



Cockfield C of E Primary

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Reviewed:	July 2026
Date of next review:	July 2027
Reviewed by:	Marc Gilbert (Executive Headteacher)
Approved by:	Governing body

Contents

1. Legislative Compliance	Page 3
2. Inclusion Statement	Page 3
3. Objectives	Page 3
4. Responsibility for Coordination of Special Educational Needs and Disabilities, Inclusion and the SEN/D team at Cockfield C of E Primary School	Page 4
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	Page 6
6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. The school's arrangements for assessing the progress of pupils with special educational needs.	Page 6
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Page 12
8. Information about how equipment and facilities to support children and young people with special educational needs will be secured	Page 13
9. The role played by the parents of pupils with special educational needs (and other learning needs).	Page 13
10. Evaluating the success of the SEN/D Policy	Page 14
11. Links with other services	Page 14
12. Links with Other Policies	Page 15

1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN/D Code of Practice January 2015
- Ofsted Section 5 Inspection Framework April 2024
- Ofsted SEN/D Review 2022: Right Support, Right Place, Right Time
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's budget.

3. Objectives

In order to meet the special educational needs of our children at Cockfield Primary school, and to ensure inclusion for all we must:

- ensure the highest levels of achievement for all
- identify those children who have SEN/D as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN/D.
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- use a variety of teaching styles and cater for different learning styles to allow children with SEN/D to access the National Curriculum.
- use resources effectively to support children with SEN/D.

- assess and keep records of the progress of children with SEN/D.
- work with outside agencies who provide specialist support and teaching for children with SEN/D.
- inform and involve the parents of children with SEN/D so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs.

4. Responsibility for Coordination of Special Educational Needs and Disabilities, Inclusion and the SEN/D team at All Saints Schools Trust

At Cockfield Primary the governing body has delegated the responsibility for the ongoing implementation of this Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head of School, Executive Headteacher and the governor with responsibility for SEN/D on the ongoing effectiveness of this policy.

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are ‘teachers of pupils with special educational needs and disabilities and EAL’. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is always shown towards all pupils.

The SEN/D Governor

The SEND Governor has regular contact with the SENCO and the Senior Leadership Team of the school to keep up-to-date with, and monitor the school’s SEN/D provision. They are responsible for reporting back to the Full Governing Body about SEN/D issues.

The Special Educational Needs Co-ordinator (SENCO)

At Cockfield Primary school Charlotte Leaman and Marc Gilbert are responsible for the arrangements for SEN/D provision throughout the school. In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy, in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners.
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools’ budget, those in receipt of High Needs Tariff funding and those with Education Health and Care plans.
- co-ordinating provision for children with special educational needs.
- liaising with and advising teachers.
- managing other classroom staff involved in supporting vulnerable learners.
- overseeing the records on all children with Special Educational Needs.
- liaising with parents of children with SEN, in conjunction with class teachers.
- contributing to the CPD training of staff.
- implementing a programme of Annual Review for all pupils with an EHCP.
- complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs Tariff funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from school budget), that a pupil may have a special educational need which will require significant support.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners’ provision map.
- monitoring the schools’ systems for ensuring that Pupil Passports and One Page Profiles, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).

- liaising sensitively with parents and families of pupils on the SEN/D list, keeping them informed of progress and listening to their views of progress at least termly.
- attending SENCO network meetings and training as appropriate.
- liaising with the school's SEN/D Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaise with the SENCO to agree :
 - which pupils in the class are vulnerable learners.
 - which pupils are underachieving and need to have their additional interventions monitored on the SEN/D concerns Register – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN/D register. Some of these pupils may require advice/support from an outside professional and, therefore, a Pupil Passport to address a special educational need (this would include pupils with EHC Plans and One Page Profiles).
- secure outstanding provision and outcomes for all groups of vulnerable learners by :
 - providing adapted teaching and learning opportunities.
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the adapted curriculum offer and strategies”. (SEN/D Code of Practice 2015)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Support Staff

- Alongside their responsibilities within the Key stages they also have specialism which will be deployed to support individual needs of pupils where the need arises.
- The TAs work in a range of situations including delivering intervention programmes to small groups or individuals. They work closely with the teachers to plan, deliver and evaluate the work they are doing.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2015, our Special Educational Needs Coordinator is a qualified teacher working at our school and has the statutory accreditation (NASENCO). If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings as appropriate.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought by the school as appropriate. The impact of this support will be regularly monitored to ensure value for money and best possible outcomes for pupils.

6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

Class Based Support- 4-6 weeks

Quality First Teaching and high standard of classroom practice.

