



# COTTESMORE SCHOOL

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## *SEND Policy*

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### **1. Aims and ethos**

Cottesmore is committed to providing an inclusive, supportive, and nurturing environment in which every pupil can thrive academically, socially, and emotionally.

We recognise that pupils may experience barriers to learning for a range of reasons including special educational needs, disabilities, language acquisition, physical or sensory needs, or social, emotional and mental health difficulties. Our aim is to identify needs early, provide appropriate support and ensure that all pupils are able to access a broad and balanced curriculum and make strong progress from their starting points.

Provision for SEND is underpinned by:

- the SEND Code of Practice (2015)
- the Equality Act (2010)
- the EYFS Statutory Framework (2025)
- safeguarding and mental health guidance

Support is personalised, proportionate and responsive, with a strong emphasis on partnership with families.

### **2. Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined by the SEND Code of Practice.

These needs may relate to:

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

### **3. Identification and assessment**

Early identification is central to our approach.

Needs are identified through:

- teacher observation and professional judgement
- baseline and standardised assessments (English, Maths, CAT4)

- CEFR assessment for EAL pupils
- pupil voice
- parental information
- consultation with the SENDCo
- external professional advice where appropriate

Where concerns arise, support follows the graduated approach (Assess–Plan–Do–Review) to ensure provision is prompt, targeted, and regularly reviewed for impact.

The SENDCo undertakes further assessment where required and coordinates referrals to external professionals such as Educational Psychology, Speech and Language Therapy or Occupational Therapy.

#### **4. The graduated approach (APDR)**

Support is structured through:

**Assess** – identify strengths, needs and barriers

**Plan** – agree strategies, adjustments and outcomes

**Do** – implement provision

**Review** – evaluate impact and adapt support

This cycle operates at classroom, intervention and specialist levels and is reviewed termly or more frequently where needed.

#### **5. Ordinarily available provision and inclusive practice**

High-quality teaching is the first response to need.

All pupils benefit from ordinarily inclusive practice, including:

- adaptive teaching
- scaffolded learning
- flexible grouping
- visual supports and modelling
- clear routines and organisation
- differentiated tasks and outcomes
- emotional and sensory regulation strategies

Other interventions are provided where appropriate through individual support.

#### **6. Early Years Foundation Stage (EYFS) and SEND**

At Cottesmore, early identification and timely support are essential to enabling children to thrive.

In line with the EYFS Statutory Framework (2025), children's development is closely monitored through daily observation, play-based assessment and practitioner knowledge.

Emerging needs are identified through:

- ongoing observation
- baseline assessments
- regular liaison with parents
- consultation with the SENDCo

Support follows the same Assess–Plan–Do–Review cycle used across the school.

Inclusive practice is embedded through:

- adapted teaching approaches
- structured routines
- sensory and communication supports
- adult scaffolding
- flexible groupings

The Reception teacher works closely with the SENDCo and external professionals where appropriate. Transition from Pre-Prep into Prep is carefully planned to ensure continuity of provision.

## **7. Social, emotional, and mental health (SEMH) and wellbeing**

We recognise that emotional wellbeing is fundamental to learning.

In line with our whole-school approach to mental health and wellbeing:

- staff foster a culture where pupils feel safe to share concerns
- early signs of emotional distress are identified promptly
- pastoral and learning support teams work collaboratively
- pupils may access counselling or additional support where needed

Staff who see pupils daily are well placed to notice changes in behaviour or mood and are expected to raise concerns promptly through established safeguarding and pastoral systems.

Where concerns arise, the DSL, SENDCo and pastoral leaders assess risk and agree appropriate support or referrals.

## **8. Provision and intervention**

Provision may include:

- in-class adaptive teaching

- small-group intervention
- 1:1 learning support
- EAL support
- literacy and numeracy interventions
- access arrangements
- sensory or regulation support
- counselling or pastoral support

Intervention records are maintained and reviewed termly using RAG ratings to monitor progress and impact.

## **9. Monitoring progress**

Progress is evaluated through:

- progress from individual starting points
- intervention outcomes
- teacher assessment
- classroom engagement and independence
- CEFR progression for EAL pupils

Provision is adapted where impact is limited.

## **10. Working with parents and professionals**

Parents are key partners.

We ensure:

- regular communication
- review meetings
- shared planning
- involvement in referrals
- collaboration with external agencies

The SENDCo coordinates multi-agency support where required.

## **11. Record keeping and confidentiality**

Provision and communications are recorded appropriately.

Confidentiality is respected within safeguarding boundaries.

Information is shared on a need-to-know basis to ensure pupil safety and effective support.

## **12. Roles and responsibilities**

SENDCo

- leads SEND strategy and provision
- oversees identification and assessment
- coordinates interventions
- liaises with parents and professionals
- monitors impact

Teaching staff

- deliver adaptive teaching
- identify concerns early
- implement strategies

Pastoral/DSL team

- support wellbeing and safeguarding
- assess risk and coordinate support where needed

All staff share responsibility for inclusion.

### **13. Training and review**

Staff receive regular training in:

- inclusive teaching
- SEND awareness
- mental health and wellbeing
- safeguarding

This policy is reviewed annually.