



COLD NORTON
PRIMARY SCHOOL

Special Educational Needs, Disabilities and Inclusion Policy

DATE September 2026

LAST EDITION:

REVIEW: Annual (Recommended)

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Cold Norton Primary School

Special Educational Needs, Disabilities and Inclusion Policy

Introduction and Vision

At Cold Norton Primary School, we are committed to providing an inclusive, nurturing and aspirational learning environment, where every child is valued as an individual, has the opportunity to thrive, and succeed. In line with the SEND Code of Practice (2015) and Essex's *My Life, My Rights* SEND Strategy, we recognise that all children and young people are entitled to an ambitious, high-quality education that enables them to achieve their best, become confident individuals, make a successful transition to secondary education, while developing the knowledge, skills, confidence, and independence, that lay the foundations for adult life.

We believe that every pupil should experience a genuine sense of belonging within our school community, feel safe, respected, included, and be empowered to participate fully in all aspects of school life. We are committed to fostering high aspirations for every learner, recognising and celebrating individual strengths, while providing appropriate support, and challenge, to enable every pupil to achieve their full potential. Within our school, our staff are dedicated to promoting a culture of collaboration, whereby we strive to provide every pupil with access to a broad, balanced and ambitious curriculum that allows each child to make meaningful progress.

We recognise that high-quality, adaptive teaching is the first response to meeting the needs of all pupils, and forms the foundation of our ordinarily available provision. Through inclusive classroom practice, effective quality-first teaching, reasonable adjustments, and the implementation of a robust graduated approach, we seek to identify, and address, barriers to learning at the earliest opportunity. Where additional support is required, provision is carefully planned, implemented and reviewed in partnership with pupils, parents and carers, and, where appropriate, external agencies, ensuring that support is personalised, evidence-informed and responsive to individual need.

At Cold Norton Primary School, we are committed to working collaboratively with families, recognising that parents and carers hold invaluable knowledge and expertise about their children. We actively seek, listen and value the views, wishes and aspirations of children, and their families, placing these at the centre of all decision-making, ensuring that pupils are supported to participate in decisions about their education, and the provision they receive.

Legislative Framework

This policy has been developed in accordance with the statutory responsibilities set out in the **Children and Families Act 2014** and reflects the principles and requirements of the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)**. It also takes account of the **Equality Act 2010**, placing a duty on schools to make reasonable adjustments, eliminate discrimination and promote equality of opportunity for pupils with disabilities.

As a school, we have considered the expectations set out within **Essex's My Life, My Rights SEND Strategy**, ensuring that the views, wishes and aspirations of children and their families remain central to decision-making and that all pupils are supported to access an inclusive, ambitious and high-quality education.

This policy should be read alongside the school's Equality Information and Objectives, Accessibility Plan, Behaviour Policy, Medical Needs Policy, Safeguarding and Child Protection Policy, and Teaching and Learning Strategy documents.

Aims and Objectives

At Cold Norton Primary School, our aim is to ensure that every child, including those with Special Educational Needs and Disabilities (SEND), has access to an inclusive, ambitious and high-quality education that enables them to achieve their potential, and participate fully in school life.

We aim to:

- Provide a welcoming and inclusive environment where every child is valued, respected and supported to develop a strong sense of belonging.

- Ensure that all pupils have access to a broad, balanced and ambitious curriculum through high-quality adaptive teaching and effective ordinarily available provision.
- Identify and respond to additional needs at the earliest opportunity through a robust graduated approach of **Assess, Plan, Do, Review**.
- Remove barriers to learning and participation through appropriate, differentiated support, and reasonable adjustments, enabling pupils to make meaningful progress from their individual starting points.
- Maintain high expectations for all pupils, recognising and celebrating individual strengths, and achievements while supporting them to develop confidence, independence and aspirations for their future.
- Ensure that pupils with SEND are actively involved in decisions about their education, with their views, wishes and aspirations listened to and valued.
- Work collaboratively with parents and carers, recognising their vital role and expertise in supporting their child's learning and development.
- Develop effective partnerships with external professionals, and agencies, to ensure that support is coordinated, appropriate and responsive to individual need.
- Promote equality of opportunity and ensure that pupils with SEND are fully included in all aspects of school life, including the wider curriculum, enrichment opportunities and the school community.
- Support pupils with SEND to develop the knowledge, skills, resilience and independence needed for successful transitions throughout their education and beyond.
- Ensure that responsibility held by staff, leaders, and governors is implemented and maintained.

