



# Special Educational Needs and Disability (SEND) Policy

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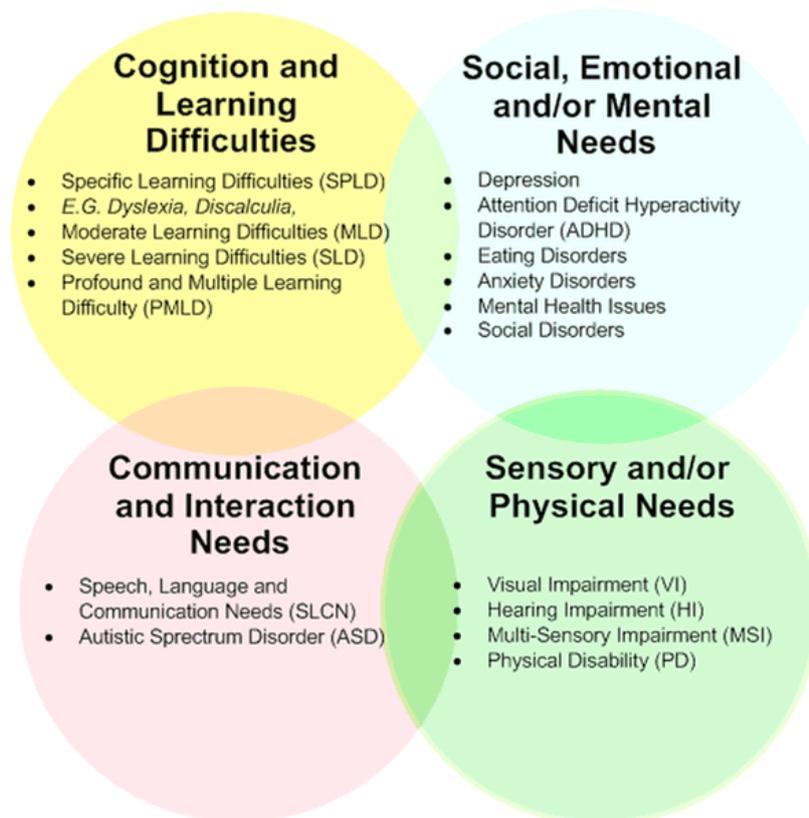
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## Introduction

Doubletrees School is an academy and proud member of the Special Partnership Trust (SPT). As a special school, we support children and young people aged 2 to 19 with a wide range of complex and diverse needs. At Doubletrees, we celebrate the individuality of every learner and are committed to delivering a broad, balanced, and appropriately differentiated curriculum that meets the needs of all.

The school provides for learners whose special educational needs broadly fall into the 4 areas of:

- > Communication and interaction
- > Cognition and learning
- > Social, emotional and mental health difficulties
- > Sensory and/or physical needs



## Definition of SEND

The definition of SEND used across Doubletrees School is taken from the SEND Code of Practice which states a child or young person has SEND if they have:

“a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

or mainstream post-16 institutions.” (SEND Code of Practice, January 2015, updated September 2024, pp. 15-16, xiii., xiv.).

### Special Educational Provision

The definition of Special Educational Provision used across Doubletrees School is taken from the SEND Code of Practice which states:

“For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.” (SEND Code of Practice, January 2015, updated September 2024, p. 16, xv.).

### SEND Funding

The school receives funding from the Local Authority dependent upon the type/descriptor of special educational needs; this is currently identified through the banding process. All learners who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

### Objectives of the SEND Policy

The aim of our policy is to ensure that every child or young person with Special Educational Needs and Disabilities (SEND) has their needs effectively met through a thorough process of identification, assessment, planning, and support, in alignment with our core offer.

