



The Cedar Tree Federation

Special Educational Needs and Disabilities (SEND) Policy 2026–2027

Context

This policy was developed in consultation with staff and governors and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (January 2015)
- Part 3 of the Children and Families Act 2014 and associated regulations
- The Equality Act 2010

Key Contacts

Governor responsible for SEND	Sue Booker
Head Teachers	Mrs Jen Metcalf (Pinhoe C of E Primary School) Miss Gillian Pyle (Woodbury C of E Primary School)
Federation Inclusion Lead & SENDCo	Mrs Scarlett Peacock
SENDCo Qualifications	National SENCo Award (Scarlett Peacock)
Contact	Pinhoe: 01392 467 984 · pinhoe-office@cedartreefederation.org Woodbury: 01395 232614 · woodbury-admin@cedartreefederation.org

This policy will be reviewed annually.

Reviewed: September 2026 by Inclusion Lead.

Policy Statement

This policy sits alongside our Teaching and Learning and Equality policies and sets out how we support inclusion for all pupils. High-quality, adaptive teaching meets the needs of most learners. Some pupils require provision that is additional to and different from what is ordinarily available. We use our best endeavors to ensure effective special educational provision for those pupils.

Staff and governors at The Cedar Tree Federation work together to ensure pupils with SEND reach their full potential, are fully included within our school communities, and experience smooth transitions between settings.

All teachers are teachers of pupils with Special Educational Needs and/or Disabilities. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even when pupils access support from teaching assistants or specialist staff.

Admissions

No pupil will be refused admission on the basis of their special educational need and/or disability. In line with the Equality Act 2010, we do not discriminate in respect of admissions and use our best endeavors to provide effective educational provision.

Aims and Objectives

We provide a pupil-centered process that engages pupils, families, school staff and other professionals in planning and implementing high-quality, needs-led provision so that all pupils can access the same opportunities for learning and social development, achieve maximum progress and promote their well-being.

Our objectives are to:

- Meet our duties under the Equality Act 2010 for pupils with disabilities.
- Enable pupils with SEND to have their needs identified and met early.
- Take account of pupils' and families' views and work in genuine partnership with parents/carers.
- Ensure full access to a broad, balanced and relevant curriculum, including the National Curriculum and Early Years Foundation Stage.
- Support pupils with medical conditions in line with statutory guidance and our Medical Policy.
- Implement a graduated approach (Assess–Plan–Do–Review) to meeting needs and monitoring impact.
- Develop a culture of inclusion valuing high-quality, adaptive teaching for all learners.
- Work collaboratively with external agencies, including Health and Social Care.

- Set ambitious, appropriate outcomes based on prior achievement and pupil/family views.
- Use resources efficiently and effectively.

Identifying and Supporting Special Educational Needs and/or Disabilities

We follow the SEND Code of Practice (2015). A pupil has SEND if they have a learning difficulty or disability requiring special educational provision that is additional to or different from our Ordinarily Available Inclusive Provision (OAIP).

We use Devon's OAIP framework to support inclusive practice across both schools.

Areas of Need

- Cognition and Learning: Includes difficulties with literacy, numeracy and understanding new concepts (e.g. SpLD, MLD, SLD, PMLD).
- Communication and Interaction: Includes Speech, Language and Communication Needs (SLCN) and Autism.
- Social, Emotional and Mental Health (SEMH): Includes needs such as anxiety, low mood, ADHD and attachment needs.
- Sensory and/or Physical: Includes VI, HI, MSI and Physical Disability requiring reasonable adjustments and/or specialist support.

A Graduated Response to SEND

Concerns raised by teachers, parents/carers or other agencies are first addressed through adaptive teaching and recorded strategies. Where progress remains a concern, additional support is planned and reviewed. Where necessary, advice from external professionals is sought with parental agreement.

We use the Assess–Plan–Do–Review cycle to remove barriers to learning, monitor impact and refine provision. For some pupils this is aligned to the termly Pupil Progress cycle; others may require more frequent reviews.

Education, Health and Care (EHC) Needs Assessment and Plans

If a pupil does not make expected progress despite relevant and purposeful action, the school or parents/carers may request an EHC needs assessment. Where a pupil has an EHCP, the plan is reviewed at least annually. The Federation will hold annual reviews on behalf of Devon Local Authority and complete the required paperwork.

Monitoring and Evaluation of SEND

Provision quality and pupil progress are monitored regularly. Additional training, advice and support are provided to staff where required.

Supporting Pupils and Families

We value the contribution of parents/carers and work in full partnership with families. We provide information to enable parents/carers to support learning at home and signpost to independent advice and the Devon Local Offer.

- Devon Information Advice and Support (DIAS): <https://www.devonias.org.uk/>
- Devon SEND Local Offer: <https://www.devon.gov.uk/education-and-families/send-local-offer/>

Roles and Responsibilities

Provision for pupils with SEND is a matter for the whole school community. In addition to the Governing Body, Head Teachers and the SENDCo, all staff have important responsibilities.

Governing Body

- Fulfils duties under the SEND Code of Practice (2015), including ensuring pupils with SEND receive the support they need, publishing the annual SEND Information Report and Accessibility Plan, and monitoring impact.

Head Teachers

- Have day-to-day responsibility for all aspects of the school's work, including provision for pupils with SEND, working closely with the SENDCo and the Governor for SEND.

SENDCo (Federation Inclusion and SEND Lead)

- Leads strategic development of SEND provision across the Federation.
- Coordinate provision, advise on the graduated approach and monitor impact.
- Liaises with parents/carers, external agencies and transition settings.
- Oversee SEND records and ensure staff training meets identified needs.
- Work with Head Teachers and governors to meet Equality Act (2010) duties.

Teaching and Support Staff

- Provide high-quality, adaptive teaching and differentiated support.
- Work with the SENDCo to analyse needs, plan provision and review progress.
- Contribute to Assess–Plan–Do–Review and communicate regularly with families.

Meeting Medical Needs

We make arrangements to support pupils with medical conditions. Where pupils also have SEND, provision is planned and delivered in a coordinated way.

Please see our Medical Policy for details.

Children in Care

We appoint a Designated Teacher and governor with responsibility for children in care and previously looked-after children. We liaise with external agencies to support continuity and progress.

Accessibility

We comply with the Equality Act 2010 and current accessibility legislation. Our Accessibility Plan outlines how we improve access over time and is available on the school websites.

Storing and Managing Information

SEND records are kept in line with statutory guidance and GDPR requirements.

Responding to Complaints

Concerns about SEND provision should be raised with the class teacher and/or SENDCo in the first instance. If unresolved, please follow the school Complaints Policy. Parents/carers may access mediation and have the right to appeal to the SEND Tribunal.