



Special Educational Needs and Disabilities Policy

Date agreed: February 2026
Date for review: February 2027
Reviewed by: Standards Committee (AS-K)

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEND Code of Practice 2015
Ofsted Inspection Framework
Equality Act 2010
Children and Families Act 2014
Schools SEND Information Report Regulations (2014)
Statutory Guidance on Supporting learners at school with medical conditions (2017)
The National Curriculum in England Key Stages 1 and 2 (2013, 2015)
Safeguarding Policy
Accessibility Plan
Teachers Standards 2012

This policy, having been presented to, and agreed upon by parents, staff and Governors, will be distributed to:

- All teaching staff
- All governors

A copy of the policy will also be available in:

- Staff handbook
- The Head's office
- School website

SEND Co-ordinator: Alex Saberton-Kitch.
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Designated Teacher for Looked After Children: Lindsey Boucher, contact via the school office: admin@coates.cambs.sch.uk

Our school is an inclusive school. We ensure that all our children are made welcome and look forward to their school day. Every learner is different and we view differences as an opportunity for adults and children alike to learn more about each other.

Aims and Objectives

The aims of our SEND policy and practice in this school are:

- To ensure an ambitious curriculum with access for all children.
 - To secure high levels of achievement for all.
 - To meet individual needs through a wide range of provision.
 - To attain high levels of satisfaction and participation from learners, parent and carers.
 - To raise aspirations and expectations of all learners.
 - To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
 - To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
 - To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
- (National Curriculum, 2014).

To do this our objectives are:

- To identify and provide for learners who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole child, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy and ensure its implementation.
- To provide support and advice for all staff working with special educational needs learners.

Identifying Special Educational Needs

At Coates we strive to ensure that all learners have well-differentiated, high quality teaching. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. We will support each learner as an individual and offer any support or interventions that are individually required. We acknowledge that other factors that are not a Special Education Need may still impact on progress and attainment. These may include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Home circumstances

In defining our arrangements, the school has taken into account the following statement:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEND Code Of Practice (2015: Para 1.24)

Learners that we identify as being vulnerable will have access to carefully adapted activities or approaches directly related to the school curriculum. These are part of our good practice in making high quality teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be learners with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for learners with SEND. These needs may be addressed by offering:

- Differentiated, adapted work as part of high-quality teaching.
- Focused small group work within class (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual support within class; individual support outside of class only where essential (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Bilingual support/access to materials in translation.
- Further differentiation of resources, for example writing scaffolds and templates, practical resources.
- Homework/learning support club.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention and resources across the school. This provision map is constantly being updated. The whole school provision map enables the school to:

- Plan strategically to meet learners’ identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LEA, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

The 2015 SEND Code of Practice identifies four broad categories of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

At Coates we use these areas to guide us in identifying special needs. We are mindful that there may be a co-occurrence of needs. Children’s needs are identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile data, Year 1 Phonics Screening data, reading ages, other whole-school learner progress data.
- Classroom-based assessment and monitoring arrangements; where appropriate this is through a cycle of ‘Assess, Plan, Do, Review’ (APDR).
- Following up parental concerns.
- Discussions with the learner.
- Tracking individual children’s progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Analysis of the provision map.
- In depth individual assessments - this may include a range of commercially available assessments and / or a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Additional SEND Support

Learners will be offered additional SEND support when it is clear from the class teacher’s assessment and observation that their needs require intervention which is ‘additional to’ or ‘different from’ an adapted curriculum delivered via high quality teaching (SEND Code of Practice 2015). Any such identification will be discussed with the parents and learner. Where necessary, the class teacher and SENCo will co-produce with parents and the learner a one-page profile and an ‘Assess, Plan, Do, Review’ (APDR) cycle. In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

Our approach to the APDR cycle is as follows:

