



Cornwall
Education
Learning Trust

SEND Policy

SEND

Our Mission

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience**. One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.



Our Values

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.



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1. Policy Overview

1.1 Policy Purpose and Aims

CELT's approach is founded on the principle that inclusion is not an intervention for some learners but a responsibility to design education so that every learner can belong, participate, learn and achieve.

Strong SEND provision begins with strong schools: ambitious curriculum, expert teaching, early identification, effective leadership, meaningful partnership with families and learners, and collective responsibility for removing barriers.

Where learners require additional or specialist provision, CELT will act early, work collaboratively and evaluate support according to the difference it makes.

Across every CELT school, our expectation remains the same:

high expectations, equitable access, effective support and an exceptional educational experience for every learner.

This policy outlines the process in which all learners attending a school within CELT are identified as having SEND and, how, through a Graduated Approach a learner receives the support they need. This approach involves formal review processes, agreed methods of assessing and identifying learners and the use of data where it exists.

1.2 Policy Approval and Review

Policy Version Number:	2.0
Policy Lead:	Director of Inclusion
Link Trustee:	Mr. Lawler
Approved By:	Board of Trustees
Approved On (Date):	10 th September 2026
Review Period:	Annually by end of September 2027

1.3 Policy Version History

Policy Version	Date Issued	Summary of Changes
1	01.09.2025	First Issue
2	08.08.2026	Updated graduated approach, Government's SEND White Paper, Every Child Achieving and Thriving (February 2026)

This policy can be accessed through the school, and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font.



2. Introduction, Scope and Commitment

2.1 Purpose and scope

Cornwall Education Learning Trust (CELT) is committed to creating inclusive learning communities in which every learner is valued, known and supported to achieve and thrive.

We believe that every learner, including those with special educational needs and/or disabilities (SEND), is entitled to a high-quality, ambitious and inclusive education. Learners should be able to access the full curriculum, participate in the wider life of their school, develop positive relationships and be prepared successfully for their next stage of education and adulthood.

Inclusion is the responsibility of everyone. Meeting the needs of learners with SEND begins with high-quality, inclusive teaching and environments designed to anticipate and reduce barriers. Where learners require additional or different provision, support will be identified early, planned carefully and reviewed according to its impact.

CELT adopts a needs-led rather than diagnosis-led approach. Support and reasonable adjustments will not be unnecessarily delayed while a learner awaits assessment or diagnosis where an identified barrier can be addressed.

Our ambition is that learners with SEND experience consistently high expectations and strong provision whichever CELT school they attend.

2.2 Scope

This is a Trust-wide policy and applies to all CELT schools, leaders, teachers, support staff and those acting on behalf of the Trust.

The policy establishes:

- CELT's principles and expectations for SEND and inclusion;
- statutory responsibilities across the Trust and its schools;
- the framework through which needs are identified and provision is made;
- responsibilities for leadership, implementation and assurance;
- expectations for partnership with learners, parents, carers and external agencies; and
- arrangements for monitoring the quality and impact of SEND provision.

Each CELT school will publish a SEND Information Report explaining how this policy is implemented within its local context and the provision ordinarily available within the school.

Operational processes, assessment tools and detailed practice guidance are contained within CELT's Equity chronicle, Identification Toolkit and associated inclusion resources.



3. Legal and Statutory Framework

CELT will meet all duties arising from current legislation and statutory guidance relating to learners with SEND and/or disabilities.

This policy has been developed with reference to, including but not limited to:

3.1 Legislation

- Children and Families Act 2014, Part 3;
- Special Educational Needs and Disability Regulations 2014;
- Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty;
- Education Act 1996;
- relevant admissions legislation and regulations; and
- other applicable education, safeguarding and equality legislation.

3.2 Statutory Framework

This policy should be read alongside the current versions of:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Working Together to Improve School Attendance;
- Supporting Learners at School with Medical Conditions;
- School Admissions Code; and
- Children Missing Education statutory guidance.

Schools will also comply with the current Joint Council for Qualifications (JCQ) requirements in relation to access arrangements and reasonable adjustments for examinations and assessments.

