

## **SEND Policy and Report**



Reviewed- Spring 2026

Next Review- Spring 2027

At Mylor Bridge CP School we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the typical environment of the classroom through a differentiated curriculum.

Every teacher at Mylor CP School is a teacher of every child, including those with Special Educational Needs and Disability.

Our SENDCo is Miss Jude Osborne and can be contacted on:

01326 373724 or

[SENCO@mylor-bridge.cornwall.sch.uk](mailto:SENCO@mylor-bridge.cornwall.sch.uk)

The Governor responsible for SEND is Mrs Ruth Green.

This policy was developed in response to the SEND Code of Practice, 0-25 Guidance 2015.

It is available from the school or at

<http://www.mylor-bridge.cornwall.sch.uk>

### **Aims and Objectives**

At Mylor Bridge CP School, our aim is for every child in our care to have access to a broad and balanced curriculum which will enable them to achieve their full potential and to 'Be the Best That We Can Be'. We will use our best endeavours to ensure all children can access this curriculum in line with The Special Educational Needs and Disability Code of Practice 2015.

To do this we will:

1. Seek to identify the needs of pupils with SEND as early as possible
2. Monitor the progress of all pupils on a regular basis at pupil progress meetings.
3. Make appropriate provision to overcome all barriers to learning and ensure all pupils have full access to the curriculum
4. Work with parents
5. Work with and in support of outside agencies
6. Create a school environment where pupils are encouraged to contribute to their own learning
7. Provide support and advice for all staff on working with pupils with special educational needs and training where appropriate

### **Our Approach**

At Mylor Bridge CP School we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

'Every teacher at Mylor Bridge CP School is a teacher of every child, including those with SEND.'

- We have effective management systems and procedures taking into account the current SEND Code of Practice (2015).
- We have successful communication between teachers, children, parents, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We use an effective review cycle that allows us to 'assess, plan, do and review' for the next steps in each child's development.

### **Identifying Children's Needs**

At different times in their school life, a child may have a special educational need.

### **Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2015.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

At Mylor Bridge CP School we identify the needs of each individual child by considering the child as a whole and applying a graduated response using termly cycles of Assess, Plan, Do, Review.

1. Quality first teaching that meets the needs of all learners including those with SEND and other external factors such as parents in the armed forces, pupil premium, disabilities and being in care.
  - All pupil progress is monitored through tracking and pupil progress meetings.
  - Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
  - If a pupil has been identified as needing extra support they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
  - The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- Children who require extra support may receive intervention on an individual or group basis with a teaching assistant (See below).
  - The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
  - The child is recorded by the school as being targeted for extra support due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
  - Parent's evenings are used to monitor and assess the progress being made by children.
2. SEND Support is given to children as additional to or different from the quality first teaching. We may also request advice and support from an external agency. This could be our Educational Psychologist or a range of other providers (see Local Offer). Children who receive this additional support to meet their needs are recorded on the School's SEND register.
- Referral to an outside agency will be done in partnership with the parents, this may be for a short, focussed period of time or for a longer period if necessary.
  - Pupils are monitored using the Assess, Plan, Do, Review cycle as part of the graduated response recommended by the Code of Practice 2015. Parents and children are included in this process and are invited to take part on a termly basis.
3. If a child has lifelong or significant difficulties then they may be referred for Statutory Assessment for an Education, Health and Care Plan. This can be requested by the school or by the parents but will only occur when the complexity of the child's needs means that they cannot be met from SEN Support.

We also recognise that some children who have SEND may also have pre-existing medical conditions. For information on how we work with such children please see our Medical Conditions Policy which can be requested from or viewed at the school.

### **Support for children with SEND**

If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of our high quality first teaching. These are set out in our school local offer (available at <http://www.mylor-bridge.cornwall.sch.uk>). Support is given using the 'assess, plan, do, review' cycle and following our SEND Flowchart (see appendices).

The additional support or 'intervention' is tailored to each child's needs and can be provided on a 1;1 or small group basis by the class teacher and/or a trained teaching assistant or within the classroom through differentiation and extra support. The support is monitored closely and reviewed on a regular basis.

Whilst the majority of children with SEND will have their needs met in this way, some may require an Education and Health Care (EHC) needs assessment to determine whether or not it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Children whose SEN includes a disability will have access to aids and support as recommended by involved professionals so that they have full access to the classroom and curriculum and are able to achieve their potential while maintaining dignity, enjoyment and engagement.

### **Assessing the Impact of Intervention**

The interventions used are those proven to make a difference for most learners.

