



Coleshill C of E Primary School

Special Educational Needs and Disability Policy

With God's love, we grow and flourish together

Policy developed by: Mrs J Rutherford

Committee: Local Academy Board

Date of adoption: Spring 2023

Chair of committee signature: Mr David Lloyd

Frequency of reviews: Annually

<u>Date of review</u>	<u>Chair of Governors</u>
Spring 2024 Additions / revisions: -updating role of SENDCo - small revisions to wording	Review approved by LAB Item 16 of minutes of meeting held on 09-07-2024
Spring 2025 -No changes, the policy remains appropriate and reflective of current practice.	Review approved by LAB 11 th April 2025 
Spring 2026	Approved 03.02.2026 
Summer 2026 – Spirituality updates	Approved 07.07.2026 <i>Rev'd Barrie Scott</i>

Our Theologically Rooted Christian Vision

With God's love, we grow and flourish together

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'
Colossians 3:14

Our Core Christian Values



A selfless and unconditional commitment to action resulting in service and compassion towards others.



Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



A sense of being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

BELONGING

Legal and Statutory Framework:

This policy is written with regard to; and should be interpreted in line with:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Local context: We signpost families to Warwickshire's SEND Local Offer and SENDIASS; we work with BDMAT's frameworks and Warwickshire's services.

This policy also complies with our funding agreement and articles of association with the Birmingham Diocesan Multi-Academy Trust (BDMAT)

Definitions:

Definition of special educational needs:

The Code of Practice states that "A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age [or] has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (p. 15-16).

Definition of a disability:

The Equality Act 2010 defines disability as “a physical or mental impairment” which “has a substantial and long term effect on [the] ability to carry out normal day-to-day activities” (6.1). ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with disabilities do not necessarily have special educational needs, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, this will also be covered by the SEN definition, although they may not have learning difficulties.

Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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. Some may also have SEN and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. Care plans are also put in place to meet children’s individual medical needs

Aims and Objectives

At Coleshill, we recognise that meeting the needs of pupils with SEND requires a whole-child approach, including spiritual development, which supports wellbeing, identity, belonging and resilience.

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide an adapted curriculum appropriate to the individual’s needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child’s progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To support the spiritual development of pupils with SEND through opportunities for reflection, stillness and meaning-making, recognising that spiritual wellbeing contributes to emotional regulation, resilience and positive mental health.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

How We Will Achieve Our Aims

- We follow national and local SEND guidance to make sure we meet legal requirements.
- Teachers adapt lessons so every child can access learning.
- If a child is not making expected progress, we provide extra help or different approaches.

- We identify needs early and act quickly to give the right support.
- For children needing more help, we create a Personal Plan with clear, achievable targets, reviewed regularly with parents and the child.
- Support may include small group work, one-to-one help, or specialist advice.
- We celebrate progress to build confidence and self-esteem.
- We work closely with parents, staff, and outside agencies to give the best possible support.
- All children are included in class activities wherever possible.
- We use resources and specialist services effectively to meet individual needs.
- We provide opportunities for pupils to reflect on their experiences using the shared language of WOWs, OWs and NOWs, supporting emotional processing, self-awareness and resilience as part of a holistic approach to SEND support.

Roles and Responsibilities

The Governing Body / LAB will:

- Raise awareness of SEND issues and champion inclusion at board meetings.
- Monitor the quality and impact of SEND provision and hold leaders to account.
- Receive regular updates from the SENDCO and Headteacher on progress and outcomes.
- Work strategically with the Headteacher and SENDCO to develop and review the SEND policy and provision.
- Ensure compliance with statutory duties under:
 - Children and Families Act 2014
 - Equality Act 2010 (reasonable adjustments and accessibility)
 - Keeping Children Safe in Education (KCSIE)
- Approve and publish the SEND Information Report and Accessibility Plan.
- Maintain strategic oversight of SEND funding, resources, and staff training.

Our SEND and Inclusion Governors are Claire Ballinger & Victoria Valentine.