Through these aims and objectives, we are committed to creating a culture where every pupil is able to belong, thrive and achieve, regardless of their individual needs or circumstances.

Definition of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2015) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which prevents or hinders them from accessing the educational opportunities generally available.

SEND may relate to a range of areas including:

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

At Cold Norton Primary School, we recognise that every child is unique and that needs can present in different ways and at different times. A diagnosis is not required for a child to receive support, and we are committed to identifying needs early, and responding through a graduated approach.

Inclusion at Cold Norton Primary School means ensuring that every child feels valued, respected and a sense of belonging within our school community. We are committed to removing barriers to learning and participation so that all pupils, including those with SEND, can access an ambitious curriculum, make meaningful progress and participate fully in all aspects of school life.

Roles and Responsibilities

At Cold Norton Primary School, we recognise that meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) is the responsibility of the whole school community.

Headteacher and Senior Leadership

The Headteacher and Senior Leadership Team are responsible for ensuring that SEND provision is embedded across the school and that pupils with SEND receive the support and opportunities they need to achieve positive outcomes. They will:

- Promote a culture of inclusion, high expectations and ambition for all pupils.
- Ensure that SEND is a key consideration within school improvement planning, curriculum development and whole-school priorities.
- Ensure that appropriate resources, staffing and training are available to support effective SEND provision.
- Monitor the quality, effectiveness and impact of SEND provision
- Ensure that staff understand their responsibilities in meeting the needs of pupils with SEND.
- Work collaboratively with the SENCO, governors, pupils, families and external professionals to promote positive outcomes for pupils with SEND.
- Keep the governing body informed about all aspects of SEND within school.

Special Educational Needs Coordinator (SENCO)

The SENCO has responsibility for coordinating the day-to-day provision for pupils with SEND and for ensuring that the school meets its statutory responsibilities. The SENCO will:

- work with the headteacher to develop and maintain an effective send provision that reflects the send code of practice (2015);
- coordinate the identification, assessment and support of pupils with send through the graduated approach of **assess, plan, do, review**;
- support staff in understanding individual needs and implementing effective adaptive teaching strategies and reasonable adjustments;
- maintain accurate records of send provision, and monitor the impact of interventions and support;
- ensure that pupils and families are actively involved in decision-making about provision and support;
- liaise closely with families to update them on current provision, and changes;
- liaise with external professionals and agencies to ensure coordinated and appropriate support;
- support effective transition arrangements for pupils with send;
- provide guidance, advice and training to staff to strengthen inclusive practice across the school;
- assist in the monitoring, evaluation and progress of pupils with send throughout the school.

Class Teachers

Class teachers are responsible for the progress and development of all pupils within their class, including those with SEND. Teachers will:

- maintain high expectations and provide high-quality adaptive teaching for all pupils;
- identify and respond to emerging needs, working closely with the senco where additional support may be required;
- use assessment information to understand pupils' strengths, needs and barriers to learning;
- plan and implement appropriate adjustments, and strategies, to enable pupils with send to access the curriculum;
- monitor and review the impact of support and adapt provision where necessary;
- ensure that pupils with send are fully included in classroom learning and wider school experiences;
- develop positive relationships with pupils and families, valuing their knowledge and understanding of individual needs;
- ensure they remain aware of this policy, and relevant policies, including changes where appropriate.

Learning Support Assistants

Learning Support Assistants play a vital role in supporting inclusion and enabling pupils with SEND to access learning and participate fully in school life. LSAs will:

- Work collaboratively with class teachers to support pupils' learning, independence and wellbeing;
- Deliver planned support and interventions under the direction of the class teacher and SENCO;
- Develop an understanding of individual pupils' needs, strengths and aspirations;
- Encourage independence and avoid creating unnecessary reliance on adult support;

- Support pupils to develop confidence, resilience and positive relationships;
- Provide feedback to teachers regarding pupils' progress, engagement and response to support;
- Maintain high expectations and promote inclusion in all aspects of school life.

Through effective collaboration between leaders, teachers, support staff, pupils, families and professionals, Cold Norton Primary School is committed to ensuring that every child receives the support they need to succeed.