- They are an assessment, planning, teaching and reviewing tool which enables us to focus on particular areas of development for learners with special educational needs. They are seen as a working document which can be constantly refined and amended.
- They will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all learners, including whole class reasonable adjustments.
- Targets will address the underlying reasons as to why a pupil is having difficulty with learning.
- They will be based on informed assessment and may include the input of outside agencies, such as Speech and Language Therapy (SALT) service or the Special Educational Needs and Disabilities (SEND) service.
- Interventions will be evidence-based where possible. That is, those that are shown to work.
- The APDR plan will be co-produced with the class teacher, pupils and families and overseen by the SENCo. Sometimes other professionals may be involved in this process as outlined above.
- Learners will know what their targets are and they will be ambitious but achievable.
- Targets will be measurable and achievable, and be set for, or by the learner. These will state what the learner is going to learn and will be clear about what the learner should be able to do at the end of the given period.
- They will be devised so that they can be monitored and evaluated regularly. The learner and the family will be involved in this evaluation.

- They will be time-limited with a termly review, (or more frequently if required). There will be an agreed 'next steps' between school, learner and family.

If limited progress is made through APDRs then additional support might be sought through external services such as; completing an Early Help Assessment (EHA), requesting support from Specialist Teachers, Educational Psychologists etc. Referrals might be made into the Mental Health Support Team (MHST), YOUNited, Community Paediatrics, OT, or CAMHS (the Child and Adolescent Mental Health service).

School Request for an Education, Health and Care Plan

If the SEN identification and support process described above does not result in expected progress for the learner, school and/or family, may wish to consider a request for an Education, Health and Care Needs Assessment (EHCNA). For a needs assessment we will be required to provide:

- The views of parents/family.
- The views of the learner gained in accordance with their age and communication skills.
- Details of assessments done in school and interventions in place with copies of recent APDR cycles.
- Evidence of progress over time.
- Copies of advice, where provided, from health and social services.
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school or setting.
- Evidence of the extent to which the school or setting has followed the advice provided by professionals with relevant specialist knowledge (this would be reflected on the APDR plan).
- Costed provision mapping (to show what school already has in place for the child and the funding allocated).

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the learner's needs without an EHC plan.

Education, Health and Care Plan (EHCP)

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the learner or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND Code of Practice, 2015, 9.2)

Where a learner is in receipt of an Education Health and Care Plan, a decision will be made as to whether a short-term APDR cycle is required. Learners with an Education Health and Care Plan will have a termly evaluation of whether they are meeting their individual targets which have been written to address their underlying special educational need and an annual review of their plan.

When extra resources are allocated to the school for the provision specified in the EHCP the headteacher and SENCo will ensure that the support is provided, e.g. by allocating a Teaching Assistant with appropriate skills, or by providing training and resources. The SENCo will

support the class teacher in managing the additional provision to ensure that the directions in the EHCP are followed.

For more information on the process of an EHC Needs Assessment and an EHC plan, please see the SEND Code of Practice 2015:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Partnership with Parents/Carers

In line with statutory requirements (Code of Practice 6.79) the school produces an SEN Information report. This is reviewed and updated annually. The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their children's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the learner may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the learner's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child. This co-production is important and valued. It is school's aim to expand this.
- Agreeing targets for all learners, in particular, those not making expected progress and, for some learners identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer:
<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have a statutory right (SEND Code of Practice 2015) to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessment checkers. We aim to help children become effective learners in order to improve their short, medium and long-term outcomes. We do this by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review progress and set new targets.

- For some learners with an EHCP this may also include helping them to monitor their success at achieving the outcomes on their plan and helping to prepare them for adulthood.

