Cockerham Parochial CE Primary School

"Where a love of learning grows"

Growing in knowledge • Growing in faith • Growing in God's love

Special Educational Needs and Disabilities (SEND) Policy

2026–27

"I can do all things through Christ who strengthens me." Philippians 4:13

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Agreed by	Governing Body
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1. Aims and objectives

This policy explains how we identify children with SEND, how we support them in school and how we work with their families. It also sets out the responsibilities of staff and governors.

- Identify needs early and respond to them promptly.
- Provide teaching and support that enables pupils with SEND to make progress and take part in school life.
- Work closely with children and parents when planning and reviewing provision.
- Make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage.
- Review the effectiveness of provision and use findings to improve practice.

2. Vision and inclusion

Our vision is “Where a love of learning grows”. Our values of Generosity, Respect, Perseverance, Friendship, Courage and Trust are reflected in how we work with children and families. We want every child to feel part of our school.

Our Christian ethos is reflected in the care and respect we show to each child. We support pupils with SEND to take a full part in collective worship, relationships and the spiritual, moral, social and cultural life of the school. Where needed, we adapt activities so that children can participate in ways that are appropriate for them.

Cockerham is a small school with mixed-age classes. Staff know pupils well and work together to identify barriers to learning. Our whole-school barriers exercise considers every pupil, not only children already identified with SEND. This helps staff distinguish between a special educational need and other circumstances that may affect learning.

3. Legislation and guidance

This policy has regard to the Children and Families Act 2014, the SEND Code of Practice (0 to 25 years), the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010. It is read alongside current statutory guidance on safeguarding and attendance, the School Admissions Code and the school’s policies on safeguarding, accessibility, attendance, behaviour, medical conditions and complaints.

We use our best endeavours to make sure pupils with SEND receive the support they need. We also make reasonable adjustments for disabled pupils in line with our duties under the Equality Act 2010.

4. Definitions and areas of need

A child has special educational needs where a learning difficulty or disability calls for special educational provision. This means provision that is additional to or different from that generally made for pupils of the same age in

mainstream schools. A disability is defined separately under the Equality Act 2010. Some disabled pupils also have SEND, but not all do.

The four broad areas of need are:

- Communication and interaction, including speech, language and social communication needs.
- Cognition and learning, including general and specific learning difficulties.
- Social, emotional and mental health, including difficulties that affect emotional regulation, relationships or engagement in learning.
- Sensory and/or physical needs, including hearing, vision, sensory processing and physical access needs.

Children may have needs in more than one area. We consider the child rather than relying on a category or diagnosis. Low attainment, English as an additional language, disadvantage and irregular attendance do not, on their own, mean that a child has SEND.

5. Roles and responsibilities

Governing Body and SEND link governor

The Governing Body has oversight of SEND provision, resources and statutory duties. Governors monitor whether pupils with SEND are supported effectively, included in school activities and able to access the curriculum. The SEND link governor works with the headteacher and SENDco and reports relevant findings to governors. The current named link governor will be confirmed before approval.

Headteacher

The headteacher has overall responsibility for SEND provision and pupil progress. Working with the SENDco and governors, the headteacher monitors the quality of teaching, staffing, training, resources, accessibility and the effectiveness of support.

SENDco – Lizzie Francis

The SENDco coordinates SEND provision across the school. This includes advising teachers on the graduated approach, overseeing records and reviews, working with parents, supporting referrals and liaison with external services, advising on resources and training and contributing to monitoring and evaluation. The SENDco works with the headteacher to maintain and review this policy and the school's SEND Information Report.

The SENDco also advises the headteacher on the use of SEND resources and supports the transfer of records when a pupil changes school. She helps identify staff training needs and ensures that teachers have the information they need to put agreed provision in place.

Class teachers and teaching assistants

The class teacher is responsible for the progress of every child in their class, including pupils who receive support from teaching assistants or specialists. Teachers identify needs, adapt classroom teaching, plan support, review progress and communicate with families. Teaching assistants work under teachers' direction and contribute observations and assessment information.

Pupils and parents

Parents are encouraged to share concerns and information about their child. Pupils are involved in discussions and reviews in ways appropriate to their age and communication needs. Their views help staff understand what works and what needs to change.