Assess Plan Do:

- Teacher identifies gaps/areas of weakness.
- Class teacher to adapt QFT strategies and adaptations- refer [SMIF](#)
- Time limited, targeted support - interventions - share with family.
- Refer back to previous teacher
- Discussion with parents - parent voice
- Discussion with child - pupil voice
- [ASST Graduated Approach Padlet](#)

Review:

- If target achieved or progress made, continue to monitor and/or continue with intervention to ensure continuation and progress.
- If target NOT achieved or progress made move onto SEND Support

SEND Support- 4-6 weeks

Quality First Teaching and high standard of classroom practice continues.

Assess Plan Do:

- Discussion with parents - parent voice
- [Book an ISM](#)
- Refer to [NASEN Website](#) for further advice and strategies.
- Make SENDCo aware - add to monitoring list.
- Could refer to Suffolk Wellbeing Hub / School Nurse for Early help.

Review:

- If target achieved or progress made, continue to monitor and/or continue with intervention to ensure continuation and progress.
- If target NOT achieved or progress made, move onto SEND Register.

The Graduated Approach



SEND Support with External Agencies

Quality First Teaching and high standard of classroom practice continues and SEND Support.

Assess Plan Do:

- Referrals made to relevant agencies. e.g. NDD / NDS / Right to Choose, Alternative Provision.
- Put in place any recommendations.
- Continue with any intervention support.

Review:

- If target achieved or progress made, continue to monitor and/or continue with intervention to ensure continuation and progress.
- If target NOT achieved or progress made: SENDCo to gather evidence for an [EHCP application](#).

SEND Register

Quality First Teaching and high standard of classroom practice continues and SEND Support.

Assess Plan Do:

- Discussion with parents - parent voice
- Meet with SENDCO - add to SEND Register. Complete a Personalised Provision Plan and Pupil Passport.
- Refer to [SES Bespoke Pupil Referral](#)
- High Needs Funding.
- CPD for staff - [SES CPD Offer 25/26](#)

Review:

- If target achieved or progress made, continue to monitor and/or continue with intervention to ensure continuation and progress.
- If target NOT achieved or progress made: Support from External Agencies.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. For Cockfield this is Charlotte Leaman. The responsibilities of our designated teacher and Head of School include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Children who are Looked After and monitors admissions, PEP completion, attendance & exclusions.

7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements:

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

Complaints:

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the Head of School and SENCO, if unresolved, by the Executive Head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

8. Information about how equipment and facilities to support children and young people with special educational needs will be secured

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN/D support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Tariff Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

9. The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers:

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of SENDIASS.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of focussed targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets at an age appropriate level.
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition:

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, prior to starting secondary education, during Year 5 will offer transition meetings to all pupils in receipt of Additional SEN/D support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans

will have next phase destinations and transition arrangements discussed at plan review meetings convened by the SENCO.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “Year group transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a named contact at the next phase provider and can be assured that the SENCO will liaise with them.

10. Evaluating the success of the SEN/D Policy

The success of the policy will result in the needs of all children with SEN/D being met by:

- having the systems in place to identify children with SEN/D as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN/D .
- regularly reviewing the child’s progress against targets set.
- providing additional intervention if progress is not adequate.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

11. Links with other services

SENDIASS

The SENDIASS service is for parents, carers and children and young people (aged up to 25 years old) in relation to Special Educational Needs and Disabilities.

Contact a Family, (www.cafamily.org.uk)

The SEND Gateway (www.sendgateway.org.uk)

SENDIASS (<https://suffolksendiass.co.uk>)

They can support you by:

- Listening to your views and concerns.
- Working with you to explore your options.
- Prepare for meetings building up your confidence to share your views.
- Helping with forms, letters and reports.
- Explaining your rights in relation to SEN and disability.
- Working in partnership with schools and the LA to develop positive relationships.

Please call and we will get in touch with advice, information and support.

Telephone - 01473 265210

Email – sendiass@suffolk.gov.uk

Children's services Special educational needs and disabilities (SEND)

For more information about the Government reforms please visit the Department of Education website.

<https://www.gov.uk/childrens-services/special-educational-needs>

Suffolk County Council- Local Offer

Information about the Local Authority's provision for Special Educational Needs can be found by following the link below.

[http:// www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendass/sendass-for-parents-and-carers/](http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendass/sendass-for-parents-and-carers/)

12. Links with Other Policies

Single Equality Plan

Positive Behaviour Policy

SEN Local Offer Information Report

Curriculum policies

Child Protection policy