

Special Educational Needs and Disabilities (SEND) Policy

November 2025

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Deputy Headteacher	Caroline Budd
SEND Staff	
SENCo	Caroline Budd
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This policy should be read in conjunction with the SEN Information Report, which contains more detailed information on the implementation of the SEND policy and with the Accessibility Plan, which outlines the steps the school is taking to prevent disabled pupils from being treated less favourable than other pupils. These documents can be located on the school website.

Contents

1	Introduction	3
2	Aims	3
3	Statutory Guidance, Documentation and Policies.....	4
4	Roles and Responsibilities at Coleshill Heath School.....	5
5	Pupils with SEND and their Parents/Carers.....	5
6	Co-ordination and Implementation of Coleshill Heath's School, Special Educational Provision.....	6
7	Identification of Special Educational Needs	7
7.9	SEN Support.....	8
7.10	Statutory Assessment.....	8
7.11	Education, Health and Care Plans (EHCP).....	9
8	Involvement of Outside and External Agencies.....	9
9	Admission arrangements for pupils with SEND.....	10
10	Indicators of Success at Coleshill Heath School.....	11
11	The SEND Record	11
12	Confidentiality	12
13	Equal Opportunities.....	12
14	Health and Safety	12
15	Governing Body	12
16	Complaints	13
17	References	13

1 Introduction

- 1.1 “An educationally inclusive school is one in which teaching and learning, achievements, attitudes and the well-being of every young person matters. Effective schools are those that are educationally inclusive”. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather, it involves taking into account of pupils’ varied life experiences and needs’.”
- 1.2 As an inclusive community, Coleshill Heath School ensures, as far as possible, that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with Special Educational or Medical Needs, those from ethnic minority cultures, asylum seekers, travelers, the vulnerable, pupil premium children, children in public care and those with social and emotional difficulties.
- 1.3 As an inclusive community, we are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities that are available to them.
- 1.4 At Coleshill Heath School, we are committed to developing an inclusive ethos, underpinned by policies and practices. These are maintained and developed by the Special Educational Needs Coordinator (SENDCO) and the SEND Team, in collaboration with the Senior Leadership Team and frequent liaison with the SEND Governor, parents and families.

2 Aims

- 2.1 The aims of this policy and our SEN Information Report are:
 - 2.1.1 To ensure that the school complies with and effectively implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice 2015 and any other statutory guidance.
 - 2.1.2 To ensure that every pupil with SEND has the maximum opportunity to make progress so that they:
 - fulfil their aspirations and achieve their best.
 - become confident individuals and live fulfilling lives.
 - have access to all aspects of school life and are able to engage in school activities alongside pupils who do not have SEND.
 - make a successful transition into becoming an adult – whether that is into further and higher education, training, or work.
 - 2.1.3 To ensure that pupils with SEND and their parents/carers are involved in discussions and decisions about support and provision for the pupil.
 - 2.1.4 To set out how the school will support and make provision for pupils with SEND.

3 Statutory Guidance, Documentation and Policies

3.1 Coleshill Heath School's SEND Policy complies with the statutory requirements that are outlined in the SEND Code of Practice 0-25 years (July 2015).

3.2 This policy was written with reference to the following guidance and documentation.

- Code of Practice: 0-25 years (July 2015)
- Equality Act (2010) Advice for Schools, Department for Schools (February 2013)
- Schools SEN Information Report (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (August, 2017)
- The National Curriculum in England, Key Stage 1 and 2 Framework Documents (September 2013)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Solihull Additional Needs Strategy (2022-2025)

3.3 This policy should also be read alongside or in conjunction with the following policies.

- Anti-Bullying and Discrimination
- Data Protection
- Relational Behaviour Policy
- Intimate Care
- Teaching, Learning and Curriculum Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy
- Home-Learning Policy
- Complaints Policy
- Accessibility Plan
- Health and Safety Guidelines

3.4 This policy will develop as any necessary changes are implemented over the coming year. This policy will be reviewed annually.

3.5 This policy refers to children and young people with special educational needs and disabilities (SEND), including why and how schools work with them.

