



Written and Reviewed by E Black: October 2025

Next Review: October 2026

Coberley is a Church of England Primary School. We are all exceptionally proud of our school and are confident that we provide a vibrant and stimulating learning environment in which all pupils of all abilities can thrive, founded on a strong Christian ethos.

Our vision, “Nurtured, Cherished and Inspired for Fullness of Life” ensures that we treat every child as an individual and we want all our pupils to experience success in everything that they do as part of the school family, and we aspire for them to maximise their full potential.

Aims

This policy aims to ensure that:

- All our pupils flourish in everything that they do and feel a sense of belonging within our school family.
- All our pupils achieve their full potential and enjoy the learning process.
- Parents fully understand the support that their child receives and understand how they can further support their child.

This Policy is supported by the SEND Information Report, which gives more detailed summary of the policy in operation.

Legislative framework

Coberley Church of England Primary School SEND policy is for young people with special educational needs or disabilities and is governed and written to comply with the statutory frameworks and policies set out in:

- SEND Code of Practice 2014
- 2014 Children and Families Act
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989 and 2004
- Education Act 1996

Safeguarding

The health and safety of all children is of paramount importance. All staff are aware that children with SEND and / or differences/perceived differences can be more susceptible to being victims of child abuse. The safeguarding and welfare of all children means that there may be times when we consult with

colleagues in other agencies if we are concerned about the safety and welfare of a child. Any concerns raised may lead to consideration of the concern under safeguarding or child protection procedures.

How we intend to achieve our aims

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENDCo and all other members of staff – both teaching and support staff – have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High-quality teaching, which is adapted, scaffolded appropriately and personalised should be available for all pupils.

At the heart of the work of every school and class, is a continuous cycle of planning, teaching and assessing ('Assess, Plan, Do, Review'), which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children, whose overall attainments or attainment in specific subjects fall significantly outside the expected range, may have special educational needs.

Staff recognise that the quality of the relationship between home and school is crucial in ensuring an effective, collaborative approach to providing best quality teaching and learning to all pupils, especially those with special educational needs. With this in mind, all staff are aware of the importance of using appropriate, sensitive language when talking with families about their child. In doing so, the use of what may potentially be deemed discriminatory language is eliminated.

We will enhance the opportunities for any child who has learning difficulties by providing the best possible support strategies in a consistent way.

The SEND Code of Practice (January 2015) – states that, "All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident and happy individuals living fulfilling lives
- Make a successful transition into adulthood."

In order to achieve this, we will:

- Ensure that children who encounter difficulties have their needs identified swiftly, then acted upon positively and appropriately.
- Ensure that the progress of such children is closely monitored and regularly reviewed
- Ensure that there is a framework for effective liaison in order to support the staff who are dealing with pupils with such difficulties in their class
- Ensure that there is a programme for providing relevant information to children, families, staff and where appropriate, outside agencies
- Ensure that all children have access to a creative and stimulating curriculum which meets their individual needs.
- Ensure that achievable and specific (SMART) targets are set for pupils to achieve.
- Ensure that individual independence is maintained, while promoting high self-esteem, alongside appropriate support and learning scaffolds, so that children are ready for life and secondary school.
- The ultimate intention of support would be to return the child to a level of competence where they can make progress independently within the normal classroom learning structure.

‘Special Educational Needs’ – What are they?

“Children who have learning difficulties are normally described as having special educational needs (this terminology is usually abbreviated to the initials SEND). A pupil has SEND where their learning difficulty or disability calls for special educational provision namely provision different from, or additional to, that normally available to pupils of the same age” Code of Practice (6.14) January 2015

“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.” Code of Practice (6.21) January 2015

“Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.” Code of Practice (6.23) January 2015

“Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.” Code of Practice (6.24) June 2014

Identifying A Child Who Has Special Educational Needs

Initial concern is most frequently expressed by a child’s teacher, though occasionally it can be initiated by the family or another professional. All, or some, of the following information will be drawn together to consider whether it is appropriate for the child to receive special support.

