

Colton Primary School

SEND policy



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Colton are confident, independent learners who are not afraid to ask questions of themselves and others.

Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

"Everyone Successful Everyday"

Date policy agreed by all staff:

Date policy ratified by Governing Body: September 2026

Date of policy review: September 2028

Executive Headteacher: _____ Amanda Lightfoot

Chair of Governors: _____ Nic Welsh

Colton Primary School

Special Educational Needs and Disabilities Policy 2026-7

SEND Vision and Aims

At Colton Primary School, every child is valued as an individual and has the right to feel safe, included and supported to achieve their full potential. We are committed to providing a nurturing and inclusive environment in which all pupils can thrive academically, socially and emotionally.

We believe that all children and young people should have access to an ambitious education that enables them to make progress, achieve positive outcomes, develop independence and prepare successfully for the next stage of their education and future life. This commitment is underpinned by the graduated approach of Assess, Plan, Do, Review as outlined in the SEND code of practice: 0 to 25 years.

In providing for pupils with Special Educational Needs and Disabilities (SEND), we aim to:

- Support all pupils to achieve their full potential and celebrate their individual strengths and achievements.
- Ensure that all pupils have access to a broad, balanced and ambitious curriculum.
- Identify and respond to pupils' needs as early as possible.
- Provide high-quality teaching, adaptive teaching strategies and appropriate support to enable all pupils to succeed.
- Maintain a consistent whole-school approach to identifying, assessing and meeting SEND.
- Work in partnership with parents/carers, pupils and external agencies where appropriate.
- Monitor, review and evaluate the effectiveness of provision through the graduated approach.
- Promote inclusion and participation in all aspects of school life.
- Foster independence, resilience, confidence and positive wellbeing.
- Make reasonable adjustments to policies, practices, the learning environment and curriculum delivery to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.
- Comply with the requirements of the SEND code of practice: 0 to 25 years and the Equality Act 2010.

We recognise that every child has individual strengths and needs. Many pupils' needs can be met through high-quality teaching, adaptive teaching approaches and reasonable adjustments within the classroom environment. Where additional support is required, provision is planned and reviewed collaboratively to ensure that pupils can access learning and achieve positive outcomes.

Inclusion Statement

At Colton Primary School, inclusion is at the heart of everything we do. We are committed to removing barriers to learning and participation so that every pupil can take an active part in school life and achieve their best.

Through appropriate provision, we recognise that children and young people:

- Learn in different ways and at different rates.
- Have a range of strengths, interests, aspirations and needs.
- May require different levels of support, adjustments and teaching approaches.
- Communicate, process and demonstrate their learning in different ways.
- Benefit from a range of experiences, opportunities and learning environments.
- Have the right to feel valued, respected and included within the school community.

Pupil Voice and Partnership Working

At Colton Primary School, we recognise that pupils and their families are key partners in the SEND process. We are committed to working collaboratively with pupils, parents/carers, staff and external professionals to ensure that all pupils are supported to participate fully in school life, achieve positive outcomes and make meaningful progress from their individual starting points.

We actively seek and value the views of pupils with SEND. Pupils are encouraged to contribute to discussions about their strengths, interests, aspirations, support strategies and desired outcomes. Their views are gathered through conversations with staff, Pupil Passports, and the Assess, Plan, Do, Review (APDR) process, and are used to inform provision and target setting.

Parents/carers are involved throughout the graduated approach and are encouraged to share their views, knowledge and aspirations for their child. We believe that effective partnership working between home, school and external professionals leads to the best possible outcomes for pupils.

By listening to and working alongside pupils and their families, we ensure that support is person-centred, builds on individual strengths and promotes independence, confidence and wellbeing.

Identification and Assessment of Special Educational Needs and Disabilities

At Colton Primary School, we are committed to the early identification of Special Educational Needs and Disabilities (SEND) and to providing timely, appropriate support for pupils who may require additional provision. The SEND code of practice: 0 to 25 years outlines a graduated approach to identifying and supporting pupils with SEND, recognising that needs may change over time and that provision should be responsive, personalised and informed by ongoing assessment.

We believe that early identification is key to securing the best possible outcomes for children. Assessment begins on entry to school and continues throughout a pupil's time at Colton Primary School. We use a range of information to identify strengths, barriers to learning and emerging needs, including:

- Baseline and ongoing teacher assessments.

- Observations of learning, communication, interaction and behaviour.
- Discussions with parents/carers and the pupil.
- Information from previous settings and external agencies.
- Attainment and progress data.
- Attendance and wellbeing information.
- Screening and diagnostic assessments where appropriate.
- Advice from specialist professionals.

