Cottenham Primary School

Special Educational Needs and Disability Policy

Date last reviewed:	Autumn 2026
Reviewed by:	Standards Committee
Next Review date	Autumn 2027
Equality Review Checklist	In reviewing this policy due consideration must be given to the impact that changes may have on issues of equality for the protected groups: Age, Disability, Religion or belief, Race, Pregnancy and Maternity Sex, Sexual orientation, Gender reassignment Marriage/civil partnerships If the equality of a protected group is likely to be compromised by changes to the policy then please complete an equality risk assessment and tick here: X

Special Educational Needs and Disability Policy

This policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2015. It has been written with reference to the following documents:

Admissions Policy

Anti-bullying policy

Safeguarding Policy

Behaviour Policy

Physical Handling Policy

Designated SENCo

The Designated SENCo is Mr Richard Moore, Deputy Headteacher (Inclusion Lead). He is supported by Mrs Tina Eales and Mrs Lisa Dhese, Assistant InCos.

Mr Moore may be contacted via the school office:

School contact telephone number: 01954 250227

School email address: office@cottenham.cambs.sch.uk

Objectives

At Cottenham Primary School our objectives for working with pupils with SEND are:

To work within the guidance provided in the SEN Code of Practice (2015).

To identify pupils who have special educational needs and additional needs.

To provide reasonable adjustments for pupils who have special educational needs and additional needs.

To work in partnership with parents and carers.

To ensure that all children make the best possible progress whatever their starting points.

To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

The SEN Code of Practice (2015) describes four broad areas of need in sections, 6.28 – 6.35. These are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and / or physical needs

The school recognises that the purpose of these categories is to plan what actions may need to taken. It is understood that the needs of a child may span a number of these categories and that a holistic approach to meeting their needs will be required.

The school recognises that 'slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN' (Code of Practice 2015, 6.23). We recognise that factors such as disability, attendance, EAL, being in receipt of pupil Premium grant and being a Looked After Child may all impact on progress and attainment. We recognise that in these cases a specific individual response will be required to meet the needs of the child.

The school also understands that 'some learning difficulties and disabilities occur across the range of cognitive ability' (Code of Practice 2015, 6.23) and in these cases, children will require specific support.

Where unacceptable or unusual behaviour is a concern, the school will investigate whether there are any causal factors, such as a special educational need, mental health issue or domestic circumstances. Appropriate action will be taken based on this assessment.

A Graduated Approach to SEND

'[Class] Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (Code of Practice 2015, 6.36)

We believe that high quality teaching appropriately differentiated for individual pupils, is the first step towards responding to need.

The quality of teaching is regularly reviewed through individual lesson observations by the Head Teacher and Team Leaders. The Senior Leadership Team also conduct learning walks and books scrutinies on a regular basis. The quality of provision for children who have or may have SEND is specifically scrutinised in these monitoring activities.

Where it is identified that groups of staff and / or individual teachers need specific support in meeting the needs of pupils for SEND, appropriate training and / or support measures are put in place.

Where, despite high quality teaching, pupils are not making expected progress, they will be given additional support. This support may be in the form of specific classroom strategies agreed with the

SENCo or through an intervention programme. The school offers a range of intervention programmes delivered by trained teaching assistants, guided by class teachers, the SENCo or Assistant INCos. The aims of the intervention, entry and exit data will be recorded on Provision Map (www.provisionmap.co.uk), a programme used by the school to monitor SEND provision. A record of the interventions and provisons a pupil has received is kept in order to build a greater picture of the support they have received. The effectiveness of intervention programmes is reviewed on a termly basis by the SENCo and Assistant INCo.

Where a pupil is still not making progress, despite high quality teaching and appropriate interventions, it may be the case that the pupil may have a special educational need.

When a class teacher is concerned that a child may have special educational needs, consultations will take place with the SENCo and the child's parents / carers to consider the evidence for this – this may include the school's assessment data, more specific tests and the child's response to intervention measures that have been put in place. These may be recorded on an 'Initial Concerns Checklist' (appendix A). If all parties are in agreement that the evidence would suggest that a pupil has special educational needs they would be placed on the school's SEND register.

In cases where a pupil presents with a specific need or further advice is required by the school, the school will refer the pupil to the relevant outside agency. This will be done in consultation with the pupil's parents / carers.

Managing Pupil's Needs On The SEND Register

In order to manage the needs of pupil's on the SEND register, the school operates the Assess, Plan, Do & Review model described in the SEN Code of Practice 2015. This model is operated through the Individual learning Plan (ILP) process.