The Headteacher will:

- Work with the SENDCO and governors to plan and improve SEND provision.
- Make sure the school meets its legal duties under the Equality Act 2010 and SEND guidance.
- Oversee support for pupils with SEND and monitors their progress.
- Manages the SEND budget and ensures resources are used effectively.
- Give the SENDCO enough time and support to do their job.
- Keep an overview of pupils on the SEND register and their needs.
- Advise the Local Authority when an Education, Health and Care (EHC) assessment or early review is needed.
- Publish clear information on the school website about SEND provision, admissions for disabled pupils, and accessibility plans.
- Work with the SENDCO to identify staff training needs and include these in the school's development plan.
- Review the impact of SEND support regularly and helps improve local provision.
- Check patterns in SEND identification and uses this to improve teaching and learning.
- Promote a strong culture of inclusion and safeguarding across the school.

Our headteacher is Mrs Currin.

The SENCO will:

The SENDCO (Special Educational Needs and Disabilities Coordinator) makes sure children with additional needs get the right support. They work closely with the Headteacher and governors to plan and improve SEND provision across the school. Their key responsibilities include:

- Running the SEND policy day-to-day and making sure it works in practice.
- Co-ordinating support for children with SEND and checking it meets their needs.
- Advising teachers on the best ways to help children learn (Graduated Approach).
- Managing resources and budgets for SEND provision.
- Working with parents and carers to keep them informed and involved.
- Linking with outside professionals (e.g., health services, educational psychologists) and the Local Authority.
- Helping with transitions when children move to a new class or school.
- Ensuring the school meets legal duties under the Equality Act (reasonable adjustments and access).
- Keeping accurate records of all children with SEND and their Personal Plans.
- Supporting, coordinating and delivering Continuous Professional Development for staff so they feel confident in meeting children's needs.

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The SENCO at our school is Mrs J Rutherford.

Class teachers:

Class teachers are responsible and accountable for:

- Quality First Teaching
- Assessment, and progress of all pupils, including those receiving targeted interventions and those with EHCPs (as part of our Graduated Response)
- Planning and delivering contents of recommendations from external support.
- Implementation of recommendations.
- Taking part in CPD
- Ensuring adaptations and reasonable adjustments are implemented to remove barriers
- Speak with parents / carers
- Attend all meetings required

How We Work with Parents and Carers:

If you have any concerns about your child's progress, please let us know – we have an open-door policy. Start by contacting your child's class teacher.

- Parents of children on the SEND register are fully involved in planning and reviewing support through:
 - Half-Termly review meetings to discuss progress and next steps.
 - Share your views and any changes in your child's needs.
 - Agree aspirations and targets together.
- You'll receive an annual report on your child's progress.
- We welcome parents at parents' evenings, workshops, and celebration events.
- Parents can meet teachers, TAs, the SENDCO, and external professionals whenever needed.

Your views are always considered in decisions about your child's support – we work in partnership with you and your child.

Pupils will:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions and/or support
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The pupils' views will be considered in making decisions that affect them, whenever possible.

Categories of Need

The SEND Code of Practice groups children's needs into four broad areas. These categories help schools plan appropriate support, although children may have needs across more than one area. We always take a holistic view of each child.

Communication and Interaction

Include:

- Speech, Language and Communication Needs (SLCN)
- Difficulty understanding or using spoken language
- Social communication difficulties
- Autism Spectrum Condition (ASC)

Why it matters:

Pupils may struggle with expressive/receptive language, social understanding, interaction, or using/understanding non-verbal communication.

Cognition and Learning

Include:

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD):
 - Dyslexia
 - Dyscalculia
 - dyspraxia

Why it matters:

Pupils learn at a slower pace, may have difficulty retaining and processing information, and require adapted teaching approaches.

Social, Emotional and Mental Health (SEMH)**Include:**

- Anxiety, emotional dysregulation
- Attachment needs
- Difficulties with social relationships
- Hypervigilance, withdrawal, or challenging behaviour
- Conditions such as ADHD, depression, trauma-related needs (but emphasise these are *needs*, not diagnoses)

Why it matters:

These difficulties may affect engagement, relationships, readiness to learn, or managing emotions.