3.3 Related CELT policies and documents

This policy should be read alongside relevant CELT and school policies, including:

- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Behaviour Policy;
- Supporting Learners with Medical Conditions Policy;



- Equality Policy and Objectives;
- Accessibility Plan;
- Admissions arrangements;
- Complaints Policy;
- Alternative Provision arrangements; and
- each school's SEND Information Report.

CELT schools will contribute to and signpost families to Cornwall Council's Local Offer.

3.4 National SEND reform

The Government is undertaking significant reform of the SEND system. The Government's SEND White Paper, *Every Child Achieving and Thriving* (February 2026), sets out a programme of legislative reform to be implemented on a phased basis, with new legislation not expected to commence until September 2029.

The statutory framework throughout this policy reflects the legislation and statutory guidance currently in force. Proposed reforms do not replace CELT's existing statutory duties until the relevant legislation, regulations or statutory guidance take effect.

CELT will prepare responsibly for reform where doing so improves current practice, but emerging policy will supplement rather than displace existing legal entitlements. Further information is contained in section 17.

4. Aims and Objectives

CELT's approach to SEND is underpinned by the following principles.

4.1 Inclusive by design

High-quality inclusive teaching, an ambitious curriculum and accessible environments are the starting point for all learners. Schools will seek to anticipate and remove barriers before difficulties become entrenched.

4.2 High expectations for every learner

SEND will never be a reason to reduce ambition. Learners with SEND will be supported to access a broad, balanced and ambitious curriculum, participate in school life and achieve the strongest possible educational and wider outcomes.

4.3 Early identification and response

Emerging needs and barriers will be identified and responded to at the earliest appropriate point. Schools will consider the whole learner and will not wait unnecessarily for formal diagnosis before providing appropriate support or reasonable adjustments.



4.4 Graduated and evidence-informed support

Provision will be matched to identified need through a graduated approach. Decisions will be informed by evidence, assessment, professional judgement and the views of learners and their families. Provision will be reviewed for its impact rather than simply its completion.

4.5 Participation and partnership

Learners and their parents/carers are essential partners. Their views, aspirations and knowledge will inform identification, planning, provision, review and transition.

Where needs extend beyond education, schools will work collaboratively with health, social care, the local authority and other services.

4.6 Collective responsibility and accountability

SEND is everyone's responsibility.

Teachers remain responsible and accountable for the progress and development of learners they teach, including where learners access additional intervention or support from other adults.

Leaders at school and Trust level are responsible for ensuring that inclusive practice, SEND provision and outcomes are systematically monitored, evaluated and improved.

5. Roles and responsibilities

The implementation of this policy will be overseen by the Trust Board and monitored through CELT's governance and assurance arrangements. Headteachers, working with the SENDCo and relevant senior leaders, are responsible for ensuring that the requirements of this policy are implemented effectively within each school.

The names and contact details of the key colleagues with SEND responsibilities can be found on our SEND Information Report.

5.1 The Headteacher

The Headteacher has overall responsibility for the provision and progress of learners with SEND and/or disabilities and will work with the SENDCo and governing body to:

- provide strategic leadership for SEND and inclusion;
- ensure appropriate staffing, resources and provision are in place to meet identified needs;
- ensure SEND is embedded within school improvement, curriculum, teaching and wider inclusion; and
- ensure the school fulfils its statutory duties towards learners with SEND and/or disabilities.

5.2 The SENCO

The SENCO has a strategic role in leading and coordinating SEND provision across the school. In accordance with the SEND Code of Practice, the SENCO will:

- oversee the day-to-day implementation of the school's SEND policy and coordinate provision for learners with SEND;



- support early identification, assessment and the graduated approach to meeting need;
- advise and support colleagues to strengthen inclusive teaching and provision;
- oversee appropriate SEND records, plans and statutory processes;
- monitor the progress, outcomes and effectiveness of provision for learners with SEND;
- work in partnership with learners, parents and carers;
- liaise with relevant professionals, external agencies and other education settings; and
- contribute to the development of staff knowledge, skills and confidence in meeting SEND.

5.3 Teachers

Every teacher is responsible and accountable for the progress and development of the learners they teach, including where learners access support from learning support staff or specialist staff.

Teachers will:

- provide high-quality, inclusive teaching that is responsive to learners' strengths and needs;
- identify and respond early where a learner may have additional needs or barriers to learning;
- implement agreed reasonable adjustments, strategies and provision;
- assess and review learners' progress and the impact of support provided;
- work collaboratively with the SENDCo, other professionals and support staff; and
- engage learners and their parents or carers in understanding needs, agreeing outcomes and reviewing progress.

