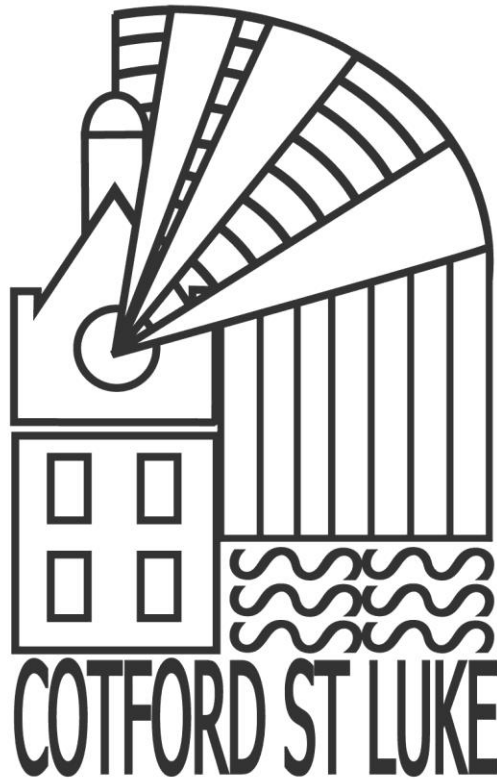




**COTFORD ST LUKE COMMUNITY PRIMARY
SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY POLICY**

Reviewed – July 2025

Next review – July 2026

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Special Educational Needs (SEN) and Disability (D) Policy

1 Introduction:

Cotford St Luke Primary School has Mr A. Jones as the qualified SENDCO (Special Educational Needs and Disability Coordinator) and Mrs R. Evans as the Governor for SEND. They ensure that the Cotford St Luke Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We try our best to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014)

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

This SEND policy details how, at Cotford, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2 Aims and objectives:

The aims of this policy in meeting the needs of individual children and fulfilling the school's key principles are:

- To create a learning environment that meets the special educational needs of the children
- To ensure that the special educational needs of children are identified, assessed, supported, monitored and reviewed
- To enable all children to have maximum access to all elements of the school curriculum
- To identify the roles and responsibilities and state the expectations of all partners in the process of providing for children's special educational needs
- To ensure that parents are supported and encouraged to take an active role in their child's/children's education
- To ensure that all children have a voice in this process.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3 Equal Opportunities and Inclusion:

Through all subjects, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage and own their behaviour and to take part in learning effectively and safely

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

4 Roles and Responsibilities:

Mr A. Jones, who is the Special Educational Needs and Disability Coordinator (SENDCO) is responsible for:

- Overseeing the day-to-day operation of this policy
- Coordinating provision for pupils with SEN
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents and carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

5 Access to facilities and Provision:

Please refer to school's accessibility policy which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Buildings have toilets suitable for disabled access
- Medicines are kept in appropriate storage in the office and monitored and administered by the office staff- (See Policy for the Administration of Medicines)
- Ramps ensure access to key areas of the school
- Staff are trained to support children with specific medical or educational needs

6 Allocation of resources:

Mr M.Wright and Mr A.Jones are responsible for the operational management of the budget and SEN provision. The school will use a range of additional funding including the SEN budget and, where appropriate, pupil premium to provide high quality support for pupils with SEN.

7 Access to the curriculum:

The broad and balanced curriculum is adapted to enable all children to access learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. Teachers are

responsible and accountable for the progress and development of the pupils. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

8 Identification, Assessment, Planning and Review Arrangements:

Cotford St Luke Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgements and, where appropriate assessments from outside agencies are used to identify pupils who require additional and different provision.

SEN support-Four part cycle:

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where identified, initial concerns are discussed with the SENDCO and parents/carers.

Assess:

The class teacher, working with the SENDCO, will carry out a clear analysis of a pupil's need. This assessment will be reviewed regularly. Where appropriate, outside agencies will help to inform the assessment. Parents/Carers will also be asked to contribute to the assessment.

Plan:

Parents/Carers will be formally notified in writing about their children's needs. Any adjustments, interventions, support and review dates will be agreed with staff, parents and pupils. This will be recorded in their own folders and individual targets and reviews recorded on an Individual Learning Passport (ILP)

Do:

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Mr A. Jones will support the above.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents/carers at least three times a year. The class teacher working with Mr A. Jones will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with the following services: Educational Psychology Service (EPS), School Health and

Paediatricians, Learning Support Services (LSS), Occupational Therapists (OT), Speech and Language Therapists (SLT), and, when appropriate, Social Services and Looked After Children Team (LAC).

9 Additional Top-up Funding:

Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority.

10 Education, Health and Care Plans:

Where, despite having taken relevant and purposeful action to identify, assess and meet the need of a pupil, the pupil has not made the expected progress, school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for pupils with SEN can be found in the school SEN Local Offer document. This document can be found on the school website. It outlines the provision that school makes for all pupils with SEN and how staff at the school work with parents and carers to best support SEN pupils.

11 Transition arrangements:

Transition to Secondary school and/or a new class is carefully planned. The pupils and parents/carers will be fully involved in the planning for the transfer to a new setting. Key information about SEN provision will be shared with the next school/setting through the review process. Where children transfer to another primary school, information about SEN provision will be forwarded to the next school as soon as possible.

12 Partnership with Parents/Carers:

Cotford St Luke Primary School has positive attitudes to parents/carers and values their important role in their children's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given and they are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

Mrs Tean Rowland who is our Family Support Advisor (PFSA) is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. A wide variety of family learning opportunities are available to support parents.

In Fledglings, Mrs R. Batten or the setting's Special Educational Needs Coordinator (SENDCO) Miss A. Medin will liaise and support parents and also link with external professionals. They will also link in with the school through School Entry Plans if support for transition to Reception is needed.

13 Pupil Participation:

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work throughout the school recognises the importance of children developing social as well as educational skills.

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the teacher/TA on a termly basis. Pupils in Key Stage Two are invited to attend their termly review meeting.

14 Monitoring and evaluating the success of provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the Senior Leadership Team
- Analysis of data, with high expectations for the progress expected between key stages for all pupils
- Assessment records that illustrate progress over time
- Pre and post assessments for pupils who are withdrawn for targeted interventions
- Monitoring by Mrs R.Evans as the governor with responsibility for SEN.
- The views of parents/carers and pupils
- Regular meetings between Mr A. Jones, Mr M.Wright and class teachers.

15 Staff development:

Mr A. Jones ensures staff are informed of local and national developments in relation to SEN and Inclusion.

Training needs are identified and, where appropriate, outside agencies are used to deliver training. Newly qualified teachers are offered support and in school training by Mr A. Jones.

16 Medical conditions:

Cotford St Luke Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Their provision will be planned and delivered in a coordinated way with their healthcare plan.

17 Admission arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability as well as identifying and providing for those not previously identified as having SEN.

18 The Complaints procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level. The class teacher attempts to resolve matters, then if required Mr A. Jones and/or Mr M.Wright become involved.

If the complaint is unresolved, then it will be dealt with in line with the schools complaints policy.

The SEN and Disability policy will be reviewed and amended annually.

Signed: *Ruth Evans*
Chair of Governors

Date: July 2025

Signed: *Adrian Jones*
SENCO

Date: July 2025

Signed: *Ruth Evans*
SEN Governor

Date: July 2025

Signed: *Michael Wright*
Headteacher

Date: July 2025