Identifying, Assessment and Planning Provision for pupils with SEND

EYFS Transition

At Cold Norton Primary School, we recognise the importance of early identification, and effective transition, in ensuring that children with additional needs are supported from the beginning of their school journey. Where children joining our EYFS provision have already been identified as having Special Educational Needs and/or Disabilities (SEND), the SENCO, Headteacher and Class Teacher work collaboratively with parents and carers, previous settings, and relevant professionals, to gather information to ensure a successful transition into school.

In line with the Equality Act (2010), we consider whether a child may have a disability and identify any reasonable adjustments needed to ensure they can access all aspects of school life. Through strong partnerships with families and professionals, we aim to ensure that every child feels welcomed, included and ready to begin their learning journey at Cold Norton Primary School.

Identifying Emerging Needs

Where a parent or member of staff has a concern regarding a child's development, learning, progress or wellbeing, they will work collaboratively with the SENCO to review the child's current assessment information and position within the school's **Assessment and Intervention Pyramids (Appendix 1)**. The assessment and intervention pyramids are used to support a graduated approach to identifying need and planning provision. Together, the SENCO and relevant staff will consider the support currently in place, identify appropriate next steps and determine whether additional assessment, or evidence gathering, is required to develop a clearer understanding of the child's strengths, needs and barriers to learning. The child will be placed as **Green** on the Inclusion Register for monitoring.

The Graduated Approach

Once sufficient evidence has been gathered, findings are shared with parents and carers, and where a child requires provision that is additional to or different from ordinarily available provision, a **One Plan (Appendix 2)** is developed, and the child is placed as **Amber** on the Inclusion Register. This plan ensures that outcomes, provision and support are clearly identified, monitored and reviewed in partnership with the child, their family and relevant professionals at sufficient and appropriate times. All children on the Inclusion Register, have a **One Page Profile (Appendix 3)**. A personalised profile page is accessible to all staff through the classroom single, central system. These profiles provide staff with a clear understanding of each child as an individual, including their strengths, interests, communication preferences, needs, successful strategies and the provision required to support them.

Children who continue to be a concern but do not currently require a One Plan will continue as **Green** on the Inclusion Register. These children are reviewed half-termly to ensure that progress, development and any emerging needs are closely observed and that support is adapted where required.

For children receiving SEND support, the graduated approach of **Assess, Plan, Do, Review** is followed via the One Plan. Following three review cycles, the child's needs and progress are considered against the next stage of the Assessment and Intervention Pyramids, with provision being increased where appropriate. Where a child's needs cannot be met through SEN Support and further specialist provision is required, the school will work collaboratively with families and relevant professionals to consider whether an Education, Health and Care Plan (EHCP) assessment is appropriate or Education, Health and Needs Assessment (EHCNA). These children are listed as **Red** on our Inclusion Register.

Through this process, Cold Norton Primary School aims to ensure that children receive or monitored and receive the right support at the right time, enabling them to overcome barriers, make meaningful progress and achieve positive outcomes.

- SENCO Meeting
- Evidence Gathering/Monitoring (**Green**) Universal and Targeted Support
- One Plan (**Amber**) and Targeted Intervention
- ECHNA/EHCP (**Red**)

High-Quality First Teaching and Adaptive Teaching

High-Quality First Teaching is characterised by:

- clear learning intentions and success criteria that are shared and understood by pupils;
- ambitious curriculum expectations for all learners, with adaptations to access learning rather than reductions in challenge;
- explicit instruction through clear explanations, teacher modelling, worked examples and guided practice;
- regular retrieval practice to strengthen long-term memory and support retention of previously taught knowledge;
- learning sequenced into small, manageable steps to reduce cognitive load;
- effective questioning that checks understanding, identifies misconceptions and promotes deeper thinking;
- ongoing formative assessment that informs immediate adjustments to teaching;
- carefully planned opportunities for independent practice with timely feedback;
- the explicit teaching and repeated reinforcement of subject-specific vocabulary;
- well-established classroom routines that reduce cognitive demand and promote independence;
- positive relationships that foster belonging, motivation, resilience and emotional safety;
- effective use of teaching assistants to complement teacher instruction and promote pupil independence;
- opportunity for self-reflection and assessment.