In Class

- Online tracking using ‘Insight Tracker’, ‘Provision Map’ and ‘Class records’ for core subjects
- National curriculum attainment and progress measures
- Class teacher’s report of area of difficulty and actions already taken to support the child
- Records of achievement
- Observations about the child’s behaviour
- Examples of the child’s unaided work
- Adaptation Action Plans: outlining strategies, resources and provisions which support the pupil

Family Views

- Child’s health and development
- Perceptions of the child’s performance
- Factors contributing to any difficulty
- Action that the school may take

From The Child

- Personal perception of any difficulty
- How they might be addressed

From Other Sources

- Information already available, e.g. health services, previous schools, social services etc. The information gathered will be attached within individual SEND records.

Areas Of Need and Provision

The SEND Code of Practice (January 2015) identifies 4 main areas of need as an overview of the range of needs that should be planned for within schools.

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health difficulties	Sensory and/or physical needs.

Coberley C Of E Primary School Offer

Each stage of the Graduated Pathway below builds on the support outlined in the previous one.

Area of Need	Quality 1 st Teaching	My Plan	My Plan +
Cognition and Learning	Adaptations as per personalised action plans, detailing resources, strategies and provision to support a pupil's access to learning In-class targeted teacher support In-class TA support Visual Timetables Widgets Use of writing frames and planners Access to IT Access to home learning support groups Peer support Regularly reviewed interventions	Basic Skills catch-up programmes In-class, small group and 1:1 intervention e.g. Literacy Gold, Number Stacks, Read Write Inc phonics 1:1 Increased focus of adult support in class Reduced / increased individualised timetables	Exam concessions Dual Placement Advice from Educational Psychologists Advice from Advisory Teaching Services Individualised curriculums 1:1 support from TA with Dyslexia Masters qualified to assess Use of Reading Pen in lessons
Communication and Interaction	Adaptations as per personalised action plans, detailing resources, strategies and provision to support a pupil's access to learning	In-class support from TAs to utilise quality 1st resources Use of IT for vocabulary support Individual workstation ELSA	Speech and language therapist support Social Skills groups Advice from Educational Psychologists Advice from Advisory Teaching services

	Increased use of visual support resources WIDGIT (communication in print) Visual timetables	Use of NELI intervention in EYFS	Lego Therapy ELSA Nurture/Sensory room sessions
Social, Emotional and Mental Health	Adaptations as per personalised action plans, detailing resources, strategies and provision to support a pupil's access to learning Whole school behaviour policy PSCHE sessions My Happymind whole school programme Buddy systems Support from Care Mentors General advice from Community Family Worker Nurture intervention ELSA Pupil Mentoring Programme Social Skills groups Support from the Pastoral Lead Lumi Nova – Digital therapy app	In-class support to address behaviour targets Access to Community Family worker Withdrawn 1:1, small group or in-class support for focused work on areas of need/social skills Boxhall Profiling used through feeder secondary school SENDCO and interventions Lego Therapy ELSA Lumi Nova – Digital therapy app	Anger management courses Individual Counselling Advice from EP Advice from CAMHS (Child and Adolescent Mental Health Service) Young Minds Matter Let's Talk Well Advice from School Nursing Service Support from Education and Inclusion Service Pastoral Support Plan Targeted family support from Community Family Worker Off-site alternative provision Dual – Nurture/ sensory room Play, Art, sand or alternate therapy
Sensory and Physical	Adaptations as per personalised action plans, detailing resources, strategies and provision to support a pupil's access to learning Individualised resources based on need e.g.: Writing slopes Seating pads, Lap belts, Coloured overlays for reading , Flexible teaching arrangements, seated directly in front of the teacher	Fizzy programme Additional fine motor group support Ear defenders Weighted blankets/cushions Individual workstation	Adaptations as per personalised action plans, detailing resources, strategies and provision to support a pupil's access to learning Individualised resources based on need e.g.: Writing slopes, Seating pads Lap belts, Coloured overlays for reading, Flexible teaching arrangements, seated directly in front of the teacher

TRANSITION: Two stay and play sessions for parents to attend and a Teddy bears picnic where the children can attend on their own prior to starting school are led by EYFS staff and the HT. SENDCo meets with families, nurseries and secondary schools to share information and strategies on individual pupils. Open evenings for year group introductions, including HT. Welcome evening hosted by the EYFS Team & HT for the new pupil intake. In-year transition support – planned collaboratively with SENDCo and Advisory Teaching Agencies. Transition meetings with all secondary schools and Year 6 staff to discuss transfer children.