3.6 Pupils with SEND could have difficulties with one or more of the following four areas of need, and we recognise that those needs may change over time:

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

4 Roles and Responsibilities at Coleshill Heath School

- 4.1 The Senior Leadership Team have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SENDCO is responsible for the day-to-day processes and procedures, supporting teachers and teaching assistants in meeting the needs of children.
- 4.2 The SENDCO and SEND team review pupil progress and ensure that, through a rigorous examination of the data, best outcomes for pupils with SEND are achieved.
- 4.3 All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (Individual Needs based plans and external advice).
- 4.4 The SENDCO will ensure that requirements set out in the Code of Practice are being met. This will be achieved by:
- Liaising with and advising colleagues
 - Reviewing SEND data
 - Monitoring the records of all pupils with SEND
 - Liaising with the parents of children with SEND
 - Contributing to and arranging INSET for all staff
 - Liaising with external agencies/professionals
 - Inviting parents to reviews
 - Seeking the views of children on the SEND register

5 Pupils with SEND and their Parents/Carers

- 5.1 The school aims to have a productive partnership between school and home for pupils with SEND and their parents/carers to be involved in decisions about what SEND provision should be made. Opportunities will be provided for pupils and parents/carers to provide information and express their views about the pupil's SEND and the support in place.
- 5.2 Pupils will be invited to participate in discussions and decisions about their support, which may involve the pupil explaining what their strengths and difficulties are, contributing to setting targets, attending review meetings or giving feedback on the effectiveness of interventions. Pupils' views will be taken into account in making decisions that affect them, when possible.
- 5.3 The school recognises that parents/carers hold key information, knowledge and experience to contribute to the shared view of the best way to support learning for their child. Opportunities will be provided to discuss progress, share concerns and agree aspirations, and parents/carers will be invited to contribute to review processes. Ideas and materials for parents/carers to support learning at home may also be discussed. The school will take into account the views of parents/carers in decision made about their child.

- 5.4 Parents/carers should contact the school if they have concerns about their child's progress or development.

The role of the SENDCO is currently performed by Miss Caroline Budd, who can be contacted at school via telephone, 0121 779 8070 or via email, office@chs.solihull.sch.uk.

- 5.5 For further information, parents/carers can refer to:

5.5.1 <https://www.chs.solihull.sch.uk/send/additionalneeds> or a paper copy can be made available upon request.

5.5.2 Parents can refer to the school website to see the school based local offer.

5.5.3 The SENDCO can provide parents/carers with information about how to contact other agencies to support the family and the pupil.

6 Co-ordination and Implementation of Coleshill Heath's School, Special Educational Provision

- 6.1 Each school has a designated Special Educational Needs Co-ordinator (SENCo). Coleshill Heath throughout the school to meet the needs of all pupils.

- 6.2 Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. This will be differentiated or adapted for individual pupils where necessary. Information regarding SEND and interventions will be recorded and shared with staff to support their teaching and further interventions.

- 6.3 The school has regard to all the requirements of the SEND Code of Practice (2015). The SEND Code of Practice promotes a cyclical and graduated approach to identifying, assessing, and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEND:

- achieve the outcomes that have been set for them.
- make progress against the planned milestones, in line with the outcomes set.
- successfully access an appropriate and broad curriculum.

- 6.4 The graduated response to meeting individual needs begins once it is decided that a pupil may have SEND, and SEND provision is made for that pupil. The key objective is to establish if the pupil is not achieving the agreed outcomes, making at least adequate progress, or is unable to access the curriculum. The approach follows an 'Assess – Plan – Do – Review' cycle. The school will inform the pupil's parents/carers as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

- 6.5 Strategies are shared with staff to support their planning and teaching, and interventions used are recorded and the impact of these analysed to inform next steps. The support in place will vary according to the level and type of need and interventions can be employed across the four areas of need.

- 6.6 We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals, so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

- 6.7 We establish systems and structures within the school to enable us to manage the needs of all pupils. We have a non-class based SENDCO who ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- 6.8 At Coleshill Heath School, The SENDCO and SEND Team meet regularly with external agencies to review individual cases and to ensure provision is effective.
- 6.9 At Coleshill Heath School, The SENDCO and SEND Team meet regularly with staff to discuss queries and provisions during SEND drop-in sessions.

6.10 **Additional Provisions**

The Lighthouse

The Lighthouse is a classroom provision in school accessed by children who have been identified as having a severe learning difficulty and requiring more specialist provision on their EHC Plan. The environment is sensory and communication rich, enabling personalised learning to take place with a high adult to child ratio.

7 Identification of Special Educational Needs

- 7.1 The SEND Code of Practice, outlines *“In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.”*
- 7.2 All teachers at Coleshill Heath School are teachers of pupils with SEND.
- 7.3 All teachers and support staff receive training in identifying and supporting pupils who require educational provision that is additional to or different from the curriculum offered to all pupils. The SENDCO and SEND Team will be alerted to newly arising concerns.
- 7.4 The school’s system for regularly assessing and recording the progress of all children is used to identify children who are not necessarily making consistent progress and who may have additional needs.
- 7.5 Insight is used to track provision which is reviewed termly, by the SEND team, in line with current pupil needs. The SEND lead professional takes a leading role in collaborating with the Class Teacher and parents with support from outside agencies when necessary to meet the children’s needs. Targets will be agreed between the SENDCO and specialists after more detailed assessments are carried out to establish specific areas of difficulty.