We recognise that opportunities for reflection, stillness and exploration of life experiences (WOWs, OWs and NOWs) play an important role in supporting pupils with SEMH needs. These approaches help pupils to regulate emotions, develop resilience and make sense of their experiences.

Sensory and/or Physical Needs**Include:**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical disabilities affecting mobility, coordination, or access
- Sensory processing differences

Why it matters:

Pupils may require equipment, adaptations, specialist support, or environmental adjustments.

We use these broad areas of need to identify potential barriers to learning and to plan provision through the Graduated Approach. These categories do not define the whole child; each pupil is an individual with unique strengths and needs.

Ordinarily Available Provision (OAP)

At Coleshill C of E Primary School, we provide a high-quality, inclusive education for all pupils. Many needs can be met through ordinarily available provision – support that all schools are expected to provide without requiring an Education, Health and Care Plan.

Our Ordinarily Available Provision is aligned with Warwickshire Local Authority guidance, the SEND Code of Practice (2015) and reflects our commitment to adaptive teaching rooted in Christian values.

This provision includes:

1. High-Quality, Adaptive Teaching for All (Universal Level)

Teachers adapt lessons so all pupils can access learning. We adapt:

- Size – adjusting the number of tasks or steps
- Output – allowing different ways for pupils to respond (spoken, written, practical)
- Input – changing how information or instructions are delivered
- Curriculum – providing different resources or scaffolded materials
- Support – increasing adult support where needed
- Participation – adapting how involved a pupil is in the task
- Time – giving additional time for learning or completion
- Difficulty – adjusting the level of challenge
- Alternate Goals – adapting expected outcomes while using similar materials

These adaptations ensure learning remains ambitious yet accessible.

2. Inclusive Classroom Practices

Across all classes, we routinely provide:

- Clear instructions broken into manageable steps
- Visual supports (timetables, word banks, modelled examples)
- Pre-teaching of vocabulary
- Scaffolds such as writing frames and sentence starters
- Chunked tasks and worked examples
- Opportunities for overlearning and repetition
- Reading, spelling and phonics support
- Positive behaviour strategies and predictable routines
- Adjustments for sensory needs (quiet spaces, movement breaks)
- Differentiated questioning
- Adaptive groupings based on need

Targeted Support (SEN Support – but still ordinarily available)

Where pupils require additional help beyond the universal offer, we provide targeted provision such as:

- Small-group interventions for literacy, numeracy or language
- Social skills or emotional-regulation groups
- Precision teaching
- Sensory circuits
- Fine/gross motor programmes
- TA support for specific learning tasks
- Check-ins with pastoral staff
- Access to quiet workspaces or movement breaks
- Individualised visual supports or personalised timetables

This support is planned, monitored and adjusted through the Graduated Approach (Assess–Plan–Do–Review).

Inclusion and Accessibility

Our ordinarily available provision ensures:

- Full access to trips, visits and enrichment
- Classroom and building accessibility adjustments
- Use of overlays, pencil grips, writing slopes, ear defenders
- Flexible seating and calm-down spaces

- Adjustments in PE, assemblies and lunchtime activities

Pastoral, Emotional and Wellbeing Support

- We ensure children are supported emotionally through:
- Pastoral Support from Mrs Hodges and Mrs Thompson
- Trauma-informed approaches
- Worry boxes, check-ins and safe spaces
- Liaison with parents for consistent support strategies
- Visual regulation tools and predictable transitions
- Opportunities for reflection and stillness, including the use of WOWs, OWs and NOWs, to support pupils in processing emotions and developing self-awareness

Working With Families

As part of ordinarily available provision, we:

- Hold regular discussions with parents about needs and support
- Share strategies to use at home
- Produce Personal Plans for pupils requiring additional support
- Seek parent and pupil voice throughout the process

When Needs Exceed Ordinarily Available Provision

If a pupil requires significant, sustained and personalised provision beyond what is ordinarily available, and progress remains limited despite interventions, the school may request:

- Specialist involvement (EP, SALT, OT, RISE etc.)
- An Education, Health and Care (EHC) Needs Assessment

This is always done in partnership with families.