THE STAGED SUPPORT PROGRAMME

STEP 1: Quality-first teaching, with adapted provision / cause for concern monitoring

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. They will be provided with adapted or scaffolded work, prepared for them by their class teacher in conjunction with support staff, meaning the activities they complete might look different to the majority of their peers, but are designed to allow for achievement of the same objectives. At times, the activities may look entirely different to the main provision of the class, and these decisions are down to the teacher's discretion. A child can be placed on the monitoring register for a period of 12 weeks (approx.), which will then be reviewed. If there are ongoing concerns about the child's progress and/or wellbeing despite quality, adaptive teaching, families will be contacted to seek consent before the next stage commences.

When a child is identified as having barriers to their learning, or any SEND, teachers will create an Adaptation Action Plan, where appropriate strategies, provision and resources will be identified for the pupil to ensure that they are able to access learning opportunities.

Academic progress, at this stage, will be tracked 3 times per year by the school's tracking systems and families kept informed. School rewards systems will be paramount at this stage to encourage self-esteem.

STEP 2: SEND Support – My Plan

The class teacher, in consultation with the SEND Team and other relevant members of the school staff, considers the child's needs and how to provide relevant support. The child will be assessed against SEND criteria. A plan will be drawn up to record and monitor the child's progress. A 'My Plan' will be prepared collaboratively by the class teacher/s, year group teaching assistant and the child, which will be shared with the family. They are also reviewed by the SENDCo. The child's involvement within this process is considered essential and is why the Pupil Passport will also be created. The plan will be implemented by the class teacher/s and year group teaching assistants on a daily basis and used in conjunction with an Adaptation Action Plan, where strategies to best support the child will be shared with all relevant members of their teaching team. The class teacher is responsible for assessing the impact of both plans. Each My Plan will be reviewed for its overall impact, alongside the views of the family and child. If the child has shown progress and no longer requires SEND support, they will return to Step 1 Monitoring – quality-first teaching provision - and will continue to be monitored for 18 weeks (approx.) to ensure that the child's needs continue to be fully met within school. A child who is at 'Monitoring Stage' may return to SEND support if needed. If insufficient progress has been made, then the targets will be reviewed and interventions adjusted as appropriate.

Step 3: SEND Support - My Plan+

If classroom teachers have evidence that a child is still not making expected progress, they will refer the child to the SENDCo, who will arrange intensive additional SEND support in any, some or all, of the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and /or Physical Needs. Specialist Services, and teachers with additional specialist qualifications, may be called upon to provide specific, intensive programmes to be followed by all adults coming into active learning situations with the child. Where a pupil is receiving additional SEND support, the school will offer the family the opportunity to meet and discuss targets and the support that will help achieve these as well as review previous progress. This is in-line with the My Plan cycles. Individual pupil progress at this level will be intensively monitored 3 times per year by the school tracking system and by the Headteacher in conjunction with the SENDCo. A full report on the progress of children will be

presented to the Governing Body once per year and the identified SEND Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENDCo and Headteachers.

Step 4: Education, Health and Care Plan (EHCP)

Should child still not be making appropriate progress, at expected levels, the formal assessment (Statutory Assessment) procedures for an Education, Health and Care Plan may be started. Families have a specific right to ask a local authority to conduct an Education, Health and Care Needs Assessment for a child. Following a request for an EHCP Needs Assessment, the local authority must make a decision and communicate the decision to the child's family within 6 weeks of receiving the request.

Annual Reviews

These will take place annually. It is an opportunity for the class teacher, family and SENDCO to discuss the pupils EHCP and make alterations in light of the progress made. The school family, local authority and specialist services or specialist services may call an earlier Interim Review if this is in the best interests of the child.

At every stage there are family consultations, and on-going reviews of the progress made by the child.

Send Support Plans

SEND support plans outline the programme of support needed for individual children. They set specific targets and give detail of the provision needed to address a pupil's special educational need.

