

The Cornwall Independent School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS – Reception class) and Key Stages 1 to 4 inclusive. It is available on request from the School Office and can be made available in large print, audio, or other accessible format on request.

We have a whole-school approach to safeguarding, which is the golden thread that runs through every aspect of the school. All school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This is a live policy, sensitive to our working practices, and subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or provide services to the school have an equal responsibility to understand and implement this policy, both within and outside normal school hours, including activities away from school. All staff and volunteers are required to confirm that they have read, understood and will abide by this policy by signing the Policies Register.

Legal status: This policy complies with the Education (Independent School Standards) (England) Regulations 2014 (as amended) and the Independent School Standards: Guidance for Independent Schools (DfE, April 2026), and with the other statutory and best practice documentation cited in Section 19 of this policy.

Monitoring, review and adaptation: The text of this policy is necessary and proportionate to meet the needs of the school, supporting those who work with our pupils and making clear the responsibilities of staff, volunteers, the Proprietor and the Governance Advisory Board. Arrangements are subject to continuous monitoring, refinement and audit by the Headteacher. The Governance Advisory Board is committed to reviewing and updating school policies regularly to ensure they remain relevant and effective, including how efficiently related duties have been implemented. Reviews are formally documented in writing. Any deficiencies or weaknesses identified in arrangements or procedures will be remedied without delay, and all staff will be informed of updated arrangements in writing or electronically.

The Policy Owner is Mrs Clare Hawkins, supported by the Education and Compliance Officer.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements)



Miss Louise Adams
Headteacher

(This Policy should be read in conjunction with The Single Equality Policy, The Curriculum Policy, The Safeguarding (Child Protection) Policy

Statement: At The Cornwall Independent School, we believe that all children have a right to be cared for and educated alongside their peer group and that their special needs should be met within the school in an inclusive way. This policy is written to reflect the ethos of our non-selective and inclusive school and in consideration of the DfE [Special Educational Needs Code of Practice \(currently in force\)](#).

Ethos and Vision: We encourage a respect for every individual, regardless of background, belief, or ability. Our aim is to develop a loving, caring and welcoming community. To develop skills for life in an ever-changing world, we cherish integrity, compassion, openness, forgiveness and reconciliation, co-operation and courage. We work in partnership with parents, encouraging their involvement and offering support as their children grow and prosper. Learning support is a central commitment which goes to the core of the educational provision at The Cornwall Independent School encompassing all educational activities, academic, pastoral and wider curriculum related.

Principles: The School's Policy is based on the following principles:

Entitlement: The Cornwall Independent School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. The school will act to ensure as far as is reasonable that pupils with SEND or medical conditions share the same entitlement of educational opportunities as others so that they can achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs. Parents, guardians and pupils are made aware of the process of the planning and delivery of support. It is the policy of The Cornwall Independent School, that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are determined to meet the needs of all our pupils. We recognise the benefits of making effective provision to improve successful completion of long-term outcomes for the child or young person.

Access: The school will aim to identify and assess any SEND and medical conditions as early as possible and take appropriate and reasonable action for support so that pupils with SEND and medical conditions can engage in the school activities alongside other pupils as far as is reasonable and practical. Pupils who have a current EHCPs (Education Health Care Plans) will be considered on a case-by-case basis as we do not always have the resources in our small school to fulfil the demands of all EHCP's. All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs and we recognise the benefits of making effective provision to improve successful completion of long-term outcomes for the child or young person.

Interpretation: As part of its commitments under the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2024)*.

Equality Act 2010: Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with special educational needs or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our school. Our SLT has specific oversight of our school's arrangements for special educational need and disability. The SLT will

regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

While not itself subject to the Public Sector Equality Duty (which applies to public authorities), the school has regard to its underlying principles as a matter of best practice: eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations between those who share a protected characteristic and those who do not.