Adaptive teaching is the process by which teachers make responsive adjustments to teaching in order to meet the differing needs of pupils while maintaining high expectations for all. Adaptation is informed by assessment and professional judgement and is continually reviewed throughout the learning process.

Adaptive teaching may include:

- adapting the level of teacher modelling or guided practice;
- providing additional visual supports, concrete resources or manipulatives;
- pre-teaching and revisiting vocabulary and key concepts;
- adjusting the pace of learning or allowing additional processing time;
- using scaffolded resources that can be gradually removed as independence develops;
- adapting questioning to support or extend understanding;
- providing alternative methods for recording learning where these do not compromise curriculum intent;
- flexible grouping based on learning needs rather than fixed ability groups;
- using assistive technology where appropriate to improve access to learning;
- providing opportunities for repetition, rehearsal and overlearning to secure understanding.

Provision Mapping

At Cold Norton Primary School, provision mapping is used as a strategic tool to identify, plan, implement, monitor and evaluate the support provided for pupils who require additional provision beyond that which is ordinarily available through high-quality first teaching and adaptive classroom practice.

Provision mapping enables the school to ensure that support is targeted, evidence-informed and responsive to individual needs. It provides a clear overview of the interventions, reasonable adjustments and targeted provision available across the school and supports effective deployment of staff, resources and funding.

Provision maps are developed collaboratively by the SENCO, class teachers and, where appropriate, and external professionals. They are informed by a range of evidence, including:

- ongoing formative and summative assessment;
- teacher observations and professional judgement;
- pupil voice;

- parent and carer views;
- advice from external agencies;
- outcomes identified through the Assess–Plan–Do–Review cycle.

Provision maps identify:

- the pupil's identified area(s) of need and barriers to learning;
- intended outcomes linked to identified needs;
- the provision, interventions or reasonable adjustments to be implemented;
- the frequency, duration and staffing of the provision;
- success criteria and measurable outcomes;
- review dates and arrangements for evaluating impact.

Provision is selected according to individual need rather than diagnosis and is intended to complement, not replace, high-quality classroom teaching. Interventions are chosen using the best available evidence of effectiveness and are delivered by appropriately trained staff. Wherever possible, learning is reinforced within the classroom to promote generalisation, independence and sustained progress.

Provision maps are reviewed regularly as part of the school's graduated approach. The impact of provision is evaluated using a range of evidence, including attainment, progress, attendance, engagement, wellbeing, independence and pupil voice. Where provision is not having the intended impact, it is adapted, replaced or discontinued to ensure that support remains effective and responsive.

The SENCO has oversight of provision mapping across the school and works collaboratively with staff to monitor the quality, consistency and impact of provision. This process supports accountability, informs future planning and contributes to the effective use of delegated SEND funding and, where applicable, additional funding allocated through an Education, Health and Care Plan (EHCP).

Education, Health and Care Plans (EHCPs)

An Education, Health and Care Plan (EHCP) is a legal document for children and young people with the most complex and enduring Special Educational Needs and Disabilities, where it has been determined through statutory assessment, that their needs cannot reasonably be met through the resources ordinarily available to mainstream schools.

An EHCP identifies a pupil's strengths, needs, desired outcomes and the provision required to support them. The school has a statutory duty to use its best endeavours to secure the special educational provision specified within Section F of the EHCP and to work in partnership with parents/carers, Essex County Council and external professionals to achieve the agreed outcomes.

The SENCO will oversee the implementation of EHCP provision and work collaboratively with class teachers, support staff, parents/carers and external agencies to ensure that provision is planned, delivered and reviewed effectively. Progress towards EHCP outcomes is monitored throughout the year and formally reviewed annually through the Annual Review Process.

Essex SEND Bandings

Essex County Council uses a SEND banding system to allocate additional funding for pupils with an EHCP. The level of funding is determined by the pupil's assessed needs and the provision required to meet those needs. The banding system is intended to provide additional resources to deliver the provision specified within an EHCP. Funding may be used flexibly to provide a range of support, including:

- specialist teaching and targeted interventions;
- trained teaching assistant support where appropriate;
- specialist equipment, resources or assistive technology;
- therapeutic programmes or commissioned services;

- staff training to meet individual needs;
- environmental adaptations and reasonable adjustments.