5.4 Trustees

The Trust Board and those with delegated governance responsibilities will provide appropriate oversight and challenge in relation to SEND. This includes monitoring the implementation of this policy, the quality and effectiveness of SEND provision and the outcomes achieved by learners with SEND.

5.5 Learners, Parents and Carers

CELT recognises learners and their parents and carers as essential partners in SEND provision. Schools will ensure that their views, aspirations and experiences inform the identification of need, planning of support, review of provision and decisions affecting them.

6. Understanding SEN and Disability

6.1 special educational need

Under the *Children & Families Act* (2014), a learner will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.



A learner has a learning difficulty or disability if they have:

- Significantly greater difficulty in learning than the majority of others of the same age;
or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools.

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream school.

6.2 Disability

SEND and disability are overlapping but distinct concepts.

Under the Equality Act 2010, a person is disabled where they 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.

A learner may:

- have SEN without meeting the Equality Act definition of disability;
- be disabled without having SEN; or
- have both SEN and a disability.

Schools must therefore consider their SEND and Equality Act responsibilities separately and together.

6.3 Reasonable Adjustments

CELT schools will take reasonable steps to avoid disabled learners being placed at a substantial disadvantage.

The duty to make reasonable adjustments is anticipatory. Schools must therefore consider in advance the barriers disabled learners may face.

A formal diagnosis is not necessarily required before reasonable adjustments can be made. Decisions will be based on available evidence of need and disadvantage.

6.4 Broad areas of need

The current SEND Code of Practice identifies four broad areas of need:

1. Communication and Interaction – includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD).
2. Cognition and Learning – includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
3. Sensory and/or Physical Needs – includes hearing impairment, visual impairment, cerebral palsy, multi-sensory impairment, and physical disability.



4. Social, Emotional and Mental Health (SEMH) – includes learners who are withdrawn or isolated, display challenging behaviours, or have ADHD, attachment disorders, anxiety, or depression.

These areas provide a framework for understanding need but will not be used as rigid categories.

Learners may have needs across more than one area. Needs can interact, change over time and present differently according to environment and context.

Identification will focus on understanding the learner rather than simply attaching a category or label.

6.5 What SEND is not

Slow progress or low attainment does not, by itself, mean that a learner has SEND. Schools will also consider factors which can affect progress, participation or presentation but which do not in themselves constitute SEN, including:

- attendance and patterns of absence;
- English as an additional language;
- disadvantage;
- being looked after or previously looked after;
- family or social circumstances;
- bereavement;
- bullying;
- trauma;
- health and medical needs;
- changes in placement or education;
- unmet safeguarding needs; and
- gaps in previous educational experience.

The existence of one of these factors does not exclude SEND. Schools will consider how different factors interact and avoid simplistic attribution.

Behaviour will not be treated as a category of SEN in itself. Where behaviour gives rise to concern, staff will seek to understand what the behaviour may be communicating and identify underlying educational, social, emotional, safeguarding, health or contextual needs.

7. CELT's Inclusive Provision Framework

CELT operates a framework of provision through:





The level describes the increasing intensity, specialism and individualisation of provision. It does not, by itself, determine SEND status.

7.1 Universal Provision

We provide a wide range of universal provision through our Learning and Teaching Chronicles and use of the Adaptive Teaching Toolkit to meet the needs of all learners. Along with consistent routines this helps reduce cognitive load for all. We ensure there is high quality learning and teaching for all learners and that progress and learning is at least good every day. This means the effective inclusion of all learners in high quality everyday personalised teaching is being strived for.

Teaching staff have a duty to plan for the needs of all learners. This includes ensuring that any additional adults are used effectively. The school Inclusion team is able to offer specialist expertise and advice to parents/carers, teaching staff and pastoral teams in supporting SEND learners. The Senior Leadership Team and Curriculum Team Leaders monitor and assess the quality of learning and teaching in all classrooms for all learners, including those with SEND.

Teachers will use a range of classroom assessments to identify learners of concern and relevant targets. Teachers then plan to support those learners through adaptive teaching e.g. teacher tweaks and adaptations. Using the adaptive teaching toolkit for support. Additional classroom support/interventions may be implemented. The provision being made for these learners is regularly reviewed as well as their progress.

