

# Coten End Primary School

## SEND Policy and Information Report

Adopted by Trustees: 9<sup>th</sup> July 2025

Next Review Date:

Person responsible for overseeing the implementation: CEO

Chair of Trustees signature:

School: Coten End Primary School

Policy Owner: Liz Munday

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## 1. Objectives of the Policy

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At Coten End Primary School, we are proud of our acknowledged commitment to each individual child. We recognise that children learn and develop in different ways so we aim to provide a curriculum that supports, challenges and enriches every step of the learning journey for every child. Some children will need specific support at some point in their school career and we aim to provide that support within a caring and inclusive environment, drawing on a wide range of external expertise as appropriate.

Our aim is to promote a whole school approach to SEND, supporting the core values of the school within a fully inclusive ethos and developing high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

### **Equality**

- Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community, regardless of their abilities and behaviours

### **Diversity**

- Recognising and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners.
- Recognising that our school community is richer for the diversity within it

### **Access**

- Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations which is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

### **Partnership**

- Working in partnership with parents and carers in meeting the needs of their children and developing responsive and timely support for their child
- Empowering children so that their voice is heard and listened to in decisions made 4 about themselves and about wider developments in their support.
- Maintaining links with outside agencies and other relevant support services

### **Celebration**

- Celebrating children's achievements and enhancing their self-esteem.
- Valuing every unique child and their individual strengths, interests and part to play in our community

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The SEND and Inclusion Policy is:

- A working document for all members of staff and governors
- A document of information and reference for parents and carers

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

The objectives of this policy are:

To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources

To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment

To ensure that all pupils are enabled to enjoy their time in school

To identify any pupil's SEND as early as possible in order to put in place appropriate interventions and resources

To enable full participation alongside other pupils

To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

To correspond to all SEND requirements and provisions contained in the SEND Code of Practice 2014

To ensure all working practice is kept in line with current local and national policies relating to SEND

To work in partnership with parents, pupils, educational professionals, and external agencies to enable the best possible outcomes for our children

To access and utilise all available resources, training opportunities and funding in order to provide the best possible outcomes for our children

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## 2. Definition of Special Educational Needs and Disabilities (SEND)

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"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." Code of Practice, 2014

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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 definitions above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill).

There are four areas of need set out in the code of practice, these are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or Physical

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## 3. Roles and Responsibilities

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The SENDCO at Coten End Primary School is Mrs Liz Munday, who has completed 'The National Award for Special Educational Needs and Disabilities Coordination'.

| Name/Role      | Contact Details  |
|----------------|--|
| Head of School | Mr Nick Williams<br><a href="mailto:Williams.n@cot.svmat.uk">Williams.n@cot.svmat.uk</a> |
| SENDCo         | Mrs Liz Munday<br><a href="mailto:Munday.e@cot.svmat.uk">Munday.e@cot.svmat.uk</a>       |
| Inclusion Lead | Mrs Kerry Pope<br><a href="mailto:Pope.k@cot.svmat.uk">Pope.k@cot.svmat.uk</a>           |
| SEND Governor  | Mrs Helen Thompson<br>Please contact through the school office                           |

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals
- being a key 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 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

The SEND Governor meets regularly with the SENDCO. Their role, on behalf of the Local governing body, is to monitor progress and provision for pupils with SEND and to monitor the budget for Special Educational Needs.

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#### **4. Facilities for vulnerable pupils or those with SEND**

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Coten End Primary School benefits from the following facilities:

- An accessible building all on one floor – please see our accessibility plan for specific details
- Staff trained and experienced in supporting pupils with hearing loss, including use of radio aids
- A Nurture Provision, Shining Stars, that meets four afternoons a week in a designated Nurture room.
- Accessible toilets situated throughout school, including an accessible changing table for children who require it
- A counselling room

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#### **5. Identification, assessment, monitoring and review.**

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The rate of progress a child makes is carefully tracked and monitored during their time at Coten End. If their rate of progress is slow despite high quality teaching and targeted interventions, the class teacher will meet with parents, implement early support and intervention and refer to the SENDCO when required.

The SENDCO will liaise with the child's parents, class teacher and other staff who may have supported the child; complete diagnostic work with the child if appropriate; and refer the child (with parental consent) to specialist professionals who work with the SENDCO (e.g. SENDSupported, Speech & Language Therapist, Occupational Therapist, Educational

Psychologist, etc.). Other professionals (external agencies) may also raise concerns via the SENDCO, which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register. This is known as School Support.

At Coten End Primary School we follow a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

Parents, pupils, teachers and other professionals are all involved in the review process.

Once a child has been identified as having SEND, a Personal Learning Plan (PLP) and Pupil Passport will be put in place and short term targets will be set. These targets should reflect any advice from external professionals and should be Specific, Measurable, Achievable and Relevant. The Learning Plan will be shared with pupils and parents and targets will be reviewed termly by the class teacher. For pupils who have an Education, Health Care Plan the SENDCO will be involved in the setting and reviewing of targets.