An EHCP does **not** automatically entitle a pupil to one-to-one adult support throughout the school day. Decisions about staffing are based on the individual provision described within the EHCP and the professional judgement of the Headteacher, Leadership Team and SENCO taking account of what will best promote the pupil's learning, independence, communication, social development and long-term outcomes. Where appropriate, pupils may receive individual support, small group teaching, targeted interventions or whole-class support as part of a carefully planned package of provision.

Working with Parents and Carers

Respectful and collaborative relationships with parents and carers, recognising that effective partnership working is fundamental to achieving the best possible outcomes for pupils. Parents and carers are encouraged to share information about their child's strengths, interests and needs, and are involved in decisions regarding identification, provision and support. Our school values their knowledge and works in partnership to develop and review appropriate strategies that enable pupils to thrive.

We work collaboratively with parents and carers by:

- maintaining open, honest and timely communication;
- involving them in the Assess–Plan–Do–Review cycle and decisions about SEND provision;
- meeting regularly to review progress, discuss outcomes and agree next steps;
- sharing information about the support being provided and its intended impact;
- seeking parental views when reviewing provision and setting new outcomes;
- signposting families to appropriate services, support organisations and Essex SEND Information, Advice and Support (SENDIASS), where appropriate;
- involving parents and carers in Annual Reviews for pupils with an Education, Health and Care Plan (EHCP).

Where concerns arise regarding a pupil's progress or wellbeing, parents and carers will be informed promptly and involved in identifying appropriate support. Similarly, parents and carers are encouraged to contact their child's class teacher or the SENCO if they have any concerns about their child's learning or development.

Pupil Voice

We recognise that pupils are active partners in their education and should be involved in decisions about the support they receive. We seek and value pupils' views, ensuring they are listened to and that their opinions inform planning, provision and review.

Pupil voice is gathered through a range of approaches, including:

- discussions with the class teacher and SENCO;
- termly contributions to the Assess–Plan–Do–Review process (**Appendix 4**);
- person-centred reviews and annual reviews of Education, Health and Care Plans (EHCPs);
- one-to-one conversations using communication methods appropriate to the pupil's age, stage of development and individual needs;
- pupil questionnaires, wellbeing check-ins and learning conversations where appropriate.

Pupils are encouraged to identify what helps them to learn, any barriers they experience and the support they feel is most effective. Their views are considered alongside assessment information, parental views and professional advice when planning and reviewing provision.

Working with External Agencies

The SENCO will work collaboratively with external professionals to ensure that pupils with SEND receive timely, appropriate and coordinated support. Advice from external agencies complements our school's high-quality first

teaching and graduated approach, providing specialist assessment, guidance and recommendations where additional expertise is required.

Referrals to external professionals are made when a pupil continues to experience significant barriers to learning despite the implementation and review of appropriate ordinarily available provision and targeted support. Referrals are coordinated by the SENCO in consultation with class teachers, parents/carers and, where appropriate, the pupil.

The school works in partnership with a range of professionals:

- Educational Psychologists;
- Specialist Teachers;
- Speech and Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Health professionals, including Community Paediatricians;
- Essex Family Solutions and Children's Services;
- Social Care and Early Help services;
- Child and Adolescent Mental Health Services (CAMHS) and other mental health support services.

Recommendations from external professionals are shared with relevant staff and incorporated into classroom practice, provision maps and individual support plans where appropriate. The SENCO monitors the implementation and impact of recommended strategies, ensuring that provision remains responsive to the pupil's changing needs.

Medical Needs

Some pupils may require additional support to manage medical conditions during the school day. Effective planning ensures that these pupils can access learning, participate fully in school life and remain safe while their health needs are appropriately met. A medical condition does not necessarily constitute a Special Educational Need or Disability (SEND); however, where a medical condition has a significant impact on a pupil's learning, development or access to education, the interaction between medical and educational needs will be carefully monitored.

Support for pupils with medical conditions is planned in partnership with parents/carers, healthcare professionals and, where appropriate, the pupil. Where ongoing medical support is required, an Individual Healthcare Plan (IHP) (**Appendix 5**) will be developed to outline the pupil's medical needs, prescribed medication, emergency procedures, staff responsibilities and any reasonable adjustments necessary to enable full participation in school life.