As part of our commitment to early intervention, pupils have access to support from a Speech and Language Therapist, who works alongside staff to identify and support speech, language and communication needs at the earliest opportunity. This enables targeted strategies and interventions to be implemented promptly, helping pupils to access learning and develop effective communication skills. This approach enables us to identify needs early, remove barriers to learning and participation, and ensure that every pupil is supported to achieve their full potential.

Colton Primary School Graduated Approach

Universal Provision (Quality First Teaching)	All pupils receive high-quality teaching that is adapted to meet their individual needs. Teachers use a range of strategies, reasonable adjustments and adaptive teaching approaches to ensure that all pupils can access learning, participate fully and make progress. Ongoing assessment enables staff to identify pupils who may require additional support.
(Additional Catch up)	Where assessment identifies that a pupil is working below age-related expectations or is making less progress than expected, additional support may be provided. This may include: • Targeted teaching within the classroom; • Short-term interventions; • Additional practice to address gaps in learning; and • Small group support. The impact of this support will be monitored and reviewed. Not all pupils receiving catch-up support will have SEND.
SEN Support	Where a pupil continues to experience barriers to learning despite high-quality teaching and appropriate catch-up provision, the school may identify that they require SEN Support . Support may include: • Adaptive teaching strategies; • Reasonable adjustments; • Targeted interventions; • Personalised learning programmes; • Additional adult support where appropriate; and • Support informed by assessment of need.

	Parents/carers and pupils will be involved in planning and reviewing support through the Assess, Plan, Do, Review (APDR) process. Outcomes, provision and review dates will be recorded.
Specialist Support	Where a pupil continues to experience significant barriers to learning, participation or wellbeing despite well-planned SEN Support, the school may seek advice from external specialists. This may include: • Educational Psychology; • Speech and Language Therapy; • Inclusion Advisory Teachers (IAT); • Health Professionals; • Occupational Therapy; • Child and Adolescent Mental Health Services (CAMHS); and • Other relevant support services. Parents/carers, pupils, school staff and external professionals will work collaboratively to identify outcomes and appropriate provision through the APDR cycle. Pupils requiring this level of support will remain recorded as receiving SEN Support.
Education, Health and Care Needs Assessment (EHCNA) and Education, Health and Care Plan (EHCP)	Where a pupil continues to have significant and complex needs despite relevant and purposeful action through SEN Support, the school, parents/carers or the young person may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. The request will be supported by evidence gathered through the graduated approach, including assessments, reviews and records of provision already implemented. Where the Local Authority determines that the child's needs require provision beyond that ordinarily available from a school's resources, an Education, Health and Care Plan (EHCP) may be issued. An EHCP sets out the child's needs, outcomes and the provision required to support them and is reviewed annually.

Children with complex needs

As an inclusive school, we continually review and adapt our provision to ensure that all pupils can access learning, participate fully in school life and achieve their individual outcomes.

Where appropriate, pupils learn alongside their peers within the classroom through high-quality adaptive teaching, reasonable adjustments and targeted support. Some pupils may also access additional provision designed to develop specific skills, such as communication and interaction, independence, emotional regulation, social development and preparation for adulthood.

For a small number of pupils with the most complex needs, highly personalised programmes may be implemented to support their learning, communication, independence and

wellbeing. These programmes are carefully planned and regularly reviewed in partnership with parents/carers and relevant professionals.

All pupils identified as having SEND have a One Page Profile/Pupil Passport which outlines their strengths, interests, aspirations, support needs and effective strategies. These documents are shared with relevant staff to ensure a consistent and person-centred approach across the school.

Monitoring and Evaluating SEND Provision

Class teachers are responsible for the ongoing assessment, monitoring and review of the progress, attainment and wellbeing of all pupils in their class. Through regular assessment and pupil progress reviews, teachers identify pupils who may require additional support, targeted intervention or further assessment.

Where a pupil is identified as making less than expected progress, or where concerns arise regarding cognition and learning, communication and interaction, social, emotional and mental health (SEMH), sensory or physical needs, the class teacher will review the support already in place and discuss concerns with parents/carers and relevant school staff.

Concerns may be raised through pupil progress meetings, SEND review meetings, pastoral meetings or discussions with the SENDCO and members of the Senior Leadership Team (SLT). Information from assessments, classroom observations, parental views and pupil voice will be considered as part of the graduated approach.

The SENDCO works collaboratively with class teachers, pastoral staff and school leaders to determine whether additional assessments, adaptations, interventions or specialist advice may be required. Where appropriate, support will be planned, implemented and reviewed through the **Assess, Plan, Do, Review** cycle to ensure provision remains responsive to the pupil's individual needs.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision at Colton Primary School is monitored and evaluated regularly to ensure that pupils achieve positive outcomes and receive the support they need to thrive academically, socially and emotionally.