Records of all SEND pupils are stored in individual pupil files and on the SEND register. This is overseen and managed by Liz Munday


## 6. Provision for pupils with SEND

At Coten End Primary School we aim to provide high quality teaching that is differentiated, adapted and personalised to meet the individual needs of our children.

We want to ensure our special educational provision is underpinned by high quality teaching and that teachers know precisely where children and young people with SEND are in their learning and development. We do this through assessments including Boxall, Birmingham Toolkit, AET progression toolkit, SDQ as well as the ongoing assessments carried out by class teachers. As for all of our pupils, we have high ambitions and set stretching targets for pupils with SEND.

All provisions are tracked on a Provision Map and will be listed on a child's PLP. Provisions are kept under review (observations, learning walks, data analysis, book monitoring etc.) and the impact of provision is evaluated at the end of each provision cycle.

### Provision Overview at Coten End Primary School

|  | <b>Cognition and Learning</b>  | <b>SEMH</b>   | <b>Communication and Interaction</b>  | <b>Physical/Sensory</b>   |
|---|--|---|---|---|
| <b>Assessments</b>  | GL Dyslexia screener<br>BPVS<br>Sandwell Maths<br>LASS<br>Birmingham Toolkit   | Boxall<br>SDQ<br>STAR tracking of behaviours<br>CPS ASUP  | SpeechLink<br>WellComm<br>AET toolkit   | NHS OT fine motor pack<br>SEND supported sensory checklist  |
| <b>Wave 1 –</b><br>including but not limited to:                                  | ACE spelling dictionaries<br>Task boards<br>Sentence starters<br>Adapted writing resources<br>Coloured overlays<br>Assisted technology – Claro read/scribe | Targetted demand<br>Collaborative Solution Planning<br>Now and Next<br>Visual Timetable<br>Zones Check-Ins<br>Pause/Time Out Card | Workstation<br>Additional time<br>Assisted technology<br>Now and Next<br>Visual Timetable<br>Social Stories | Adjusted seating/Standing desk<br>Therabands<br>Chewellery/Crunchy or chewy snacks<br>Movement breaks |
| <b>Wave 2</b>   | Tutoring with the Lightning Squad  | Drawing and Talking   | Lego Therapy  | Handwriting   |
|   | FluencyBee/Mastering Number  | Zones of Regulation Toolkit   | Racing to English & Flash Academy   | MOVES   |
|   | Power of 1, Plus 2   |   |   |   |
|   | Specialised teacher Maths Provision  | Lego Therapy  | Speech and Language support   | NHS OT Fine Motor Programme   |
|   | Maths tutoring   | Forest School   |   | Sensory Circuits  |
|   | EPATT  | Regulation Support Plan   |   |   |
| <b>Wave 3</b>   | Assessment and report Educational Psychologist   | Nurture (Shining Stars)   | Speech and language Therapy   | Occupational Therapy<br>Sensory Classroom Curriculum  |
|   | Assessment and report (Lizzie Sartain, SENDSupported)  | Counselling (Snowford Grange)   | AAC – low and high tech   | Sensory Assessment (Katie Townson, SENDSupported)   |
|   |  | Group consultation/Circle of Adults   | Assessment and report (Katie Townson, SENDSupported)  | Assessment and support (IDS)  |
|   |  | Educational Psychologist  |   |   |

## External Agencies

The SENDCO maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Coten End to review children with SEND in order to ensure the correct and appropriate provision is in place. This includes two specialist teachers from SEND Supported who spends one morning a fortnight at Coten End Primary School. They carry out assessments, observations and direct work with pupils as well as providing advice and recommendations to teachers. The SENDCO and specialist teachers work together to carry out termly evaluations and devise action plans.

At Coten End Primary School we have access to:

- Specialist Teacher Service
- Integrated Disability Services (IDS)
- Educational Psychology Service
- Physiotherapy and Occupational Therapy services
- Speech and Language Therapy (SALT) service
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Family Support Services
- Social Services
- Looked After Children (LAC) Service
- Warwickshire Transport Services

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## 8. Statutory Assessment (EHCP)

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Most learners with SEND will have their needs met through the school making reasonable adjustments to remove or reduce barriers to learning. For a small percentage of pupils the additional support and strategies employed by the school will not be enough to enable sufficient progress to be made. In such cases, or if there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission).

Warwickshire County Council will consider whether an EHC Needs Assessment of a learner's difficulties is appropriate against the following criteria:

### Criteria 1

The learner's needs are significantly greater than other learners the same age and are likely to be long term. They require significant, continuing additional support to promote their emotional wellbeing, social inclusion and/or develop their life and independence skills. The learner has either one area of severe difficulty, or moderate to severe difficulties in a number of areas which have a significant, combined impact upon their ability to access, and make progress within, the curriculum.

### Criteria 2

A graduated response to the learner's special educational needs (an assess-plan-do-review cycle) has been followed, involving the educational setting, the learner, and the learner's parents/carers. The learner has received the appropriate support from Elements 1 and 2 of the Warwickshire SEND Provision Matrix over at least two terms, and some support at Element 3 level. Specific records of the learner's progress through the review cycle have been kept,

which suggest that they have a need for continuing support at Element 3 level, and that this need is likely to be long term.