Our Ordinarily Available Provision ensures that every pupil can access learning through adaptive teaching, inclusive classroom practice, targeted support where needed, and a strong pastoral offer. This provision is available to all pupils without an EHCP and reflects Warwickshire County Council's expectations for SEN Support within mainstream schools.

Examples of interventions

As part of our graduated response, some pupils may require additional, time-limited interventions to support specific areas of need. These are based on individual assessments and reviewed regularly. Below are typical examples of interventions we offer; this is not an exhaustive list.

Communication and Interaction

- Speech and Language Therapy programmes (delivered by trained staff)
- Vocabulary development groups
- Narrative/Story grammar
- Social communication groups
- Visual communication supports (Now/Next boards, timetables, task plans)

- Lego Therapy

Cognition and Learning

- Phonics interventions (e.g. Sound Start keep-up/rapid catch-up)
- Reading interventions (guided reading, focused reading, paired reading)
- Numeracy interventions (Numeracy catch-up, concrete–pictorial–abstract support)
- Overlearning and scaffolded practice

Social, Emotional and Mental Health (SEMH)

- Emotional literacy interventions (e.g. ELSA-based approaches)
- Zones of Regulation support
- Check-ins/check-outs and mentoring
- Play-based nurture activities
- Social skills groups
- Anxiety-reduction strategies and worry plans
- Daily/weekly pastoral check-ins with support staff

Sensory and/or Physical Needs

- Sensory circuits
- Fine and gross motor development programmes (e.g. Write Dance, Dough Disco, Speed Up)
- Handwriting interventions
- Occupational Therapy-recommended activities
- Movement breaks, fiddle tools and sensory regulation strategies
- Adapted seating, writing equipment and ergonomic supports

Additional Targeted Support

- Small-group work in reading, writing or maths (with clear entry and exit criteria)
- 1:1 support for specific tasks or learning targets
- Visual supports, personalised timetables or task breakdowns
- Pastoral support, safe spaces, and transition preparation
- Pre-teaching of concepts and vocabulary
- Scaffolded models and step-by-step learning chunks
- Guided reflection and mentoring using WOWs, OWs and NOWs to support pupils in understanding and articulating their experiences

These interventions are always part of our Assess–Plan–Do–Review cycle and are monitored for impact through Personal Plans and progress meetings.

Identification, Assessment and the Graduated Approach

How we support children with SEND:

Teaching children with SEND is a whole-school responsibility. We follow the Graduated Approach, a four-step cycle that helps us understand your child's needs and plan the right support:

Assess → Plan → Do → Review

This means we regularly check progress, adapt strategies, and involve parents and pupils in decisions.

Our Three Levels of Support

Stage 1 – Universal Provision

High-quality teaching for all, with adaptations and extra resources where needed.

Stage 2 – Targeted Support

Extra help or interventions that go beyond normal classroom teaching. This may include small group work or one-to-one support. We monitor progress closely and keep parents informed.

Stage 3 – Higher Needs Support

For pupils needing sustained, personalised support and possibly input from external specialists. At this stage, we create a Personal Plan with SMART targets, reviewed termly with parents and the child. If progress remains limited, we may request an Education, Health and Care (EHC) needs assessment.

We always consider the whole child, not just their area of need, and work in partnership with families and outside agencies to ensure the best outcomes.

External Agencies and the Local Offer

We try to support all our children and families, and we would hope that any child or parent could approach any member of our school team for help and support. If we are unable to provide the support needed, we do have access to and benefit from a wide range of support services through Warwickshire Council Education Service together with other agencies with whom we aim to work in partnership, including:

- Educational Psychology Service
- Specialist Teaching Service
- Integrated Disability Service
- Social Services
- School medical service (school nurse)
- Speech and language therapists
- Parent partnership
- Vulnerable Learners
- Occupational Therapy
- Ethnic Minority and Travellers Achievement Service
- Secondary school liaison
- Local nurseries
- RISE (CAMHS) / Forward Thinking Birmingham / SOLAR (Solihull)
- Church

- Police service
- Warwickshire SEND Local Offer
- SENDIASS

Education, Health and Care (EHC) Needs Assessments and Plans

Where significant, complex or long-term needs require provision beyond what is ordinarily available through SEN Support, the school may request an Education, Health and Care (EHC) Needs Assessment. This decision is made in partnership with parents and, where appropriate, the pupil.

