

Cookridge Primary School Special Educational Needs and Disability Policy 2025 -2026



Ratified by governing body - September 2025

Review – September 2026

The SEND Policy will be published on the school website.

‘Together We Achieve the Extraordinary’



Cookridge Primary School Policy Document

Special Education Needs and Disability (SEND)

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National Award in Special Education Needs Coordination achieved June 2023

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This policy complies with the statutory requirements in the SEND Code of Practice 2014 for ages 0 - 25 and should be read in conjunction with the following guidance, information and policies:

- Behaviour Policy
- The school's SEND information/offer on the school website
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support'
- Medical/First aid policy
- Child Protection Policy

In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been co-produced with: pupils, teachers, SENDCo, assistant SENDCo, Senior Leadership Team and Governing Body (SEND Governor).

Definition of Special Educational Needs

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people." (SEND code of Practice 2015). A pupil is considered to have Special Educational Needs if she, he or they have challenges over and above those generally experienced by the majority of their peer group. This is defined in the code of practice as: "Some children and young people need educational provision that is additional to or different from this" and "Schools must use their best endeavors to ensure that such provision is made for those who need it." (SEND code of Practice 2015).

These learning differences may be in terms of cognition and learning, communication and interaction, social, emotional and mental health and sensory or physical. Some pupils may have more complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

KCSIE 2025

In KCSIE 2025, the phrase "**autism spectrum disorder**" was changed to simply "**autism**" to align with the SEND Code of Practice. Removing the terms "spectrum" and "disorder" provides a more modern and inclusive approach to understanding and referring to autism. This is reflected in our updated policy.



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Our Whole School Approach to SEND Support

Our school ethos is:

“Together we achieve the extraordinary!”

We want Cookridge Primary School to be an enjoyable place to learn and work as well as a platform to encourage pupils and staff to be the best that they can be. We want to support everyone to gain the knowledge, skills and habits that can lead to a happy and successful life, both now and in the future.

In addition to this, we have a commitment to remove the barriers and promote independence in learning and other aspects of school life for all pupils, but in particular for pupils with special educational needs including disabilities.

All pupils have the right to receive high quality, relevant education. Support at Cookridge Primary School will be provided which encourages independence and supports the achievement of their personal best. Support, where appropriate, will be tailored for pupils so that they are provided with experiences to enhance their life skills and outcomes to have a happy and successful future. All our pupils have access to a curriculum that meets their needs – we see every teacher as a teacher of SEND.

Teachers are accountable for the progress and development of children and young people in their class. They have the overall responsibility of ensuring that the curriculum will be differentiated to meet need. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account.

Our aims as a school to support those with SEND are that:

- All staff are aware of the procedures we have in place as a school to identify children with SEND.
- We identify and assess children with SEND as early as possible including those at risk of underachievement.
- Teachers differentiate their high-quality teaching that supports children with SEND.
- Records on CPOMs relating to children with SEND, follow the child through their school life and are clear, accurate and up to date.
- Staff have regular CPD and support to keep their knowledge of SEND up to date.
- We work collaboratively with parents and carers, having a mutual understanding and respect for both parties.
- The school, in collaboration with parent/carer(s), may place a pupil on SEND register should they need SEND Support to assist with their educational development. This will be classified and SEN support code K. However, it is important to understand that the SEND register is not a guarantee of specific provision for any pupil.
- We maintain close links with support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level, and each child's learning and achievements are maximised at every stage of their school career.



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- There is appropriate support and resources in place for those pupils with SEND.
- Young people with SEND and those with an EHC Plan are given priority in terms of admissions.

We will aim to achieve this by following these objectives:

- To work within the guidance in the SEND Code of Practice 2014 and adhere to the Children and Families Act of 2014.
- To identify and put in place reasonable adjustments for the provision and support of pupils who have disabilities, in order to ensure all pupils can access their education.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this through pupil passports.
- To provide an appropriately qualified and experienced SENDCo in post who can ensure that the SEND Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.
- To promote the inclusion and participation of students with SEND in all aspects of school life, fostering a sense of belonging and self-esteem.

