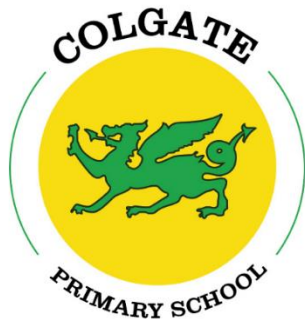




Colgate Primary School

**Special Education Needs
(SEN) Policy**

2025

OUR VISION: *Working together to be our best*

Approved by:

Colgate Full Governing
Body

Date: December 2025

**Last reviewed on: July
2024**

**Next review due by:
December 2026**

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1. Vision/Mission Statement

Colgate Primary School is a small and friendly school for children from 4 to 11 years old. It is situated in Colgate village, north east of Horsham. We are a school, with inclusion as one of our core values. Every child and their school journey really does matter to us. We have high expectations of all our children and offer a broad and balanced curriculum, which is adapted to meet the needs of all learners. Every child is recognised as an individual and we aim to ensure each child is able to access the curriculum and thrive during their school journey.

2. Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as one or more of the following:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

National figures indicate that around 14.2% of school age pupils have special educational need support. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

Local authorities, schools and other settings are required to publish and keep under review information about their support and provision for children with special educational needs or disabilities (SEND). This requirement is set out in the Children and Families Act 2014. All

schools are required to formulate a Local Offer relevant to their individual school. This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential and ensuring they are supported during their school journey.

Our locality Local Offer can be found on our website, alongside our school SEN Information report: https://www.colgate.w-sussex.sch.uk/web/special_educational_needs_and_disabilities/592381

The West Sussex Local offer can be found at: <https://westsussex.local-offer.org/>

3. Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with SEND. These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

4. Definition of Special Educational Needs and Disabilities

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Disability: “Many children and young people who have Special Educational Needs may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

A pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that many pupils will have additional needs at some time during their educational journey, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their

The following acronyms are used in this document:

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- TA – Teaching Assistant
- DfE – Department for Education
- EHCP – Education, Health and Care Plan
- LA – Local Authority
- SEN – Special Educational Needs
- SEND – Special Educational Needs and/or Disability
- SENCo – Special Educational Needs Coordinator
- ILP – Individual Learning Plan
- APDR – Assess Plan Do Review
- EBSA – Emotionally Based School Avoidance

5. Admissions policy in relation to SEND

Inclusion is strongly rooted in our school ethos and school community. We are firmly committed to inclusivity and to giving every child the best possible start in life. Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met by specialist provision.

6. Aims and Objectives

We aim to:

- Ensure that all pupils have access to a broad and balanced curriculum
- Recognise all children as individuals
- Provide learning which is differentiated according to the needs and abilities of the

- Promote sensitivity and responsiveness to SEND throughout the school
- Encourage pupils with SEND to take as full a part as possible in all school activities
- Educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum
- Provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education
- Stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision

To fulfil our aims, our objectives are:

1. To identify and provide for pupils who have SEN and additional needs and/or disability.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENCOs), who will work with the SEND Inclusion Policy.
5. To provide support, advice and training for all staff working with SEND pupils.

7. Identification and Assessment

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long- term outcomes for pupils. Identification is through summative and formative assessments, teacher observations, pupil voice, and parental feedback or concerns. In some cases, evidence will be drawn from external specialists. SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns.

At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND. A pupil with SEND will be recorded on the SEN register, with one of the four key areas of need identified.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or Physical Needs

SEND provision will be decided based on all information received, but initially through our own in-school pupil progress meetings, SEN review meetings and teacher/parent views or concerns.

8. Communication and Collaboration – Partnership with Parents/Carers

Partnership with parents/carers plays an essential role, with our school value of communication being key ensuring children are successful in their school journey. Communication between parents and teachers is essential in enabling pupils with SEND to achieve their potential and thrive during their school journey.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value their contribution.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.

Parents/carers may expect to:

- Be informed what support their child is receiving
- Be informed of their child's progress via parents' evenings, school reports, assessment results, APDR cycle reviews and clear seesaw communication.
- Have the opportunity to make their views known about how their child is educated, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENCos.

9. Colgate Primary School's Provision

Special Educational Provision means:

‘Educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age.’ SEND Code of Practice, 2015

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. High quality teaching, adapted for individual pupils, is the first step in responding to those who have or may have SEND.

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers will be informed and their child will be added to the SEN register.

For children on the SEN register, support and provision will follow a four-part cycle, known as the ‘graduated approach’. The four parts to the cycle are: Assess, Plan, Do, Review.

