Caldecote Primary School

Special Educational Needs and Disability Policy
July 2026

Caldecote Primary School is committed to the promotion of equality and diversity. All our policies follow the principles outlined in our Equality & Diversity Policy

Introduction

We are committed to the process of inclusion and aim to provide full access to a broad and balanced curriculum for all pupils.

Some pupils have particular learning and/or physical needs that could create barriers to learning. These barriers are likely to arise as a consequence of a pupil having Special Educational Needs (SEND)

Teachers provide high quality teaching (HQT) and use ordinarily available provision (OAP) to meet the needs of all pupils. This may include support to individuals or groups enabling them to participate more effectively in curriculum and assessment activities. Pupils with special educational needs will have needs that call for additional, individualised provision to be made.

Pupils may have special educational needs throughout or at any time in their time in school. Some are temporary and some are permanent.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

The School SEND information report identifies all provision from the school and the local offer. These can be found on the school's website.

In this policy we detail how we aim to assess, plan and make provision for pupils with special educational needs and disability at Caldecote Primary School.

Aims and Objectives

- To work in partnership with pupils and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum.

Educational Inclusion

We aim to ensure equality of opportunity for all, and to eliminate prejudice and discrimination against race, gender, ethnicity, religion, vulnerable students and students with special educational needs and disability.

We aim to provide full access to the curriculum for all, seeking to identify any barriers quickly and take proactive steps to address these. Through differentiated planning, adaptive teaching methods and provision by class teachers and support staff, High Quality Teaching and Ordinarily Available Provision provides a accessible learning environment. In the case of pupils with an Education Health and Care plan, provision may require specific additional adaptions which is overseen by the SENDCo and Inclusion Lead.

We respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The SENDCo and Inclusion Lead (both the Assistant Headteacher) maintains the Inclusion Maintenance Funding allocation and Inclusion strategy.

The teaching staff are responsible for meeting SEND in their own class and will liaise with the SENDCo, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.

Special Educational Needs and Disability Coordinator (SENDCo)

In this school there is an appointed SENDCo.
The Special Educational Needs Co-ordinator (SENDCo):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- liaises with the Pastoral Lead;
- maintains the school's SEND register;
- contributes to and manages the records of all pupils with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies, including Early Help;
- acts as a link at transition points: liaising with pre-school, secondary education providers and other settings with an aim to carry out a successful transition for pupils with special needs;
- acts as a link with parents alongside the Pastoral Lead: working with parents, providing termly parental drop-in sessions and sharing current SEND information;

- monitors and evaluates the special educational needs provision and reports to the governing body;
- Monitors and assesses the implementation of interventions and support programmes, reviewing these and making informed changes where necessary.

Pastoral Lead

In this school there is an appointed Pastoral Lead.

The Pastoral Lead:

- Assists with the pastoral care by assessing the needs of pupils, providing individual and small group pastoral support to ensure that the school meets pupils' personal, social and emotional needs;
- Works closely with the SENDCo to support the Social, Emotional and Mental Health (SEMH) needs of all pupils;
- Alongside the SENDCo, refers pupils with wellbeing concerns to the appropriate agencies;
- Ensures that any concerns are appropriately recorded and reported, including those in relation to attendance, academic performance and pupil wellbeing;
- Plans and implements any specific arrangements for individual pupils, such as intervention programmes, ensuring that relevant staff members are aware of any measures in place;
- Discusses individual pupils' needs with relevant members of staff, parents and external agencies, where appropriate.

Teachers

Teachers provide High Quality Teaching and use Ordinarily Available Provision to meet the needs of all pupils. They plan and support individuals and/or groups enabling them to participate more effectively in curriculum and assessment activities by differentiation and adaptive teaching methods.

- They assess, plan, implement and review learning plans for pupils with special educational needs working in collaboration with parents;
- they plan and facilitate additional intervention or provision required term by term, reviewing impact of the provision from the starting point;
- they write pupil passports alongside pupils and share these with the staff team;
- they communicate with parents working with them to discuss the needs of pupils with special needs and share progress;
- they provide and discuss information about a pupil including parental views with the SENDCo and seek guidance and support when needed;
- they plan and collaborate with teaching assistants supporting them in their work with pupils;

- teachers log their work around SEND on Edukey.

Teachers respond to pupils' needs by:

- planning differentiated and adaptive learning at a level the pupil can access and experience success;
- providing support for pupils who need help with communication and language;
- planning to develop pupil's understanding through the use of all available senses and experiences;
- planning for pupils' full participation in learning, and in physical and practical activities;
- Reducing barriers for pupils to be able to access external trips and residentials as far as is possible;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support Staff

- Under the direction of teachers carry out the assessment of needs and contribute to the planning of objectives;
- maintain the record of interventions or provisions delivered and track progress, sharing this with the Teacher;
- carry out differentiated activities or programmes of work, with small groups or individuals;
- use suitably modified resources or activities to help meet specific objectives.