Accessibility Planning: Schedule 10 to the Equality Act 2010 requires the school to have a three-year Accessibility Plan, reviewed and revised as necessary, addressing: increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment to increase access to education and associated facilities; and improving the availability of accessible information to disabled pupils. This duty sits outside the Independent School Standards themselves but is directly relevant to how the school plans and delivers its curriculum and ensures pupils with SEND can access learning and make appropriate progress. This SEND policy is not a stand-alone document: it is reviewed alongside, and kept visibly aligned with, the school's Accessibility Plan, as part of a single, coordinated annual review led jointly by the SENDCo and the Link Governor for SEND, so that the two documents remain consistent and mutually reinforcing. Parents/carers may request a copy of the Accessibility Plan from the School Office.

Definition of Special Educational Needs and Disabilities: The following definition, accepted by The Cornwall Independent School is included in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(DfE: 2024\)](#). A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Within the context of the pupils who might require additional support at The Cornwall Independent School include pupils with specific learning and co-occurrent conditions.

The Cornwall Independent School recognises that a pupil who is particularly able is not, for that reason alone, to be regarded as having a special educational need. Where a more able pupil also has a co-occurring learning difficulty or disability (for example, a specific learning difficulty alongside high cognitive ability), the graduated approach in this policy applies in the usual way. Provision for more able, gifted and talented pupils generally is addressed through differentiation, extension and enrichment under the school's separate More Able, Gifted and Talented Policy, coordinated by the Gifted and Talented Co-ordinator.

The Fundamental Principles of the Code of Practice are as follows:

- Children with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the national curriculum and the Early Years Foundation Stage curriculum.
- We recognise that for those children who are in need of additional support we should have particular regard for safeguarding as they may be at increased risk of harm.
- We believe that all pupils should have equal access to the curriculum with reasonable adjustment for their disability.

Aims and Objectives: Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to nurture the unique skills and experiences of every pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;

- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of their caseload pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

The Cornwall Independent School recognises that high achieving children are recognised as having a 'special educational need' and provision will be made to meet these needs. This may be through differentiation, extra classes or further opportunities laid on via our More Able Gifted and Talented co-ordinator. Please see our More Able, Gifted and Talented Policy and procedures for more details. Therefore, we endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (currently in force as follows):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Special Educational Needs Coordinator (SENDCo): It is the responsibility of the SENDCo to co-ordinate the operation of the Special Educational Needs Policy. The SENDCo who is a member of the Senior Leadership Team, in conjunction with the Headteacher and the rest of Senior Leadership Team, has an important role to play in determining the strategic development of SEND policy and provision in our school.

The role of the SENDCo at The Cornwall Independent School is to:

- assist with identifying any difficulties a child may have;
- help plan approaches and strategies with class and or subject teachers;
- keep parents in touch with progress;
- review the policy annually;
- act as a resource for all staff regarding special educational needs;
- co-ordinate any additional provision for individual pupils identified as having SEND and Special Access arrangements for public examinations;
- maintain up to date records of any pupils identified with additional needs;
- liaise with any outside agencies involved with individual pupils;
- attend PEP, TAC and Review Meetings if required for SEND children and for Children in Care if necessary.
- liaise closely with the Designated Safeguarding Lead (DSL) on any safeguarding matter involving a pupil with SEND (see Section 8);

Class and Subject Teachers: Teachers are responsible and accountable for the progress and development of the pupils in their class. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. The school will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, adapting specialist provision where necessary to maximise progress. This includes high-quality, accurate formative and summative assessment.

The Designated Safeguarding Lead: The DSL and SENDCo work closely together, recognising that pupils with SEND can face additional safeguarding barriers (see Section 8). Any report of abuse involving a pupil with SEND is considered jointly by the DSL (or a deputy) and the SENDCo.

The Governance Advisory Board: The Governance Advisory Board has overall responsibility for ensuring that the school meets its statutory duties towards pupils with SEND. A Link Governor for SEND provides strategic oversight, meets regularly with the SENDCo, and reports to the Board. The academic and pastoral sub-committee has specific oversight of the school's SEND arrangements.