The ILP Process

In line with the SEND Code of Practice 2015, all parents/carers of children on the SEN register are offered a termly extended parental consultation;know as an ILP meeting, with their child's class teacher.

Assess

Prior to these meetings, the child's current needs and barriers to learning are assessed. This may be through teacher assessment or through a Standardised test. Class Teachers will bring the pupil's current performance information to these meetings.

Plan

The priorities for the pupil for the coming term will be agreed with parents/carers and appropriate support strategies will be agreed. Support strategies may include: interventions, teaching strategies and specific resources. Class Teachers will also discuss how the agreed priorities can be supported by parents/carers at home. Any targets set will aim to be SMART (Specific, Measurable, Attainable, Realistic and Time-based). This will be recorded on an ILP form (appendix B), a copy of which will be made available to parents online.

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Do

The agreed strategies will be put into place. Where support is being delivered outside the classroom, by a Teaching Assistant, the Class Teacher retains responsibility for the pupil's learning.

Review

The plan will be reviewed at the next ILP meeting and the cycle will begin again. It may be decided at the review that further advice needs to be sought from an external agency and this will be referred on to the SENCo. External referrals will be made according to the criteria of the particular agency.

It is the expectation that Class Teachers are responsible for the ILP process, including keeping documentation up to date and ensuring that the agreed measures are taking place effectively. The SENCo will oversee this process and will be available to attend meetings and provide advice where this is needed.In addition to the ILP process, teachers and Team Leaders will review pupil's performance information at termly Pupil Progress Meetings and strategies to support individual pupils with SEN will be reviewed.

Education, Health and Care Plans (EHCPs)

Education, Health and Care Plans can be applied for in the cases of children 'whose learning needs are severe, complex and lifelong'.

In cases where a pupil may qualify for an Education, Health and Care Plan, the school will work closely with parents/carers and external agencies following the graduated approach, in order to gather evidence for an EHC assessment.

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Exiting the SEND register

Once a pupil has reached and maintained the level of attainment appropriate for their age, they may be removed from the SEN register. This will be done in consultation with the pupil's parents and any external agencies involved with the child.

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Supporting Pupils and Families

Cottenham Primary School values working in partnership with parents/ carers. We will seek to involve parents/carers in all decisions about their children and to provide support where this is needed.

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The school publishes an Information Report in accordance with the SEN Code of Practice. This document has been written with the aim of helping to address some of the questions that parents/carers might have about how the school deals with SEN. It has been written in consultation with parents/carers, governors and teachers.

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Children without an Education Health and Care Plan will be considered as part of the regular admissions procedures. Admissions for children with an EHCP are managed through the Statutory Assessment Team of the Local Authority and are subject to local and national guidelines.

Families can access further information on SEN and Local authourity support by accessing the Cambridgeshire Local Offer (https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/).

Transition

Cottenham Primary School recognises that points of transition can be challenging for children and young people, particularly those with additional needs. Therefore we aim to meet the needs of children who are moving settings in the following ways:

- Working closely with pre - school providers in order to exchange information and in some cases arrange additional visits prior to admission and meet parents/carers.

- Providing additional support materials to those children who experience anxiety about moving year group and ensuring that information about the needs of children with SEND is exchanged between school staff.

- Working closely with Cottenham Village College and other secondary schools to support Year 6 children with additional visits.

- Running a transition programme for Year 6 pupils who may be anxious about moving to secondary school.

Exam access arrangements

Some children will qualify for special arrangements in order to help them access the Key Stage 1 and 2 National Standardised Assessments. The school will follow government guidance with respect to access arrangements.

Parents will be informed if the school thinks that a child may need to have access arrangements or if a child needs to be disapplied from a national test.

Supporting Pupils with Medical Conditions

The school recognises that pupils at 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 have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Please refer to the school's policy for supporting pupils with medical conditions.

Monitoring and Evaluation of SEND

The progress of pupils with SEND is measured by Team Leaders as part of the Pupil Progress Meetings and termly progress monitoring cycle. The SENCo also undertakes termly monitoring of SEND performance information.

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The quality of SEND provision in class is assessed through lesson observations, learning walks and book scrutinies.

The quality of interventions is monitored by the SENCO and Assistant INCo both throughout and at the end of an intervention cycle. This is done through analysis of entry and exit data, observations of interventions and responding to feedback on the progress within the intervention by staff, pupils and parents/carers.

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The SENCO and Assistant INCo undertake observations of interventions. Teaching Assistants may also be observed by members of the Senior Leadership Team as part of the appraisal cycle.

