



Chilvers Coton Community School and Nursery

Special educational needs and disabilities (SEND) policy

Agreed by the full Governing Body on 11 November 2025

Date for review: September 2026

Contents

1. Aims and objectives.....	3
2. Vision and values.....	3
3. Legislation and guidance	4
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	6
7. SEN information report	11
8. Our approach to SEND support.....	11
9. Attendance	19
10. Safeguarding	19
11. Expertise and training of staff	19
12. Links with external professional agencies.....	20
13. Admission and accessibility arrangements	20
14. Complaints about SEND provision.....	21
15. Monitoring and evaluation arrangements.....	22
16. Links with other policies and documents	22
17. SEND	
contacts.....	14

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Promote a high standard of educational provision for all, including those with special educational needs and disabilities.
- Promote the development of the whole child; meeting the needs of their physical, emotional, social, moral, spiritual, intellectual and cultural development.

Objective of the policy include:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At Chilvers, we believe that education is the greatest gift we can give to each and every child that enters our family. We take pride in enabling everyone to be their best and a little bit more, ensuring all our children have the tools they need to open doors, no matter how heavy or firmly closed they appear to be. Indeed, we are driven to ensure that no child is left behind and that all our children achieve their full potential; it is their right to have a rich and full education which meets their individual needs and shapes them into the citizens of tomorrow.

We are committed to offering the best possible education for all children – no matter what their age, stage or ability. To achieve this, we work in partnership with our families, community and external professional to ensure that every child feels included and valued in all aspects of their school life and receives the support they need to succeed. We also purposefully celebrate each child's unique strengths, talents and their innate 'ness' of being them.

We strive to encourage each child to develop a love of learning, explore opportunities beyond their comfort zone and support them to acquire wider life skills that will underpin

their future development. We can't wait to see what our young people become. Their possibilities are limitless.

2. 1 Objectives

We use our best endeavors to:

- Follow the guidance and principles as set out in the SEND Code of Practice 2014.
- Identify and meet the needs of children who have special educational needs as early as possible.
- Select and monitor interventions put in place, to meet individual needs.
- Make appropriate adjustments and adaptations to enable all children to access the curriculum
- Liaise with parents throughout the process of assessment, identification of need, planning and reviewing the support of pupils with SEND.
- Provide parents with the necessary information for them to support their child to meet outcomes/ targets.
- Liaise closely with outside agencies and facilitate the communication between parents and those outside agencies working with their child.
- Raise the aspirations and expectations of all pupils with SEND
- Support the transition for children to/ from other settings
- Enable all children to experience achievement, success and pride;
- Provide support, training and advice for all staff working with special needs pupils.
- Enable all children with SEND to follow a broad and balanced curriculum

3. Legislation and guidance

Our approach to SEND is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [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 co-ordinators (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 guide for [maintained schools](#) 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

4. Inclusion and equal opportunities

At Chilvers, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The SEND Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need. The purpose of identification is not to label a child or to fit a child into particular category but to identify the most appropriate support to meet a child's needs. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED:	DEFINITION:
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5.4 What is not SEND

At Chilvers, we are aware that slower progress and lower attainment does not necessarily mean that a child has SEND. Slow progress, however, may be an indication of an

underlying SEND. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEND. These include:

- Attendance and punctuality
- Health and welfare
- English as a second language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After child
- Being a child of a serviceman/ woman
- Behavioural difficulties (Behaviour is not a description of SEND. A child's behaviour is usually a response to an underlying need, such as social, emotional or mental health needs, and we see it as our responsibility to investigate the reasons/ cause for the behaviour and to put the necessary support in place.)

6. Roles and responsibilities

6.1 The SENDCO (Special Educational Needs and Disabilities Coordinator)

At Chilvers, the SENDCO is Chloe Marsh. As required by the SEND Code of Practice, Chloe is a qualified teacher and a member of the Senior Leadership Team. Chloe is undertaking the National Professional Qualification for Special Educational Needs Co-Ordinator's.