7.6 This may include pupils whose progress is significantly slower than their peers starting from the same baseline, those who are not matching their previous rate of progress and those who have an attainment gap between them and their peers that is widening or failing to close. This may include progress in areas other than attainment, for example wider development or social needs.

Information considered may include:

- assessment results.
- standardised screening and assessment tools.
- observations of social and emotional development.
- existing Education, Health and Care Plan (EHCP) and/or external agency reports.
- assessments by a specialist service, identifying additional needs.
- the views and experience of parents/carers and the child themselves.

7.7 Additionally, slow progress and/or low attainment does not automatically mean a child has SEND. In order to make progress a child may only require the teacher to adjust or adapt their teaching and offer different levels of support in the classroom.

7.8 Where progress remains significantly slower, further intervention in a small group or individually may be appropriate and this will be provided under the direction of the SENCo and the SEND Team.

7.9 **SEN Support**

- Once a pupil has been identified as having SEND, we will take action to remove barriers to learning and put in place effective special educational provision.
- Pupils will have further support implemented and delivered through the graduated approach and its cycles of 'Assess – Plan – Do – Review'.
- Provision at this level may include the involvement of external specialist services if it has been determined that the pupil's needs cannot be met with in-house support.
- A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The SENCo will inform parents/carers of such interventions and of the progress made. Provision for these pupils is funded through the school's notional SEND budget.

7.10 **Statutory Assessment**

- For any pupils who are making slow or limited progress, despite a period of support on SEN Support, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary for the pupil to receive an Education, Health and Care Plan (EHCP).
- The school is required to submit evidence to the Local Authority (LA). The Local Authority (LA) will then make a judgement about whether the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the Local Authority (LA) current criteria for making a statutory assessment.

7.11 Education, Health and Care Plans (EHCP)

- Pupils whom the local authority deem to need more support than is available through the school's school-based SEND provision may be entitled to an EHCP.
- A child who has an EHCP will continue to have the arrangements as for SEN Support, as well as additional support that is provided using the additional funds that may be made available through the EHCP. The EHCP is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.
- There will be an Annual Review, led by the SENCo or a member of the SEND Team to review the appropriateness of the provision and to recommend to the Local Authority (LA) whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.
- Interim reviews will also be carried out when necessary. Interim or early reviews are called where the school identifies a pupil who is at serious risk of exclusion or where it is suspected that the existing provision may no longer be appropriate.

7.12 For pupils who are placed on SEN Support or who have an EHCP, their name and needs will be recorded on the School's SEND register and the school will contact parents/carers to inform them of the proposed support and to give them an opportunity to express their opinions and wishes.

8 Involvement of Outside and External Agencies

- 8.1 The SEND Team, lead professionals meet regularly with all of the adults working with children with SEND.
- 8.2 All of the children within school are assessed against the schools assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings, within a whole school register.
- 8.3 Where possible, meetings are organized with parents, teachers, outside agencies and the SENDCo or a member of the SEND Team as required.
- 8.4 For children with specific medical needs, there is regular liaison between the Health Authority and school.
- 8.5 All of the outside agencies that are involved and support an individual child's progress are invited to send a report or attend review meetings for those children who may be transferring from another school to Coleshill Heath or during transition periods in Year 6, there will be regular contact prior to the transition to ensure each child is supported.
- 8.6 The SENDCO and SEND Team are responsible for integrating and supporting children into the Coleshill Heath School Community.
- 8.7 Where identified and external agencies become involved in the additional support and targets to enable and support progress, a referral may be made with Parent/Carers consent.

8.8 External Agencies, may include:

- Educational Psychology Service
- Solihull Inclusion Support Service (SISS)
- Special Educational Needs Teaching Assessment and Advice (SENTAA)
- Physiotherapy Service
- Children's Services
- Occupational Therapy Service
- School Nursing Team
- Health Visitors
- Community Paediatrician
- Specialist Assessment Service (SAS)
- Speech and Language Therapy Service
- Children and Adolescent Mental Health Service (SOLAR)
- Connected Care Network

9 Admission arrangements for pupils with SEND

9.1 Please see the school's general admission arrangements for information. Pupils with SEND are considered for admission to the school on exactly the same basis as for pupils without SEND.