An EHC Needs Assessment may be requested by:

- the school
- a parent or carer
- a young person aged 16+
- external professionals

A request is based on whether the child may require provision that significantly exceeds what is ordinarily available in mainstream settings.

What happens during an EHC Needs Assessment

The Local Authority gathers information from:

- the school's evidence of support already provided
- parents and the pupil
- professionals involved (e.g. Educational Psychology, Health, Social Care)

Statutory timeline

EHC Needs Assessments follow a legal timeline of up to 20 weeks from the point of request to final issue of an EHCP.

Key statutory points include:

- Decision whether to assess: within 6 weeks
- Completion of multi-agency assessment: within 16 weeks
- Issue of final EHCP (if agreed): by 20 weeks

If an EHCP is issued

If an EHCP is agreed by the Local Authority:

- we implement all specified provision within the plan
- outcomes and provision are monitored regularly
- Annual Reviews are held within statutory timeframes
- Early reviews may be held if needs change or provision is no longer appropriate

We work with parents, pupils and professionals to ensure the plan remains effective and reflects current needs.

If an EHCP is not issued

If the Local Authority decides not to issue an EHCP:

- families receive a written explanation
- pupils continue to receive support through the Graduated Approach and SEN Support
- additional evidence may be gathered for future review if needed

Mediation and Tribunal Rights

Parents and young people have legal rights to:

- engage in independent mediation if they disagree with the Local Authority's decision
- appeal to the SEND Tribunal about decisions relating to:
 - refusal to assess
 - refusal to issue an EHCP
 - the contents of the EHCP
 - placement named in the EHCP

Information about this process is shared with families at each stage, and support is available through Warwickshire SENDIAS, Solihull SENDIASS and/ or Birmingham SENDIASS.

Admissions

We welcome all children to our school. Having SEND or a disability will never prevent a child from being admitted. In line with the School Admissions Code and the SEND Code of Practice:

- Children with SEND (with or without an Education, Health and Care Plan) are treated fairly and considered under the same admissions criteria as other pupils.
- We will not refuse admission because we feel unable to meet a child's needs.
- We make reasonable adjustments and plan ahead to ensure every child can access our school.

Equality, Accessibility and Reasonable Adjustments

We meet duties under the Equality Act 2010, including the anticipatory duty to make reasonable adjustments (which may include auxiliary aids/services) and to maintain an Accessibility Plan (curriculum, environment, and information).

Related documents are published on the [Policy page](#) of the school website.

Safeguarding, Attendance and Pastoral Support

Pupils with SEND can be more vulnerable to safeguarding risks. We comply with KCSIE; the SENDCO, Deputy Designated Safeguarding Leads and the Designated Safeguarding Lead work closely to ensure tailored support, effective information-sharing, and appropriate early help and referrals in line with Working [Together to Safeguard Children \(2023\)](#). Spiritual development is recognised as a protective factor for vulnerable pupils, including those with SEND. Opportunities for reflection and trusted adult conversations support pupils in expressing worries, processing experiences and maintaining positive wellbeing.

In school, our Pastoral Support team is made up of Mrs Hodges and Mrs Thompson.

Working with Parents, Pupil Voice and Co-production

We co-produce plans and reviews with parents and pupils; we provide accessible information and involve pupils in setting and reviewing their outcomes at a level appropriate to age and understanding

Transitions (In-school, Phase Transfer and Mid-Year)

We plan enhanced transition for pupils with SEND between classes and phases (EYFS→KS1, KS2→KS3), share information early with receiving settings/secondary schools, and offer tailored visits and pupil passports as appropriate.