6. Identifying SEND and assessing needs

Teachers assess children's starting points and progress using classroom work, observations, assessment information and discussion with families. Information from previous schools or early years settings is considered when children join Cockerham.

When concerns arise, the teacher considers the child's strengths, the barriers affecting learning and the response to adaptations already made. The SENDco may observe the pupil, review assessments and seek specialist advice where appropriate. We look at progress in communication, independence, social development and wellbeing as well as academic learning.

A pupil will not be identified as having SEND solely because progress is slower than expected. The school considers other factors, including attendance, health, family circumstances and English as an additional language. Where special educational provision is needed, parents are informed and the pupil's support is recorded appropriately.

Where a pupil requires SEND support, the school records this on its SEND register and informs parents. Pupils may move off the register when ongoing special educational provision is no longer required. This decision is based on a review of their needs and progress and is discussed with parents. Support can continue through ordinary classroom teaching where appropriate.

7. Working with pupils and parents

Parents are usually the first people to notice when something is difficult for their child. Concerns should initially be discussed with the class teacher, who can involve the SENDco. We aim to agree what the concern is, what support is needed and when progress will be reviewed.

Parents of pupils receiving SEND support are invited to take part in regular reviews, normally termly. Children's views are gathered through conversation, observation or other suitable means. We share progress, explain any changes to provision and agree priorities for the next review.

The school provides an annual written report on each pupil's progress. Parents may also request a meeting outside the usual review cycle. When specialist advice is sought, families are informed and the recommendations are considered as part of the child's support plan.

8. The graduated approach

We use the Assess, Plan, Do, Review cycle to decide what support a child needs and whether it is working.

Assess

The teacher and SENDco consider assessment information, observations and the views of the child and family. They identify the main barriers to learning and the support already in place.

Plan

The teacher and SENDco agree intended outcomes, classroom adaptations, any additional provision, responsibilities and a review point. Parents and pupils contribute to the plan.

Do

The teacher remains responsible for teaching and progress. Staff put the agreed strategies into practice and keep a record of relevant observations.

Review

Staff consider whether the provision has made a difference, using work, assessment, observations and pupil and parent feedback. They decide whether to continue, adapt or change support.

9. Provision, records and support plans

Pupil Overview Profiles (POPs) are established records at Cockerham. We are introducing a shorter Individual Education Plan (IEP) format in phases, initially alongside POPs. The intention is to move towards the IEP as the main working document over time, rather than change every record at once.

The developing IEP format focuses on a clear assessment of current needs, up to three measurable aspirations or targets, practical classroom provision and a review of progress. Staff use these documents to support day-to-day teaching, not simply as paperwork for review meetings.

The class teacher is responsible for making sure the agreed strategies are used in lessons, including when additional support is delivered by a teaching assistant or another professional. Short periods of individual or small-group work may be used when helpful, but these should connect closely with classroom learning.

Support is reviewed in terms of what the pupil can now do, how independently they can work and whether the provision remains necessary. Teachers and teaching assistants share observations to inform the next steps.

Additional support may include targeted teaching, group or individual interventions, adapted resources, communication support or pastoral provision. The school has a Peace Room and uses structured play therapy as part of its wider pastoral offer. Provision is matched to need and reviewed for impact. Named interventions may change according to pupils' needs and available expertise.

We keep records of SEND provision and reviews. Relevant information is shared with staff who support the child and is handled in line with data protection and safeguarding requirements.

10. Education, Health and Care Plans

Where a pupil's needs may require support beyond what can reasonably be provided through school-based arrangements, the school may seek advice about an Education, Health and Care needs assessment. Parents may also request an assessment from the local authority.

For pupils with an Education, Health and Care Plan (EHCP), the school works to secure the educational provision specified in the plan and contributes to statutory annual reviews. Reviews take account of the pupil's progress, the family's views and advice from relevant professionals.

When requesting an Education, Health and Care needs assessment, the school brings together relevant evidence, including assessments, support plans, reviews, the views of the pupil and parents and advice from professionals. The school works with the local authority and family throughout the process.