Evaluation may include:

- Regular review of individual pupil progress, attainment and outcomes.
- Termly Assess, Plan, Do, Review (APDR) meetings with pupils, parents/carers and staff.
- Monitoring of classroom practice, adaptive teaching and the implementation of agreed strategies.

- Analysis of attainment, progress, attendance, punctuality and wellbeing data.
- Evaluation of the impact of interventions and targeted support programmes.
- Feedback from pupils and parents/carers regarding the effectiveness of provision.
- Monitoring participation in wider school life, including enrichment activities, educational visits and extracurricular opportunities.
- Review of behaviour, engagement and exclusion data where appropriate.
- Assessment of pupils' personal development, independence, confidence and wellbeing.
- Collaboration with external agencies and specialist professionals where involved.
- SENDCO monitoring and reporting to senior leaders, governors and the Trust to inform school improvement planning.

The school uses this information to identify strengths, address areas for development and ensure that SEND provision remains effective, inclusive and responsive to the changing needs of pupils.

Provision Mapping

All pupils receiving special educational provision that is additional to or different from that ordinarily available are identified on the school's Provision Map system.

Our Provision Map records:

- The pupil's identified areas of need;
- Intended outcomes and next steps;
- The support, interventions and reasonable adjustments in place;
- The staff responsible for delivering provision; and
- Review dates to evaluate progress and impact.

Provision is reviewed regularly through the graduated approach of Assess, Plan, Do, Review (APDR) to ensure that support remains appropriate and effective.

Pupil Passports

All pupils identified as having SEND have a Pupil Passport (One Page Profile). This provides a person-centred summary of:

- The pupil's strengths, interests and aspirations;
- What is important to them;
- Their areas of need;
- Strategies and adjustments that help them to learn and succeed; and
- Their current outcomes and next steps, written in an accessible and pupil-friendly format where appropriate.

Pupil Passports are developed collaboratively with pupils, parents/carers and school staff and are reviewed regularly. They are shared with relevant staff to ensure a consistent approach across the school.

Individual SEND Records

The SENDCO maintains an individual SEND record for each pupil identified as having SEND. These records may include:

- Assessment information;
- Pupil Passports;

- Provision Maps;
- Records of Assess, Plan, Do, Review meetings;
- Reports and advice from external agencies;
- Correspondence with parents/carers; and
- Other relevant documentation relating to the pupil's needs and provision.

Relevant information is shared with teaching and support staff on a need-to-know basis to ensure that appropriate support is in place.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools, Local Authority and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for Special Educational Needs and Disabilities (SEND) including the opportunities for meetings between Parents and Special Educational Needs Coordinator (SENDCO).
- Providing regular Assess, Plan, Do, Review meetings each academic year for parents/carers of pupils receiving SEN Support.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the Special Educational Needs and Disability Coordinator (SENDCO) to discuss the child's needs and approaches to address them.
- Supporting parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with EHCPs.

Roles and Responsibilities

The Special Needs and Disability Coordinator (SENDCO) – Karen Weddle

The key responsibilities of the SENDCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring data to identify pupils with SEND and report back to the head teacher throughout the year during data meetings and informal meetings throughout the year and a written yearly report.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising with staff to ensure the SEN Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including support staff and educational psychology services, Mind Mate, health and social services and voluntary bodies.
- Chairing Annual Review/ Education Health Care Plan meetings, attend planning meetings and being available for meetings as needed.
- Attending course to keep skills and knowledge up to date.

- Planning interventions to be used in school.
- Writing and updating the SEND policy.

The Role of the Executive Headteacher –Amanda Lightfoot

The responsibilities of the Executive Headteacher include:

- Involvement with parents as partners in the learning process.
- Determining the pattern of work, timetable and role of the SEN Coordinator.
- Dealing with queries or complaints from parents.
- Liaising with the SENDCO.
- Liaising with the Local Authority and other relevant agencies regarding SEND policy and provision.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole
- Liaising with external agencies including the Educational Psychology Service and other.
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENDCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENDCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.

Transition Arrangements

We recognise that transitions can be particularly important for pupils with SEND. Enhanced transition arrangements may be implemented when pupils move between classes, key stages or educational settings. Information is shared appropriately with receiving staff and settings to ensure continuity of provision and support.

Preparation for Adulthood

We aim to develop independence, communication, resilience, self-advocacy and social skills which support pupils in preparing for the next stage of education and later adulthood.

Complaints

Any complaints will be dealt with by the class teacher, SENDCO, Executive Headteacher and Governing Body through the school's complaints system.

Contacts

Karen Weddle (SENDCO) Colton Primary School - weddlek@cps.rklt.co.uk - 0113 2647514