



Cooper Perry Primary School

SEND Policy

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1. Introduction

1.1 This policy affects all year groups and takes into account the updated SEND Code of Practice and reforms. Some children at our school may have special educational needs throughout or at any time during their school career and this policy sets out our aims and procedures to ensure that all children at Cooper Perry can reach their full potential.

2. Aims and Vision

- a. to create an environment that meets the special educational needs of each child;
- b. to ensure that the special educational needs of children are identified, assessed and provided for;
- c. to make clear the expectations of all partners in the process;
- d. to identify the roles and responsibilities of staff in providing for children's special educational needs;
- e. to enable all children to have full access to all elements of the school curriculum;
- f. to ensure that parents or carers are able to play their part in supporting their child's education;
- g. to provide a clear and accurate School Information Report that links to the Staffordshire local offer
- h. to promote equal opportunities and eliminate discrimination.

3. Definition of Special Needs and disability

3.1 At Cooper Perry we say that a child has a learning difficulty:

- a. Has a significantly greater difficulty in learning than the majority of young people of the same age.
- b. Has needs which require support which is additional to, or different from that which is provided for young people of the same chronological age.

The Equality Act 2010 definition of disability:

A physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities'.

3.2 Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for the child's age.

3.3 There is a continuum of special educational needs which should be reflected in a continuum of provision, and that good practice in special needs goes to the very core of excellent learning and teaching.

3.4 A pupil can be identified as having a disability but may not have special educational needs.

4. Types of SEND

4.1 SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia,

dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

5. School Information Report

5.1 Cooper Perry Primary School publish our 'School Information Report' for SEND on website. This report provides detailed information about all aspects of SEND.

6. Identification and assessment

6.1 If a child's needs are identified prior to entry, provision is put in place to ensure a smooth transfer for the first day. In order to support children who have special educational needs, we will use a graduated response. We recognise that there is a continuum of special educational needs and where necessary will seek expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken in the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern that further action is required.

7. Identification

7.1 Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties, this may include looking at possible triggers. Reviews of pupils on the SEND register take place half termly. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil provision maps are used to record additional provision for pupils on the SEND register

8. A Graduated Approach to SEN Support

8.1 At Cooper Perry Primary School, we adopt a "high quality teaching first" approach following the Rosenshine Principles.

The key characteristics of high quality teaching are:

- highly focused lesson with clear objectives

- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

8.2 Teachers are both responsible and accountable for the academic progress and overall development of the pupils in their class, including in cases where pupils receive additional support from teaching assistants or specialist staff. High-quality teaching, appropriately scaffolded to meet individual needs, remains the primary and most effective response for pupils with, or who may have, special educational needs and/or disabilities (SEND). Supplementary interventions and support cannot serve as a substitute for consistently high-quality teaching. The quality of teaching for all pupils, including those identified as being at risk of underachievement, is subject to regular and rigorous review through structured lesson observations and detailed scrutiny of pupils' work.

8.3 At Cooper Perry our graduated response to SEN is as follows:

1. Initial concern raised by parent or class teacher and an intervention agreed as part of the child's pupil passport or APDR plan.
 2. Initial interventions reviewed and discussed.
 3. Further interventions are planned within school if the needs of the child can be met.
 4. If children are not making progress following identified interventions and support., a request for support from other external agencies is made.
 5. Support from external agencies is provided and their recommendations form targets. Progress of recommendations and targets is reviewed internally.
- An EHC plan will be provided by Staffordshire County Council if after a statutory assessment the LA considers the child requires provision beyond what the school can offer. This plan must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

8.4 Parents are kept fully informed at each stage of the graduated response and APDR targets are shared with families.

9. Assess, Plan, Do and Review

9.1 The Assess, Plan, Do and Review Model explains clearly, and in more the detail, the processes for SEN at Cooper Perry.

9.2 Assess

When identifying a pupil as requiring Special Educational Needs and/or Disabilities (SEND) support, the class teacher, in collaboration with the Special Educational Needs Coordinator (SENCO), must undertake a thorough and well-documented analysis of the pupil's needs. This analysis should be informed by the teacher's own assessments and professional judgement, the pupil's prior progress and attainment, as well as insights gathered from parents or carers, the pupil themselves, and—where applicable—advice from external support services. Any concerns expressed by parents must be taken seriously, carefully recorded, and considered alongside the school's own observations and assessment data regarding the pupil's development. In cases where professionals from health or social care are already involved with the pupil, their input should be actively sought to support a more comprehensive understanding of the child's needs and to inform the assessment process. Following this analysis and where appropriate, an APDR plan will be developed to outline the specific support required.

9.3 Plan

When a decision is made to provide a pupil with Special Educational Needs and/or Disabilities (SEND) support, parents must be formally informed. The class teacher and the SENCO, in consultation with both the parent and the pupil, should agree on the specific adjustments, interventions, and support to be implemented. This process should also establish the anticipated impact on the pupil's progress, development, or behaviour, along with a clearly defined date for review.

The selected support and interventions must be tailored to achieve the identified outcomes for the pupil and should be based on robust evidence of their effectiveness. These measures must be delivered by staff who possess the appropriate skills, training, and expertise. Where appropriate, the plan should include strategies to involve parents in reinforcing learning and supporting progress at home.

All teaching and support staff working with the pupil must be fully informed of the pupil's needs, the intended outcomes, the support being provided, and any specific teaching strategies or approaches required. This information should be accurately recorded on the school's management information system to ensure consistency and accountability in the provision of support.

9.4 Do

The class teacher retains overall responsibility for the day-to-day teaching and support of the pupil. In cases where interventions involve small group or one-to-one instruction delivered outside the main classroom, the class or subject teacher remains accountable for the pupil's progress. It is essential that the teacher works in close collaboration with any teaching assistants or specialist staff involved, ensuring that all support and interventions are carefully planned, monitored for impact, and effectively integrated with the pupil's classroom learning.