9.2 All schools, **must not** discriminate against disabled pupils or prospective pupils on the grounds of disability and **must** admit them. All schools when they have reached their admission limit can admit pupils according to criteria, but such criteria **must not** discriminate on the grounds of disability.

9.3 All schools **must not** discriminate against a disabled child:

- in the arrangements they make for determining pupil admission;
- in the terms on which they offer to admit a disabled child to the School;
- by refusing or deliberately omitting to accept an application for admission.

9.4 The school **must** make clear:

- arrangements for the admission of pupils with disabilities;
- details of steps being taken to prevent disabled pupils being treated less favourably than other pupils;
- details of existing facilities to assist access to the School by pupils with disabilities.
- All schools **must** admit pupils with SEND who do not have an EHCP. They should admit pupils with already identified SEND, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with SEND who do not have an EHCP **must** be treated as fairly as all other applicants for admission.
- For pupils with an EHCP, once the School is named in the EHCP they **must** admit the child. If any school believes that to admit the child would be incompatible with the provision of efficient education for other children, then it should make this clear to the LA and submit evidence to this effect during the 15 day consultation period. However, the LA may disagree with the School's arguments.

10 Indicators of Success at Coleshill Heath School

- everyone is made to feel welcome
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share an ethos of inclusion
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- there are high expectations of all pupils
- differentiation supports each individual pupil's needs
- teachers plan, review and teach in partnerships
- staff collaborate with each other
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- the Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated
- we are working to remove barriers to full attendance
- we maintain anti-bullying and equal opportunity policies
- we record incidents of racism and report these to the local authority
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- lessons are made accessible to all through a fully differentiated curriculum and by support
- lessons develop an understanding and acceptance of difference
- pupils are actively involved in their own learning including the target setting process
- pupils learn collaboratively
- assessment encourages and tracks the achievements of all pupils
- behaviour for learning is excellent, based on mutual respect
- home-learning contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom

Inclusion for all is at the heart of the school's core priorities and permeates all that we do as a learning community.

11 The SEND Record

11.1 At Coleshill Heath School, any SEND information for individuals will be uploaded to the schools CPOMS. Information that will be kept will include:

- EHCP's
- SEND Information, such as reports from outside agencies and professionals.
- Records of Phone Calls and Discussions.
- Review Meeting Notes.

11.2 An individual file for each individual child on the SEND Register will also be kept in a locked cupboard in the SENDCO's office. These files include more detailed information about the child and their needs.

12 Confidentiality

- 12.1 The confidential nature of special needs meetings, case conferences or children's records is understood by all staff members.
- 12.2 It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access.
- 12.3 We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

13 Equal Opportunities

- 13.1 We believe that it is important that children with SEND are able to fully participate in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

14 Health and Safety

- 14.1 Pupils with an identified Special Education Need are supported by high levels of staffing at all times and individual pupil support plans, risk assessments and behaviour plans support pupil needs where needed.

15 Governing Body

- 15.1 **Through monitoring the operation of the policy, the governors must make sure that:**
 - The necessary provision is made for pupils with Special Educational Needs and Disabilities
 - Pupils' needs are communicated to all involved teachers
 - Teachers are aware of the need to identify and respond to SEND
 - There is an inclusive policy which supports the needs of pupils with Special Educational Needs and Disabilities
 - The policy is updated annually and is accessible to the public
 - Special Educational Needs and Disabilities do not unreasonably restrict integration and there is an appropriate balance.
- 15.2 A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term, as the current designated SEND Governor. In the event of the SEND Governor leaving during the year, the Chair of Governors assumes the role until the next Governors' meeting.
- 15.3 Regular meetings will be held with the SENDCO and the SEND Governor to monitor the successful implementation of the school's Special Needs Policy. The SEND Governor will report to the Governing Body.

16 Complaints

Regular communication between the School and home ensures that concerns are promptly acted on. Where this has not happened and a parent/carer wishes to complain about SEND provision or the SEND policy they should, in the first instance, raise it with the SENCo, who will try to resolve the situation. If this fails to resolve the issues, a complaint can be made to the Principal, or finally the Governing Body. Our Complaints Procedure sets out the steps for making a complaint in more detail and can be found on the School's website.

17 References

SEND Code of Practice 2015

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

SEN and Disability Regulations 2014

http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/enacted>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Policy Name:	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
Staff Responsible:	Miss C Budd
Governor Responsible:	Dr R Rafi
Date of Review:	November 2026
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Dr R Rafi
Date Approved:	Local Governing Board – 27 th November 2025