Teaching, curriculum Access and Exam Arrangements

As a school, we offer:

- Quality First Teaching with adaptive approaches, scaffolded tasks, and universal design principles.
- Offer curriculum adaptations in each subject area, meeting the 4 broad areas of need.
- Have an inclusive offer for all, using our curriculum adaptations (see appendix. 9 types of ADAPT. E.g. of curriculum area adaptations)
- Reasonable adjustments and access arrangements are implemented in line with need and relevant guidance. ([CoP](#); [Equality Act](#); [reasonable adjustments](#))
- Planned opportunities across the curriculum for reflection, discussion and stillness, enabling pupils with SEND to develop emotional literacy, self-awareness and resilience through spiritual development

Staff Expertise, Training and Deployment

We make sure all staff are confident in supporting children with SEND:

- We have an annual training plan for SEND, based on pupil needs and staff feedback.
- New teachers and Early Career Teachers receive SEND induction and safeguarding training.
- Teaching Assistants are trained and deployed to promote independence and deliver targeted interventions under teacher guidance.
- Staff can request extra training, and the SENDCO works with the Headteacher to prioritise these needs.
- Training happens throughout the year to keep staff skills up to date.
- Mentors support new staff, and the SENDCO provides ongoing guidance.

'Every teacher is a teacher of SEND', and all staff have the knowledge and confidence to help every child succeed.

Funding and Resource Allocation

Our school receives funding from the Local Authority to support children with special educational needs. This includes:

- A notional SEND budget within the school's main funding.
- Extra funding for pupils with an Education, Health and Care Plan (EHCP).
- In some cases, we can apply for top-up funding if a child needs more support than the usual threshold.

We use this funding to:

- Provide additional staff support (such as supporting adults).
- Buy resources and materials to help learning.
- Cover time for review meetings and staff training.

Funding for children with an EHCP is used for the provision set out in their plan. Where possible, resources may be shared to benefit more than one child adopting our Team Around the Child approach.

Monitoring, Evaluation and Governance Oversight

We evaluate impact through: pupil progress and outcomes against Personal Plan targets; provision mapping; intervention entry/exit data; learning walks; book looks; parent/pupil feedback, pupil voice (including how well pupils can reflect on and articulate their experiences using the language of WOWs, OWs and NOWs) and termly LAB reports.. The LAB/SEN Governor meets the SENDCO to scrutinise data and improvement actions.

Complaints

We endeavour to deliver an individualised program of provision for children within the school. However, if you have concerns or you're worried about your child's support:

1. Speak to the class teacher first – most issues can be resolved quickly.
2. If you still have concerns, contact the SENDCO or Headteacher.
3. If the matter isn't resolved, follow our Complaints Policy, available on the school website.

Families can also access SENDIASS for independent advice. For disagreements about an Education, Health and Care Plan (EHCP), the law provides a mediation and SEND Tribunal process.

How We Keep Records and Protect Your Data

We keep accurate and positive records about your child's learning and support. These may include:

- Teacher assessments and mark books
- Notes on specific programmes or interventions
- Provision maps and examples of work
- Results from formal tests (e.g., SATs)

Records help us plan next steps and share information with outside professionals if needed. They are passed on at the end of the year, so support continues smoothly.

All information is confidential and only shared with your consent. We follow UK GDPR and the Data Protection Act 2018, keeping records secure and only using them for the right reasons. You can ask to see your child's records at any time.

Publishing Information (Statutory Website Duties)

We publish and annually update our SEND Information Report (covering all items in Reg. 51 & Schedule 1), [SEND Information Report – Coleshill Church of England Primary School](#) provide a link to the [Warwickshire Local Offer](#), and publish our Accessibility Plan and Equality Objectives (which can be found on [our Policy page](#))

Linked Policies and Supporting Documents

School Policy Links

Please see the relevant school website page for live, current links to other policies.

- [SEND Information Report](#) (updated annually)
- [Accessibility Plan](#) (reviewed at least every 3 years)
- [Safeguarding/Child Protection Policy](#) (KCSIE)
- [Supporting Pupils with Medical Conditions Policy](#)
- [Behaviour Policy](#), Mental Health & Wellbeing Policy, [Attendance Policy](#), [Complaints Policy](#), [Data Protection/Privacy Notices](#)
- Spirituality Policy

Contacts

SENDSCO: Mrs Rutherford email: senco@coleshill.bdmatt.org.uk, tel: 01675263672

Designated Safeguarding Lead: Mrs Currin

SEN (SEND) / Inclusion Link Governor: Claire Ballinger & Victoria Valentine

Warwickshire SEND Local Offer: www.warwickshire.gov.uk/send

Warwickshire SENDIAS: www.warwickshiresendias.co.uk

Reviewing the policy

The SEND policy can be reviewed or amended at any time but will be reviewed at least on an annual basis to ensure that all the information included is relevant and up to date.

