Coldfall Primary School SEND Policy 2026-2027

Coldfall is an outstanding school with clear aims and expectations for all children and staff. We welcome and support all children who have or may have a SEND throughout, or at any time during their time here, regardless of whether they have an Education, Health and Care Plan (ECHP). At Coldfall, we follow the principles outlined in the Code of Practice which states that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs or EHCPs must be treated as fairly as all other.'
This policy outlines our aims, beliefs and our commitment to include all children in our school regardless of SEND.

Our SEND Vision

All children are unique and at Coldfall we want to ensure there is the same vision and ambitions for all. We believe that all children are entitled to an education which enables them to achieve their best, and we endorse the principle that all children should have full and equal access to the curriculum. We are committed to supporting their needs appropriately and to promote high standards. We also understand the high importance of children's well-being and self-worth. We want our children to lead happy and fulfilled lives, to be caring and confident and to achieve their personal best which they have a choice in.

Aims and Objectives

As a school we aim to/have:

- Identify needs as early as possible (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory)
- A clear and consistent graduated approach with four stages: Assess, Plan, Do, Review
- An effective ongoing partnership with parents/carers
- Environments which meet the needs of all children
- Identify the roles and responsibilities of all members of staff in providing teaching and support for the child's needs
- Follow our High Quality Teaching approaches
- Involve the child in the SEND process where appropriate

We aim for our staff to be/have:

- Confident, empowered and highly capable
- Positive and inspiring
- Team players
- Adaptive

- Exemplary role models
- Reflective practitioners who are up to date with the latest research and best practice
- Committed to all children's learning and development
- High expectations for all children
- Unshakeable belief in all children
- Warm, caring, nurturing and understanding
- Positive relationships with parents/carers

We want our <u>children</u> to be/have:

- A maximised a sense of personal worth - self-confidence
- Good basic skills – academic and social
- A love to learn and to be lifelong learners
- To discover, to love, to share and to use their talents
- Emotional intelligence and social skills
- A strong moral sense
- Well behaved and courteous
- Healthy minds and bodies
- Emotional intelligence
- Happy and have a positive experience at Coldfall

The Role of the SENDCO

The SENDCO, under the direction of the Head Teacher and Deputy Head, will:

- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Determine the strategic development of special educational needs (SEND) policy and provision in the school, monitoring and reviewing the quality of provision
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Identify a pupil's SEND by undertaking initial school-based assessments
- Manage assessment and complete relevant and supporting documentation required (including those by outside agencies)
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Contribute and oversee the class teacher's pupil progress review records
- Upkeep records – maintain the SEND register and a provision map
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effectively
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional support and advice to colleagues – advising with the graduated approach to SEND support
- Work closely with staff, parents and other agencies

- Liaise with those involved with transitions to ensure an efficient handover
- Organise Annual Reviews for SEND children
- Lead and have responsibility for the preparation of exam arrangements for pupils with SEND
- Work with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy

The Role of our Governing Body

The Governing Body are involved in the recruitment of a suitably qualified and experienced teacher to be the SENDCO (Jenna Buckley-Moran as of September 2021). The Governors have appointed a member of the body to oversee the SEND provision (Ted Lowery) and to meet with the SENDCO termly. As a body, the Governors continue to have an understanding of the provision for those identified with a SEND and the school's effectiveness in meeting the needs of all. All members are kept up to date with this by the SENDCO and relevant staff members. The Governors also have an understanding of the funding streams children with a SEND and help to ensure that this budget is well spent to maximize the impact of outcomes for these children. The Governors know and understand their statutory duties in relation to children with SEND as outlined in the Children and Families Act 2014 and the SEND Code of Practice 2015.

Our Partnership with Outside Agencies

Depending on the concern and need, professional advice can be sought from outside agencies. Again, depending on the child's concern and need, this may be for occasional advice or ongoing.

- Educational Psychologist (EP)
- Speech and Language Therapist (SaLT)
- Occupational Therapist (OT)/Physiotherapist
- Hearing Impairment service
- The Autism Team (LAST)
- Child Psychiatrist
- Child and Adolescent Mental Health Service (CAMHS)
- Haringey Learning Partnership (HLP)
- Educational Welfare Service
- Social Services
- Parenting programmes
- Doctors and Nurses

Partnership with Parents/Carers

The involvement and communication with parents/carers is paramount for us at Coldfall. Whilst we want parents/carers to trust and have faith in our professional expertise in matters, we want them to be involved and to be involved at all stages of the intervention

and SEND process. At Coldfall, we are considerate of wishes, feelings, circumstances and knowledge to make informed decisions together. We believe that this is a team effort and we encourage parents/carers for their support and active contributions to their child's education and school life.

Behavioural difficulties and SEND

All children are expected to follow the Behaviour Policy (see this separate policy for further details) however, reasonable adjustments may be made to support full inclusion of a child with SEND. This will be done in conjunction with Mrs Gazzard (Behaviour Lead), Miss Buckley (SENCO), parents/carers and where necessary external professionals.
If a teacher has concerns that challenging behaviour may be related to SEND, the SENDCO will observe the child and work with the class teacher to develop supportive strategies. Mrs Gazzard (Behaviour Lead) will also support with this and may create a Behaviour Support Plan for the child.
When a child presents with persistent and recurring behavioural difficulties, and with the permission of parents/carers, we involve outside agencies to advise and support with behavioural difficulties.
Please refer to the Behaviour Policy.

Medical

Leonie Gosling-Brown is Coldfall's Welfare Officer. Where a child has medical needs that impact on their ability to access education, the school will work closely with medical professionals and parents/carers to support the wellbeing and learning of the child.

Who to contact for more information or to discuss a concern:

1. The first point of contact is the child's class teacher
2. The SENDCo, Miss Buckley
3. The Deputy Head, Mrs Gazzard works closely with Miss Buckley and likewise has an oversight of SEND provision at Coldfall

- You are also welcome to speak with other senior members of staff – Miss King (Assistant Head), Sebastian Descrettes (Assistant Head), Gemma Colquhoun (Assistant Head) and Mr Marshall (Headteacher)

- The Governing Body

Please also see other relevant documents:

- SEND provision map
- SEND Information report
- Transition Policy

September 2026-2027
This policy will be reviewed annually