Information relevant to individual learners, including appropriate strategies and reasonable adjustments, will be made available to relevant staff through CELT's agreed learner information and planning systems.

7.2 Targeted Provision

Targeted provision is additional or different provision for learners who require extra help beyond the universal provision. It is designed to address specific obstacles to learning and help learners make progress alongside their peers. This support is informed by assessments, monitoring, and the learner's individual needs.

Targeted provision may include:



- Adapted learning and teaching within the classroom, including visual aids, simplified instructions, and differentiated tasks
- Small group interventions focused on specific skills (e.g., literacy, numeracy, social skills)
- Use of specialist resources or equipment to support learning and access (e.g., manipulatives, sensory tools, adaptive seating)
- Additional pastoral or emotional support, including social skills development or regulation strategies
- Structured support for transitions between classes, key stages, or settings
- Regular review of progress to ensure interventions are effective and adjusted when necessary

Not every learner receiving targeted provision will have SEN. Targeted provision is planned and monitored.

7.3 Targeted Plus Provision

Targeted Plus provision provides increased individualisation or intensity where needs are more persistent, complex or significant and where Universal and Targeted provision have not been sufficient.

It may involve specialist advice, more individualised intervention, additional resources, assistive technology or coordinated support across services.

Provision will remain connected to the learner's curriculum, classroom experience and intended outcomes. Targeted plus provision may include:

- Intensive small group interventions, tailored to the learner's specific needs or on rare occasions one-to-one support.
- Specialist therapies and programmes, such as speech and language therapy, occupational therapy, physiotherapy, or counselling.
- Access to specialist equipment or adaptive technology to remove obstacles to learning.
- Support from relevant external professionals, including educational psychology, speech and language therapy, occupational therapy, specialist teaching services, health services and local authority teams.

7.4 Specialist Provision

Specialist provision is highly individualised support for learners with the most significant or complex needs, ordinarily associated with an Education, Health and Care Plan (EHCP).

It may include provision specified within an Education, Health and Care Plan, specialist teaching or intervention, specialist equipment or technology, therapy, specialist professional advice and/or adaptations to curriculum access. This provision is tailored to the learner's unique profile and involves specialist expertise or resources.

Specialist provision does not remove the responsibility of the learner's teacher or school to provide an inclusive educational experience.

Specialist provision may include:



- Highly personalised curriculum adaptations or alternative provision to ensure the learner can access learning effectively.
- Regular review and planning with the learner, parents/carers, teaching staff, and the SENCO to ensure provision meets current needs and promotes independence.
- Close monitoring of progress, with adjustments made in response to assessment outcomes and evolving needs.
- Provision will increasingly be underpinned by nationally-defined Specialist Provision Packages setting out evidence-based approaches for specific profiles of need, once these are published.

Targeted Plus and Specialist Provision is a fundamental part of the graduated approach (Assess, Plan, Do, Review), ensuring that learners with the highest level of need receive the support required to achieve their potential.

8. Early Identification and Assessment

8.1 Early Identification

“Where a student is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness.” SEND Code of Practice 0-25.

At CELT, schools maintain a clear approach to identifying and responding to emerging needs. Slow progress or low attainment does not automatically indicate SEND. Adaptive teaching and differentiated strategies are applied first.

The purpose of identification is to understand the whole learner, their strengths, barriers, aspirations and circumstances and to determine the support needed to succeed.

When the High-Quality teaching and learning strategies are being implemented in the classroom, but the learner is still experiencing obstacles to learning, further exploration may be necessary.

8.2 Emerging concerns

Concerns may be identified by:

- the learner;
- parents/carers;
- teachers;
- SEND staff;
- pastoral or safeguarding staff;
- attendance staff;
- previous settings; or
- external professionals.

The first response to slower than expected progress will begin with the class teacher, form tutor or head of year who will ordinarily use our learning chronicles and adaptive teaching toolkit to identified areas of need. If concerns raised by parent/carer, discussion will take place to feedback strategies being used.



SENCO involvement will not, however, be unnecessarily delayed where a learner's needs are significant, complex, rapidly emerging or otherwise warrant earlier specialist consideration.