The Role of the Governing Body

The Governing Body has a strategic overview of SEND provision. Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. It reports to parents on the implementation of the school's policy for pupils with SEND in the SEND Information Report (see school website). It ensures that all teachers are aware of the importance of providing for pupils with special needs.
The Governing Body has agreed that children with special educational needs will be admitted to the school in line with the Cambridgeshire County Council agreed admissions policy.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with statements of special educational needs/Education Health Care Plans.

The Headteacher/SENDCo agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

An Inclusion strategy is maintained by the Inclusion Lead and SENDCo to outline how the Inclusion Maintenance Funding is being allocated and track impact on pupil outcomes.

Training and Resources

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed;
- identification of specific needs for individuals and how staff need to be trained to support the pupil;
- changes or trends in the school context, local or national priorities
- key objectives on the school development plan that may need addressing through training.

The SENDCo attends local network meetings and Cambridgeshire County Council SEND briefings and is kept up to date both locally and nationally.

All school resources are purchased as necessary.

We recognise that we may need support to meet all the needs of every pupil. We have developed strong working relationships with partner agencies. Whenever necessary, the school will work with external support services.

Parents and carers are always informed of any outside agency involvement.

Assessment

Early identification of special educational needs is vital. Caldecote Primary School follows a graduated approach in its response to children with special needs. This process is detailed in our SEND report and support flow chart, accessible for parents on the school website.

A school procedure is followed to manage the process when concerns are raised by the class teacher or parents. This begins with an initial concern or change in need being identified.

The class teacher and the SENDCo assess and monitor pupils' progress in line with existing school practices. Information gathering begins, using methods such as pupil voice, lesson visits, parent meetings, internal additional SEND appropriate assessments. The SENDCo works closely with teachers and parents to plan an appropriate programme of intervention and support if this is required.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. If any area of learning is impacted, we seek to explore what can be done to support that pupil and family.

As a school we use a platform called Edukey to monitor, record and review information about pupils who are receiving additional support and the provision they are receiving.

SEND SUPPORT

Caldecote Primary School acknowledges that pupils that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on progress and therefore it will not automatically lead to a pupil being recorded as such. In addition, we acknowledge that progress in line with chronological age data does not mean that there are no learning difficulties or disability.

The impact of issues linked to social emotional and mental health (SEMH) such as bereavement, bullying or significant illness can impact on a pupil's wider educational development and progress. Teachers should monitor closely any changes and alert the SENDCo to potential learning difficulties. These should be discussed with the Pastoral Lead and safeguarding team where appropriate and provisions, for example social skills group, counselling or other wellbeing support, can be put in place in consultation with parents/carers and the pupil.

Waves of Intervention

Caldecote Primary School uses a wave system to identify and support pupils.

Pupil progress will be monitored. The waves of provision are fluid processes built on a cycle of interventions, pupils will move up and down the waves accordingly.

Wave 1 (HQT, OAP + intervention)

Teachers use HQT and OAP to meet a pupil's needs. This will include high quality adaptations that are based on their expert knowledge of the pupil. Interventions/catch up programmes may be put in place to support pupils and specific additional classroom resources used to support learning
Progress will be routinely assessed and monitored in line with their peer group.

Wave 2 (on SEND Register, SEN Support)

Where a pupil struggles to make progress, despite HQT and OAP, further investigation and support may be needed. At this point, information gathering by the SENDCo develops a comprehension picture of the pupil's experience, emerging or changing needs and priorities. If a SEND need is identified, the teacher in discussion with the SENDCo, parents and the Pastoral Lead (if a SEMH need is suspected), will create an individual learning plan for the pupil. The pupil will start the assess, plan, do, review cycle (APDR). The pupil will be put on the SEND register and parents will be sent confirmation of this.

APDR

A four-part cycle is initiated in order to explore fully the pupil's needs to progress

1. **Assess**: The pupil's needs will be explored to form a picture of the current position. Information may be collected from a range of sources including external agencies, parents and pupils will be asked for their views.
2. **Plan**: The class teacher will create a learning plan including strategies, for parents/carers and teachers to support the pupil in making satisfactory progress.

SMART (Specific, Measurable, Achievable, Relevant, Time related) targets will be set and reviewed. The plan will be formalised and agreed in consultation with parents/carers.

3. **Do**: The class teacher and teaching assistants or other support staff work together to plan and assess the impact of the extra provision and interventions.
4. **Review:** The effectiveness of the intervention and progress made will be reviewed and evaluated termly by the class teacher and SENDCo and shared with the parent and pupil. These will then feed into the next steps.

Pupils on the SEND register will also have a pupil passport outlining their views and needs that is shared with staff.

Further support from outside agencies such as specialist teachers, Early Help, CAMHs or educational psychologist may be sought.