Contact Details:

Chloe Marsh

Chilvers Coton Community School and Nursery

Tel: 02476387001

Email: marsh.c@welearn365.com

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned

When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out by the school, though the duties can be delegated to a committee or an individual in school:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

Out Chair of Governors is **Shirin Patel**. You can contact her via the school office (02476 387001) or by email: patel.s4@welearn365.com

6.3 The SEND link governors

The SEND link governors are Sharon Wood and Claire Gutteridge

Sharon Wood: wood.s11@welearn365.com

Claire Gutteridge: gutteridge.c@welearn365.com

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

Miss Hitchcox, the headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Teaching groups or individuals with SEND and implementing personalised support and interventions as identified on the school's provision map.
- Monitoring the progress of all children. They will then identify, plan and deliver any additional support the child requires.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Writing and reviewing Pupil Progress targets and Individual Learning Plans (ILPs) with parents at least once per term, and updating targets and updating provision.
- Attending yearly Annual Review meetings for children with an EHCP and other meetings with external professionals.
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Teaching assistants are responsible for:

- Working with small groups of children to help narrow gaps in learning and provide socio-emotional support.
- Adapting planning under the direction of the class teacher, to meet a child's needs.
- Collaborating with the class teacher to plan and implement activities, ensuring accurate monitoring of progress and appropriate assessment of learning half-termly.
- Supporting children to complete interventions.

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.8 The pupil

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

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains. Parents are consulted about the accessibility of this report and contribute to its design.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Chilvers, the identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. (Please see our School's SEND Information Report on the school website.)

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

In addition, SEND may be identified in the following ways:

- **Identified Diagnosis:** A child may have a health diagnosis from a paediatrician or another health professional. However, a diagnosis alone does not automatically mean they will be placed on the SEND register.
- **New Starters:** We identify a child's needs through Nursery home visits and transition information from previous schools. For mid-year admissions, we meet with parents or carers and contact the previous school's SENDCO to discuss the child's needs and support. This helps us plan strategies to overcome any barriers to learning.
- **Parental Concerns:** We encourage parents to share concerns about their child's needs by speaking with the class teacher, sending a message via Class Dojo, emailing, or arranging a meeting with the SENDCO.
- **School Concerns:** Teachers and the SENDCO use ongoing formative and summative assessments along with classroom observations to identify pupils who may need extra support. We sometimes investigate these concerns further by asking external agencies to conduct further assessments and observations.

8.2 Consulting and involving pupils and parents/carers

At Chilvers, we try to work in partnership with families. We encourage parents/carers to share what is and isn't working at home and we share school strategies to help maintain a

consistent home-school approach. Class teachers regularly update parents on their child's progress through a variety of methods depending. This might include informal conversations, Class Dojo, parents' evenings, or additional meetings as needed. Parents may also request meetings with the class teacher or SENDCO at any time.

When we are aiming to identify whether a pupil needs special educational provision, we hold an early discussion with the pupil and their parents/carers. These conversations ensure that:

- Everyone develops a good understanding of the pupil's strengths and difficulties
- We consider any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We formally notify parents/carers if it is decided that a pupil will receive special educational provision via a letter.

We also provide a range of opportunities for parents and carers to be involved in reviewing and planning support:

- **ILP Meetings:** Parents of children on the SEND register are invited to three Individual Learning Plan (ILP) meetings per year (Autumn, Spring, Summer). Nursery children have more frequent reviews. These meetings celebrate achievements, review targets and plan next steps.
- **EHCP Reviews:** Children with an EHCP have an Annual Review (at least once a year for pupils over five; at least twice a year for those under five). Parents, the class teacher, SENDCO and other professionals attend to review progress, celebrate achievements and agree future provision.
- **Additional Support Meetings:** Where a child is not making progress, parents are invited to a meeting to share concerns, explore needs at home, plan additional support, and discuss referrals to outside professionals if needed.
- **SEND Coffee Mornings:** The SENDCO runs termly coffee mornings on different SEND themes and is available throughout the year to offer advice or signposting.
- **External Services:** Reports and updates from external professionals are sent directly to parents whenever possible. If not, the school ensures that all relevant information is passed on.
- **Parent Feedback:** Parents' views are sought both informally and formally during reviews. Feedback has also shaped this SEND Information Report.

8.3 Supporting families

At Chilvers, we aim to work in partnership with parents and carers to achieve the best possible outcomes for children and their families. We recognise that difficulties at home can affect a child's learning, emotional health, and wellbeing. To support families, we have two members of our **Pastoral Team**, Sadega Kapadia and Stacey Virgo. They:

- Offer direct support to children and families
- Provide guidance on behaviour at home, parenting strategies, and wider challenges
- Connect families with external agencies where specialist help is required, including support for financial issues, housing, or other needs

The school also provides a **SEND Information Report** on our website: [Chilvers SEND Information Report](#). Parents and carers can also find further information on SEND support in Warwickshire schools through the [Warwickshire SEND Local Offer](#). Additional guidance is available on the [UK Government SEND webpages](#).