The Headteacher: works closely with staff to ensure the effective day-to-day operation of the school's special educational needs policy and in conjunction with the SENDCo will identify areas for development in special educational needs and where appropriate will use this information to inform the school's development plan.

How we support children with special educational needs: To co-ordinate procedures throughout the school for children with special educational needs, we have a named SENDCo who is Mrs C Hawkins.

Support for pupils with special needs is available regardless of:

- gender,
- sexual orientation,
- ethnicity,
- faith,
- or any of the protected characteristics of the Equality Policy 2010.

Admission of Pupils with an Education, Health and Care (EHC) Plan: The school considers each application on its individual merits. Where a prospective pupil has an EHC plan, or parents/carers indicate that an application for one is being made, the SENDCo and Headteacher will consider, in partnership with parents and (where applicable) the local authority, whether the school can meet the pupil's needs within its resources, expertise and facilities. Given the size of the school and the nature of its learning support provision, the school does not typically hold itself out as able to meet the needs of pupils requiring an EHC plan with substantial or highly specialist provision; however, no application is refused without individual consideration, and the school will explain its reasoning to parents in writing where a place cannot be offered on SEND grounds. As an independent school not approved under section 41 of the Children and Families Act 2014, the school is not obliged to admit a pupil named in an EHC plan without its agreement.

Indication and Assessment of SEND: Pupils with additional needs may be identified through:

- the Admissions interviews with parents and taster day sessions;
- liaison with a previous school, or external agency;
- screening by the SENDCo;
- parents or teachers raising concerns with the school;
- parents requesting assessment from an Educational Psychologist.

There is a termly review of all pupils in a staff meeting. This allows staff to raise any concerns and discuss pupils' progress as a team.

Once a concern has been raised the pupil is placed 'On Alert.' This identifies any additional needs, and strategies are discussed and targets set by the Class Teacher and SENDCo. Relevant members of staff are also informed. The pupil is regularly monitored by the Class Teacher and SENDCo and if necessary, screening is undertaken by the SENDCo or outside agencies may then be involved. Parents are kept informed at all stages of this process.

What our school does: The educational provision for a pupil is led by the SENDCo and class teachers working together with TAs to support pupils. The pupil's special needs are discussed by the SENDCo and SLT and a Support Plan may be made if necessary. Where we identify a child as having special needs, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a termly review either by school report or parents' meetings 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 making good progress and securing good outcomes.

We work to remove barriers to learning therefore, special educational provision in our school is underpinned by high-quality teaching which is differentiated and developed to meet the needs of individuals.

The Cornwall Independent School undertakes:

- to meet those needs and help the child to progress through the school with differentiated teaching, where necessary, to meet individual needs;
- to assess all children in our care and to monitor progress and identify areas where development and/or progress is a cause for concern;
- to observe children and advise parents where we feel there may be a problem which requires medical diagnosis and treatment, such as a Sensory impairment;
- to continue to include any child who may develop special educational needs while in our care, by seeking support from within our own setting and outside our setting where appropriate;
- to suggest ways in which parents can support their child's progress at home.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. The Cornwall Independent School will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, adapting the specialist provision to maximise progress. This will include high quality and accurate formative and summative assessment.

At The Cornwall Independent School class sizes are small so that those children who may need additional help are largely supported by strategies within the classroom, which are implemented by the Class Teachers. These may include:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing extra support or activities with the Class Teacher or Teaching Assistant which focus on key areas for development;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- providing rewards and sanctions for pupils with behavioural, social or emotional difficulties in line with the Behaviour & Discipline Policy;
- recommending an alternative educational setting, if it is felt that the child's needs are not being met;
- planning challenging activities for children whose ability and understanding are in advance of their skills;
- monitoring children's progress and taking action to provide support as necessary.

