

Codnor Primary School

SEND Policy

September 2025



SEND coordinator

Miss Harriet McKirdy

Introduction

Codnor Primary School's SENDCo is Miss Harriet McKirdy. They ensure that the Codnor Primary school policy is implemented within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within the school.

Here it is the belief that all children have an equal right to a full, rounded and inclusive education which will enable them to achieve and maximise their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from that provided with the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and Interaction needs
- Cognition and learning needs
- Social, mental and emotional health
- Sensory/physical needs

Legislative Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Mission Statement

At Codnor Community Primary School, we believe that a happy child is a successful one. We are committed to providing a positive, secure, and stimulating environment for children to learn, where all are valued. We intend that all children grow in self-esteem so that they should enjoy their learning and achieve their full potential.

At Codnor Community Primary School, we aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met wherever possible, ensuring that these pupils make the best possible progress in school.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

Aims and objectives

Our primary aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

The aims of this policy are to;

- Identify, at an early age, individuals who need extra help through using the 'Graduated Response flow chart to supporting children with SEND' .
- Create a happy, sensitive and secure environment that meets the special educational needs of each child within our school, to ensure that they can meet and maximise their learning potential and partake in and contribute to school life.
- Work in partnership with the parents/carers and pupils to gain a high level of confidence and the voice from all parties involved.
- Highlight the expectations of all the parties involved in the SEND process
- Ensure a good level of staff expertise to meet the pupils needs, through well targeted and continued professional development.
- Use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Ensure support for all pupils with medical conditions to enable full inclusion in all school activities by ensuring consultation with health and social care professionals.
- Develop self-esteem within the individual.
- Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- Monitor closely those with SEND by review and assessment to recognise, celebrate and record achievements.
- Provide support and advice for all staff working with special educational needs pupils
- Enable all children to have full access to and progression of all elements of our school curriculum allowing them to reach their full potential, both curricular and extracurricular.
- work in cooperation and develop productive partnerships with the Local Education Authority and other outside agencies.

- Work within the guidance provided in the SEND Code of Practice, 2014.

The Objectives of this policy are:

- to identify and provide for pupils who have special educational needs and additional needs;
- to provide Quality First Teaching for all children, including those with additional needs;
- to provide access to a broad and balanced curriculum through careful planning, differentiated work, extra staff to give support and specific resources to meet needs, as far as possible within financial constraints;
- to work within the guidance provided in the SEND Code of Practice, 2014;
- to provide support, advice and training for all staff working with pupils with special educational needs;
- to develop an effective partnership between parents, school and relevant outside agencies with regards to SEND provision

Definition of Special Educational Needs

Taken from the Special educational needs and disability code of practice: 0 to 25 years

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*
- *For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

Code of Practice 2014

SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

It is worthy of note that there are other factors that might impact on progress and attainment but are not considered as SEND.

Factors such as attendance and punctuality, being in receipt of a Pupil Premium Grant or being a Looked After Child are not automatically regarded as SEND. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND. 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.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability

Many children and young people who have SEND 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 do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people;

- we must make reasonable adjustments, including the provision of services, to ensure that disabled children and young people are not at a significantly disadvantage compared with their peers. (This duty is pre-emptive – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The school's Equality Policy and the Accessibility Plan are available from the school office.)

Identification, Assessment and Provision

‘All teachers are teachers of children with special educational needs.’

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. The quality of teaching is carefully reviewed by the SLT through regular lesson observations, work scrutiny, planning scrutiny and pupil progress meetings.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to such progress should be quality first teaching targeted at their area of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development or social needs. Pupils whose progress is causing concern are identified to the SENDCo and are monitored through regular discussions with those running the intervention and through data analysis on a termly basis. If progress continues to be slow a pupil might be identified as having SEND. In these cases the school will take action to remove any potential barriers to learning and put effective special educational provision in place.

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Approach to Children with SEND.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School will take seriously any concerns raised by a parent. In some cases outside professionals from health or social services may already be involved with the child.

Plan

The teacher and the SENDCo will agree, in consultation with the parent and the pupil (where appropriate), 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. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses and provide advice on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, on a termly cycle. The impact and quality of the support and interventions will be evaluated. These views will be recorded and will feed into the analysis of the pupil's needs. The class teacher, working, if required, with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in conjunction with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENDCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

Managing the needs of pupils on the SEND List

All children on the SEND List will have records and documents kept, both in class and by the SENDCo. Individualised provision map sheets will be completed termly. The record and documents kept will have important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. The documents are designed to be a working document which is updated to reflect the current needs of the child. Meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the individual provision maps. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and the appropriateness and quality of provision.

Specialist Support

Schools may involve specialists at any point. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the

parents and teaching staff supporting the child, in the same way as other SEND support.

Education, Health and Care Needs Assessments

From September 2014 the new Children and Families Act 2014 became law. This replaced the previous Statement of Special Educational Needs with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs. The main differences are that the EHCP:

- is more person centred, with more engagement and involvement in the process from parents, carers, children and young people;

- has more of a co-ordinated assessment process across education, health and care services;

- focuses on outcomes to be achieved for each child/young person;

- runs from birth to age 25;

- includes parents, carers, children and young people at the heart of the changes;

- legislation applies equally to all schools including academies and free schools.