Families may also find support through:

- **The Family Information Service Warwickshire**
- **The Coventry Family Information Directory**

8.4 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The class teacher and SENDCO will use the assessment data held by the school (this will include assessments carried out by external agencies, such as The Specialist Teaching Service), plus the teacher's own assessment information on the pupil, to identify the pupil's need. Parent/carers will be asked to contribute to this information gathering and assessment process. Assessments will be reviewed regularly to ensure that the support is matched to need, barriers to learning are identified and that the effective use of interventions is developed. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

The school closely monitors the progress of our pupils. We have termly meetings with a member senior leadership team, class teachers and SENDCO, to look at the tracking of progress and to identify pupils who may need additional support in a particular area, or whether further investigation is required.

2. Plan

Class teachers, working with the SENDCO and in consultation with parents and the pupil, plan provision to meet the outcomes identified for the child. Termly outcomes are set, and the planned interventions are recorded on an **Individual Learning Plan (ILP)**. The ILP is shared and discussed with parents during ILP consultations which are held termly.

In consultation with parents/carers, the teacher and SENDCO decide which adjustments, interventions, and support will be put in place, the expected outcomes, and a clear date for review. All staff who work with the pupil are made aware of the child's needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. Parents/carers are fully informed of the planned support and interventions and may be asked to reinforce or contribute to progress at home. We now use a spreadsheet system to keep records of current and past interventions children receive at school.

3. Do

Interventions may be delivered by a trained teaching assistant; however, the class teacher is responsible for the progress the pupil makes. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The intervention may take place outside the classroom (but not always) on a 1-1 or small group basis, depending on the pupil's need. The adult running the intervention will keep accurate records about the progress being made and will contribute to the review of the intervention. We will ask Parents/Guardians to work with us to support their child's learning. We may ask them to do specific activities at home and to keep in regular contact with us.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

Each term, we review the outcome of interventions towards their targets. The evaluation of support and interventions might be based on:

- The views of parents/carers and the pupil
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

ILP Reviews:

Individual Learning Plans (ILPs) are reviewed termly with parents. Parents may also request additional meetings if required. When necessary, the SENDCO will arrange extra review meetings throughout the year. During reviews, new targets are set and recorded on the ILP.

Following the review, the teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

EHCP Reviews:

Children with an Education, Health and Care Plan (EHCP) have annual reviews. For children aged under five, these reviews take place every six months. Reviews include the class teacher, support staff, parents, and representatives from any external agencies who have been supporting the child. If an external agency representative cannot attend, they provide a written report.

We use a Person-Centred approach during EHCP reviews to celebrate achievements, ensure the child's voice is heard, and make the process less formal. Information about the Person-Centred review process is provided to parents prior to the meeting, and feedback from families has always been very positive.

8.5 Levels of support

There are two main categories of need for pupils in school with SEND. These are recorded onto our school's SEND register. We have pupils on our SEND register with an Education, Health and Care Plan/EHCP (for those children and young people with complex needs who require a high level of support and complex needs). For children whose needs are less

complex, but who still require support that is additional and different to that available to all pupils, there is a category of need called Special Educational Needs (SEN) Support.

1) School-based SEN provision:

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

2) Education, health and care (EHC) plan:

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Referrals to SENDAR (Special Educational Needs and Disabilities Assessment and Review Service) require the school to provide evidence that an EHCP is necessary and appropriate. If it is believed that a child has complex needs (which are likely to be long term) and has made less than expected progress, despite having followed a graduated approach for at least two terms, the school will consider (in consultation with parents and the pupil) whether to make a referral for an Education, Health and Care Plan. We would consider whether:

- The pupils' needs are significantly greater than other learners the same age.
- There is measurable evidence that the pupil has a need for continuing support and that the needs are likely to be long term.
- The needs of the child meet the EHCP criteria for each of the broad areas for need.
- The child's needs are complex (moderate to severe difficulties in more than one area) and have a significant, combined impact on their ability to access, and make progress within the curriculum.
- The pupil requires significant, continuing additional support to promote their social inclusion and/or develop their life and independence skills
- The pupil has received appropriate support, (following Warwickshire SEND Provision Matrix)
- An appropriate external agency (such as the school's Educational Psychologist) has contributed to the review and refinement of interventions
- We have fully and appropriately used delegated funds to support the child's needs

Exiting the SEND Register:

During ILP reviews it will become evident whether a child still meets the criteria for being on the SEND register. It will be considered whether the child still has a 'special' educational

need, whether they have made expected progress, whether they require 'additional and different' provision and whether their individual needs can now be met fully within the classroom and a differentiated, adapted curriculum. If a child no longer requires support which is additional and different to the support accessed by all children, then it may be agreed to take the child off the SEND register. Parents are informed of this decision. Children's needs can change over time and some in some cases children are added to the register again at a future date.

There are three stages of support, known as elements- (see Warwickshire's Special Educational Needs and Disabilities- Education Provision Matrix) which children in school access.

Element 1:

Universal Provision Warwickshire schools will offer this provision to all learners. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. There are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil. These could be pupils who are underachieving but will not necessarily be pupils with special educational needs. At this point the class teacher will review the possible barriers preventing the pupil's progress. Parents and where it is felt appropriate, pupils themselves will be involved in this process. It is expected that class teachers will put in place interventions to help fill the gaps in a pupil's learning and adjust/adapt the teaching and learning experiences for individual children where necessary. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.

Element 2: Targeted Provision

Some pupils may require more targeted provision, such as small group interventions that have specific, measurable targets. The progress towards these targets will be reviewed, measured and recorded. The pupil is likely to be supported using evidence-based programmes that have been shown to be effective. Where pupils continue to make inadequate progress despite high-quality teaching, targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Parents/ Guardians will be invited to share their views and observations as part of the information gathering process. At Chilvers we follow agreed criteria when identifying whether a child has a SEND. This involves gathering evidence of: -

- an identified SEND (including results of assessments by outside agencies)
- less than expected progress (monitoring progress)
- progress against interventions already put in place by the class teacher
- the views and information gathered through discussions, with the pupil and their parents.

Once all this information has been gathered it will be decided whether or not to place a child on the SEND register. Parents will be consulted and informed that their child is being placed on the SEND register. They will receive a letter stating that their child has been added to the SEND register. At this stage the pupil will be recorded on the register under the category of SEND Support. Where a pupil is identified as having SEND, the school will

act to remove barriers to learning and put SEND provision in place. This SEND support takes the form of a four-part cycle (assess, plan, do and review) where interventions are reviewed and revised with a growing understanding of the pupil's needs and what works best to enable the pupil to make good progress. All SEND interventions are recorded on the school's Provision Map.(we don't have a provision map).

Element 3: Higher Needs Provision

As well as Element 2, targeted provision, pupils may also receive higher needs provision if sufficient or consistent progress is not made. This provision is for pupils with more complex and higher needs and requires a highly personalised support package. Examples of children requiring higher needs support could be pupils who require 1-1 TA support, access to low arousal areas, individual work stations, pupils working a whole Key Stage below their peers and pupils requiring a highly personalised approach to the curriculum informed by the social, emotional and mental health needs of the learner.

8.6 Evaluating the effectiveness of SEN provision

The progress of all pupils, including those with SEND, is closely monitored by class teachers as part of the planning, teaching, and assessment cycle. The school regularly evaluates the quality of teaching and learning through observations, learning walks, book looks, and the use of data tracking systems. Teachers review pupils' progress termly, adapt interventions, and use personalised assessments where necessary to meet individual needs. The views of pupils and parents are actively considered when evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND through:

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHCPs
- Collecting feedback from pupils and their parents/carers

Class teachers continually monitor and adapt support through formative and summative assessments. Termly Pupil Progress Meetings with the Senior Leadership Team (SLT) ensure that data is reviewed and provision updated where required. ILPs record outcomes and interventions, and these are reviewed termly with pupils and parents to set new targets and adjust support.

The SENDCO and headteacher oversee provision through classroom observations, planning reviews, and tracking on the SEND register and provision maps. Intervention impact is reviewed termly, and external agencies provide feedback according to their schedules.

Parents are encouraged to share concerns or successes in person, via Class Dojo, during parents' evenings, or by arranging additional meetings. Parent evenings are held in the Autumn, Spring, and Summer terms, and school reports outlining attainment, progress, and

targets are sent home each Summer term. Pupils are asked for feedback on support and interventions, including how helpful they find them and what further support might benefit their learning.

Statutory assessments include the Early Years Foundation Stage Profile (EYFSP) at the end of Reception, the Year 1 Phonics Screening Check, and Year 2 SATs. Results are shared with parents and used to inform next steps and interventions.

Children with an Education, Health and Care Plan (EHCP) have formal progress reviews. Reviews occur at least every six months for children under five and annually for older children. Parents, external professionals, class teachers, and the SENDCO all attend, and further information is available via the [Warwickshire Local Offer](#).

8.7 Supporting Pupils with Medical Needs

We recognise that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some of these pupils may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to the school's policy for supporting pupils with medical conditions for information about the arrangements in place to support pupils at school with medical conditions.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our [safeguarding/child protection policy](#).