Exams: The Cornwall Independent School recognises its moral duty to accept SEND pupils into the school providing, in all other respects, the pupils are able to make full use of the educational and extracurricular facilities offered by the school. Parents and schools of prospective pupils with SEND are invited to submit relevant assessment reports, including those by educational psychologists, at the beginning of the academic year to support the understanding of a pupil's needs. This may facilitate special arrangements for school entrance, including the use of a laptop and/or extra time where appropriate, although arrangements should be the pupil's 'normal way of working' within the classroom, and when completing homework assignments.

Pupils will be permitted to use word processors in both School and public examinations if:

- there is a documented recommendation to do so, prepared by the SENDCo who will seek expert advice from, for example, an occupational therapist or educational psychologist;
- word-processed work is the pupil's normal mode of work presentation.

Many SEND pupils are eligible to have extra time, usually 25%, in their public examinations. Many are also eligible to use word processors. It is School policy to provide, wherever practically possible, the same conditions for internal examinations. SEND pupils are monitored during their first year in order to determine whether extra time is appropriate within the secondary school setting, and to build up evidence of need. The majority of SEND pupils with learning difficulties will then be assessed by an external educational psychologist during their first year, and this report can be used as evidence for access arrangements, including extra time in internal and public examinations if appropriate. External educational psychologist reports can provide useful background information and are used within access arrangements applications. Pupils receiving extra time in examinations will need to be able to demonstrate that extra time is their 'normal way of working'. It is the SENDCo's duty to keep the Examinations Officer fully briefed as to the specific requirements of SEND pupils.

Improving outcomes: high aspirations and expectations for children and young people with SEND in The Cornwall Independent School: All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The Cornwall Independent School will identify and address the SEND of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEND gets all the support they need;
- ensure that children and young people with SEND engage in the activities of our school;
- designate a teacher to be responsible for coordinating SEND provision
- inform parents of the special educational provision for a child;
- prepare arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Pupils with Special Educational Needs and Disabilities:

Building on information from previous settings and key stages, where appropriate, we will assess each pupil's current skills and levels of attainment on entry. Additionally, The Cornwall Independent School considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Once a pupil's difficulties have been identified, appropriate provision is made with the pupil being placed on the SEND register and all staff aware of any adaptations including differentiation that needs to take place in the classroom. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENDCo will seek further assessment advice. Pupils will be removed from the SEND Register if / when they leave the school. They will also be removed if their SEND is not long term and if they make suitable progression which remains consistent.

Teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- fails to match or better the child's previous rate of progress;
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high-quality specialist teaching targeted at their areas of weakness. The pupil's response to such support can help identify their particular needs. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents know their children best and we place great importance on parents expressed concerns about their child's development. Integral to this process we will also listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Transitions: The Cornwall Independent School caters for the needs of children between the ages of 4-16. The school has a robust approach to transition between each stage of a child's education. We will share information across the school as a child progresses, or with another setting if the pupil is moving schools. We will agree with parents and pupils which information will be shared as part of this. We will also request information from the schools and colleges from which we receive pupils. All pupils will receive an induction to the school at each specific phase of their education. In consultation with parents, the SENDCo will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets met. Our aim is that students experience a smooth transition into school, from one class (or key stage) to another, so that the pace and quality of learning and support are maintained to ensure the students continue to make progress and realise their potential. Examples of how we manage, and support transitions includes:

- Induction and taster days at their new school, class or key stage with appropriate preparation;
- visits to work placements/colleges;
- parent/guardian liaison.

Records and Reporting: All records, reports, discussions, and other relevant data are to be retained by the school in accordance with School policy for data retention and the Law. Such data is to be available at an inspection. SENDCo, teachers and support staff will monitor and keep records of work done with pupils.

Disability Support for Improving Emotional and Social Development: We provide support for students to improve their emotional and social development in the following ways:

- Students participate in the half-termly School Council meetings
- We have a zero-tolerance approach to bullying.
- The personal, social, health, education (PHE) and citizenship curriculum provides opportunities for social and emotional development
- Students are encouraged to participate in community and fund-raising activities – such as community involvement through carol singing, working with foodbanks, visits to care homes and day care, Sending Christmas cards to elderly at local care homes.