#### **To achieve this, we will:**

- > Work in close partnership with parents and carers, recognising their vital role in supporting their child’s education.
- > Provide full access to a broad, balanced, and relevant education, including a curriculum and pathway appropriate to each learner, as set out in our core offer.
- > Identify each learner’s special educational needs early and implement effective strategies to support their development.
- > Collaborate with other schools within the Special Partnership Trust to help secure the outcomes set out by the Trust.
- > Conduct annual reviews of Education, Health and Care (EHC) Plans, inviting input from health and social care professionals to ensure a holistic approach.
- > Engage with multi-agency teams supporting each learner, incorporating their advice and guidance into the child’s daily learning and EHC Plan outcomes.

- > Manage resources effectively to meet all learners' needs, and where necessary, liaise with the Local Authority's Statutory SEN Team, external professionals, and parents/carers when additional provision is required.
- > Monitor and review all provision and learner progress regularly to ensure support remains effective and relevant.

### Arrangements for co-ordinating provision

Provision for learners with SEND at Doubletrees School is coordinated by the Headteacher and the Senior Leadership Team, which includes the SENDCo. The Senior Leadership Team offers professional guidance to all staff and works collaboratively with parents, carers, and external professionals. By fostering strong partnerships and providing ongoing support to families, we ensure that every learner receives appropriate support and high-quality teaching tailored to their individual needs.

### Roles and Responsibilities

#### Senior Leadership Team

The Senior Leadership Team (SLT), including the Headteacher and SENDCo, is responsible for overseeing and managing the school's provision for learners with Special Educational Needs and Disabilities (SEND). Their key responsibilities include:

- > Overseeing the day-to-day implementation of the school's SEND policy.
- > Coordinating and monitoring provision for learners with SEND across the school.
- > Liaising with key staff including the Designated Teacher, Child in Care Coordinator, and Personal Education Plan (PEP) Coordinator to support looked-after and previously looked-after children.
- > Advising staff on the appropriate approaches and interventions to meet each learner's individual needs.
- > Working in partnership with parents and carers to ensure they are fully informed and involved in their child's education.
- > Collaborating with early years providers, other schools, educational psychologists, health and social care professionals, and voluntary or independent organisations.
- > Acting as the main point of contact for external agencies, particularly the Local Authority and its support services.
- > Supporting transition planning by liaising with prospective and next-stage education providers to ensure pupils and their families are well-informed and transitions are smooth and effective.
- > Working closely with external agencies to coordinate planned transitions to new educational settings, where appropriate.
- > Ensuring compliance with the Equality Act 2010 by working with the Local Governing Body and Trustees to make reasonable adjustments and secure appropriate access arrangements.

- > Maintaining accurate, up-to-date, and confidential records for all learners with SEND.
- > Liaising with the County SEND Team to review funding, assess provision, and ensure appropriate resources are in place.

### The Class Teacher

In addition to the Senior Leadership Team (including the SENDCo), all teachers at Doubletrees School are responsible for the SEND provision within their own classrooms. As such, they are expected to embed the development of SEND provision and the effective support of pupils with SEND into their everyday practice and leadership responsibilities. Meeting the needs of learners with SEND is a shared commitment across the school, ensuring that every child receives the support they need to thrive. Some of their roles and responsibilities include:

- > Liaising regularly and effectively with parents and carers.
- > Collaborating with professionals, including colleagues within the Special Partnership Trust.
- > Sharing relevant information with class teams, while maintaining confidentiality where appropriate.
- > Advising and supporting other practitioners within the class or setting.
- > Ensuring that appropriate Personal Learning Goals (PLGs) are in place for all learners with SEND.
- > Meeting the individual needs of all pupils in the class through inclusive teaching and personalised support.
- > Collecting, recording, and updating all relevant personal and educational information for learners.
- > Assessing each learner's strengths and areas for development to inform planning and targeted support.
- > Planning for progression and ensuring all learners have opportunities to make meaningful progress.
- > Leading the monitoring and review of any interventions or actions taken to support individual learners.

Learners who attend Doubletrees School have an Education Health Care Plan.