Appropriate training is provided for staff who support pupils with medical needs, ensuring that medication and medical procedures are administered safely and in accordance with professional guidance. Specialist training will be sought from relevant healthcare professionals where required.

Close communication between school, families and health services helps to ensure that support remains effective and responsive to changing needs. Where a pupil's medical condition results in persistent barriers to learning, the SENCO will work alongside parents/carers and relevant professionals to consider whether additional SEND support or an Education, Health and Care Needs Assessment may be appropriate.

Accessibility and Equality

We ensure that every pupil has equitable access to learning and is able to participate fully in all aspects of school life, regardless of disability, special educational need, medical condition, race, religion or belief, sex, or any other protected characteristic. In accordance with the Equality Act 2010, reasonable adjustments are made, where necessary, to remove barriers to learning and participation. These adjustments are planned in response to individual needs, and are reviewed regularly to ensure they remain effective and promote independence.

Accessibility is considered in all aspects of school life, including the physical environment, the curriculum and the way information is communicated. Where appropriate, adaptations may include modifications to the learning environment, the use of specialist equipment or assistive technology, alternative methods of communication, or adjustments to teaching approaches and school routines.

The Accessibility Plan sets out how the school will continue to improve access to the curriculum, enhance the physical environment and increase the availability of accessible information for pupils, parents/carers and visitors. Progress against the plan is monitored regularly and reviewed in line with statutory requirements.

Transition Arrangements

Successful transitions are recognised as an important part of a pupil's educational journey. Careful planning and effective communication help to ensure that changes are managed positively, reducing anxiety and enabling pupils to feel confident and prepared for the next stage of their education.

Transition arrangements are tailored to the individual needs of each pupil and are developed in partnership with parents/carers, staff and, where appropriate, external professionals. Additional planning is provided for pupils with SEND who may require enhanced support before, during or after a period of transition.

Transition support may include:

- meetings between current and receiving staff to share information about effective strategies, provision and individual needs;
- transition visits, photographs, social stories or visual resources to familiarise pupils with new environments and routines;
- additional opportunities for pupils to meet key adults and explore new learning environments;
- the transfer of relevant records and SEND documentation to ensure continuity of support;
- collaborative planning with external agencies where specialist advice is required.

For pupils transferring to secondary school, the SENCO works closely with receiving schools to ensure that information relating to SEND, provision, reasonable adjustments and successful strategies is shared in a timely manner. Where appropriate, transition planning will begin in advance of the transfer to support continuity.

Transitions within school, including moving between year groups or following periods of absence, are planned between the relevant staff members to ensure a precise handover, and to ensure provision is adequate for the needs required.

Staff Training and Professional Development

We are committed to ensuring that all staff have the knowledge, skills and confidence to provide high-quality inclusive teaching and meet the needs of all pupils. Professional development is an ongoing process and is informed by the needs of our pupils, current legislation, evidence-informed practice, local authority guidance and local offer.

The SENCO is responsible for identifying training needs and coordinating professional development in collaboration with the Headteacher. Training is reviewed regularly and forms part of the school's continuing professional development (CPD) programme.

Professional development may include:

- whole-school training on inclusive practice and the Essex Ordinarily Available (OA) Inclusive Teaching Framework;
- SEND-specific training, including autism, ADHD, speech, language and communication needs, cognition and learning, social, emotional and mental health needs, and sensory and physical needs;
- adaptive teaching strategies and evidence-informed approaches to improving outcomes for pupils with SEND;
- safeguarding and supporting vulnerable pupils;
- training delivered by external professionals, including Educational Psychologists, Specialist Teachers and Health Professionals where appropriate;
- coaching, mentoring and collaborative working between colleagues to share effective practice.

The SENCO keeps staff informed of changes to legislation, local authority guidance and best practice, and provides advice and support to ensure inclusive approaches are embedded consistently across the school. The impact of

professional development is monitored through classroom practice, pupil outcomes, staff feedback and the evaluation of SEND provision, ensuring that training leads to improved experiences and outcomes for pupils.