Pupils with Medical Conditions: General arrangements and support for pupils with medical conditions are in a separate policy. Pupils with SEND or medical conditions may also have disabilities and therefore the requirement of the Equalities Act for 'reasonable' adjustment applies. 'Reasonable adjustment' applies for those who would be at a substantial disadvantage in comparison to someone who is not disabled. The SEND Code of Practice defines as follows: a child has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. The disability prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age.

English as an Additional Language (EAL): Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability.

We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' However, students for whom English is an additional language (EAL) will be provided with appropriate support provided they meet the school's criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at The Cornwall Independent School. Our school has a policy and procedures for students requiring *English as an Additional Language* (EAL). When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The Cornwall Independent School recognises, in addition, that SEND children occupy one end of a continuum of pupils who each have individual, although less pressing needs. In other words, children who are defined as SEND children by qualified educational psychologists or specialist teachers share, in a significant number of cases, comparable strengths and weaknesses to those who are not so formally defined.

All teachers and support staff who work with the pupil will be made aware of their individual needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The SENDCo will be involved in each phase of the child's education and will advise upon and coordinate pupil support. It is also possible that not all pupils with SEND appear on the school's Additional Needs Register because some pupils with SEND require no form of support that is different to that offered to all children. At each stage of this process parents will be informed and consulted.

The Cornwall Independent School follows the graduated four-part cycle of **assess, plan, do, review** guidance contained in the Special Educational Needs Code of Practice (currently in force). We will regularly review the effectiveness of the support and interventions and their impact on the students' progress.



Assess: In identifying a child as needing SEND support the class or subject teacher, working with the school SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan: The teacher and SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do: The class or subject teachers will remain responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Evaluating the Effectiveness of Provision Across the School: In addition to the review of individual pupils' support described above, the SENDCo and Headteacher report at least annually to the Governance Advisory Board on the effectiveness of SEND provision across the school as a whole. This includes comparing the progress and attainment of pupils with SEND against whole-school progress and attainment data, the impact of interventions and deployment of resources, and feedback from pupils, parents

and staff. The outcome of this evaluation feeds into the School Development Plan and, where relevant, into the review of this policy and the Accessibility Plan.

More Able, Gifted and Talented Pupils: The Cornwall Independent School recognises and celebrates pupils who are particularly able or talented, and makes provision to meet their needs through differentiation, extension activities and further opportunities coordinated by the Gifted and Talented Co-ordinator; please see the school's Able, Gifted and Talented Policy for details. As set out in Section 3, being particularly able does not, of itself, place a pupil within the SEND definition. Where a more able pupil also has a co-occurring SEND (sometimes referred to as 'dual or multiple exceptionality'), the graduated approach in Section 6 applies alongside their gifted and talented provision.

Considering the Pupil's Views and Opinions: At The Cornwall Independent School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

The Cornwall Independent School recognises that SEND candidates in our school, while sharing symptoms and characteristics according to their unique profile, will generally fall into the following categories:

- Dyslexia
- Dyspraxia/Dysgraphia
- Dyscalculia
- Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder
- Autistic spectrum disorder (ASD)
- Hearing Impairment
- Hypermobility.

Involving Specialists: Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider the involvement of specialists, from outside agencies like education psychologists. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

Support Plan: Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have targets that they work towards. Parents will be encouraged to contribute ideas/ support their child's progress in meeting these targets. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Timetabling: The amount and type of support offered to a pupil is dependent on need. The Cornwall Independent School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

Safeguarding Pupils with SEND: We recognise that pupils with SEND can face additional safeguarding challenges, both online and offline, and that additional barriers can exist in recognising abuse, neglect and exploitation in this group of children, in line with Keeping Children Safe in Education 2026 (statutory from 1 September 2026), paragraphs 247–249. These barriers can include:

- assumptions that indicators of possible abuse – such as behaviour, mood or injury – relate to the pupil's condition, without further exploration;
- greater exposure to peer group isolation or bullying, including prejudice-based bullying;
- the potential for a pupil with SEND to be disproportionately affected by behaviours such as bullying without outwardly showing signs;
- communication barriers and difficulties reporting concerns, with a risk that the pupil does not understand that what is happening to them is abuse;
- the need for intimate care, or isolation from others;
- greater dependence on adults for care; and
- difficulty distinguishing fact from fiction in online content, including a risk of repeating harmful content or behaviour without understanding the consequences.