- **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- **Do:** SEND support will be recorded on an APDR sheet that will identify a clear set of expected targets, that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Meetings are held termly with parents, pupil and teacher. Pupil voice is an essential aspect of our APDR meetings, children at Colgate are leaders of their own learning and actively involved in their learning journey.

SEND provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child. Where there is spare capacity for in-class support (for example from a TA or Support Teacher), the SEND Support Framework will be used to decide where the in class support is best allocated.

For children who have an EHCP and are able to access a mainstream school but find it challenging to access the national curriculum, alternative provision will be in place. This will be in place if achievable and if considered it is in the best for the individual pupil. This is in the form of our ‘Tulip’ morning provision, which is an adapted curriculum with sensory breaks and time to work on EHCP targets. This is also in the form of our ‘Hazel’ provision, an afternoon provision that works on a social, emotional and mental health-based curriculum rather than the foundation subjects of the national curriculum.

Outside Agencies

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies. This may include one of the following;

- Speech and Language (SALT)
- Learning, Behaviour, Advisory Team (LBAT)
- Social Communication Team (ASCT)
- Occupational Therapy (OT)
- School Nurse
- Educational Welfare Officers
- Fair Access

Equal Access

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

Our Accessibility Plan is in place and we regularly update staff and learners about the Equality Act 2010. We value and respect diversity and do our very best to meet the needs of all our learners.

- The main school buildings and Key Stage 1 classrooms are fully wheelchair accessible.
- Consideration would be given to the need for any additional facilities to be installed should the need arise.
- Where parents /carers first language is not English, the school may be able to access support with translation from the local community or Local Authority.
- A disabled parking spot marked and located next to the school reception.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical area has been provided in order to enable a safe place for insulin testing/injections.

Resources

All schools receive funding to support children with SEND. The school's budget is used to provide the wide range of support outlined above. Your child will have access to this support according to their needs. Support for pupils with the highest level of need will be outlined in an EHCP.

SEND arrangements and funding are regularly discussed at Governor meetings.

10. SEND Professional Development

Our staff receive regular training and our teachers all hold qualified teacher status.

Training for staff takes place at weekly staff meetings and INSET days. This includes training 'in

house' and also from external providers.

We are committed to supporting the continued professional development of all staff through appropriate in-service training.

Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to autism and associated language, communication and interaction difficulties. Training is provided for needs identified through monitoring of teaching and through performance management. The school is supportive of all staff who want to advance their general educational qualifications, through a range of CPD opportunities.

New members of staff or those changing their role will be supported by an established induction programme.

Whole school training will be provided to increase the knowledge and understanding of staff and to develop effective practice across the schools, aligned to our schools' priorities.

11. Roles and Responsibilities

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENCOs who keep the Head and SLT fully informed.

The SENCOs will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENCOs are set out in Appendices.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupil access support from teaching assistants or any other specialist staff.

Teaching Assistants are a valuable part of the support for pupils with SEND.

12. Record-keeping and evaluating the success of the policy

Records are kept of the progress of SEND pupils and this policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENCOs and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at the school using the 4-Part Cycle of SEND Practice – the Assess, Plan, Do, Review cycle (APDR)
- The success of the school at including pupils with SEND
- External inspections

Appendix I - The Role of the SENCOs

At Colgate the SENDCo role is job shared by two senior members of the team. In addition, there is a SEND Lead Governor who works on a regular basis to monitor and support the SEND provision of the school.

The SENCOS are responsible for:

- The implementation of the SEND policy and monitoring its effectiveness
- Ensuring that SEND records are properly kept
- Assessment and screening of pupils
- Co-ordinating SEND provision
- Overseeing the writing of APDR cycles, in collaboration with other staff and specialists.
- Liaising with outside agencies to support pupils with additional support strategies
- Liaising with colleagues and advising on adaptive teaching or alternative provision
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school
- Supporting and liaising with any Learning Support Assistants
- Sourcing and ordering resources for SEND provision
- Ensuring that there is support for those who are learning to touch-type or need assistance with handwriting; providing additional reading support to weaker readers.
- In the event of a pupil applying for statutory assessment, the SENCOS must collate all the necessary paperwork required by the local education authority. If the pupil has an EHC plan, the SENCOS would be responsible for co-ordinating the provision and organising the Annual Reviews.
- Their own professional development – e.g. keeping up to date with knowledge of the Government's policies in regard to SEND, as well as attending relevant courses
- Liaising with the education team at Inspired Education Head Office to ensure the SEND policy is accurate and up-to-date, both in practice, and in regulatory compliance.

HEAD TEACHER: R.Winn

CHAIR OF GOVERNORS: A. Calvert

DATE: December 2025

REVIEW DATE: December 2026