

Policy for Special Educational Needs and Disabilities (SEND)



2025-2026

Cononley Primary School

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Introduction

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

School mission statement

At Cononley Primary School we are committed to inspiring and challenging our children:

- **To become independent life-long learners and thinkers.**
- **To value and respect themselves and others**
- **To reach their full potential and become the best possible citizens of tomorrow**

Abbreviations used

ASCOS Autism Outreach Support Service

CoP Code of Practice

EP Educational Psychologist

EMS Enhanced Mainstream School

ESWS Educational Social Work Service

SEND Special Educational Needs and/or Disabilities

SENCo Special Educational Needs Coordinator

CT Class Teacher

HT Head Teacher

TA Teaching Assistant

POP Pupil Overview of Provision

Completed by: Kerrie Davis- SENDCo

Head Teacher: Mrs Catherine Pickles	Special Educational Needs Co-ordinator (SENDCo): Mrs Kerrie Davis	Governor with responsibility for SEN: Julie Cawood
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Although Mrs Davis is not a member of the SLT, weekly meetings are held with herself and the head teacher, ensuring leadership overview of special educational needs and disabilities.

This policy explains how Cononley Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010)

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Areas of SEND that may create barriers to learning are categorised under four broad areas:

- Communication and Interaction:
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Sen Code of Practice 2014, revised 2015)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these pupils are also protected by the Equalities Act 2010. Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher and refer to the school's Information report which can be found on the school's website. Should parents feel that their concern is not resolved, then please contact the Special Educational Needs Coordinator (SENDCo), Mrs Davis.

SEND Information Report and Local Offer

The school's SEND Information Report provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The SEND Information is available from school's website: <https://www.cononleyprimary.org.uk>. Paper copies can also be requested from the school office: admin@cononley.n-yorks.sch.uk or 01535 633040.

Please also read North Yorkshire County Council's SEND Local Offer which can be found at:

[NYCC SEND Local Offer](#)

Cononley Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND and as a school we believe in the importance of High Quality Teaching with effective implementation of the Graduated Approach for children with SEND.

Objectives and Objectives of the policy

Philosophy

The school community is committed to the following approaches:

- All pupils are valued equally and the school has high aspirations for all;
- All pupils are the shared responsibility of all staff with the class teacher having total responsibility and accountability;

- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes;
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement;
- Early and accurate identification of a pupil's need(s) is essential;
- Pupils of all abilities who are underachieving, will be identified and given support to make optimum progress;
- There will be a flexible continuum of provision for pupils with SEND;
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs;
- Staff will be given appropriate training to allow them to meet a wide range of needs;
- Strong partnerships should be developed with parents / carers in the education of their child and parents /carers and pupils will be actively involved in the review process;
- Pupils will be encouraged to give their views on what learning is like for them;
- Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy;
- An annual SEND Information Report will be written and published and accessible on the school's website both as a PDF and in a SWAY version to support accessibility.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Early identification of any pupil experiencing difficulties is crucial. Regular classroom observations and assessments of all pupils along with pupil progress discussions with the Senior Leadership and SENDCo facilitate this. A pupil's progress is tracked at least termly and where appropriate, more frequently than this.

If a teacher has a concern about a pupil, they will initially discuss this with parents/carers and amend High Quality Teaching with the aim of further supporting the identified need(s).

At this point the SENDCO will observe the pupil in class and discuss further with the teacher.

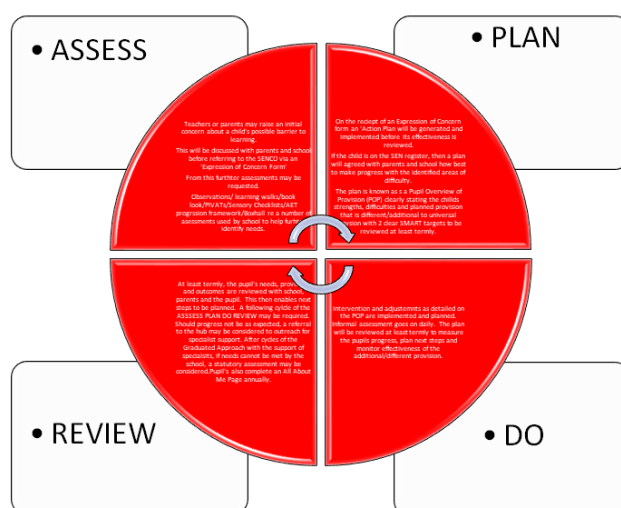
Should the teacher and parents/carers continue to have concerns, parents may agree that the teacher completes an 'Expression of Concern' form to refer to the SENDCO. At this point the SENDCO will observe the pupil in class and discuss further with the teacher. The SENDCO may request further assessments and then agree an Action Plan. This will then be reviewed as a cycle of the Graduated Approach. The outcome of this review will determine next steps and may lead to the child being removed from the Expression of Concern list if it is felt that High Quality Teaching is now meeting the pupils needs, or they may progress to the SEND register if it is agreed that a formal approach to provision that is different/additional to is required. All criteria for defining Special Educational Needs are in accordance with North Yorkshire Education Authority policy.

