



COTTESMORE SCHOOL

SEND Policy

1. Aims and Ethos

Cottesmore School 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 can 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 pupils with English as an Additional Language (EAL)
- pupil voice
- parental information
- consultation with the SENDCo

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
- Occupational Therapy

Education, Health, and Care Plans (EHCPs)

Where a pupil has an Education, Health, and Care Plan (EHCP), the school works closely with parents, the Local Authority and external professionals to ensure that the provision outlined in the plan is implemented effectively.

EHCP targets and recommendations are incorporated into the school's support planning and reviewed regularly to ensure pupils continue to make appropriate progress.

4. The Graduated Approach (APDR)

Support is structured through the graduated approach:

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

Where appropriate, additional support may be provided through targeted interventions or 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 to 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 for pupils developing English as an additional language
- literacy and numeracy interventions
- access arrangements
- sensory or regulation support
- counselling or pastoral support

Where pupils have an Education, Health and Care Plan (EHCP), the school ensures that the statutory provision outlined within the plan is delivered and reviewed appropriately.

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

9. English as an Additional Language (EAL)

Some pupils may require support because English is not their first language. These pupils are not automatically considered to have SEND.

However, they may receive targeted support to develop English language proficiency so that they can access the curriculum fully.

Support may include:

- small-group or individual EAL teaching
- vocabulary pre-teaching
- visual scaffolding and modelling
- structured speaking and listening opportunities
- monitoring using CEFR language progression frameworks

EAL support works alongside high-quality adaptive classroom teaching.

10. Monitoring Progress

Progress is evaluated through:

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

11. Working with Parents and Professionals

Parents are key partners in supporting pupils with SEND.

The school ensures:

- regular communication with parents
- review meetings as appropriate
- shared planning and goal setting
- parental involvement in referrals
- collaboration with external professionals

The SENDCo coordinates multi-agency support where required.

12. 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.

13. 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 agreed strategies

Pastoral / DSL Team

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

All staff share responsibility for inclusion.

14. Training and Review

Staff receive regular training in:

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

This policy is reviewed annually.

Reviewed by SENDCo: March 2026