8.3 Assessment

Assessment will draw proportionately upon relevant evidence, which may include:

- teacher assessment and observation;
- learner voice;
- parent/carer information;
- attainment and progress information;
- developmental information;
- attendance and engagement;
- previous records and provision;
- screening and diagnostic assessment where appropriate;
- response to previous adjustments or intervention;
- information from health, social care or other agencies; and
- specialist professional assessment.

Assessment will seek to distinguish between a learner who requires improvements or adjustments to ordinarily available provision and a learner whose learning difficulty or disability requires special educational provision.

8.4 Identification Toolkit

"All schools should have a clear approach to identifying and responding to SEN", SEND Code of Practice 0-25.

CELT maintains an Identification Toolkit to support consistent, evidence-informed exploration of possible barriers to learning.

The specific tools within the Toolkit may change as evidence, technology and national guidance develop and are therefore maintained through operational guidance rather than prescribed within this policy.

Assessment tools will support, rather than replace, professional judgement and knowledge of the learner.

No single screening score or diagnostic label will determine whether a learner has SEN.

8.5 Learners joining a CELT school

Where a learner joins a CELT school and is already identified as having SEN, has an EHCP, or is known to relevant specialist services, the school will seek relevant information promptly and work with the previous setting, family and appropriate professionals to establish continuity of support.



Support will not be unnecessarily delayed because records are incomplete where the learner's needs are already evident.

9. SEN Support and the Graduated Approach



CELT schools will use their best endeavours to secure the special educational provision called for by a learner's SEN.

The Graduated Approach. This is a four-part cycle (assess – plan – do – review) outlined in the SEN Code of Practice, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learners in making good progress and securing good outcomes.

Where a learner is identified as having SEN, the school will take action to remove or reduce barriers and put effective special educational provision in place.

Earlier decisions and actions will be revisited and refined as understanding of the learner and the effectiveness of provision develops.

9.1 Assess

Assessment will establish a shared understanding of the learner's strengths, needs, barriers and starting points.

The learner and parents/carers will be involved alongside relevant staff.

Where appropriate, external professional information will contribute to assessment.

9.2 Plan

The school, learner and parents/carers will agree:

- the outcomes being sought;
- the provision and adjustments required;
- how provision will be delivered;
- responsibilities;
- how progress and impact will be evaluated; and
- when the provision will be reviewed.

Relevant information will be shared with staff who need it to implement provision effectively.

9.3 Do

The planned provision will be implemented.

The class or subject teacher remains responsible for working with the learner and for their progress, including where intervention involves teaching assistants or specialist staff away from parts of the main class or lesson.



The SENCO will support the implementation of provision and advise staff where necessary.

9.4 Review

The effectiveness of support will be evaluated with reference to the intended outcomes.

Review will consider:

- progress;
- participation;
- learner and family feedback;
- fidelity and quality of implementation;
- whether barriers have reduced;
- whether provision remains appropriate; and
- what should happen next.

After each cycle is complete, if the learner no longer needs the targeted provision and with the teachers knowing the learners needs, they can receive effective inclusive learning, the learner will be removed from the record of need. If the learner does require the provision to continue, then the cycle will continue to ensure that support is dynamic, responsive and closely aligned to the learner's evolving needs or seek specialist advice and consider statutory assessment.

9.5 CELT Student Success Plans

CELT uses Student Success Plans (SSPs) to record and coordinate provision for learners at SEN Support where an individual plan is required.

SSPs will ordinarily identify:

- strengths and aspirations;
- identified needs and barriers;
- intended outcomes;
- reasonable adjustments;
- special educational provision;
- relevant strategies;
- responsibilities; and
- arrangements for review.

Plans will be developed with appropriate learner and parent/carer participation and reviewed regularly, ordinarily at least termly or more frequently where the learner's needs require this.

The existence of a plan will not replace teachers' responsibility to know, teach and respond to the learner.



9.6 The Record of Need (SEND Register)

Learners identified as requiring SEN Support will be recorded on the school's Record of Need/SEN register.

Parents/carers will be informed when special educational provision is being made and the learner is identified as receiving SEN Support.

Placement on the Record of Need will be based upon identified special educational need rather than diagnosis alone.

9.7 Reducing or ending SEN Support

SEN Support is not necessarily permanent.