Any report of abuse involving a pupil with SEND will therefore require close liaison between the Designated Safeguarding Lead (DSL), or a deputy, and the SENDCo. Staff are expected to consider extra pastoral support and attention for these pupils, and to ensure that appropriate support for communication is in place. Further information is available in the SEND Code of Practice 0 to 25 years and Supporting Pupils at School with Medical Conditions, and from specialist organisations including the Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS), Mencap, and the NSPCC.

Mental Health as a Safeguarding Concern: In line with Keeping Children Safe in Education, all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns, including self-harm, disordered eating, suicidal ideation or risk of suicide, and that these can also indicate that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation. Pupils with SEND are considered particularly carefully in this respect. Concerns are addressed through the school's Safeguarding (Child Protection) Policy and Mental Health and Wellbeing Policy, in liaison with the SENDCo where a pupil has SEND.

Early Help Indicators: In line with paragraph 17 of Keeping Children Safe in Education 2026, the school recognises that a pupil who has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, or is at risk of permanent exclusion, may benefit from early help, and that pupils with SEND can be over-represented in these indicators. Where such patterns emerge for a pupil with, or being assessed for, SEND, the SENDCo and DSL will consider jointly whether early help support (universal, community-based Early Help, or targeted Family Help) is appropriate, in line with the Safeguarding (Child Protection) Policy. The school confirms that part-time timetables are never used as a behaviour management tool, and are used for health reasons only, in line with statutory attendance guidance.

Information Sharing on Transition: Where a pupil with SEND transfers to or from the school, the SENDCo or DSL will share relevant information, including any indication that the pupil may pose a risk to themselves or others, with the receiving or sending school. Where significant issues exist, a direct DSL-to-DSL (or DSL-to-SENDCo) conversation between settings is good practice and will be used in addition to written records.

Supporting Pupils with SEND in the Early Years Foundation Stage (Reception): The school's Reception class is subject to the Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers (DfE, effective 1 September 2025, as amended) alongside the SEND Code of Practice, both of which apply concurrently to EYFS provision. In particular, paragraph 1.13 of the EYFS framework requires practitioners who are concerned about a child's progress in any prime area to discuss this with parents/carers and consider whether the child may have a special educational need or disability requiring specialist support, and paragraph 3.76 requires the school to have arrangements in place to support children with SEND, including identifying a member of staff to act as SENCO. In line with the statutory framework, the school:

- has arrangements in place to identify and support children with SEND or disability, working in partnership with parents and, where appropriate, other agencies;
- ensures the SENDCo (or a practitioner designated to act as EYFS SENCO under paragraph 3.76) has responsibility for coordinating provision for children with SEND in the Reception class, and for liaison with the Local Authority's Area SENDCo and other early years professionals where required;
- uses information from previous early years settings, health visitor checks, and admissions/taster sessions to build an early picture of each child's development and any additional needs on entry;
- applies the graduated approach (assess, plan, do, review, see Section 6) proportionately for Reception-age children, recognising that development in the early years is not linear and that some emerging needs will resolve with typical early years support rather than requiring formal SEND identification;
- uses ongoing observational assessment and the Early Years Foundation Stage Profile, together with information from the Reception Baseline Assessment, to inform this process, without over-relying on a single assessment point;
- shares information about a child's SEND, on transition into Year 1 and beyond, with the receiving class teacher and, where the child moves to another setting, with that setting, with parental knowledge and consent;
- keeps safeguarding for EYFS pupils with SEND under the same close DSL/SENDCo liaison described in Section 8, recognising the particular vulnerability of very young children with additional needs.