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Follow up actions are identified and are noted on appraisal documents, Evidence forms or the Senior Leadership Team 100 Day Plan, in order to ensure that they are completed.

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Training and Resources

In drawing up the staff development and training programmes the Senior Leadership Team will give consideration to the needs of all teachers and Teaching Assistants with regard to special educational needs. The Governors will give consideration to training on special educational needs when drawing up their own plan for Governor training.

The Governors, through the finance committee, will allocate funds to meet the needs of pupils with special educational needs and other vulnerable groups. They will ensure that funding from the following sources: Pupil Premium, IDACI and LA for pupils with an EHCP, is helping to meet the needs of those pupils for whom it is intended.

Governors will monitor the allocation of SEND funds through:

- Termly visit from SEND Governor
- Annual report to Governors by the SENCO
- Monitoring Pupil Progress

The school's SENCo regularly attends Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEND Governor
Cara Stratford

Designated SENCo
Mr Richard Moore, Deputy Headteacher (Inclusion Lead)

Mr Moore is a qualified teacher. He took on the post of SENCo in September 2022 has completed the National Award for SEN Coordination in September 2026.

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The SENCo is a member of the school's Senior Leadership Team. The SENCo's role includes:

- Overseeing the day-to-day operation of the school's SEND policy

- Coordinating provision for children with SEND
- Monitoring the combined progress and attainment of children with SEND
- Monitoring the efficacy of interventions
- Liaising with the Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carer of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies
- 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 headteacher 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 pupils with SEND up to date

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The SENCo is supported by Mrs Tina Eales and Mrs Lisa Dhese, Assistant INCos. Mrs Laston and Mrs Gallagher are also members of the inclusion team

Designated Teachers with specific Safeguarding responsibility

Mr James Kilsby – Headteacher
Mrs Rebecca Cole – Deputy Headteacher

Mrs Dhese (INCO) and Mrs Laston (Family Worker)

Teacher responsible for managing the school's responsibility for meeting the medical needs of pupils

Mr James Kilsby – Head teacher

Storing and Managing Information

Pupil information is treated as confidential. SEND records are stored in a locked filing cabinet.
Class Teachers keep SEND Pupil Information in a secure place in their classroom.
Electronic information of a sensitive nature is kept securely on the School's One Drive Cloud Storage
Please also see the Personal Information Policy and Freedom of Information Policy.

Reviewing the Policy

The policy will be reviewed annually.The policy will next be reviewed – Autumn term 1 2027

Accessibility

The school's Equalities Policy ensures that all pupils have access to the physical environment, resources and appropriate teaching methods. The school uses assistive technology and specialist

equipment where this has been prescribed for a pupil and works with specialist agencies, such as sensory impairment services and occupational therapists, in order to ensure that these are used correctly and to best effect for a pupil.

The school building has undergone an extensive redevelopment which was completed in September 2015. All parts of the school are accessible by wheelchair and there are three wheelchair accessible toilets. In addition to these, the school has nappy changing facilities for primary school aged children and a wet room with shower facilities and toilet.

At Cottenham Primary School we strongly believe that a curriculum enriched with a variety of learning experiences out of the classroom is important for all learners. We also recognise that these experiences may be of particular benefit to children with SEND. Therefore we positively encourage the participation of children with SEND in all experiences out of the classroom wherever possible.

The adjustments needed to be made for children with SEND are specific to both the child and the nature of the activity. We aim to anticipate this and contact parents in good time before a trip in order to discuss what arrangements will need to be made. Where necessary, Risk Assessments for individual children are completed.

Dealing with Complaints

If parents / carers have concerns over the way in which the school is addressing the needs of their child, it should be discussed with the appropriate member of staff in the first instance.

Should parents / carers wish to make a complaint to the governors, they should follow the procedure described in the school complaints policy.

Bullying

The school recognises that pupils with SEN may be particularly vulnerable to bullying. Where incidents of bullying arise staff will deal with this in line with the school's Anti-Bullying Policy.

The school recognises that pupils with SEN may require support in social situations and provide a range of interventions beyond the PSHE curriculum to address this.

Useful links:

Cambridgeshire Local Offer

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/

SEND Code of Practice

https://www.gov.uk/government/.../send-**code-of-practice**-0-to-25

Appendices

Appendix A – Initial Concerns Form

Pupil Cause for Concern Form - SEN

Please complete with as much information as possible, then copy and pass to the SENCo.