Where evidence demonstrates that a learner no longer requires special educational provision that is additional to or different from that generally available, the school may decide, following review and discussion with the learner and family, that SEN Support is no longer required.

Appropriate inclusive practice and reasonable adjustments will continue wherever these remain necessary.

10. Specialist Support, EHC Needs Assessments and EHC Plans

10.1 Specialist advice and multi-agency support

Where a learner continues to experience significant barriers despite appropriately implemented support, or where the nature or complexity of need warrants earlier involvement, schools will consider specialist advice.

This may include support from educational psychology, speech and language therapy, occupational therapy, specialist teaching services, health services, social care, local authority teams or other relevant professionals.

Parents/carers and learners will be involved appropriately.

Schools will not seek multiple professional referrals simply to accumulate evidence. External expertise should be sought where it is likely to improve understanding, provision or outcomes.

10.2 CELT multi-agency arrangements

CELT may use Trust-wide inclusion or complex learner panel arrangements to strengthen coordinated problem-solving for learners with complex, persistent or overlapping needs.

Such arrangements are intended to:

- develop a shared understanding of the learner;
- bring together relevant expertise;
- reduce fragmented intervention;



- identify barriers and unmet need;
- agree coordinated action;
- strengthen accountability; and
- determine whether further specialist or statutory escalation is appropriate.

A CELT panel is a support mechanism and is not a prerequisite or gateway to statutory assessment.

10.3 Education, Health and Care needs assessment

Where, despite relevant and purposeful action to identify, assess and meet a learner's SEN, the learner has not made expected progress, consideration may be given to requesting an Education, Health and Care needs assessment.

The school will work with the learner and parents/carers to consider whether statutory assessment may be appropriate.

The school will provide the local authority with relevant evidence and information within applicable statutory timescales.

Parents/carers and young people retain their own statutory rights in relation to requesting assessment. Internal CELT processes will not restrict those rights.

10.4 Education, Health and Care Plans

Where a learner has an EHC plan, the school will:

- deliver the educational provision for which it is responsible, cooperate with the local authority and relevant partners, and ensure that provision is implemented as set out in the plan;
- ensure relevant staff understand the learner's needs, provision and outcomes;
- maintain high-quality teaching alongside specified provision;
- work with relevant education, health and care partners;
- monitor the implementation and impact of provision;
- participate in statutory review processes;
- communicate appropriately with the learner and their parents/carers; and
- raise concerns with the local authority where provision, placement or the plan no longer appears sufficient to meet need.

The local authority retains its statutory responsibility for securing the special educational provision specified in an EHC plan.

10.5 Annual reviews

EHC plans must be reviewed in accordance with statutory requirements.

CELT schools will fulfil their responsibilities within the annual review process and ensure reviews are person-centred, evidence-informed and focused on progress towards outcomes.



From Year 9 onwards, annual reviews will include appropriate preparation for adulthood considerations.

Where needs have changed significantly, an earlier review may be requested.

11. Learner and Parent/Carer Participation

11.1 Learner participation

Learners with SEND have the right to be heard and to participate meaningfully in decisions that affect them.

Schools will seek learners' views in ways that are accessible and appropriate to their communication, age and development.

Participation may include:

- individual conversations;
- contribution to SSPs;
- participation in APDR;
- annual reviews;
- transition planning;
- accessible surveys;
- learner councils or forums; and
- wider SEND and inclusion consultation.

Schools will not assume that limited verbal communication means a learner does not have a view or cannot participate.

Appropriate communication methods will be used where necessary.

11.2 Partnership with families

Schools will develop open, respectful and constructive relationships with parents and carers.

Families will be involved early where concerns emerge and will not first learn about significant SEND concerns only after decisions have already been made.

Communication should:

- recognise the family's knowledge of the learner;
- be clear and accessible;
- avoid unnecessary professional jargon;
- identify strengths as well as difficulties;
- explain what support is being provided and why;



- be transparent where support has not produced the intended impact; and
- set out agreed next steps.

11.3 Support and information

Schools will signpost families where appropriate to:

- the school's SEND Information Report;
- Cornwall's Local Offer <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>
- Families of learners with SEND are guided towards the Cornwall Family Information Service (FIS)
<https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0>
- Other Links for parents' support: SEND Information and Advice Support Service (SENDIASS): www.cornwallsendiass.org.uk Family Information Service (FIS): www.supportincornwall.org.uk Cornwall Council: <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/>

12. Transition and Preparation for Adulthood

CELT recognises that transition can create additional barriers for learners with SEND and will plan transitions proactively.