## Access Arrangements

At Doubletrees School, we are committed to providing a high-quality, inclusive education for all learners. Our approach is guided by the following principles:

- > Every pupil is given the opportunity to achieve their personal best, regardless of their individual needs or starting points.
- > All learners have access to a full range of activities that are appropriate, engaging, and tailored to their needs.
- > Appropriate support is provided to ensure that all pupils can access a relevant curriculum and the resources necessary for effective learning.

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- > Each learner is recognised as an individual, and their unique strengths and needs are identified and supported.
- > We actively promote the positive self-esteem and emotional wellbeing of learners with SEND.
- > Staff work collaboratively to foster effective communication with parents, carers, other professionals, and external agencies.
- > We work in partnership with colleagues across the Special Partnership Trust to achieve the best possible outcomes for our learners.

### Physical Access: Accessibility

The following measures allow for equal access and the safety of our learners;

- > our setting has adapted doorways, ramps, and toilets.
- > specialist environments can be used, i.e. sensory integration room facilities, multi-sensory rooms, swimming pool, teaching kitchen.
- > furniture is arranged to accommodate learners with mobility difficulties. There is access to adjustable height furniture i.e. sand/water trays, or access is made possible by using floor level activities.
- > there are changing facilities with appropriate changing equipment for the needs of the learners.
- > classrooms have double handles or are electronically activated for the learners personal safety.
- > outside doors and specific areas within the school have electronically activated doors for the safety of learners.

### Support and Resources

At Doubletrees School, learners are supported through the careful and ongoing identification of their individual needs. This ensures that appropriate staffing levels, resources, and specialist expertise are in place to meet the wide range of complex needs across the school. Our provision includes:

- > Offering materials and activities that reflect each learner's interests, aspirations, and abilities.
- > Providing access to specialist facilities designed to support a range of learning and therapeutic needs.
- > Differentiating activities and learning outcomes to ensure that all learners can access the curriculum meaningfully.
- > Delivering a curriculum pathway that best suits each learner's cognitive ability and level of need, through one of our three tailored routes: *Discovery*, *Exploration*, or *Engagement*.
- > Encouraging learner participation and choice through School Council representation and a range of pupil voice opportunities.
- > Ensuring that all planning is personalised and responsive to each learner's individual needs and learning profile.

- > Adopting a Total Communication Approach, which includes the use of augmentative and alternative communication (AAC) methods such as Makaton, picture symbols, and AAC devices. These strategies are implemented based on robust, individualised assessment.

### Monitoring and reviewing

At Doubletrees School, the monitoring of learner progress is continuous and carefully structured to ensure accuracy and effectiveness. Our approach includes:

- > Holding moderation meetings between schools within our Trust three times a year to quality assure assessment systems and secure accuracy in reporting pupil progress over time. Moderation summaries are submitted to the moderation coordinator, who reports findings to the Trustees in line with the Special Partnership Trust (SPT) policy.
- > Reviewing Personalised Learning Goals (PLGs) three times annually to ensure targets remain relevant and achievable.
- > Conducting annual reviews for each learner's Education, Health and Care (EHC) plan, during which long-term aims and outcomes are set and evaluated.
- > Actively encouraging parents, carers, and other relevant professionals to attend all reviews and contribute their views on the education and support provided to their child.
- > Holding progress meetings each term between class teachers and parents/carers to discuss and evaluate the progress of every pupil.
- > Organising three formal moderation meetings across the academic year to embed a shared understanding of what progress looks like and ensure consistency in assessment and outcomes (please refer to the SPT moderation policy and protocols for further details).

### Record Keeping

- > Information about learners is gathered from parents/carers and relevant professionals prior to or at the point of admission, with meetings coordinated by the Family Engagement Co-ordinator.
- > Records of learner progress and personal information are securely stored in locked cabinets to ensure compliance with GDPR regulations.
- > The school strictly follows data protection guidelines, maintains confidentiality at all times, and grants parents/carers access to records upon receipt of a written request.
- > Detailed records are maintained for any additional provision or support provided to learners.
- > Records are regularly updated and securely managed using CPOMS (Child Protection Online Monitoring System) to log all relevant information.
- > Parents and carers are invited to contribute to the updating of records during annual reviews and through ongoing partnership conversations.