If a child has lifelong or significant difficulties, they may undergo an Education and Health Care needs assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will usually be taken at a progress review, although can be made at any time. The application for an Education, Health and Care needs assessment will combine information from a variety of sources including:

- Parents

- Teachers

- SENDCo

- Social Care

- Health professionals

- Any other agencies / professionals involved with the child, as appropriate

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 about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate an Education and Health Care needs assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offer

Criteria for Exiting the SEND List

If it is felt that a pupil is making progress, which is viewed as being sustainable, then they may be taken off of the SEND list. If this is the case then the views of the teacher, SENDCo, pupil and parents will be taken into account, as well as that of any other professionals involved with the child. In instances where it is agreed by all parties to take a pupil off the SEND list, all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings, and by the SENDCo on a termly basis. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils and Families

Access Arrangements

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDCo/SLT will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Admission Arrangements

Codnor Community Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the amended Education Act 1996, (Section 316), if a parent wishes to have their child with a statement (or Education Health Care Plan) educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Parents always have access to the SENDCo through a school email address.

missmckirdy@codnor.derbyshire.sch.uk

Transition Arrangements

The SENDCo and/or Head Teacher liaise with local Secondary schools and pass on information about pupils with SEND before their transfer to that school. Extra transition arrangements are often made for children with SEND, with this being arranged between the two schools. The SENDCo from a relevant secondary school will be invited to attend the Y6 Annual Review meeting for pupils with an Education Health Care Plan, if that school is already known / nominated, or advised of the new

targets set if not. If a child moves to another school, their records will be transferred to their new school within 15 days of the child ceasing to be registered at our school.

Supporting Pupils at School 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 also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision, and in these instances the SEND Code of Practice (2014) is followed.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCo will provide, or arrange, training where necessary in order to target identified needs. Training related to SEND are recorded on the School's Information Report, which is available on the school website. It is also the SENDCo's responsibility to source and order new resources to aid the provision for children on the SEND list. All teachers and support staff undertake induction on taking up a post and, where appropriate, this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The school's SENDCo keeps up to date with local and national updates in SEND and has studied for and obtained the National Award for SEN Coordination.

Responsibility for the coordination of SEND provision.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure that all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. They set up appropriate staffing to oversee the School's work for SEND.

The governing body will review this policy and consider any amendments considering any recent changes. The Governing body have regard to the requirements of the Code of Practice for SEND (2014).

Also, the role of the governing body will ensure that the school profile informs parents about SEND and that parents are notified if the school decides to make SEND provision for their child.

Lastly, they are fully informed about SEND issues through Governors meetings so they can have a voice in the school's self-review.

The role of the Headteacher

The Head Teacher (Mr James Blake) is responsible for the management of all aspects of the school's work, including provision for pupils with special educational needs. Also, he works closely with the SENDCo to deploy staff for SEND children effectively. Finally, he supervises and reports to governors about the implementation of the schools' SEND policy and the impacts on the school as a whole.

The role of the SENDCo and provision for children at Codnor Primary School

The Special Educational Needs Co-ordinator's (SENDCo) responsibilities include;

- overseeing the day-to-day operation of the schools SEND policy
- coordinating provision for children with SEND alongside the class teacher
- liaising with and advising fellow teachers
- Maintaining the school's SEND register overseeing the records of all children with SEND
- liaising with parents of children with SEND so that they are aware of strategies being use and are involved in the process.
- liaising with high schools so that support is provided for Y6 as they make the transition
- liaising with external services including the LEAs support and educational psychology services, health and social; services and voluntary bodies.
- Coordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children with SEND support
- Monitor and evaluate of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc
- Contribute to the in-service training of staff
- Ensuring that an agreed, consistent approach is adopted.
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom.

Role of Class Teachers

SEND- Special Educational Needs and Disabilities **EHCP** – Education and Health Care Plan
SENDCo – Special Educational Needs and/or Disabilities Coordinator

All class teachers are responsible for:

- providing Quality First Teaching for all children;
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil);
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum;
- reviewing Education Health Care plans, in conjunction with the SENDCo, as applicable;
- retaining responsibility for the child, including working with the child on a daily basis;
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND;
- directly liaising with parents of children with SEND.

Role of Teaching Assistants

All Teaching Assistants should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
 - use the school's procedure for giving feedback to teachers about pupils' progress.
- Teaching Assistants work as part of a team with the SENDCo and class teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND list will be stored in a locked cabinet. SEND records will be passed on to a child's next setting when he or she leaves Codnor Community Primary School.

Accessibility

Codnor Community Primary School has prepared an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum;
- increase the physical accessibility of school premises for disabled children;
- improve the delivery of information which would usually be provided in writing to disabled children, where this is not appropriate.

Where parents want a child with a significant disability or Special Educational Need to be educated at Codnor Primary School, every effort will be made, in partnership with the LA, to take all reasonable steps and make all reasonable adjustments, to meet the parent's wishes.

Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEND provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCO.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher. If necessary, parents may complain to the Governors in writing. Complaints procedure leaflets are available from the school office and on the school website.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

Reviewing the Policy

This policy will be reviewed on an annual basis.

Other documents / links

The school's SEND Information Report, which links closely with this policy, is available on the school website: <https://www.codnor.derbyshire.sch.uk/>

Information about the Local Authority's Local Offer can be found on the Derbyshire County Council website. A link is provided below:
<https://localoffer.derbyshire.gov.uk/>

Signed: Harriet McKirdy

Date: September 2025