Appendix A – Statutory References and Guidance (quick links)

Inclusion at Coleshill:



Coleshill C of E Primary School

With God's love, we grow and flourish together

Adapt the number of items the learners is expected to complete



Size

Adapt how the learner can respond.



Output

Adapt the way instructions are delivered to the learner



Input

Provide different input, instructions and/or materials to meet a learner's individual goals



Curriculum

Increase the amount of support given to the learner.



Support



Inclusive

We ensure every child feels welcomed, valued, and able to succeed by removing barriers to learning. Through adaptive teaching rooted in Christian values, we celebrate individuality, promote equity and diversity, and foster compassion—enabling all pupils to flourish and contribute positively to society.

Participation



Adapt the extent to which the learner is actively involved in the task

Time



Adapt the time allotted and allowed for learning, task completion or assessments

Difficulty



Adapt the skill level, problem type, or the rules on how the learner approaches the task.

Alternate



Adapt the goals or outcome expectations while using the same materials

Example of adaptations in a subject:



Cognition & Learning

- Encourage pupils to explain tasks to check understanding.
- Make clear links to prior learning.
- Model steps to learning and expectations.
- Break tasks into small, manageable steps.
- Ensure resources are easily accessible during lessons.
- Allow additional time for completing artwork when needed.
- Retrieval practice: Quick recap of previous techniques before introducing new ones
- Multi-sensory approaches: Use tactile materials (clay, textured paper) and colour coding for steps or tools.



Communication & Interaction

- Model, teach, and reinforce good listening expectations.
- Slow delivery and allow processing time.
- Break learning into small, manageable steps.
- Pre-teach key vocabulary and concepts.
- Encourage pupils to seek clarification.
- Use adult support effectively for explanation and guidance.
- Sentence starters scaffolds for critique or explanation
- Structured peer interaction during collaborative art projects



Physical & Sensory

- Ensure sufficient space for pupils to complete artwork.
- Provide specific resources on tables for easy access.
- Provide specific adapted tools.
- Model correct use of resources.
- Allow extra time for creating artwork.
- Teach and model careful listening, using clear signals when required.
- Lighting/noise adjustments: Softer lighting or quiet zones for pupils with sensory sensitivities.
- Access planning: Ensure wheelchair-friendly layout and safe movement around resources.



Social, Emotional & Mental Health

- Praise pupils' strengths and give frequent positive feedback.
- Provide constructive feedback with clear models for improvement.
- Offer opportunities for pupils to showcase skills and build confidence.
- Ensure plenty of hands-on opportunities to create artwork.
- Predictable routines: Same structure for starting and finishing art lessons to reduce anxiety.
- Visual emotion scales: Pupils can indicate how they feel before starting a creative task—helps manage frustration or perfectionism.
- Include breaks between tasks and allow use of calm spaces (inside or outside) for completing work.

Supporting Documentation

[SEND Code of Practice 0–25 \(2015\)](#)

[Children and Families Act 2014](#) (Part 3)

[SEND Regulations 2014](#) (Reg. 51 & Schedule 1)

SEN Information Report content [[legislation.gov.uk](https://www.legislation.gov.uk)]

[Equality Act 2010](#) – DfE school advice; EHRC reasonable adjustments guidance

[School Admissions Code \(2021\)](#)

[KCSIE 2025 \(statutory\)](#) [[gov.uk](https://www.gov.uk)]

[Working Together to Safeguard Children \(2023\)](#)

[Supporting Pupils at School with Medical Conditions \(DfE\)](#)

[Data Protection in Schools Guidance \(DfE\)](#) and ICO UK GDPR guidance [[gov.uk](https://www.gov.uk)], [ico.org.uk]

[Warwickshire SEND Local Offer](#) and [SENDIAS](#)