success for all the pupils. For this reason we very strongly advocate for teacher choosing no more than three such reasonable adjustments in any given lesson. If they have pupils in their class with EHCPs (Education, Health and Care Plans) then if possible and reasonable they should prioritise these. This sits alongside our anticipatory duty and may include auxiliary aids. **Where legal duties require more than our typical planning heuristics, the legal**

duty prevails and every required adjustment will be made within what is reasonable and achievable within the resources and expertise of the school.

Interventions

If high-quality teaching and adjustments are not enabling a pupil to make sufficient progress the schools will consider using interventions.

An intervention is a specific set of actions put in place to see if progress can be accelerated. They are never longer than 8 weeks in length and have a clear plan, clear starting point and a clear review at the end to see if they have been effective.

Sometimes if an intervention is working particularly well then it may be appropriate to repeat it or something very similar directly afterwards but it is more usual for the school to take a pause between interventions to see how well they have worked because their goal is always to enable the learner to be successful in a mainstream class without the need for future interventions.

Interventions can be very small, such as an additional task within a lesson or very intensive such as offsite support in a different school or organization. They are always designed with the central purpose in mind.

Interventions also provide a useful way of trying different approaches and pedagogies in a controlled way and so it is not uncommon that interventions can become part of universal provision or learner led activities over time. The purpose is always in the interests of the learner and so where the intervention doesn't work, the evaluation will allow the teacher to know this quickly enough for them to withdraw it and try something different.

Environment, Accessibility and Safety

Each school maintains:

- (a) an **Accessibility Plan** that will be broad enough to cover curriculum, environment and information
- (b) risk assessments and care plans where required,
- (c) exam access arrangements, and
- (d) assistive technology access.
- (e) a broader **Health and Safety policy** to ensure the safety of all pupils

Curriculum, CPD and Quality Assurance

- **Curriculum:** Sequenced, ambitious and accessible; subject teams use the teacher menu to embed inclusive design and retrieval.
- **CPD:** Annual trust programme on inclusive pedagogy, UDL, adaptive teaching and legal duties for all staff (including new staff).
- **QA & Impact:** Leaders triangulate lesson visits, work reviews, assessment data, attendance, behaviour, and **pupil/parent voice**; findings feed into the SEND Information Report and School Development Plan.
- **SEF reviews:** The SLT conduct regular self assessments based on the OFSTED framework. These are verified by peer reviews across the Trust. The new OFSTED framework makes explicit reference to SEND provision across every area and category of the framework and this is reflected in the internal SEF process.

Working with Pupils, Parents/Carers and External Agencies

All schools and the Trust overall, welcome feedback from parents and from pupils. All governor visits include discussions with pupils as mandatory and delegations of students from each school meet with the CEO and senior teams as representatives each half term. In terms of SEND specifically, those staff, governors and Trustees covering this area will have direct first hand access to pupils to triangulate how policies and procedures are being experienced first hand.

All schools facilitate open discussion with parents when issues are raised and when this progresses to planned action we co-produce plans, communicate clearly, and signpost the Local Offer.

We commission or liaise with health/therapies, EPs and other services when needed.

Complaints follow the Trust Complaints Policy.

Data Protection and Records

We handle personal data in line with UK GDPR and maintain accurate, timely records of provision, reviews, and outcomes (including interventions and passports).

Monitoring and Review

The Trust will review this policy annually (or earlier if statutory guidance changes), and publish each school's **SEND Information Report** and **Accessibility Plan** on its website.