### **Criteria 3**

Suitably qualified external specialists have contributed over time to the review and refinement of evidence-based interventions carried out by the setting, and can comment on their implementation. This will include the involvement of an Educational Psychologist.

### **Criteria 4**

The educational setting has fully and appropriately used its delegated funds, as demonstrated by a fully costed individual provision map, including records of targeted intervention and review.

Education Health Care Plans (EHCPs) must be reviewed formally every 12 months. Pupils with EHCPs will also have Personal Learning Plans (with short term targets informed by EHCP Outcomes) which will be reviewed at least termly.

The following people can make a formal request to the local authority for an EHC needs assessment:

- A parent or carer
- A young person if they are over 16
- An educational setting
- A health or care professional

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## **9. Staff training / CPD**

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It is the responsibility of the SENDCO to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCO will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified through monitoring activities.

All new staff within the Stowe Valley MAT receive a SEND induction which includes face to face training with the SENDCo covering the following topics:

What is SEND?

The role of the SENDCo

The four broad areas of SEND

The Code of Practice and the Law

Education Health Care Plans

De-escalation and managing behaviours that challenge us

Their role within the assess, plan, do review cycle.

All staff receive ongoing professional development training on high quality teaching and learning, including that for children with SEND. This training is balanced between general and specific support for children with SEND. All teachers and teaching assistants in school have training in supporting children with Autistic Spectrum condition, supporting children

with attachment difficulties and trauma informed practice. Within our SEN teams we have a range of expertise and experience and this is shared with colleagues as part of ongoing CPD and development. A variety of agencies, including specialist teachers, train staff on an on-going basis for the individual needs of pupils as they arise.

The SENDCo keeps their working knowledge up to date by attending LA SENDCO network meetings and gateway alliance SENDCo meetings, Trust SENDCo meetings and CPD through the LA and Trust.

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## **10. Children with medical needs**

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The school database is updated as and when information comes into school. Any major changes are passed on to the teacher immediately. Updated class medical information is passed on to the teacher every term and kept in the class supply file. A medical diagnosis or a disability does not necessarily imply inclusion on the register of SEND pupils. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The school recognises that pupils in school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Arrangements are in place in school to support pupils with medical conditions and parents/carers may access the schools' policy for supporting pupils with medical conditions.

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## **11. Transition arrangements**

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Some children who join our school are already recognised as having a special education need. Information is passed on to the school from the child's previous school and this is used by the SENDCo and the school's staff team to appropriately adapt provision. In some cases the SENDCo and class teacher will hold a meeting with staff from the previous school to discuss the pupil's needs prior to their starting. We work closely with the local nursery schools to ensure a smooth transition into school.

When children leave our school at the end of Year 6, the SENDCo and the Year 6 team meet with the receiving school's SENDCO and Head of Year. Information is shared both verbally and in writing by transferring the child's SEND file containing all assessments and records used to support the child's progress during their time at our school, to the receiving school. Where appropriate, additional visits are arranged by children to their secondary schools to support transition. For children with an EHCP, where possible, secondary schools are invited to attend their final Annual Review. We run transition support groups for Year 6 pupils we

have identified as being particularly vulnerable around their transition. Year 6 parents of children on the SEND register are invited to a coffee morning in the summer term, where representatives of local secondary schools and services are invited to attend.

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## **12. Warwickshire Local Offer**

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Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire.

<https://www.warwickshire.gov.uk/send>

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## **13. SEND Information and Advice Support Service (SENDIAS)**

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In keeping with the guidance contained in the 2014 Code of Practice, Coten End Primary School aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Learning Plans and termly reviews.

In addition, parents of children with SEND can receive free and impartial support and advice from Warwickshire's SEND Information and Advice Support Service. Contact details below:

[Warwickshire SENDIASS | Barnardo's](#)

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## **14. Complaints and Appeals**

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In the event of any complaint being made, the SENDCo should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher/ Head of School for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed
- free mediation is also available from SENDIAS

Parents/carers can appeal decisions made by the local authority regarding their child's special educational needs.

Parents/carers can also appeal to the tribunal if the school or local authority has discriminated against their disabled child.

Information for appeals can be found at:

<http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

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## **15. Policy Review**

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This policy will be reviewed annually with the Governing Body, Director of Inclusion, SENDCo and Headteacher.

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## **16. Links to Guidance and other policies**

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This policy has been written with reference to:

Equality Act 2010

SEND Code of Practice

Schools SEND Information Report regulations

Statutory Guidance on supporting pupils at school with medical conditions

Safeguarding Policy

Accessibility Plan

Coten End School Relationships and Behaviour Policy

Coten End School Accessibility Policy and Plan

Warwickshire County Council Local Offer and SEN Guidance

## Appendix 1: Identification of Special Educational Needs at Coten End Primary School