Monitoring, Evaluation and Accountability

The SENCO, in partnership with the Headteacher, monitors the quality and impact of provision through:

- analysis of pupil progress, attainment and wider outcomes;
- regular review of provision maps and the graduated approach (Assess–Plan–Do–Review);
- lesson visits, learning walks and scrutiny of pupils' work to evaluate inclusive classroom practice;
- monitoring the implementation of reasonable adjustments and ordinarily available provision;
- reviewing intervention records and evaluating the impact of targeted support;
- gathering feedback from pupils, parents/carers and staff;
- monitoring attendance, behaviour and wellbeing, where these may indicate barriers to learning;
- liaison with external professionals and consideration of their recommendations.

Class teachers are accountable for the progress and attainment of all pupils in their class, including those with SEND, and are responsible for implementing agreed adaptations and provision. The SENCO provides strategic leadership, advice and oversight to ensure provision is effective, evidence-informed and compliant with statutory guidance. The Governing Body monitors the school's arrangements for SEND and inclusion, ensuring that statutory duties are met and that resources are used effectively.

Complaints Procedure

We are dedicated to working in partnership with parents and carers and encourage any concerns regarding inclusion or SEND provision to be raised as early as possible so that they can be resolved collaboratively.

In the first instance, concerns should be discussed with the SENCO or Headteacher. Where concerns remain unresolved, parents and carers should follow the school's Complaints Procedure, which is available on the school website. Our school will manage complaints in accordance with its Complaints Procedure, ensuring that concerns are considered fairly, transparently and within published timescales.

Appendices

Appendix 1 – Assessment and Intervention Pyramids

Appendix 2 – One Plan Template

Appendix 3 – One Page Profile

Appendix 4 – Pupil Views

Appendix I

Cold Norton Primary School

Assessment and Intervention Pyramid

English

Subject Specific Elements	Phonological Awareness	Word Reading & Accuracy Rate	Reading Comprehension	Spelling	Writing Composition
Cycle 1 – all universally available provision including the application of the Ordinarily Available document. Assessment data from formative and summative assessments, parent and pupil voice and teacher concerns registered and reviewed. High quality teaching, adaptation and differentiation applied as universally available.					
Assessment	Year 1 phonics screen & ELG data Year 3 Pupil just missing expected standard in year 2 Year 2 Not reaching the expected standard in phonics in year 1 Year 1 Child at risk of not reaching the expected standard at the end of the year	Each child read with once per week. Teacher assessed data Speed reading test for WPM WT: up to 90 WPM or less ARE: 90 - 110 WPM GD: 110 or Above WPM Children aged 6-12 should be reading between 110 and 150 WPM on average	End of term reading data Teacher assessment data Reading Domain Question Assessment for specific skills	Weekly testing Grid spelling assessment on writing framework	Bi-Weekly unit assessment of grid criteria KS1 weekly cycle of grid criteria
Attainment Point/Trigger for Concern	Phonics screen passed late Bottom 20% reading data On-going decoding and blending difficulty Book band progression limited – once a half-term Slow, accurate reading speed		Below 80% of assessment markers over two terms. Standardised 40-50% instant additional support	Below 7/10 for 2-4 weeks of the half-term	Below 70% of objectives for the half-term/across 3 pieces KS1 below 70% of outcomes across 6 pieces
Intervention	Parental conversation Reading at home support Paired reading intervention	Additional adult reads – at least twice	Explicit modelling Mini-models on whiteboards Focus comprehension skills when reading	Pupil conference Teacher intervention during assembly time Spelling applied during handwriting practice sessions	Pupil conference Small-group writing apply the SRSD writing methodology

Appendix 2

Name:		Class:		
Meeting Date:		Review Date:		
Diagnosis/Medical:				
Assess				
What is Going Well? (Strengths, motivations, strategies)	•			
Current Barriers? (Evidence, changes since last review, challenges)	•			
Plan		Do	Review	
Identified Need (<i>e.g.</i> sensory processing difficulties, speech & language needs)	SMART Targets (<i>specific, measurable, achievable, realistic and time-bound</i>)	Outline of Provision (<i>include who is going to do what, when, how often and for how long</i>)	Outcomes (<i>e.g.</i> "Arl will move around the school building independently ready for his transition to secondary school")	Met Partially Met Not Met

Appendix 3



Cold Norton primary School

Name:

DOB:

Class:

Term:

**What people like and
admire about me...**

Photo

What makes me happy...



How I want to be supported...



Appendix 4

My name

What I like and admire about me:

What others like and admire about me:

Things that are working well in school and I
would like to carry on:

Things that I like in school:
