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Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Cotgrave Candleby Lane, we follow the National SEND Code of Practice, this can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with the most complex needs have an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

[Notts Help Yourself](#)

The SEND 'Notts Help Yourself' website is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Cotgrave Candleby Lane. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teaching staff and pupils working together. Our commitment to this is outlined in this policy.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings where applicable) prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils will be carried out by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that progress is made and all pupils' needs are catered for.
- **Work with families.** Partnership with parents and carers is crucial as it enables strong relationship to be formed to promote the best outcomes for the child. Working with parents and carers includes supporting their understanding SEND procedures and practices and providing regular information on their child's progress.
- **Work with and in support of outside agencies.** When the pupils' needs cannot be met by the school alone, specialist services are referred to. This may be in the form of advice through a professional consultation or actual involvement packages.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **Provide a broad and balanced curriculum.** All children will have access to classroom learning and age-related content where appropriate. This is delivered by skilled professionals who have knowledge of curriculum adaptations to promote inclusivity. It is important that our pupils are enriched, show understanding and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. (With reference to the Government Prevent Strategy: see also the school's policy for Preventing Extremism and Radicalisation Policy).

2. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about school's admissions policy can be found on the school website.

The SENCO Team will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO Team will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed. This may include;

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

3. Responsibility for the coordination of SEND provision

- The person responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEND is Alex Cooper.

The schools governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

4. Arrangements for coordinating SEND provision

The SENCO team will hold details of all SEND Support records complying with all current GDPR regulations.

All staff can access:

- The Cotgrave Candleby Lane's SEND Policy;
- A copy of the full SEND Register and disability/ diagnosis list.
- Guidance on the identification of Special Educational Needs in the Code of Practice
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer.

5. Identification of pupils needs (A Graduated Approach)



SEND | Inclusion School Graduated Approach



Concerns are Identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns
- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviour
- Pupil struggles to access whole class learning

Assess, plan, do, review 1

Class teacher to follow the assess, plan, do, review cycle:

Class teacher to monitor and assess the child

Use AFL to assess the broad area of need and teacher to make adaptations to learning (using the QFT document and curriculum adaptations and the toolkit)

If EAL, consult the Bell Foundation for strategies and ask parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform the SEND team of the actions that you are taking

Assess progress & effectiveness of the adaptations

Child is making good progress
Behaviour/engagement improves

Child's progress/engagement/behaviour
continues to be a cause for concern

Class teacher to continue with assess, plan, do review 2/3

Class teacher to complete a formal 'concern' form and child is added to MaC register
Class teacher to speak to parents (with SENDCo if needed)
Discussion with child around strategies in place and what works for them
Provision mapping used to plan appropriate intervention and/or support
SEND team to complete an observation to offer further strategies if required
Review the effectiveness of the provision.

Child is making expected progress
and/or behaviour improves
No longer a cause for concern
(remove from MaC after 2 terms)

Limited or no
progress seen
towards targets.

Child is making some
progress but further
adaptation needed
(max 2 terms)

Continue to monitor the child in
class and adapt teaching and
learning using appropriate
scaffolds, HQFT strategies and
curriculum adaptations

Child is entered on to the SEND register (parents informed)
Teacher completes a SEND support plan based around primary
area of need which is quality assured by the SENDCo
Provision is reviewed and targets set with parents at least termly
SENDCo to refer to outside agencies as appropriate

NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral will be made at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Mental Health and wellbeing

It is advised within the Transforming Children and Young People's Mental Health Provision: Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. At CCLS there is a pastoral team that promotes mental health within the school. Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing and forging effective links with NHS mental health services.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing.

Our school recognises the diverse needs of all children including those with SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met.

7. Inclusion of pupils with SEND

The percentage of pupils with SEND can vary throughout the year.

The SENCO oversees the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the senior leadership team together with the SENCO team to ensure that it promotes the inclusion of all pupils.

At Cotgrave Candleby Lane we will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and the Rushcliffe Primary SEMH Partnership.

To address these additional challenges, Cotgrave Candleby Lane school considers extra pastoral support for children with SEN and disabilities.

8. The Use of Reasonable Force

KCSIE 2025 informs of circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force'. KCSIE 2025 makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEN, mental health problems or with medical conditions. As outlined by KCSIE 2025, CCLS plans positive and proactive behaviour support and works with parents/carers and specialist agencies to reduce the occurrence of challenging behaviour and the need to use reasonable force.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. In these circumstances, school will create individual plans in order to minimise the likelihood of challenging behaviour.

KCSIE 2025 advises schools and colleges to consider carefully the risks and recognised the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE and associated guidance for specific detail and guidance. For further advice and support contact: Jon Glover, Lead Physical Intervention Co-ordinator, who provides advice and guidance on the use of reasonable force and physical intervention.

9. Safeguarding Children with SEND

KCSIE 2025 is clear that 'children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.' Some children and young people may be particularly vulnerable to abuse and harm and the Senior Designated Safeguarding Lead, deputies, the senior leadership team and governors should be aware of the range of guidance and training available. Children and young people with special educational needs and disabilities can face additional safeguarding challenges because additional barriers can exist when recognising abuse and neglect in this group of children. The child protection policy reflects this.

Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children, which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

10. Facilities for pupils with SEND

Cotgrave Candleby Lane School endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school has a range of facilities for pupils with SEND in place. If a situation arises where specialist equipment/ training was needed, then advice would be sought from specialist services such as PDSS.

11. Allocation of resources for pupils with SEND

All pupils with SEND will have access to additional school needs funding from the school's budget, which equates up to £6,000 (approximately 9 hours of extra support.) Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the Family of Schools. The Family of Schools comprises of a secondary school and its feeder primary schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The decision to apply for additional funding is made by the SENCO in collaboration with the Head Teacher.

12. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Using in-class provisions and support effectively to ensure that the curriculum is scaffolded and differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- A whole school provision map summarises a wide range of additional provision, above and beyond Quality First Teaching and is available for all staff. This is updated termly or when the need arises.

13. Working in Partnerships with Parents/Carers

Cotgrave Candleby Lane School believes that a close working relationship with parents and carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, review meetings and annual reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENCO who will then inform the child's parents/carers.

The following services will be involved as and when is necessary:

- SFSS (Specialist Family Support Services)
- EP (Educational Psychologist)
- PDSS
- Sure Start
- Targeted Support
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- Healthy Families team (School Nurse)
- Small Steps
- Hearing and Visual Impairment Support services
- Early Help Unit.
- Social services
- MASH (Multi agency safeguarding Hub)
- Additional services/professionals can be contacted to support individual needs

15. In-Service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND areas and we have family funding available to support this professional development. The SENCO team, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, Family of Schools, the Flying High Partnership or through in-house training.

The school is a member of the Flying High Partnership. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

This may be through:

- Data analysis
- Discussions at parent's meetings
- Review meetings with the child and any other professionals working with the child

- Appraisal meetings with teachers and support staff

Pupil progress will be monitored on a half-termly basis in line with the SEND Code of Practice.

Each year, we update the SEND report annually on our school website.

Evidence collected will help inform School Development and Improvement Planning.

17. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined on the website. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaint's procedure can be obtained from the school office upon request.

This Policy will be reviewed every year or earlier if necessary.

Date Policy Reviewed & adopted by Governors:

Policy adopted: September 2025

Next review: September 2026