Identification of SEND/ The Graduated approach to SEN support at Cookridge Primary School (Assess, Plan, Do, Review) –

If your child is identified as having SEND they will come under one or more of the four areas of need as stated in the SEND Code of practice (2015):

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Classroom teachers and support staff in conjunction with the SENDCo follow the code of practice in identifying and assessing potential additional needs. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e., they have a special educational need as defined by the SEN Code of Practice 2015. We identify this need by following the graduated approach (assess, plan, do, review).

The graduated approach to identifying SEND will be led and co-ordinated by the SENDCo, but will most likely require the classroom teacher to conduct the graduated approach for the child when identifying if there is a SEND need.

If the school or a parent feels as though their child my need SEN support: **(Assess)**

As we are an inclusive school, we aim to provide for a wide variety of needs, and historically have had success in doing this. This is always dependent on budget, resources, availability and expertise.



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Teaching staff are responsible for differentiating resources and looking to make the learning experience inclusive. If a member of staff, parent or pupil raises concerns about a potential special educational need the SENDCo will use a range of information (alongside national expectations of progress) which may include:

- Small group interventions with a TA
- 1:1 educational session with SENDCo
- Observations over a period of time
- Occupational therapist assessment (external)
- Speech and language assessment
- Educational psychologist assessment (external)
- formative assessments
- assessment materials
- specialised assessments from external agencies to assess the learning SEND difficulties a pupil may be facing.

Throughout this process the pupil and their family will be consulted and their views sought and acted upon.

The SEND Code of Practice 2014 states: "Withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, such as the Early Help Plan, should be adopted." Furthermore, there are other factors which may impact on progress and attainment but are not necessarily SEND such as: attendance and punctuality, English as an Additional Language, Looked After Children, health and welfare or Pupil Premium.

(Plan)

Where your child already has identified SEND prior to joining Cookridge Primary School, you will be invited to discuss your child's needs with the SENDCo and your child may have additional visit(s) to the school, to support effective transition.

(Do)

At Cookridge Primary School all pupils are monitored regularly in terms of educational progress through a rigorous assessment process involving termly pupil progress staff meetings. The information collected from assessments is used to plan effectively for the next steps in the children's learning.

(Review)

Parents and/or carers are invited to two consultation meetings per year with the class teacher and or SENDCo. This is usually done in conjunction with parent consultations. Where concerns arise at other times, parent/carers are able to meet with class teachers, Key Stage Leaders or the SENDCo on request if necessary. Parents/carers of pupils with an Education and Health and Care (EHC) Plan may be invited to formal review meetings during the school year which can be done virtually if required.



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Managing pupils' needs on the SEN Register:

After the identification of SEND/Graduated approach system of identification has been administered, the child will then receive SEN support at school that is suitable to their area of need. If a child's needs are met through the universal provision of the school, the child may not be added to the school SEND register. If the child's need involves a more personalised adjustment, then their name may be added to the SEND register so that this can be monitored and implemented effectively.

Each child has a pupil passport written for them which identifies their needs and the provision they require in order to support these needs as well as up to three targets to help the child move forward in their learning. The pupil passport is shared with all members of staff as they will most likely come into contact with the child at some point. The pupil passport is a working document and can be adapted and amended at any time, but is reviewed every term. At the point of review, parents are required to include their own comments of how the child has achieved their target and then next steps are written in the pupil passport.

The interventions that the child is receiving is tracked on a whole school provision map.

Some children and young people on the SEND register may require more specialist intervention, and there may already be a number of specialist services involved with the child and their family. Observations and monitoring of progress will determine whether a specialist practitioner may need to be contacted. Usually, two cycles of assessments (over 2 half terms) and observations needs to be completed before involving a specialist to support the child. This may include

- STARS (currently an AUTISM diagnosis only)
- Speech and language therapist
- Educational Psychologist
- Occupational therapist

As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so, a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.