Where a Reception-age child's needs may require specialist support beyond the school's resources, the school will discuss this openly and promptly with parents and, with consent, seek advice from the Local Authority Area SENDCo, health visitor, speech and language therapy, or educational psychology services as appropriate.

Restrictive Interventions, Seclusion and Reasonable Force: Standards 16A (recording) and 32A (parental reporting) were introduced by the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and are addressed in the Independent School Standards: Guidance for Independent Schools (DfE, April 2026), paragraphs 3.36–3.41 and 6.15–6.17.

Where reasonable force or another restrictive intervention (including seclusion, as defined by the regulations) is used in response to risks presented by a pupil with SEND, mental health problems or a medical condition, staff will consider the risks carefully and recognise the additional vulnerability of these pupils, together with the school's duties under the Equality Act 2010, including making reasonable adjustments. This reflects paragraph 205 of Keeping Children Safe in Education 2026. National and sector data indicate that pupils with SEND are over-represented in recorded incidents of restrictive intervention, and the school takes this seriously. The school's approach is to plan positive and proactive behaviour support – for example, through individual behaviour or risk-support plans agreed with parents – to reduce the occurrence of challenging behaviour and the need for restrictive intervention for this group of pupils in particular.

Full procedures, definitions (including the distinction between a lawful disciplinary sanction, genuinely voluntary pastoral space, and regulated seclusion) and the recording and parental-notification requirements under Standards 16A and 32A are set out in the school's separate Restrictive Interventions Policy, which this policy signposts and with which it is consistent. A pupil's SEND status and relevant needs form part of the mandatory record for any such incident. This policy and the Restrictive Interventions Policy should be read together.

Emotional and Behavioural Difficulties: The Cornwall Independent School caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated Mental health lead.

We support pupils' emotional and social development in a range of ways, including:

- participation in half-termly School Council meetings;
- a zero-tolerance approach to bullying;
- a Personal, Social, Health and Economic (PSHE) and citizenship curriculum that provides opportunities for social and emotional development;
- encouraging participation in community and fundraising activities, such as carol singing, working with foodbanks, and visits to and correspondence with local care homes.

Rewards and sanctions for pupils with behavioural, social or emotional difficulties are applied in line with the Behaviour Policy, and any restrictive intervention is applied in line with Section 9 above and the Restrictive Interventions Policy.

Access to the Curriculum: All pupils have an entitlement to a relevant curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Staff Expertise and Training: The Cornwall Independent School recognises the importance of training and Continual Professional Development and promotes it regularly, often linked closely to the school's improvement plan and/or appraisal objectives. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a staff meeting to highlight needs provision and practice in place for individual pupils.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately. Assessment is used to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Class sizes are kept small, so that pupils who may need additional help are largely supported by in-class strategies delivered by class teachers, which may include:

- planning opportunities that build upon and extend pupils' knowledge, experience and interests, and develop self-esteem and confidence;
- using a wide range of teaching strategies based on pupils' learning needs;
- providing extra support or activities with the class teacher or teaching assistant, focused on key areas for development;
- providing a wide range of opportunities to motivate and support pupils, and help them learn effectively;
- providing a safe and supportive learning environment in which the contribution of all pupils is valued;
- planning challenging activities for pupils whose ability and understanding are in advance of their skills;
- monitoring pupils' progress and taking action to provide support as necessary; and
- where appropriate, recommending an alternative educational setting if a pupil's needs cannot be met by the school.

Physical access: Parents/carers of disabled children may wish to obtain copies of The Cornwall Independent School accessibility plan from school office. This shows the ways in which the school plans to make the buildings progressively more accessible to disabled pupils, disabled parents and visitors. The Cornwall Independent School has an active monitoring policy and will do its best to make adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings and resources. Facilities for wheelchair users and pupils with Sensory impairment are being introduced progressively.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND: All of our co-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Where necessary and appropriate, an Individual Risk Assessment may be necessary for pupils with SEND who are involved in specific activities. This may be a requirement of an external provider. Any Individual Risk Assessments will be completed in conjunction with parents/guardians and the pupil.