The SENCO plays a key role in supporting the class teacher by contributing to the ongoing assessment of the pupil's specific strengths and areas of need, and by providing guidance on the effective delivery and coordination of appropriate support strategies.

9.5 Review

The effectiveness of the support and interventions, as well as their impact on the pupil's progress, should be reviewed in accordance with the agreed review date. This evaluation must consider both the quality and impact of the support provided, and include the views of the pupil and their parents. The findings from this review should inform an updated analysis of the pupil's needs.

The class teacher, in collaboration with the SENCO, is responsible for reviewing and, where necessary, revising the support strategies in response to the pupil's progress and development. Any modifications to the support or the intended outcomes should be discussed and agreed upon in consultation with the pupil and their parents.

Where appropriate, the SENCO will engage in discussions with the parents to determine whether they are in agreement with the school submitting a request to the Local Authority (LA) for a statutory assessment of the pupil's needs. Should the outcome of this assessment determine that additional provision is required beyond that which the school can offer, the pupil may be issued an Education, Health and Care (EHC) Plan.

For pupils with an EHC Plan, the Local Authority, in partnership with the school, is legally required to review the plan at least once every twelve months to ensure it remains appropriate and effective in meeting the pupil's needs.

10. Education, Health and Care Plan

10.1 When the LEA agrees that a child should be given an EHC plan they will be allocated a level of additional funding. This funding can be used by the school to purchase resources or support appropriate to the child's needs and to deliver the provision listed in 'Section F'. All plans must be reviewed at least annually with parents, the pupil, the school and the professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

11. Provision

11.1 At Cooper Perry Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), have full access to the entire curriculum. We recognise that it is the right of every child to engage with a broad and balanced curriculum; therefore, for pupils with SEND, the curriculum is appropriately adapted through scaffolded support to meet individual needs.

11.2 Planning for suitable provision takes into account the following considerations:

- The deployment and effective use of teaching assistant support
- The balance between in-class support and targeted withdrawal sessions
- The targets collaboratively agreed by parents, teachers, and pupils as part of the pupil's Assess, Plan, Do, Review (APDR) cycle
- The criteria by which progress and success will be measured

11.3 Learning support is designed with the overarching goal of enabling each pupil to participate alongside their peers and access the full curriculum in a meaningful and inclusive way. The support programme reflects a collaborative approach involving the pupil, teaching staff, parents, teaching assistants, and, where appropriate, external agencies.

11.4 Support strategies may include, but are not limited to:

- Additional individual or small group support within the classroom
- Targeted teaching sessions delivered outside of the classroom environment
- Assessment, guidance, and intervention from external professionals
- Access to appropriate information and communication technology (ICT)
- Provision of specialist equipment
- Participation in structured social skills groups
- Supervised or supported play during break and lunchtimes

12. Partnership with Parents

12.1 At Cooper Perry Primary School, we recognise and highly value the importance of working in close partnership with parents and carers. We actively welcome and encourage their involvement, acknowledging that they possess unique knowledge and insights about their child that are vital in the identification and assessment of their child's individual needs.

12.2 Parents will be invited to participate in regular review meetings to discuss their child's progress, development, and the effectiveness of any support in place. Their views will be sought and respected throughout the process of assessment, planning, and intervention, particularly where the involvement of external agencies is considered. Parental consent will always be obtained before referrals or interventions from outside professionals are initiated.

13. Involving the child:

13.1 Where possible, children will be offered the opportunity to be included in discussions about their learning. All children at Cooper Perry are encouraged to have an understanding about their learning and to be able, with support if necessary, to express and opinion. We will use child centred Pupil Passports and APDR Plans to support the children in discussions.

14. Roles and responsibilities

14.1 Headteacher will: Have overall responsibility for all aspects of provision; will keep governors informed on the needs and progress of children and will work with the SENCO to ensure that the needs of SEND children are met.

14.2 SENCO will: Oversee the day-to-day operation of the school's SEND policy by coordinating provision for children with special educational needs. She will liaise with the the teachers to maintain the records of all children with SEND, and meet with parents and external agencies. She will monitor all children identified as having special education needs.

14.3 Class teachers will: Identify the SEND of individual children, provide scaffolded learning experiences appropriate to the needs of the child, plan for and resource learning to be provided by TAs as well as providing evidence of assessment, tracking and monitoring of progress against specific or individual targets

14.4 Teaching assistants will: Have responsibility for the child's specific needs during their time with that child. They will be led by the class teacher to ensure progress.

14.5 Governing body will: Monitoring the SEND policy, have up to date knowledge of the school's SEN provision. They will ensure that financial resources are available and ensure the quality of SEND provision is continually monitored.

14.6 Parents will: Share information about their child and attend meetings at school and with other agencies.

14.7 Working with outside agencies

We currently access support from the following outside agencies:

- The School Psychology Service
- SENSS
- Autism Outreach
- Behaviour Support Team
- Speech and Language Team
- Hearing impaired
- Occupational Therapist

14.8 For certain external agencies, our school has limited allocated support hours, and as a result, we operate a waiting list to manage referrals. This waiting list is reviewed on a termly basis, and referrals are prioritised according to the needs of pupils across the

whole school. This approach ensures that support is allocated fairly and in accordance with the urgency and complexity of each child's needs.

15. Staff Development

At Cooper Perry Primary School, we are committed to the ongoing professional development of all staff, continually enhancing their skills, knowledge, and understanding. Training is delivered through various methods, including sessions led by external specialists who provide targeted advice and support to individual teachers regarding specific pupils with SEND in their classes.