11. Curriculum access and wider participation

All pupils are entitled to a broad and balanced curriculum. Teachers adapt teaching, resources and the learning environment to help pupils access the curriculum and develop independence. Adjustments may include visual support, additional processing time, practical equipment, modified tasks and specialist advice.

The school plans for pupils with SEND to take part in visits, worship, sport, clubs, performances and residential activities wherever possible. Staff discuss reasonable adjustments with parents and assess individual requirements when planning activities. Our Accessibility Plan sets out wider priorities for access.

Pupils with medical conditions are supported in accordance with the school's policy for supporting pupils with medical conditions. Where needed, staff work with parents and health professionals to agree an individual healthcare plan. Medical needs and SEND are considered together where they overlap.

12. Attendance, wellbeing and safeguarding

Some pupils with SEND face additional barriers to regular attendance. We work with pupils, families and relevant professionals to understand these barriers and agree appropriate support, alongside the school's attendance procedures.

Staff take account of children's emotional wellbeing and any communication or sensory needs when responding to behaviour. Pastoral provision, including the Peace Room and structured play therapy, may form part of a wider support plan.

Children with SEND can face additional safeguarding risks and may find it harder to communicate concerns. Staff follow the school's safeguarding and child protection procedures, including making reasonable adjustments to ensure children can be heard and supported.

13. Transition arrangements

Transitions are planned with families and relevant settings. This may include visits before starting Reception, discussion with early years providers, information-sharing between teachers and additional preparation for changes of class or school.

When a pupil moves to a new class, the current teacher shares the child's needs, successful strategies and relevant SEND records with the receiving teacher. Where appropriate, the receiving teacher joins a review or meets with parents and the SENDco before the move so that support can continue without unnecessary interruption.

For transfer to secondary school or specialist provision, staff liaise with receiving schools and arrange further meetings or visits where appropriate. Individual arrangements are based on the child's needs.

14. Staff expertise and external agencies

The headteacher and SENDco review staff development needs in light of the pupils currently attending the school. Training may be arranged for teachers and teaching assistants to support particular learning, communication, sensory or emotional needs.

New staff are given relevant information about the school's SEND procedures and the needs of the pupils they teach. Staff may receive further advice or training when new needs arise.

Where appropriate, the school seeks advice from Lancashire specialist support services, educational psychologists, speech and language therapists, occupational therapists, physiotherapists, health professionals and other agencies. The involvement of any service depends on the individual pupil's needs and the referral arrangements in place.

15. Monitoring and evaluation

The headteacher and SENDco monitor provision through pupil progress discussions, review of plans, assessment information, observations and feedback from pupils, families and staff. They consider whether support is improving learning, participation, confidence and independence.

The headteacher oversees the use of the school's notional SEND budget and any additional funding allocated to individual pupils. Decisions about staffing, equipment and interventions are based on identified needs. Governors receive information about how resources are used and the difference provision is making.

The school reviews the quality of provision as well as attainment. This includes checking how effectively adaptations are used in classrooms, whether pupils with SEND feel included and whether support helps pupils develop greater independence.

The Governing Body receives information about SEND provision and outcomes and considers priorities for improvement. Monitoring takes account of the small number of pupils in some groups and avoids drawing conclusions from data alone.

16. SEND Information Report and complaints

The school publishes a separate SEND Information Report on its website. This explains how the policy is put into practice and is reviewed at least annually, with updates when significant information changes.

Parents who are concerned about SEND provision should first speak with the class teacher or SENDco. If the matter remains unresolved, they may raise it with the headteacher and use the school's published complaints procedure. Independent advice is available through Lancashire SENDIAS and the Lancashire SEND Local Offer.

Information about the school's admissions arrangements, accessibility and the support available to disabled pupils is published through the school website and relevant policies. The school's anti-bullying arrangements apply to all pupils, including children with SEND.

17. Review of this policy

This policy will be reviewed annually by the headteacher and SENDco, or sooner if school arrangements or statutory requirements change. The Governing Body will consider any revised policy.
Related documents: Inclusion Strategy 2026–27; SEND Information Report; Accessibility Plan; Safeguarding and Child Protection Policy; Attendance Policy; Behaviour Policy; Supporting Pupils with Medical Conditions Policy; Complaints Policy.