### Learning Pathways

The school will identify class and type of curriculum access based upon the needs of each learner in the school. This allows the school to provide be-spoke curriculum opportunities

with robust assessment measures to focus upon the key skills learners need to develop; these will not only relate to academic achievement; the school will work closely with multi-agency teams to ensure the well-being of all learners are fully considered. As a result of this collaborative working learners may have personalised therapy, speech and language or behaviour plans. This personalised approach will provide appropriate interventions are made available to ensure that our learners can access learning and maximise their achievements.

At Doubletrees School we have an agreed approach to the assessment of our learners; such assessment measures consider the nature of each learner's special needs and route taken (Discovery Pathway, Exploration Pathway or Engagement Pathway).

All learners within the school have an Education, Health and Care Plan (EHCP) which names our school as the educational provider. The school will ensure that teachers monitor and review the outcomes determined within the plan and assess the learner's progress during the year within these. Formal reviews of the EHC plan will take place at least annually. If a learner's needs change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate; such information will be required to facilitate a change in banding/budget allocation made by the LA or a change of placement if the learner requires provision which is different from the Doubletrees core offer. For further information on EHCPs please see the Local Authority's Local Offer.

Cornwall's Local Offer can be found on the Care and Support in Cornwall website: [SEND Local Offer - Cornwall Council](#)

### Preparing Learners for Adulthood

At Doubletrees School, we support our learners to begin planning for their future adult lives as early as possible. From Year 9, we engage in discussions with parents, carers, and professionals during the learner's Education, Health and Care Plan (EHCP) review. Our aim is to help learners achieve the best possible outcomes in employment, independent living, and active participation in society.

Key elements of this approach include:

- > Providing high-quality career advice and information, ensuring learners with SEND have access to a broad range of options and are encouraged to develop high aspirations through our Information, Advice, and Guidance (IAG) services.
- > Supporting learners and their families to understand and explore how the support they receive will evolve as they transition to different educational or community settings, and what further support they may need to achieve their ambitions.
- > Designing a curriculum that fosters the development of learners' aspirations, with particular emphasis on our Work Related Learning (WRL) programme.

We also have specific statutory duties to prepare young people with EHCPs for the transition to adulthood. The Year 9 EHCP review builds on previous reviews and plans, fully incorporates the learner's views, and allows time for necessary provisions and support to be commissioned. This planning process builds on actions agreed with the learner and informs

decisions about the next stage of education or training, as appropriate. (Doubletrees School currently provides education up to Year 14.)

### Role of the class teacher – Progress and Development

All teachers are responsible and accountable for the progress and development of every learner in their class. When a learner is not making the expected progress, teachers provide additional support and seek guidance from colleagues within the school, the Special Partnership Trust, or external professionals as needed. Parents and carers are actively involved in this collaborative process, working together to identify challenges, plan appropriate support, and implement effective teaching strategies tailored to each learner's needs.

- > Use existing information and assessment outcomes as a starting point for planning.
- > Baseline new learners within the first half term to identify needs, ensuring that EHCP outcomes (across the four areas) are appropriate and that Personalised Learning Goals (PLGs) are in place.
- > Establish the Personalised Learning Route for learners from Year Two onwards to guide personalised learning pathways.
- > Ensure there is clear evidence of learning for all learners.
- > Collaborate with parents to establish key information for maintaining pupil safety through an Individual Safety Plan, including details on safe moving and handling recorded in the Moving and Handling Passport, where applicable.
- > Make ongoing observation and assessment an integral part of daily class practice to inform next steps in learning, providing challenge, personalisation, and individualisation.
- > Involve parents, carers, and multi-agency teams as appropriate.
- > Actively involve the child or young person in all aspects of their learning.
- > Use the National Curriculum programmes of study alongside the differentiated Doubletrees Curriculum to ensure breadth, depth, and relevance throughout the structured school day, particularly within the Discovery and Engagement pathways, demonstrating pupil progress over time where relevant.
- > Ensure that Engagement cohorts follow the Routes for Learning and PLGs.
- > Maintain effective classroom management, deploy teaching assistants appropriately, and create a learning environment that meets the needs of learners and supports the curriculum.