12.1 Transition into school and between classes or phases

Schools will seek relevant information from previous settings and families and ensure that information necessary to support the learner is available to appropriate staff.

Transition arrangements will be proportionate to need and may include:

- additional visits;
- visual or communication support;
- transition plans;
- meetings between professionals;
- family meetings;
- phased familiarisation; and
- transfer of relevant learner plans and provision information.

12.2 Transition between schools

Where a learner transfers to another setting, SEND information will be transferred securely and promptly in accordance with statutory, safeguarding and data protection requirements.

SENCOs will liaise where necessary so that receiving settings understand:



- needs and strengths;
- current provision;
- successful strategies and reasonable adjustments;
- relevant assessments;
- current outcomes; and
- outstanding actions.

No learner should experience an avoidable gap in provision because relevant information has not been transferred.

12.3 Transition for learners with EHC plans

Schools will work with the local authority, receiving settings, learners and families to support statutory transition arrangements.

Transitions between phases will be planned sufficiently early to enable placement and provision to be considered properly.

12.4 Preparation for adulthood

Preparation for adulthood will be embedded progressively rather than treated only as an end-of-school activity.

From Year 9 onwards, statutory EHC plan reviews will address preparation for adulthood as appropriate, including:

- further or higher education;
- employment and training;
- independence;
- participation in the community;
- health;
- travel and life skills; and
- relationships and wider adulthood outcomes.

Provision will reflect the learner's aspirations and support increasing independence, choice and agency.

13. Equality, Accessibility, Admissions and Access Arrangements

13.1 Equality and reasonable adjustments

CELT will not discriminate unlawfully against learners because of disability.



Schools will:

- anticipate barriers;
- make reasonable adjustments;
- consider auxiliary aids and services where reasonable;
- support access to the curriculum and wider school life;
- avoid policies or practices that unnecessarily disadvantage disabled learners; and
- keep the effectiveness of adjustments under review.

Reasonable adjustments are distinct from SEN Support. A learner does not have to be placed on the Record of Need before a reasonable adjustment can be made.

13.2 Accessibility planning

Each school will maintain and implement an Accessibility Plan in accordance with its statutory duties.

Accessibility planning will address:

- increasing access to the curriculum for disabled learners;
- improving the physical environment to increase access; and
- improving the availability of accessible information.

Accessibility will be considered strategically and not solely in response to an individual learner entering the school.

13.3 Admissions

Learners with SEND, including those without an EHC plan, will be considered through applicable admissions arrangements without unlawful discrimination.

Separate statutory arrangements apply where a school is named or being considered within an EHC plan.

Schools will work constructively with the local authority and families within those processes.

13.4 Examination access arrangements

Schools will identify, evidence and implement appropriate access arrangements in accordance with the current JCQ regulations and Equality Act duties.

Access arrangements must reflect the learner's needs and, where required by applicable rules, their normal way of working.

Arrangements will not provide an unfair advantage but will seek to prevent learners being placed at a substantial disadvantage.



14. Workforce Expertise and Professional Development

An expert and confident workforce is fundamental to inclusive education.

CELT will develop the knowledge, skills and confidence of leaders, teachers and support staff so that SEND is not treated solely as the responsibility of specialist staff.

Professional development will be informed by:

- the school's and Trust's SEND profile;
- learner outcomes and experiences;
- quality assurance;
- staff needs;
- evidence-informed practice;
- statutory requirements;
- safeguarding learning;
- emerging national and local priorities; and
- the needs of individual learners where specialist training is required.

Training may include universal inclusive practice alongside more specialist development relating to particular areas of need.

Staff whose roles carry additional SEND responsibilities will receive appropriate role-specific training.

Safeguarding training will address the additional barriers and vulnerabilities that some learners with SEND may experience.

CELT will evaluate professional development not only through participation or completion but through evidence of improved staff knowledge, practice and impact for learners.

SENCOs and other relevant leaders will access appropriate professional networks and continuing development.