A baseline assessment takes place at the beginning to provide the point of reference for measuring progress. Regular reviews take place and adaptations are made where needed. Where difficulties persist, advice and support is requested from other professionals with the parents' consent. This include: Speech and Language Therapists; Occupational Therapist; Physiotherapist; Educational Psychologist or other health/education professionals. Where a child has an EHC plan there is an 'annual review' held in addition to termly parents meetings. The child, parents and any other involved professionals are invited to contribute to this review where all parties can request changes to the EHCP including to the provision described in the document.

### **What should I do if I think my child may have SEND?**

If you have any concerns about your child's progress or wellbeing, then please speak to your child's class teacher in the first instance or to Miss Jude Osborne (SENDCO).

### **Preparing for Next Steps**

Transition is a part of life for all learners and we recognise that this is an important time and needs to be managed carefully. At Mylor Bridge CP School:

- Strong links are maintained with the on-site preschool. EYFS teacher clearly identifies pupils who may need extra support through transition sessions.
- EYFS transition is well planned and takes place regularly and progressively.
- EYFS teacher visits pre-school to aid transition.
- There are strong links with the receiving Secondary Schools. Pastoral leads identify pupils who may need extra support.
- Taster sessions happen throughout the year and in a variety of curriculum areas.
- Two days of visits to receiving school and more for those who need it.
- Follow-up visit from transition team including Year 7 pupil mentors.
- 'Move up' morning across the school allows all pupils to work with their new teacher.
- SENDCo liaises with Preschools and Secondary Schools, to ensure all information is shared before transition.
- Where necessary, individualised transition programmes are put in place.

For information on applying for a place at Mylor School please see our admissions policy at <http://www.mylor-bridge.cornwall.sch.uk>

### **Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

### **SENCO**

The current SENCO has been a teacher for 20 years and now works as an Senior Area SENDCO with the Cornwall Early Years Inclusion Service. She has worked as a SENCO at 1 other school and has huge experience of working with children with SEND. Miss Osborne completed a Masters level 5 NASEN award in 2020. She has attended many courses including sensory processing, attachment disorder training, safeguarding, emotion coaching, intensive interaction and using visuals.

## **STAFF Training**

We have a wide range of talent and experience across our staff. All of our staff maintain their own professional development and complete regular whole staff training to update their skills, share experience and maintain knowledge of new developments and best practice in special educational needs.

Recently staff training has included: the assess, plan, do, review cycle; Precision Teaching; Lego Therapy; Emotion Coaching (led by an Educational Psychologist); Classroom Strategies (led by the Autism Team); Social Story and Social Communication Strategies (led by the Autism Team)

Within the team we have staff qualified in Team Teach, TIS, Teaching staff have had opportunities to take part in consultations with an Educational Psychologist and an Autism Specialist to learn and develop their professional skills when addressing children's needs and provision. Members of staff have attended courses on: attachment disorder, autism, behaviour management, epilepsy, diabetes, and Trauma Informed Schools.

They have also attended awareness training on supporting pupils who have a Hearing or Visual impairment.

## **SEND Funding**

All pupils with SEND have access to Element 1 and 2 of a school's budget which can be up to £6,000. Some pupils with SEND may access additional funding. The SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

## **Our School Profile**

In 2025/26 our SEND profile shows that we have 16% of children as identified as having SEND. This includes children on SEN Support and EHC plan.

The size of the cohort prevents us from sharing more detailed statistics without making individual children identifiable.

Within the 16%

21% are identified as having SEND linked to a Communication and Interaction need

33% are identified as having SEND linked to Social, Emotional and Mental Health

21% are identified as having SEND linked to a Cognition and Learning need

25% are identified as having a Physical Disability or Sensory Processing needs

## **SEND Budget**

There is a SEND budget set for the year.

This is used to pay for individual adult support, intervention groups, resources and external professional support.

Support staff also work in the classrooms to support children with SEN.

1:1 support for children with EHCPs

## **Have Your Say**

At Mylor Bridge CP School we are proud of our strong community links. This report details our annual offer to all learners, including those with SEND. To be effective we need your views and rely on parents/carers, governors, staff and learners to engage fully in our 'assess, plan, do, review' provision.

If you have any comments or concerns, please contact Miss Osborne or Mrs Pallôt in the first instance on [secretary@mylor-bridge.cornwall.sch.uk](mailto:secretary@mylor-bridge.cornwall.sch.uk)

Cornwall County's local offer can be found at

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>

This will signpost you to support available for children with SEND and families in Cornwall.

Impartial, free and specialist SEN advice can also be obtained from SENDIASS:

<mailto:info@cornwallsendiass.org.uk>

Telephone 01736 751921

[www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)

APPENDIX 1 SEND Flow Chart- Using the Assess Plan Do Review Cycle