Fundamental British Values, and SMSC Development: Fundamental British Values – democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs – are embedded in all curriculum policies at the school, with particular attention to the protected characteristics under the Equality Act 2010. Pupils with SEND are supported to access this curriculum through the same differentiation and reasonable adjustments described throughout this policy, so that spiritual, moral, social and cultural (SMSC) development and understanding of Fundamental British Values are genuinely accessible to every pupil, not only delivered in a generalised, whole-class form. This is addressed further in the Curriculum Policy.

Partnership with parents: We encourage an active partnership through an on-going dialogue with parent. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. We will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will feedback formally to parents via Parent's evenings and written reports.

The school works in partnership with parents and other agencies that may be involved with a child and undertakes to circulate information to involved agencies where relevant, copying parents at the same time. The school will not contact other agencies without parental consent, unless there are safeguarding concerns. The SENDCo can be contacted by any concerned parent at any time for help and advice.

Independent Advice and the Local Offer: Although, as an independent school, TCIS does not itself publish a statutory 'Local Offer', parents/carers of pupils with SEND are encouraged to make use of their home local authority's Local Offer webpage, which sets out the support available to children and young people with SEND in that area, and to contact their local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for free, impartial advice. Details of the relevant local authority contacts can be obtained from the SENDCo.

Network Meetings: These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEND support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment.

Pupil participation: In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages.

The Cornwall Independent School aims to work in partnership with parents and other agencies, which may be involved with a child. In doing so we undertake to circulate information to involved agencies where this is relevant. Information shared in this way will be copied to parents at the same time.

We will not contact other agencies without parental consent unless there are concerns about child protection. The SENDCO can be contacted by any concerned parent at any time for help and advice.

British values are embedded in all curriculum policies at The Cornwall Independent School, and we uphold the teaching of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, paying particular attention to the protected characteristics of The Equality Act 2010

Complaints: Parents are encouraged to follow the school complaints procedure, as published on the school's website. Complaints may also be referred to the Independent Schools Inspectorate (ISI) where the school and Governance Advisory Board has not resolved the complaint.

Disability Discrimination Act: The whole raison d'être of The Cornwall Independent School is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

Legislation and regulatory compliance inclusive of associated and best practice documentation currently in force:

- This policy and information report is based on the statutory [*Special Educational Needs and Disability \(SEND\) Code of Practice, 0-25 years 2024*](#) (SEND Code 2024) statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities; Children's Act 1989 and Special Educational Needs and Disability Act 2001 and the following legislation:
- [*Part 3 of the Children and Families Act 2014*](#), and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEND) and disabilities; which set out schools' responsibilities for SEND coordinators (SENDCOs) and the SEND information report;
- [*The Special Educational Needs and Disability Regulations 2014*](#), which set out schools' responsibilities for SEND coordinators (SENDCOs) and the SEND information report;

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations;
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001;
- Schedule 10 of the Equality Act 2010 requires schools to have a three-year accessibility plan.
- Compliance with The Cornwall Independent School articles of association.

Please note that in the above documents and this policy '*is to*', '*are to*' and '*must*' are obligatory. '*Should*' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.

Related Documents (to be read in conjunction with this policy):

- English as an Additional Language Policy
- Able Gifted and Talented Policy
- Accessibility Plan
- Reasonable Adjustment Policy
- Differentiation procedures
- Anti-Bullying Policy
- Behaviour Management Policy
- Curriculum Teaching and Learning Policy
- Single Equality Policy
- Safeguarding (Child Protection) Policy
- Restrictive Interventions Policy
- Supporting Pupils with Medical Conditions Policy, and Allergy Policy
- Mental Health and Wellbeing Policy
- Relationships and Sex Education (RSE) Policy
- Complaints Policy
- Attendance Policy