### Staff Knowledge, Attitudes and Professional Development

Effective and successful work with children and young people with special educational needs requires staff to possess specific knowledge and maintain positive attitudes. At Doubletrees School, we are committed to continuous professional development (CPD) and the sharing of information and expertise among all staff members.

The professional growth of everyone involved in supporting our learners is ongoing and dynamic. We provide a wide range of relevant training opportunities tailored to the needs of the cohorts our staff work with. These include, but are not limited to:

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- > Moving and Handling training
- > PRICE (Protection, Rest, Ice, Compression, Elevation) training
- > Safeguarding training, including whistleblowing and PREVENT
- > Safeguarding for Senior Leadership Team (SLT) and Governors – Tier 3 and safer recruitment
- > Trauma-Informed School (TIS) training
- > Makaton and Augmentative and Alternative Communication (AAC)
- > Information and Communication Technology (ICT)
- > Well-being Champions training
- > First Aid, with named first aiders designated across the school
- > Swimming Pool Safety
- > Occupational Therapy and Sensory Processing
- > Strategic CPD aligned with key targets from the School Improvement Plan (SIP), Special Partnership Trust (SPT) development plan, or identified through the school's performance management process
- > Skill-sharing sessions and demonstrations of teaching techniques and strategies, organised internally and often initiated through performance management
- > Bespoke coaching and mentoring provided by the leadership team, following lesson observations and learning walks

This commitment ensures that staff are well-equipped and confident to meet the diverse needs of our learners and continually improve the quality of education and care provided.

### Local Offer

Cornwall's SEND Local Offer includes all the support that is available to children and young people in Cornwall (aged 0–25) with special educational needs and / or disabilities (SEND) and their families.

Cornwall's SEND Local Offer website has a page aimed at parents, carers and other individuals such as professionals. It also has a Youth Local Offer page that is aimed at young people, or parents/carers of young people, who are preparing for adulthood.

Cornwall's SEND Local Offer includes the services, support and advice requested by families as well as those listed in the SEND Code of Practice.

It includes universal, targeted and specialist provision related to education, employment, leisure, transport, money, health, social care, childcare and much more!

The majority of the support described is based in Cornwall but the Local Offer also includes links to provision that is available in other counties when such provision is not available in Cornwall

Cornwall's SEND Local Offer is published by the Care and Support in Cornwall and can be found on their website. If families do not have internet access at home, facilities are available for public use at local libraries or One Stop Shops. Alternatively the Family Information Services can be contacted on 0800 587 8191

Cornwall's Local Offer can be found on the Care and Support in Cornwall website: [SEND Local Offer - Cornwall Council](#)

### Monitoring and Evaluation of the SEND Policy

The effectiveness and appropriateness of this policy will be continuously monitored by the Special Educational Needs Coordinator (SENDCo), in collaboration with the Governing Body and the Senior Leadership Team (SLT). Key areas for ongoing evaluation include:

- The use and allocation of resources
- Whole-school and individual planning
- The quality and impact of personalised learning plans
- Learner progress and engagement
- Pupil participation in their own learning and decision-making
- The effectiveness of statutory reviews
- The identification of staff training needs
- The effectiveness and use of external support services

In addition to regular monitoring, the school will carry out an annual self-evaluation of this policy to assess its impact and inform future development. This process will be conducted in partnership with the Local Governing Body and will contribute to the continuous improvement of SEND provision at Doubletrees School.