Name of pupil:	Class / Year group:	Date of Birth:
Any Existing SEN: (Y/N) *give details/areas of need:*	Form completed by:	

Main areas of concern:

Communication and Interaction ☐

Cognition and Learning ☐

Social, Emotional and Mental Health ☐

Sensory and / or Physical ☐

Main concerns *(Please detail):*

Briefly describe how the child presents and the difficulties they are having accessing the curriculum:

Pupil Cause for Concern Form - SEN

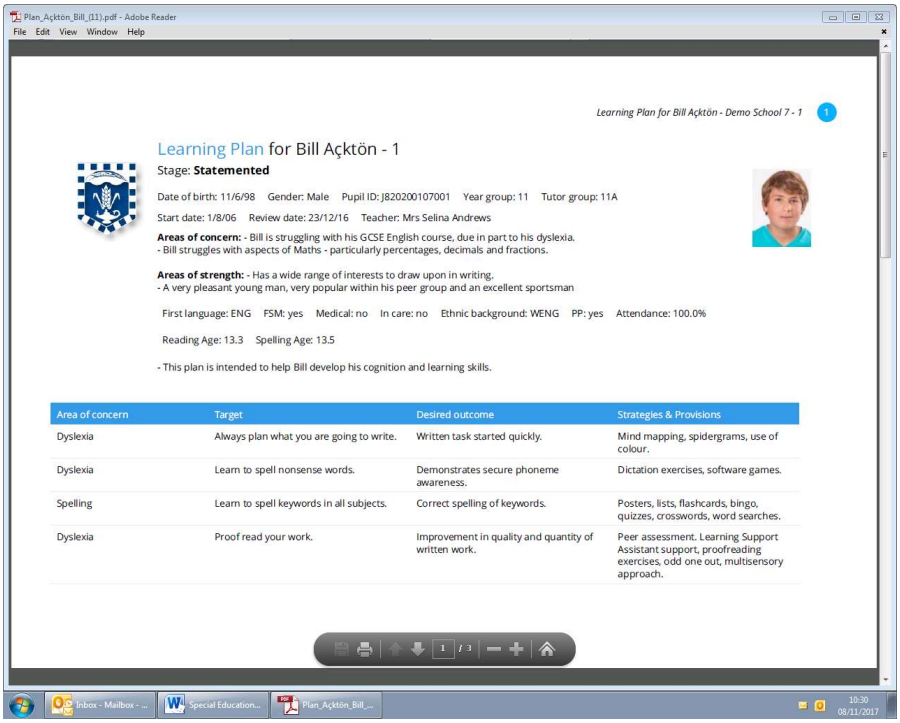
Briefly explain what measures you have put in place to support them (differentiation, how you have adapted the planning / curriculum, personalised learning etc.):

Please detail any other relevant information about the child:

Please detail any conversations you have held with parents or other outside agencies:

Action to be taken by SENCo:

Appendix B – Example of an Individual learning Plan (ILP)



Plan_Açktön_Bill_(11).pdf - Adobe Reader

File Edit View Window Help

Learning Plan for Bill Açktön - Demo School 7 - 1 1

Learning Plan for Bill Açktön - 1

Stage: **Statemented**

Date of birth: 11/6/98 Gender: Male Pupil ID: J820200107001 Year group: 11 Tutor group: 11A

Start date: 1/8/06 Review date: 23/12/16 Teacher: Mrs Selina Andrews

Areas of concern: - Bill is struggling with his GCSE English course, due in part to his dyslexia.
- Bill struggles with aspects of Maths - particularly percentages, decimals and fractions.

Areas of strength: - Has a wide range of interests to draw upon in writing.
- A very pleasant young man, very popular within his peer group and an excellent sportsman

First language: ENG FSM: yes Medical: no In care: no Ethnic background: WENG PP: yes Attendance: 100.0%

Reading Age: 13.3 Spelling Age: 13.5

- This plan is intended to help Bill develop his cognition and learning skills.

Area of concern	Target	Desired outcome	Strategies & Provisions
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.
Dyslexia	Learn to spell nonsense words.	Demonstrates secure phoneme awareness.	Dictation exercises, software games.
Spelling	Learn to spell keywords in all subjects.	Correct spelling of keywords.	Posters, lists, flashcards, bingo, quizzes, crosswords, word searches.
Dyslexia	Proof read your work.	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support, proofreading exercises, odd one out, multisensory approach.

1 / 3

Inbox - Mailbox - ... Special Education... Plan_Açktön_Bill_... 10:30 08/11/2017