Coates Way School

Special Educational Needs and Disability Policy

In compliance with
Special Educational Needs and Disability Code of Practice (2014)

Summer 2025

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1. Statement of Intent

This policy outlines the framework for Coates Way Primary School and Nursery to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and/ or disabilities.

Coates Way Primary School and Nursery therefore intends to work with Hertfordshire Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

This policy will have due regard to legislation, including but not limited to:

- Children and Families Act 2014 (and related regulations)
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including but not limited to:

- SEN code of practice 0-25
- Supporting children with medical conditions.
- Keeping Children Safe in Education
- Working Together to Safeguard Children.

2. What are Special Educational Needs?

Children have a Special Educational Need (SEN) if they have a *'learning difficulty which calls for special educational provision to be made for them'.* Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
b) Have a disability or health condition 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 institutes.
c) A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was made for them.
(Clause 20 Children and Families Act 2015 and CoP xiii-xv)

Definition of disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions may not necessarily have SEN. *(CoP xviii)*

Coates Way Primary School and Nursery will have due regard for the SEND Code of Practice (2014) when carrying out our duties towards all pupils with SEND, and ensure that parents/carers are notified when SEN provision is being made for their child.

English as an Additional Language (EAL) is not considered a special education need. A child may have SEN and EAL but the additional needs will be present in both languages. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

3. Areas of Special Educational Need

Coates Way Primary School and Nursery will make provision for pupils with at least one of the following four kinds of need:

- Communication and interaction; and/or
- Cognition and learning; and/or
- Social, mental and emotional health; and/or
- Sensory and/ or physical.

4. Admissions and Inclusion

Our Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and will have due regard for the practice advocated in the Code of Practice (2014).

The Coates Way Primary School and Nursery Admissions Policy requires children with SEND to be treated as fairly as others and confirms:

- It will not refuse admission for a child who has named the school in their EHCP (Education and Health Care Plan) if the placement is considered and **agreed by all parties** to be the most appropriate for the child.
- It will adopt fair practices and arrangements in accordance with the Schools Admission Code and Agora Learning Partnership Admissions Policy for the admission of children without an EHCP.

5. Roles and Responsibilities

The Governing Body has a responsibility to:

- Fully engage with parents and/ or young people with SEND when drawing up policies that affect them.
- Determine the school's general policy and approach to provision for children with SEND, establishing the appropriate staffing and funding within the school.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Ensure the quality of SEND provision is continually monitored and that the SEND policy is reported on in the school prospectus and children's progress is reported in the school profile.
- Designate a qualified teacher (the SENCo) as having responsibility for co-ordinating provision for pupils with SEND.

- Appoint a designated teacher for 'looked after' children where appropriate.
- Appoint one of its members to be a SEND Governor who will liaise with the SENCo and take a close interest in provision and progress of children with SEND.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHCP reviews.
- Ensure that the SENCo has sufficient time and resources to carry out their functions.
- Provide the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SENCo must:

- Be a qualified teacher.
- Attain the NPQSEN within three years of appointment.
- Collaborate with the Governing Body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school Governing Body and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the day-to-day operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND
- Advise on a graduated approach to providing SEND support.
- Liaise with the parents/carers of pupils with SEND.
- Monitor and assess inclusive provision through provision mapping, progress data, planning sampling and learning observations/walks.
- Completing all the necessary paperwork for referrals, EHCPs and statutory documents.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Help co-ordinate the transition to a new year group or provision as necessary.

- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with the potential future providers of education to ensure that the pupil and their parents/carers are informed about options and a smooth transition is planned.
- Be a key point of contact with external agencies, especially the Learning Authority (LA) and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Inform the child's parents/carers that SEND provision is being made, where the child does not have an EHCP.

Class / subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents/carers, the SENCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which reflect high expectations and a growth mindset approach.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Liaise with other staff who may support pupils with SEND, including the delivery of interventions, ensuring a joined-up approach.

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6. Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach.