Pupils that exhibit persistent disruptive or withdrawn behaviours, where ongoing concerns exist that are not resolved through quality first teaching strategies should be raised through the senior leadership team (SLT) or SENDCo. Where it is thought domestic circumstances may be contributing to the behaviour seen, evidence should be collated by those working directly with the pupil and discussed with the SLT. This may then be used to initiate an early help assessment (EHA) which is a way of exploring additional support options.

Wave 3 (High Needs)

Pupils on Wave 3 will have complex, long term needs that need an additional funding application. These pupils will have an EHCNA (Educational Health Needs Care Assessment) in progress or an Educational Health Care Plan (EHCP). The SENDCo holds responsibility for timely and efficient application for appropriate provisions and for ensuring support is provided.Teachers are responsible for facilitating the delivery of provision required and tracking progress from the starting point.

EHCP

An EHCP is for children and young people aged 0 – 25, with complex, long term needs that cannot be met by the support put in place by their school or college without additional funding from the local authority. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. Further information can be found at the Cambridgeshire SEND local offer see website

The school will monitor and review the progress made by the pupil termly, holding an annual review meeting including SENDCo, parents, class teacher, a local authority SEND officer and other specialists where these are involved with the pupil. At points of transition, the previous setting or new setting will also be invited to attend.

The school will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.

Within four weeks of the meeting, the LA will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify the parents and school or other institutions that attended the meeting of their decision.

The LA will notify the parents/carers or the pupil of their right to appeal, the time limits and the requirements for them to consider mediation, including support and advice and disagreement resolution services, should the EHC plan not be amended.

Looked After Pupils

It is important that the annual review of any EHC plan of a pupil who also has a personal education plan (PEP) happens at the same time. The school must work closely with other relevant professionals including the virtual schools Head and social worker to decide any review of educational provisions for the pupil.

Partnership with parents

Our SEND information report can be found on the school website
The school website also has details of our policy for special educational needs, and the arrangements made for pupils with special needs in our school. There is a named linked governor for special needs who is willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We gather the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education. Communication with parents is logged on Edukey.

As a school we strive to meet the needs of all pupils, within the finite resources available. Occasionally, parents seek advice from specialist external agencies or private assessors regarding how their child could be helped. These reports can be helpful and will be carefully considered on a case-by-case basis, but they do not unlock any additional funding. Whilst we have no legal requirement to follow any or all recommendations that are in these reports, we always seek to make best provision for each pupil needs. More information about what Cambridgeshire Local Authority schools must provide as part of their local offer can be found in the Cambridgeshire local offer. A link can be found on the school website

At the start of each term, the class teacher will arrange a phone call meeting with parents of children on the SEND register. This is an opportunity to establish a positive relationship and share any concerns parents may have. Parents are invited to share their input towards their child's Learning Plan. There will also be other regular meetings throughout the year to discuss pupil progress.

We involve parents in the process of seeking any outside support for pupils. Parents and pupils (where able and age appropriate) contribute their views to these. We share the process of decision-making by providing clear information relating to the education of children with special educational needs. Good communication between teachers, parents and the SENDCo are essential throughout the process of supporting pupils with SEND and disability.

Complaints about SEND provision

We aim for a close working partnership with parents. Should a parent be concerned about any aspect of their child's education, we ask them firstly to approach the school. In the first instance these concerns should be shared with the class teacher. If the problem is not resolved, contact the SENDCo before discussion with the Headteacher. If a resolution is not achieved, parents will be referred to the school's complaints policy.

In the unlikely instance of the matter not being resolved, parents may wish to seek further advice and support. SENDIASS (special educational needs and disability information advice and support service) is a free, statutory service that provides information, advice and support to parents/carers

Monitoring and evaluation

The Headteacher and SENDCo monitor the impact and effectiveness of provision.
They do this through:

- Maintaining accurate up to date records (kept by SENDCo and other staff)
- Monitoring classroom practise and additional interventions
- Analysing pupil data including Edukey, school tracking data and assessments
- Having discussions with teachers, parents, support staff and pupils

The SENDCo monitors the movement of children within the SEND system in school and:

- provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- is involved in supporting teachers involved in drawing up Learning Plans for children and in planning appropriate provision which will be recorded and saved on Edukey.

The named governor with responsibility for special needs is kept informed of all developments.

The governing body reviews implementation of the policy regularly.

SENDCo: Mrs Heijne
Pastoral Lead: Mrs Miles
Appointed governor: Sue Breeze

Storing and Managing Information

Any paper documentation and reports linked to a child on the SEND register is securely stored by the SENDCo in a locked cabinet. These are then transferred into an electronic copy which is kept on the school system and on Edukey.

Copies of all relevant reports and documents are given to a child's new setting or school during transition. All documentation is stored in school in accordance with retention guidelines.

Policy Review and Approval

This policy will be reviewed in line with the school's policy review programme.