11. Expertise and training of staff

The school provides Continuing Professional Development (CPD) for all staff during INSET days, staff meetings and courses targeted at specific training needs. The SENDCO

organises training for the whole staff or individual teachers in relation to SEND and to address training needs. The school works closely with outside agencies who provide specialised training for TAs and teachers who have children with SEND in their class, e.g. the Visual Impairment Team.

The SENDCO is working towards the National Professional Qualification (NPQ) for Special Educational Needs Coordinators. The SENDCO regularly attends training events such as SENDCO Development meetings in order to keep up to date with local and national updates in SEND. She disseminates this information to staff.

The quality of teaching for all children, particularly those at risk of underachievement, is reviewed regularly as part of the school's appraisal system for teachers. Where necessary, steps are taken to improve teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

At Chilvers, we follow the Warwickshire LA Admissions Policy. All applications must be submitted to the local authority www.warwickshire.gov.uk/admissions. Please note that children with an Education and Health Care (EHC) Plan naming the school will be admitted first.

Once a place is confirmed, a robust induction programme is carried out to ensure any necessary support is in place before a child starts at Chilvers. This may include adaptations to the building, making appropriate resources available, and providing staff training. We are an inclusive school and strive to remove barriers to learning, ensuring all children can access education effectively.

For more details, please see our **Admissions Policy** on the school website:

13.2 Accessibility arrangements

We work closely with specialist agencies, such as IDS or the Vision Service, in order to make adaptations to the school environment to ensure our school is accessible for every child. This means we make changes to the environment so every child can take part in school life.

Here are some of the ways we do this:

- ❑ **Visual support:** Signs and symbols are displayed around school to help children and visitors find their way and understand routines.
- ❑ **Building access:** All classrooms are on the ground floor. The main entrance and Nursery area have double doors. Steps at the main and rear entrances have yellow-painted edges to make them easier to see and navigate.
- ❑ **Facilities:** The school includes a disabled toilet, a shower and changing room in the Foundation Stage. Additional smaller accessible toilets and sinks are also available in both Key Stage 1 and the Foundation Stage.
- ❑ **Curriculum and activities:** Activities are adapted when needed. Staff work with pupils, parents and specialist agencies to ensure that all children are included both in school and on external activities. Our aim is for every pupil to learn and achieve their full potential.
- ❑ **Trips:** When planning school trips the school will contact the venue to discuss the needs of individual children and if necessary will conduct pre-visits to determine any potential difficulties or risks to pupils. The school will carry out a risk assessment prior to a visit. This will determine the suitability of each activity for all children including those with SEND.
- ❑ **Extra-curricular clubs:** Clubs and activities are open to everyone. Adaptations are made whenever possible so that no pupil is excluded.
- ❑ For more detail, please see out schools Accessibility Plan on our website.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. You can contact them via Class Dojo or arrange a time to speak to them. If you feel your concern hasn't been fully resolved, you can contact our SENDCO or pastoral team. They are always available to listen, provide support, and guide you to the resources available. If your concern is still not resolved, you can make an appointment to discuss your informal concern with our Headteacher, Miss Hitchcox through the school office.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the head teacher, Miss Hitchcox. They will be handled in line with the school's complaints policy. Please see our school's complaints procedure on the school website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see: [Special Educational Needs and Disabilities \(SEND\) – complaints and appeals - Warwickshire County Council](#)

You can also seek further support from SEND information, Advice and Support Service (SENDIASS) at [Home - Barnardo's Warwickshire](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the **SENDCO (Chloe Marsh) every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the **full governing board**.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report <https://www.chilvers-coton.co.uk/send/>
- The Warwickshire's Local Offer: www.warwickshire.gov.uk/
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

17. SEND Contacts

At Chilvers, we have an Infinite Possibilities Team who work with class teachers and the

headteacher to support children with SEND and their parents or carers. The team includes Miss Marsh (the school SENDCO) along with Miss Virgo and Mrs Kapadia (members of the pastoral team).

SENDCO:

Chloe Marsh

Tel: 02476382961

Email: marsh.c@Welearn365.com

Pastoral Team:

Stacey Virgo

Tel: 02476382961

Email: virgo.s@Welearn365.com

Sageda Kapadia

Tel: 02476382961

Email: Kapadia.s@welearn365.com

Parent support services:

Early Support:

[Early Support in Warwickshire: What is Early Support? - Warwickshire County Council](#)

Family Information Service-Warwickshire :

<https://www.warwickshire.gov.uk/children-families>

SENDIAS:

<https://www.warwickshiresendiass.co.uk/>