7. Funding

Coates Way Primary School and Nursery will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and through the EHCP banding tool.

Coates Way Primary School and Nursery will continue to make SEND provision from its own budgets, where necessary and possible.

8. Identification and Assessment Arrangements for SEND

Coates Way Primary School and Nursery follows the guidance contained in the SEND Code of Practice (2014), which identifies four broad areas of SEND.

Coates Way Primary School and Nursery has adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practical, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are fully included in the school community and all its activities. This is supported by the duties that local authorities, early year providers, school and colleges have towards disabled people under the Equality Act 2010.

The SEND Code of Practice 2014 makes it clear that **all** teachers are teachers of children with special educational needs.
(CoP 2014 6.36)

We believe it is vital to identify quickly and accurately where children and young people have SEND that requires additional support, so that this can be put in place. All our teachers are equipped to teach children and young people with a diverse range of need and, alongside parents/carers and other staff, are responsible for identifying pupils with SEND, in collaboration with the SENCo. This will ensure that those pupils requiring different or additional support are identified at an early stage. *(CoP 2014 6.14)*

Identifying needs
Coates Way Primary School and Nursery believes that the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. We will assess each pupil's current skills and levels of attainment on entry and class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils through termly Pupil Progress Meetings (PPMs).

Many of the children or young people who are not progressing as expected, or who are falling behind their peers, can be supported and have their needs met through whole class teaching and learning strategies, modification to teaching approaches and to classroom organisation, or through provision of auxiliary equipment aids. Some children may also have time specific small group or one to one intervention.

Evaluating 'Good Progress'
Good Progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

9. Graduated Response

'The Graduated Response' consists of a cycle of action - Assess, Plan, Do and Review.

- A clear **assessment** of the pupil's needs is established.
- **Planning** with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- The interventions are **implemented** ("Do"), with support of the SENCO.
- The effectiveness of the interventions are **reviewed** and necessary revisions are made.

For each child with SEND this cycle of action will be reviewed termly with the class teacher, parents and child. This would be overseen by the SENCO.

10. SEND Support in School

The SENCo, in consultation with parents/carers and, where appropriate, the child, will decide whether he/she requires SEND Support in consultation with an external agency or professional.

External professionals will be involved when a pupil;

- makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness; and/or
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas; and/or
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school; and/or
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; and/or
- has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

11. Referral for Education, Health and Care Plan (EHCP)

If a child or young person has significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can also be requested by a parent/carer. This will occur where the complexity of need is such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an EHCP will combine information from a variety of sources including:

- Two completed cycles of APDR
- Views of the child
- Parents/carers
- Teachers/staff
- SENCo
- Educational External Support Services
- Social Care where appropriate
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care.

Following Statutory Assessment, an EHCP may be provided by Hertfordshire County Council. The school and the child's parents/carers will be involved in developing and producing the plan. An EHCP can lead to the opportunity for attendance at an alternative specialist provision.

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil (where appropriate). The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

12. Local Offer

Coates Way Primary School and Nursery will cooperate generally with the local authority and local partners in the development and review of the local offer.

https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-localoffer.aspx

13. Data and Record Keeping

Coates Way Primary School and Nursery will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up to date register of the provision made for pupils with SEND.
- Record details of additional or different SEND provision on a provision map.

All records containing Sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. All relevant documents are kept until the pupil leaves the school, e.g. at transition to secondary school or to a new primary school. The information is then passed onto the next schools or given to the parents.

14. Complaints

The Headteacher will deal with any complaint about the provision given for a child with SEND. The parents/carers will be invited to meet the Headteacher and SENCo, if appropriate, to discuss concerns. The Headteacher will respond to any complaint as soon as is reasonably possible. Parents/carers will be informed of SENDIASS (an independent parent advisory body) and advised that they may contact the Chair of Governors if they feel their complaint has not been dealt with satisfactorily. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The name of the SEND co-ordinator.

Mrs Claire Thompson, Assistant Head teacher senco@coatesway.herts.sch.uk

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