Other agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- The Early Help Hub
- Multi-agency Safeguarding Hub (MASH) team
- Access and Inclusion, The Virtual School
- SEND services 0 to 25; Early Years SEND support service; Specialist Teaching Team, Educational Psychology Service; Sensory Impairment team
- Parent Partnership Service (under SENDIASS – the Special Educational Needs and Disabilities Support and Advisory Service)
- Cambridgeshire and Peterborough NHS Foundation Trust (CPFT): Community Paediatric services, Neurodevelopmental Diagnostics team, Speech and Language Therapy team (SALT), Occupational Therapy team (OT), The Emotional Health and Wellbeing service, Mental Health Support Team (MHST), YOUNited and the Child and Adolescent Mental Health Service (CAMHS).

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving learners with special educational needs in our school. For learners with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

The SENCo is responsible for coordinating support from outside agencies for each learner, although in some cases this may be the Designated Teacher for LAC.

Transition

We liaise closely with the pre-school to ensure smooth transition into our school in Reception. We ensure early planning for transfer to Year 7 and will offer transition meetings to all learners in receipt of SEND support. For learners with Education Health and Care Plans we begin transition meetings in Year 5. Learners will be included in all “class transition days” to the next phase but may also be offered additional transition visits (Depending on the provision offered by the secondary school).

Learners and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Supporting Learners at School with Medical Conditions

The school recognises that learners at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and Disabilities (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. In the absence of this the school will follow the Care Plan issued by the lead medical professional and will seek advice from them over medical concerns.

Some children with medical conditions have an Individual Health and Care plan (IHC). These are updated at least annually and shared with relevant staff.

Please read this alongside our 'Supporting children with medical conditions' policy.

Supporting Learners at School with Social, Emotional and Mental Health Needs (SEMH)

The Department for Education (DfE) recognises that “In order to help their child succeed, schools have a role to play in supporting them to be resilient and mentally healthy.”

The World Health Organisation’s definition of mental health and wellbeing is “A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community.” This is something we strive to achieve.

At Coates, we are a Cambridgeshire Therapeutic Thinking School. We use therapeutic approaches to understand and support children’s needs and behaviours. Support is provided by the team around the child; class team, SENCo and parents. If required additional advice and support might be sought from external professionals such as; Specialist Teachers, Educational Psychologists, Family Workers or referrals into the MHST/ CAMHS.

Within school we have a Nurture Provision which some of our children access during the day. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. The Boxall Profile is used to identify which children would benefit from the Nurture provision and the type of support they require. The provision follows the Six Principles of Nurture:

- Safety: The classroom offers a safe base.
- Wellbeing: The importance of nurture for the development of wellbeing
- Language: Language as a vital means of communication
- Transitions: The importance of transition in children’s lives.
- Learning: Children’s learning is understood developmentally.
- Behaviour: All behaviour is communication.

The Nurture Provision provides a supportive environment to help children build confidence, complete tasks at their own level/pace, take part in missed developmental experiences and complete therapeutic activities to enable them to develop the skills to help them to re-integrate back into class when they are ready.

Monitoring and Evaluation of SEND

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Scrutiny of work.
- Scrutiny of planning.
- Informal feedback from all staff.
- Pupil voice.
- Pupil interviews when setting new APDR targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes Eg. Pupil Progress Meetings).
- Monitoring APDRs and APDR targets, evaluating the impact of APDRs on learners' progress.
- Attendance records.
- Regular meetings about pupils' progress between the SENCo and the head teacher.
- Regular meetings between pupils, parents and teaching staff.
- Feedback from parents – formal and informal.
- Head teacher's report to parents and governors.
- Governor focus visits.

Special facilities

The school employs Teaching Assistants who work with children with specific difficulties.

Allocation of resources

The governors, through the Finance committee, will allocate funds to meet the needs of learners with special educational needs. At the meeting of the governing body which approves the budget, the Finance committee will draw the attention of governors to the amounts delegated to the school by the LEA under Special Needs headings in the Section 52 Statement, and to the amounts allocated for SEND in the proposed school budget.

The Head teacher will manage the funds allocated by governors to meet the differing needs of the learners in the school with special educational needs. The governors require the Head teacher and SENCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other learners, provided that there is no disadvantage to the learner to whom they are nominally allocated.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from appropriate sources, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing and / or hire of equipment.