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Funding for Inclusion is now EHCP funding

FFI was used to support children and young people who have high/special educational needs and meet criteria and has now ceased. High needs **funding is now accessed through an Education, Health and Care Plan (EHCP)**. Children and young people already receiving FFI will continue to be funded until they transition towards the Education, Health and Care Needs Assessment (EHCNA) process.

Please note, the SEND Code of Practice states that Education, Health and Care (EHC) assessments must be completed within 20 weeks. Whilst the Local Authority have invested additional resources and are finalising more plans than ever, due to a range of factors, EHC plans are not currently being issued within the expected timescales. **As of September 2025 the average length of time taken is 54 weeks.** The Local Authority know that this will be a worrying time for some families and there is a range of support available to you from multi-agency health, education and Local Authority services.

Criteria for Exiting the SEND Register

Young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in conjunction with members of school staff, when pupil's progress is reviewed during scheduled meetings. Parent/Carer(s) will be invited to review meetings during the academic year with the SENDCo and Class Teacher and discussions around provision take place. If a child will be exiting the SEND register parents/carers will be informed verbally, or via a letter from the SENDCo/Headteacher.

Supporting Pupils/Pupils and Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our School Offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements/policy (which is available on each school's website)
- Our links with other agencies (information is on the website)
- Our transition arrangements (will be led by Mrs Kerr and Mr Maldonado - SENDCo)
- Our school policy on managing medical conditions of pupils (which is available on the school website)



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Supporting pupils at School with Medical Conditions

At Cookridge Primary School we recognise that children and young people 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 and young people 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 SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice 2015 will apply.

Pupils with a medical condition will be supported to manage their condition within the school setting, such that it does not have an adverse impact on the progress they make. The school's Managing Medical Conditions Policy will be followed.

Well being support for pupils with SEND

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of pupils having high self-esteem in order to achieve positive well-being. The class teacher has responsibility for the pastoral and social care of every child in their class, therefore this would be the parents first point of contact. If further support is required the class teacher can liaise with the Family Support and Attendance Manager or SENDCo/Inclusion Manager for further advice and support.

Monitoring and Evaluation of SEND in the whole school

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. When assessing the SEND provision in school the views from all parties, pupil monitoring data and any other available information will be used to inform the assessment of the area. A draft report will be written and then a meeting will take place between the SENDCo, SEN Lead Governor and Headteacher to discuss the effectiveness of the SEND provision in school. After the meeting the report will be updated and the identified areas to develop will be used to formulate the key goals for the following school year's development plan for SEND.



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Roles and Responsibilities:

Cookridge Primary School recognises that the provision for Special Educational Needs and Disabilities is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

Staff	Summary of Responsibilities
Headteacher	<ul style="list-style-type: none">• Allocate roles and responsibilities to staff so that special needs are met.• To ensure that the needs of SEND children are met within the school.• To report to governors on the needs of the SEND children in her care.• To delegate the organisation of review meetings to the SENDCo.• To allocate resources made available with maximum efficiency.
Mrs C Kerr (SENDCo) Mr A Maldonado (Funding and Inclusion Manager)	<ul style="list-style-type: none">• To liaise with staff, support services, parents/carers and pupils.• To monitor the needs of SEN children together with the Headteacher and class teachers.• To manage all aspects of FFI funding and ensure that children with SEN are identified and appropriate funding secured to support their learning.• To establish staff and resource requirements to meet the needs of pupils with SEN, advise the Headteacher, senior management team and governing body of likely priorities for expenditure and to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.• To lead the annual review of the Special Educational Needs Policy.• To ensure that there is quality teaching for all SEND children throughout school.• To oversee the day-to-day operation of the school's SEND policy.• To assist with and advise on the teaching and assessment of children with SEND.• To organise annual and termly reviews. This may be done virtually• To ensure Individual Education Plans are written and reviewed termly.• To ensure that provision for pupils with SEND is mapped.• To ensure that the impact of SEND interventions is assessed for each pupil.• To give advice on the level of support and on appropriate resources and strategies to support learning.• To ensure that the school's SEND register and provision map is updated regularly.• To meet with parents/carers and pupils to discuss and support needs and progress virtually.• To work in conjunction with the class teachers.



