



BRADGATE
Education Partnership

Stronger Together

POLICY:

Special Educational Needs Policy

Cobden Primary School

Approved: Trust Board 11.9.2025

Review Date: September 2026

Responsible Officer: Marie Collins, Director of Education

Personalised by school SENDCO: Mrs Jodie Stanton

Ambitious
Collaborative
Ethical



BRADGATE
Education Partnership

MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.

Stronger Together



VALUES:



Ambitious

We aim high and are aspirational for all.



Collaborative

We work closely together to encourage, support, challenge and share.



Ethical

We treat everyone fairly, within a culture of kindness and respect.

VISION:



PUPILS

All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.



SCHOOLS

All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.



WORKFORCE

All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.



COMMUNITY

All our schools embrace the local area they serve within a deeply embedded culture of community partnership.



WIDER WORLD

All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.



SUSTAINABILITY

Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

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Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

o Equality Act 2010: advice for schools (2014)

<https://www.gov.uk/guidance/equality-act-2010-guidance>

o SEND Code of Practice 0 – 25 (2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

o School SEN Information Report regulations (2014)

<https://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made>

o Statutory guidance on supporting pupils at school with medical conditions (2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

o National Curriculum in England Key Stage 1 and 2 framework document (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

o Teachers' Standards (2013)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

o Children and Families Act (2014) <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

o Safeguarding policy

o Accessibility policy and plan



o SEN Information Report

1.0 Aims

- 1.1 All schools within Bradgate Education Partnership share common values and an ethos that every child matters. Our support for all pupils within our care extends to those pupils with additional needs that require assistance to help them fulfil their potential.
- 1.2 Our school shall ensure that:
- the special educational needs of pupils will be addressed, and pupils will not be labelled or disadvantaged by any policy or procedure.
 - it works in partnership with parents/carers and appropriate external agencies to support pupils with special educational needs and will use its best endeavours ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
 - it has a qualified Special Educational Needs Co-ordinator (SENDCO). The SENDCO will maintain and regularly review the SEND register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
 - pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2.0 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 Under the Equality Act 2010, a child is considered disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities. "Substantial" means more than minor or trivial, and "long-term" means lasting a year or more. This definition covers many conditions, including sensory impairments,



long-term health conditions, and neurodevelopmental conditions like autism, though having a condition doesn't automatically mean a child has a disability under the Act.

- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3.0 Roles & Responsibilities

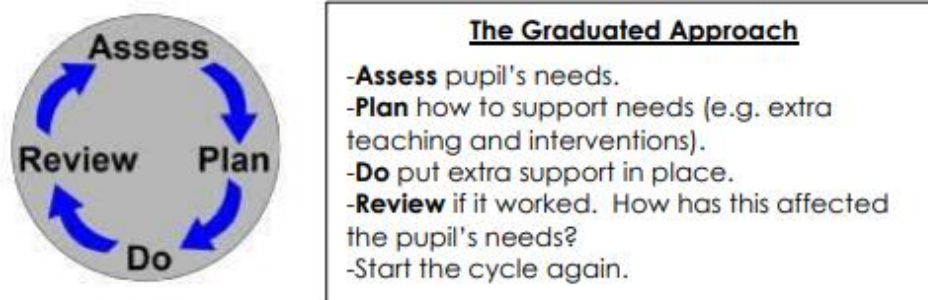
- 3.1 The implementation of this policy will be monitored by the Local Advisory Board, the Directors of Education and Trust Board and remain under constant review by the school SENDCO and Headteacher.
- Our school will appoint a Local Advisory Board member for SEND, who will support and scrutinise the implementation of this policy.
 - A member of the Board of Trustees will be appointed to monitor the quality and effectiveness of SEND provision across the Trust and work with designated senior leaders to develop the SEND policy and provision.
 - The Headteacher has overall responsibility for the provision and progress of learners with SEND.
 - The SENDCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - All teachers are responsible for the progress and development of every pupil in their class and will work with the SENDCO and support staff to ensure the graduated approach of "assess, plan, do, review" cycle is appropriately implemented to support all pupils with SEND.
- 3.2 Our school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents/carers of SEND pupils will be able to discuss the needs of their child with their child's class teacher and the SENDCO.

4.0 Identification and assessment of SEND

4.1 Children's SEN are generally thought of in the following 4 broad areas of need and support (SEND Code of Practice):

- **Communication and interaction** (e.g. Autistic Spectrum Disorder, ASD)
- **Cognition and learning** (e.g. Dyslexia)
- **Social, emotional and mental health, SEMH** (e.g. Anxiety disorders)
- **Sensory and/or physical needs** (e.g. visual or hearing impairment)

These areas give an overview of the range of needs to plan for, but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how the school can best support a child, not to fit the pupil into a category. At Cobden Primary School, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person. We then begin the process of implementing a graduated response in terms of the child's support.



4.2 In the SEND Code of Practice it states that a child has SEN 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". These are what would be considered "reasonable adjustments" under the Equality Act.

4.3 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.

4.4 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before students start at Cobden Primary School.

4.5 When pupils are in the summer term of Year 6, the SENDCo contacts the secondary schools and meets the SENDCo to pass on key information. The SEND records are delivered to all the secondary



settings where pupils with SEND are transferring to. Enhanced transition arrangements are organised where possible.

4.6 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed by Phase leads and the Senior Leadership team. If a pupil has not made expected progress, then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil setting clear targets and providing greater adaptations. If the situation improves then no further action is needed. If there is no improvement, the class teacher will discuss the concerns with the parents/carers and complete an initial concerns form. This will be shared and discussed with the SENDCO.

4.7 At this point, information will be gathered by the SENDCO. The class teacher and SENDCO will arrange to meet with parents/carers and to discuss their child's strengths, needs and proposed additional support for them. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. Further monitoring may be agreed as the next step or Parent/carers consent will be gained when SEND needs are identified and they would benefit from being added to the SEND register. The class teacher will draw up a SEND Support plan in conjunction with the SENDCO. Copies shared with staff within the year group team, key staff who support the child whilst at school and parents/carers.

4.8 If a parent/carers has a concern about their child regarding SEND, they should contact the SENDCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving the expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.

4.9 In all cases, where internal support is not effective in supporting the pupil, relevant specialist referrals will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.10 Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies. All staff teaching pupils on the SEND register will be made aware of the individual needs. The SENDCO will help teachers when required to develop techniques to support adaptations and ensure that appropriate resources are available.

5.0 Reviewing

5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support pupils that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using provision mapping/SEND Support plans and One Page Profiles (for pupils with complex needs.) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENDCO may refer to a specialist service.



5.2 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.

5.3 If over time, a pupil makes good progress against their targets and/or accelerated attainment outcomes, a pupil may be removed from the SEND register. The pupil will continue to be closely monitored by the SENDCO and teachers.