In-service training of staff

In drawing up the staff development and training programmes, the head teacher will give consideration and appropriate priority to the needs of all staff with regard to SEND. Specific training needs might be identified and met through the appraisal/performance management process. The school's in-service training plans for special educational needs will be reported to

governors, and will include details of training. This will also take into account the needs of the pupils in the school.

The SENCo will assist in the provision of training for teaching and non-teaching staff. In particular they will form links with the LA and other schools to devise and share training opportunities. Staff will also be given opportunities to receive training through other professional bodies or organisations. New teachers and TAs will be fully briefed and if necessary receive training so they can fully support the needs of the children in the school. In addition the SENCo will attend local SENCo network meetings and briefings, and keep up to date with local and national updates and developments. In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.

Specialist advice and expertise in relation to assessment and support of individual learners will be commissioned by the school from appropriate sources, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

The governors will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

Roles and Responsibilities

Everyone in the school community – governors, staff, learners and parents – have a positive and active part to play in achieving the aims of our SEND policy.

Governors

The governors will fulfil their statutory duties to learners with special educational needs by maintaining a policy which has regard to the Code of Practice on the identification and assessment of SEND.

The governors will appoint a member of their body to take responsibility for SEND who will keep the governing body informed. The Governor with responsibility for SEND is Amanda Anderson.

Governors will evaluate provision with termly meetings and focus visits. They will be informed and knowledgeable about the school's SEND provision, including how funding and personnel resources are deployed and will participate in appropriate training to ensure this.

The governors are responsible for monitoring the use of all resources allocated to the school for SEND, including those for children with Statements of Special Educational Needs and / or Educational, Health and Care Plans.

They will report to parents annually.

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's provision for children with SEND, keeping the governing body fully informed and working closely with the SENCo.

Staff

Every member of staff should be aware of the school's SEND policy and be fully aware of procedures for meeting the needs of all learners, by working in partnership with the SENCo, learners, parents and other agencies and by participating in appropriate training. The SEND policy can be found in the staff share policies folder and from the school office.

Class teacher

The class teacher has a responsibility to ensure high quality teaching provision and good outcomes for all groups of vulnerable learners (SEND Code of Practice 2015). This is through adapted teaching, with opportunities for children to develop metacognitive skills (learning how to learn). Staff will make reasonable adjustments within their teaching. They identify that a learner has special educational needs through appropriate assessment. Needs are discussed with the SENCo, the learner and the learner's parents/carers. The class teacher will plan for and teach an adapted curriculum where needed and will supervise any support workers (such as Teaching Assistants) in delivering this. Teachers are to create one-page profiles with identified pupils and create and monitor Assess, Plan, Do, Review (APDR) cycles in collaboration with the pupil and their parents. They are responsible for assessment of interventions and for tracking and recording progress. APDR plans are reviewed at appropriate time intervals, at least termly.

SENCo

In line with the statutory requirements of the SEND Code of Practice (DfE, DoH 2015), the SENCo will oversee the operation of this policy in the following ways:

- Working with senior leaders to ensure high quality teaching and its principles as a universal provision. This provision ensures that a lack of progress can be securely identified as a difficulty with learning and not as a gap in learning.
- Liaising with and advising teachers on identification and assessment of needs.
- Supporting staff in selecting and implementing evidence-based intervention programmes to address gaps in or barriers to learning.
- Managing other classroom staff involved in supporting learners with SEND.
- Working with senior leaders to identify and where appropriate deliver professional development training for staff.
- Monitoring the school's system for ensuring that Assess, Plan, Do, Review (APDR) documents, where it is agreed they will be useful for a learner with special educational needs, have targets which are worked towards in the classroom and in the wider school where appropriate.
- Evaluating regularly the impact and effectiveness of all additional interventions for all children who may have barriers to their learning.
- Liaising and consulting sensitively with parents and families of learners on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Co-ordinating provision for children with special educational needs via the maintenance and analysis of a whole-school provision map for learners with SEN.