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	<ul style="list-style-type: none">• To manage support staff in terms of overall direction.• To lead on SEND in school as part of CPD as appropriate.• To keep skills updated by reading, researching and attending training on SEND and appropriate related training.• To hold or work towards holding a PG Cert SENDCo certificate.
Class Teachers	<ul style="list-style-type: none">• To identify the Special Educational Needs of individual children in their class.• To know the pupils in their class who are on the SEND Register.• To maintain a SEND file for their class reflecting this information for each individual child on the school's secure network.• To write individual education plans for pupils with an EHCP and receiving wave 3 intervention.• To provide a detailed record of the IEP targets and the strategies adopted and their relative success for each child with special needs.• To direct TAs on a daily basis to ensure that the quality of learning for all pupils in their class is good or better.• To deploy TAs so that IEP targets are met to ensure that the Headteacher, SENDCo and other colleagues are aware of children's needs.• To provide learning experiences which are appropriate to the needs of the child.
Support staff – under the guidance of the class teacher	<ul style="list-style-type: none">• Carry out activities and learning programs planned by the class teacher and the SENDCo.• To assess SEND pupil progress on a daily basis and communicate this with the class teacher.• To keep records of assessments as requested.• To support children in class, as individuals or small groups.• To work with the class teacher in meeting the Pupil Passport targets, understanding the pupils' achievements and the next steps.• To be fully aware of the school's SEND policy.
SEND Governor Steve Viles	<ul style="list-style-type: none">• A named governor to have responsibility for the implementation and monitoring of the SEND policy.• To have up to date knowledge about the school's SEND provision, including funding.• To know how equipment and personnel resources are deployed.• To ensure that SEND provision is an integral part of the School Improvement Plan.• To ensure that financial resources are available to carry out the SEND policy.• To ensure the SEND policy and provision is subject to a regular cycle of



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	monitoring, evaluation and review. • To liaise with the Headteacher and SENDCo.
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Storing and Managing Information

All paper documents relating to children and young people on the SEND Register are stored in the SEND office in a locked cabinet. All paper documentation is scanned and stored electronically on CPOM's for each individual child. All electronic paperwork for a child is stored on CPOM's including their individual pupil passports. Each class will have an electronic SEND file with relevant documents to ensure they have accurate and up to date knowledge about a child with SEND. This is stored on the school electronic file system. It is the class teacher's responsibility to ensure these are kept up to date. All documentation is kept in school until the student leaves the school. Once a student has joined another educational establishment all the documentation will be transferred to the relevant institution. We aim to be a paperless school in the future therefore the majority of our documentation is electronic.

Reviewing the Policy

We will review the SEND Policy annually.

Dealing with Complaints

The school's complaints policy and procedures are detailed on the website. If you have a complaint about the schools SEND provision, please contact Mrs. Kerr (SENDCo). If you wish to make a complaint, please put this complaint in writing addressed to the SENDCo, Mrs. C Kerr. The complaints procedure is available on the school's website and will be followed by the school. If your concern is not related to Cookridge Primary School, please contact the relevant organisation directly.

Bullying

We have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils/students with SEND.

At Cookridge Primary School we are aware that incidents can occur in school or out of school that can have an effect on a child's general well-being. In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. For our policy to work; Pupils will be willing to tell a member of staff if they feel they are being bullied. All pupils will have a happy and safe learning environment. Parents/carers will feel they can approach school if they have concerns for their child. Your first point of contact will be your child's class teacher, followed by the Key Stage Leader and then a member of the Senior Leadership Team, including the SENDCo. The views of pupils are regularly sought and parent/carers are involved in collaborating to ensure that pupils with SEND are supported effectively.



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