Where it is decided to provide a pupil with SEND support, the family must be formally notified. The teacher and the SENDCo should agree in, consultation with the family and the pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the planned support and any teaching strategies or approaches that are required to facilitate this. Families should be fully aware of the planned support and interventions and, where appropriate, plans should seek family involvement to reinforce or contribute to progress at home. Parental/carers consent should be sought wherever a proposed strategy may be perceived as potentially discriminatory. For example, if staff feel that a child represents a flight risk on the school playground, and a high-visibility jacket may help in terms of keeping them safe, this must be agreed with the family and other professionals first. All such strategies designed to safeguard a pupil should be recorded in an individual risk assessment.

Send support plans will include:

- The nature of the concern
- Actions
- The provision to be made
- The staff involved
- The frequency of support
- Resources and strategies to be used
- Support from the family at home
- Targets to be achieved
- Review arrangements and date

Sharing Information if a Child Changes or Joins the School

When a pupil who has been receiving SEND support leaves Coberley, all SEND records will be passed on to the next school securely in a SEND file.

When a child moves to secondary school, it is desirable that a meeting between the primary and secondary school (and where possible, the SENDCo) is arranged to discuss the needs of the child. A child with an EHCP will have an annual review prior to leaving the school. The SENDCo of the new Secondary School will also be invited along to familiarise themselves with the requirements of the document and to meet all persons/agencies associated with the pupil. Once requested, all documentation will be securely transferred to the Secondary School.

When a pupil joins Coberley with recognised special needs, and we are given a current SEND support plan, we will continue to give the same level of support pending our own reviews and assessments. If the needs of the child have not been identified by the previous school or family of the pupil, the class teacher will monitor the child, allowing them to settle in before expressing concerns. If a child has significant difficulties, then the school will work with the family to swiftly ensure that the child is at the right stage of the Graduated Pathway, with suitable support so that the child's needs are met.

Our aim is always to do our best to ensure continuity of support for pupils with special educational needs.

Support Services

The school calls upon specialist support to help the pupil make progress.

Some examples of external specialist services that we may call upon are in the table below.

Specialist	Services Offered
Advisory Teaching Service	A teacher who is employed by learning support services to give appropriate specialist advice and support to the child and school. The ATS are divided into Communication and Interaction, Cognition and Learning, Physical Disabilities, Hearing Impairment and Visual Impairment.
Educational Psychology Service	A key role in helping the school assess information collected and action taken to date. Educational Psychologists are able to offer a range of provision and intervention programmes.
School Nursing Service	Medical advice on general development, hearing and sight screening. Specific areas of concern that may affect the child's progress.
Social Services	An integrated approach to the educational, health and welfare needs of children with special educational needs who are 'in need'.
Occupational Therapist	Advice on physical needs, specialist equipment, special exercises and physiotherapy.
Child and Adolescent Mental Health Service (CAMHS)	A comprehensive range of specialist emotional wellbeing and mental health services for children and young people. They offer assessment, diagnosis, treatment and support for young people

	who are experiencing problems with their emotions, behaviour or mental health.
Speech and Language Therapist	Work to develop expressive and receptive language.
Pupil Referral Service (GFAPS)	Team based at Raikes Centre to support PSPs and behaviour issues.
Young Minds Matter	A mental health support service developed for children and young people (in person or online) struggling with things like anxiety, low mood, and poor sleep or similar.
Local Authority Education and Inclusion	A service focused on ensuring children with additional needs are supported to remain in school and achieve.
Attendance Officer (an example of our internal specialist services)	Help the family and the school meet their statutory obligations in respect of school attendance

The Educational Psychology Service

Educational Psychologists are teachers who have a degree in psychology and are also trained in educational psychology. This puts them in a position to offer advice on child development where the application of psychological knowledge and techniques may be useful as well as offering support to staff and the family working in difficult situations.

The educational psychologist who visits our school is employed by Gloucestershire Local Education Authority. Each psychologist has responsibility for a number of schools which they visit on a regular basis and works with staff and families in a variety of ways.

Sometimes teachers will want to discuss individual children and the management of their learning or behaviour. We may ask for more detailed guidance which may make it necessary for an assessment and observation of the child to be carried out. Parental/carers permission is always sought before a child is interviewed and the family can refer their child directly to the psychology service. The psychologist is happy to talk to the family as part of the process of gathering information and getting a rounded picture of the child.