- Identifying on this provision map a staged list of learners with special educational needs – those in receipt of additional SEND support from the school’s devolved budget, those in receipt of High Needs funding and those with Education, Health and Care plans.
- Overseeing the records on all children with Special Educational Needs and ensuring appropriate storage with regard to confidentiality and data protection.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan Needs Assessment when it is thought necessary. This would be based on evidence from previous interventions and APDR cycles (and would take into account the additional SEND support from the devolved budget), that a learner may have a special educational need which would require further support.
- Implementing a programme of Annual Review for all learners with an Education Health and Care Plan.
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Liaising closely with a range of outside agencies to support learners.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 learners on the SEND provision map.
- Attending area SENCo network meetings and training as appropriate.
- Liaising with the school’s SEND Governor, keeping them informed of current issues regarding provision for children with SEN and other vulnerable learners. These may be issues nationally, locally and within school.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of Children who are adopted or in local authority care.

Storing and Managing Information

The SENCo will ensure that all those who teach learners with SEND are informed of their needs. If there is essential information (e.g. that a pupil has a language disorder) or that a pupil requires treatment or management different from that normally given to other learners, the SENCo will ensure that all who are likely to come into contact with the learner are appropriately informed.

Information is stored in keeping with our Confidentiality policy. The SENCo shall ensure that appropriate and up to date records are kept. These shall be kept confidentially and only available to staff who need to know them. When a learner with SEND transfers to another school, either at the end of Year 6 or at any point, all records will be sent to the new school if we are notified of the name and address of the new school.

Digital records will be deleted in line with our Retention Schedule

Accessibility

At Coates we support all children and make reasonable adjustments for those with disabilities. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities to; the curriculum, resources and environment, for all pupils without discrimination of any kind. We work closely with specialist teachers and other agencies such as the Sensory Support Team, Occupational Therapists etc. Our grounds are all one storey and we have ramps to access the mobile classrooms and disabled toilet facilities onsite.

See accessibility plan 2026-2029 for more information:

<https://www.coatesprimaryschool.info/important-documentspolicies/>

Admissions policy

The currently agreed Admissions policy of the governors makes no distinction as to learners with special educational needs and / or disabilities. At Coates Primary School we are determined to work together to meet the educational needs of all our learners. Within the Admissions policy, the aim of the school is to meet the needs of the learner of any parent who wishes to register their learner at the school. In the case of learners with a statement of SEND or an Educational, Health and Care Plan, the SENCo will work closely with the LA named officer in reaching a decision about the most appropriate provision for the learner, although this may not be at Coates school. No learner can be refused admission solely on the grounds that they have or may have special educational needs.

Complaints

The School has an agreed complaints procedure which can be supplied upon request.

From 1st September 2003, Governing Bodies of all maintained schools in England are required, under section 29 of the Education Act 2002, to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides.

*NB: The LA provides an independent Parent Partnership Officer who is available to support parents of children with Special Educational Needs at any stage.

Bullying

We value all learners and take steps to ensure that our vulnerable pupils, and those with SEND, are safeguarded within our school.

For more details please see the Anti-bullying policy.

Appendices

For a link to the SEN Information Report, 2025, click here:

<http://www.coatesprimaryschool.info/send/>

For more information about the Local Offer see:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: 01733 863689

Parent Partnership Service: pps@cambridgeshire.gov.uk

School nurse: ccs.cpft.cambs.pboro.childrenshealth@nhs.net

This policy is reviewed annually taking into account the views of children, parents, staff and governors and will reflect current good practice and guidelines.

A copy of the Special Educational Needs Policy is available on request.

The school SENCo is **Alex Saberton-Kitch**.

The governor responsible for Inclusion (which includes SEND) is **Amanda Anderson**