As part of the Graduated Approach cycle, if the pupil continues to make below the expected rate of progress with the targeted provision, school may, with parental permission, seek the advice of external agencies such as specialist teachers by referring to the North Yorkshire Hub or through private Specialist Teacher agencies. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency and are included on the child's POP.

THE GRADUATED APPROACH TO SEN SUPPORT: Assess - Plan - Do - Review

The key principles:

- The responsibility and accountability for the progress and development for pupils with SEN is that of the class teacher as set out in the Teachers' Standards (2012);
- High Quality Teaching is key and essential for all learners, including those with SEND;
- A pupil can only be identified as having SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Should a child join Cononley Primary School, already identified as having SEND, then a meeting will be had with parents/carers and school to ensure this provision continues to be in place following the Graduated Approach;
- Teachers make adjustments to the learning environment and with equipment as much as possible for children with disabilities.



1. Statutory Assessment of SEN

If our school is unable to meet with all the agreed provision for a child from its existing resources, finance and staffing expertise; and the outcomes for a child are not making the expected progress despite the SEND support in place; then, in consultation with parents / carers, the school may request a statutory assessment from the Local Authority, which in a small number of cases may lead to an Education, Health and Care Plan. (ECHAR)

Our school, in consultation with parents, will provide evidence about the child's progress over time and the SEND Support they have received which may include:

- the child's individual plans;
- records of reviewing and planning meetings with pupils and parents including outcomes ;
- Early Help Assessment (if applicable) ;
- Medical information (if applicable) ;
- National Curriculum attainment, further assessments carried out in school;
- Educational and other assessments, e.g. Specialist Teacher assessments;
- the views of the parent / carer and child
- involvement of outside agencies

If the Local Authority agrees to a Statutory Assessment, it must assess the education, health and

care needs of the child. The Local Authority must request advice and information on the child and

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan.

the provision that must be put in place to meet those needs from:

- parents / carers;
- the child;
- the school;
- an educational psychologist;
- Health;
- Social Care;
- anyone else that parents / carers request;
- a specialist teacher for the visually impaired or hearing impaired (if appropriate).

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan. Further information about Education, Health and Care Plans can be found on the Local Authority website at:

[Education, Health and Care Plans](#)

The SENDCo will take the lead role in managing the administrative process by liaising with the Local Authority.

Annual Review of an Education, Health and Care Plan

For children with an Education, Health and Care Plan, our school will review progress towards outcomes at least termly in addition to the statutory annual review.

The annual review of the Education, Health and Care Plan initiated by the SENDCo who will invite parents carers, the child, relevant professionals from within school, relevant professionals from outside agencies and any other people at the request of the parent. The SENDCo will also request that all parties provide written advice prior to the review so that they can be shared with all attendees prior.

The Education, Health and Care Plan will be recorded by the SENDCo, along with the outcomes of the meeting, and these will be sent to the Local Authority.

Criteria for Exiting the SEND Register

Having accessed SEND Support for a period of time, it may be agreed at a reviewing and planning meeting that the child no longer requires it. This may be because:

- the child makes and maintains progress significantly quicker than that of their peers;
- the child closes the attainment gap between themselves and their peers;
- the child makes significant progress with wider development of academic, social or emotional skills, so that they no longer require provision that is additional to or different from their peers.

Decisions regarding exiting the SEND register would be taken during reviewing and planning meetings with the involvement of parents / carers, the child, any involved specialist staff, classroom staff and the SENDCo. They would be positive decisions, celebrating the success of the child.

After exiting the SEND register, the child may still access the additional provision available as part of quality first teaching within the classroom. This could include careful consideration and adaptation of classroom organisation, teaching materials and teaching and learning styles as well as small group teaching and intervention.

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at. [NYCC SEND Local Offer](#)
 - This links back to the school's SEND Information Report, which details how the school, works with and supports families of pupils with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
 - It is vital that parents and carers work closely with school with good lines of communication to support effective identification of a pupils needs and agree effective provision going forward. Parents are encouraged to meet with the class teacher at least termly to review their child's progress in line with their POP and to meet the SENDCo at least annually. School also seek further feedback from parents/carers by way of an annual questionnaire, so that school can identify any areas of development and take appropriate action.

- To support families and pupils, we have a dedicated SEND section on our website;

[Cononley SEND Area](#)

- Pupils with special educational needs will be admitted to school, in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If the school is alerted to the fact that a pupil may have SEND, we use our best endeavors to collect all relevant information and plan a relevant adapted curriculum.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Pupils at school with medical conditions should be fully supported so that they have full access to education, including off-site activities, extra-curricular activities, and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;

- In some instances, a pupil will have an Individual Health Care Plan written for them by school and parent/carers and at times in liaison with the Health Service. This is with the aim of ensuring all working with the pupil are fully aware of the previously agreed plan and know their role in supporting the pupil's medical needs. It is crucial that any changes to a pupil's medical needs are updated on the plan and that it is reviewed at least annually.

- Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Provision will be made for these pupils in accordance with their EHC plan.

- The school's policy for supporting pupils with medical conditions can be obtained from the school office and on the school website:

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions by the SENDCO annually. (Details of monitoring of pupil progress as outlined in the Graduated Approach;
- Early identification of needs through collaborative pupil progress meetings (Headteacher, Class teacher and SENDCo);
- Analysis of data examining the progress of different vulnerable groups;
- Learning walks, pupil questionnaires and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps;
- Annual financial returns ;
- Completion of statutory functions by the SENDCo related to referral for statement/ education health care plans, termly meetings and annual reviews;
- Work scrutiny with selected pupil groups;
- Focused monitoring by the SENDCo, LA adviser, SEND governor;
- Detailed discussions with families and pupils;
- Progress through a variety of transitions;
- Attendance and exclusions analysis;
- Feedback from support agencies and Ofsted;
- Local authority analysis of information and data about the school;
 - For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
 - The SENDCo reports to the governors termly with an update of the SEND data and the needs of the school with changes monitored;
 - An annual audit is carried out for SEND and in conjunction with the School Development Plan, an Action Plan for SEND is created and implemented.

TRAINING AND RESOURCES

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced;
- The School Governors are responsible for determining the amount of resources available for SEND. They are able to do this effectively by having termly reports from the SENDCO, highlighting the needs across the school and the provision required to meet these needs.
- Such resources may take the form of teaching assistants, CPD (SEND related) specialist equipment/resources and specialist teachers for example. The costs of the SENDCo are met from the main school budget;
- Along with the senior management team, the SENDCo has the key responsibility for determining the allocation of these resources and monitoring their effectiveness;
- It is vital that the training of all staff is planned in line with the needs of the children and the existing skill base and expertise within the school. The governors/SLT and SENDCO are responsible for identifying the training needs within the school and ensuring that there is a plan for staff training to facilitate development in the identified areas;
- The school may provide this training in various different ways, for example INSET and twilight sessions with training delivered by external professional such as from ADYSS Specialist Ltd. The SENDCO may provide training both in team meetings and when working closely with teachers and TAs in the classroom and on individual plans. Those that have attended training will feedback to colleagues at school, sharing their knowledge and expertise;
- All new teachers receive an induction and meet with the SENDCO to be briefed on the procedures in place to support children with SEND. The POPs are thoroughly explained along with the procedure for identifying and reporting needs in line with this policy.

ROLES AND RESPONSIBILITIES

Responsibilities of the Governing body:

- to appoint a member of staff to be the SENDCo; delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision for SEND is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;

- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the SENDCo and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Nominated Governor will:

- work closely with the Headteacher and the SENDCO;
- ensure this policy is up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- Fulfil the role of the SENDCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

The SENDCO will:

- oversee the day-to-day provision for pupils with SEND within the school;
- lead the development of SEND throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of TAs;

- monitor and evaluate POPs (Pupil Overview of Provision)
- track the progress of children with special educational needs;
- organise relevant training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- annually report to the Governing Body on the success and development of SEND

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- develop POPs for special educational needs pupils by working closely with the SENDCO and support staff;
- deliver the individual programme for each SEND pupil as set out in their POP;
- inform parents when SEND provision has been made for their child;
- comply with all aspects of this policy;
- undertake appropriate training;

STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are stored in a locked filing cabinet in school.
- The majority of documents, such as POPs are held on the school's Sharepoint in an area which can only be accessed by teachers through their secure email account. Records relating to children who have left are passed to the new school as soon as it is practical.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor and the Headteacher. Review of the policy will take into account:
 - o The progress made by students with SEND at the school;
 - o The success of the school at including students with SEND;
 - o Any recommendations from Ofsted or the LA about improving practice;
 - o Any factual changes, such as names of personnel.

EQUALITY AND ACCESSIBILITY SCHEME

- The school has a single equalities scheme and accessibility plan which is available from the school office or on the school's website
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's SEND Information Report.
- School operates an Open Door policy so parents can contact class teachers and/or teaching assistants throughout the school day. Appointments with the Headteacher and/or SENDCo can be made via the school office.

DEALING WITH COMPLAINTS

- If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the SENDCo.
- Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy). Our Complaints Policy is available on the school website or on paper via the school office.

BULLYING

- The school's Anti-Bullying Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEN Information.

Review Date: Autumn 2026

*The SEND information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEND and involving them in their child's education, arrangements for consulting young people with SEND and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEND, how adaptations are made to the curriculum and the learning environment of children and young people with SEND, the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEND, how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families, arrangements for handling complaints from parents of children with SEND about the provision made at the school.

**The SEND information report*

CoP – Code of Practice

SEND– Special Educational Needs & Disabilities

SENDCo – Special Educational Needs and Disabilities Co-ordinator

EP – Educational Psychologist

EMS – Enhanced Mainstream School

POP – Pupil Overview of Provision

EHCP – Education Health and Care Plan