The psychologist will write a report that gives an account of the findings of the assessment and observation and will usually contain recommendations to the school. Families are welcome to have a copy and if there is anything in the report that they would like to discuss, they can contact the psychologist involved. Some children are identified as having special educational need that cannot be met by the school. A Statutory Assessment of their needs will be carried out by the Education Authority. The educational psychologist will be involved in this process and in the subsequent monitoring of such pupils.

Record Keeping

The SEND Team at Coberley uses the following record keeping system:

- A register of all the children identified as being monitored or as having special educational needs, stating the stage the pupil is at.
- A record of all the support programmes used within each year group. In addition to this, an on-going record of attainment and progress is maintained using the school online tracking system Insight and provision maps, with 3 assessment windows throughout the year.

- All My Plans are saved as an electronic file, saved on the school's SharePoint which contains the information needed to support the child efficiently. These folders are protected and only the relevant teachers and teaching assistants have access to individual children's folders.
- Class teachers and teaching assistants keep a working file that identifies individual programmes being followed by children in their care, who have special needs. They can refer to individual files (for historical information) – kept in the HT's office in a locked filing cabinet.

The Role of Families

The relationship between families and the school has a crucial bearing on a child's progress. Children's progress will be diminished if their immediate family are not seen as partners in the educational process.

As a whole school homework policy, we ask the family to share the tasks the children bring home. We invite families to attend review meetings 3 times a year each time SEND plans are sent home and would like them to take an active role in deciding on the provision of support for their child. Families of children, who have support from external agencies, also receive reports regularly after each external visit to update on advice given.

Pupil Progress Meetings are held twice within each year and families are welcome to request additional appointments. The SEND team will then work with families to identify if a meeting is needed and who will attend.

It is particularly important for class teachers to keep in regular communication with the family where there may be anxiety about a child's progress. They are the most crucial constant factor in the information sharing process.

Complaints

If there are any complaints relating to the provision for pupils with SEND, in the first instance, a meeting with the child's teacher should be arranged to discuss and resolve concerns. Where this does not result in a solution, the SENDCo should be contacted. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint, the Local Authority may be involved.

The Structure of Management Responsibility for SEND within our School

- The Governing Body
- SEND Governor – Mrs Catherine Smith
- Headteacher – Mrs Elizabeth Black
- Special Educational Needs and Disability Co-ordinator (SENDCo) – Mrs Elizabeth Black
- Class Teachers
- Subject Leaders
- Higher Level Teaching Assistants
- Teaching Assistants
- ELSA trained TA/HLTA

These people are all dedicated to enhancing the opportunities for success made available to each child with SEND.

The Role of the Governing Body

Governing bodies of maintained schools have legal duties in relation to pupils with SEND. It should decide, with the Co-Head Teacher/s, the school's general policy, and approach to meeting children's SEND.

The governing body must set up appropriate staffing and funding arrangements and oversee the school's work. The general duties of governing bodies and the 'responsible person' are set out in full in paragraphs 1:16 to 1:22 of the 'SEND Code of Practice.'

In summary, governing bodies of mainstream schools have the following legal duties under the Education Act 1996.

They must:

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND
- Ensure that the family is notified by the school when special educational provision is being made for their child because it is considered that their child has SEND
- Make sure that the responsible person makes all staff that are likely to teach the pupil aware of the pupil's SEND
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching
- Designate a member of staff at the school (to be known as the 'Special Educational Needs Co-ordinator')
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other pupils and the efficient use of resources
- Publish information on the school's SEND policy on its website, and reflect any changes to the policy as soon as is practical and complete an annual update
- Take account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND
- Where a LA or the First-tier Tribunal (SEND) names a maintained school as the school the child will attend, on an SEND Education Health Care Plan (EHCP), the governing body must admit the child to the school. Before naming a maintained school on an Education Health Care Plan, the LA must consult the governing body of the school (see below).

The responsible person/s are generally the Head Teacher but may be the Chair of the Governing body or a governor appointed by the governing body, with an interest in SEND, to take that responsibility.

Governing bodies and academy trusts are also under a duty to make reasonable adjustments to avoid substantial disadvantaged experiences by disabled pupils. Governing bodies and academy trusts are required, where reasonable, to provide auxiliary aids and services as part of the "reasonable adjustments" duty. Technical guidance on schools' reasonable adjustments duty is available from the Equality and Human Rights Commission.