15. Monitoring, Evaluation, SEND Information Report and Local Offer

15.1 Monitoring and Evaluation

CELT will evaluate both statutory compliance and the impact of SEND provision. The existence of systems, plans or interventions alone will not demonstrate effective provision; assurance will consider whether needs are accurately identified, provision is implemented effectively and learners experience improved access, participation and outcomes.



Schools will evaluate, as appropriate:

- quality of inclusive classroom provision;
- identification of SEND;
- implementation of the Graduated Approach;
- quality and impact of Student Success Plans;
- implementation of reasonable adjustments;
- provision specified within EHC plans;
- attainment and progress;
- attendance and persistent absence;
- suspensions and exclusions;
- safeguarding and wellbeing;
- learner and parent/carer experience;
- transitions and preparation for adulthood;
- workforce capability; and
- deployment and impact of SEND resources.

CELT will undertake proportionate Trust-wide quality assurance to identify strengths, variation between schools, emerging risks, patterns of identification, areas requiring support or challenge and effective practice that should be shared.

Findings will inform school improvement, professional development, Trust strategy and assurance to Trustees.

15.2 SEND Information Report

Schools will prepare a SEND Information Report in accordance with paragraphs 6.79 onwards of the DfE (Department for Education) SEND Code of Practice and publish their Information Reports on their website. This report will set out the details regarding the implementation of the SEND policy. Each school will publish an SEN Information Report and review it at least annually. Changes to the information during the year will be updated as soon as reasonably practicable.

15.3 Local Offer

Since September 2014, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25 (Regulation 53, Part 4). This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Cornwall LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector.



Latest information about Cornwall's local offer can be accessed at: Family Information Service Cornwall.

We must contribute to the local offer by providing further information about how each school implements the school policy for learners with SEND. Our school's local offer can be found on their website.

16. Concerns and Complaints

If parents/carers have comments, compliments or concerns that they would like to share, these should be addressed to the SENCO in the first instance. If you feel your concern has not been resolved, please see the CELT Complaints Policy on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

17. Preparing for National SEND Reform

The Government's SEND White Paper, Every Child Achieving and Thriving (February 2026), sets out a programme of reform to be implemented on a phased basis, with new legislation expected to commence no earlier than September 2029. No changes to an individual's current EHCP will occur before at least September 2030 without the agreement of the family.

At the date of this policy, those proposed changes do not replace the statutory SEND framework currently in force.

CELT will therefore operate on the following principle:

Comply now. Prepare responsibly. Change when the law changes.

CELT will not remove existing statutory entitlements or apply proposed future thresholds before they have legal effect.

At the same time, where emerging reforms reflect strong inclusive practice that benefits learners now, CELT may develop its systems in preparation.

Any material changes required by national reform will be reflected through formal review of this policy and associated CELT procedures.

Reform Proposal	Current CELT Position	CELT's Commitment
Replace SEND information reports within a statutory inclusion strategy	CELT publishes SEND information reports annually	Develop SEND information reports to incorporate inclusion strategy content now; transition to statutory inclusion strategy when duty commences.
Strategy digital individual support plans	CELT uses digital student success plans, reviewed termly	Ensure SSPs contain all proposed ISP elements;



		transition to ISP format when duty commences
Reformed provision layers/ universal / targeted / targeted plus / specialist	CELT uses Universal / Targeted / Bespoke	Replace 'bespoke' with 'targeted plus/specialist' update policy, practice and terminology
Five areas of development replacing four areas of need	CELT uses the four Code of Practice areas of need	Maintain current Code compliance; update to five areas when revised Code takes effect
National Inclusion Standards	CELT uses a range of evidence-based tools	Align tools and training with National Inclusion Standards as published
Specialist Provision Packages for EHCP holders	CELT delivers specialist provision per EHCP	Implement Specialist Provision Packages when available and when duty takes effect
Experts at Hand (specialist professionals in mainstream)	External professionals accessed through internal processes	Engage with Experts at Hand offer as it becomes available in Cornwall
Digital transfer of ISPs at transition points	SSPs transferred at transitions where transferring school uses the same platform; not fully digital	Build digital transfer processes now; adopt statutory ISP transfer requirements when duty takes effect
Ofsted grading inclusion as a specific area	Inclusion within existing Ofsted framework	Ensure SSPs are of high quality and inspection-ready

