



COTHAM SCHOOL

POLICY AND PROCEDURES

Special Educational Needs and Disabilities Policy

Version control

The table below shows the history of the document and the changes made at each version:

Version Date	Summary of changes
1.0 - 30.09.18 2.0 - 11.09.24	Waves of Intervention model added

Job titles, names and some changes to responsibilities updated throughout



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	Role and responsibilities of Assistant SENCO added
	'...and/or disabilities' added after 'special educational needs...'
	Addition of 'Communication and Interaction difficulties' in section 6
1.1 - 31.01.21	Job titles, names and some changes to responsibilities updated
1.2 - 13.01.23	Name of the SENCo, update the Bristol Inclusion Panel name, add to the roles of the FL, updated the name of individual plans, update to forum name, terminology change around learning.
06.01.25	<p>Added a contents list with bookmarks to relevant sections and page Numbers</p> <p>Added Definitions of SEND under relevant legislation</p> <p>Added information to Introduction including from the Code of Practice</p> <p>Added and Reviewed Objectives at Cotham in lines with legislation and intent of Department under FIP</p> <p>Added section of important documents with links to relevant documents and websites useful for Parents</p> <p>Added reference to other policies</p> <p>Edited Roles and Responsibilities to reflect the team and additional responsibilities not mentioned</p> <p>Updates to admissions and transitions section to include Post-16 too.</p> <p>Update to Resource Allocation including a note about changes to the Local Authority's funding structure.</p> <p>Updated formatting and wording throughout (e.g. differentiation to adaptation, ability to attainment).</p> <p>Reviewed and updated section on Identification and Assessment to reflect current practices, inc. Exams Access Arrangements.</p> <p>Additional information added to the section on the SEND register, Waves of Intervention and EHC plans.</p> <p>Reviewed and updated section on receiving additional support so that it is in line with current practice.</p> <p>Note added about removal from the SEND register.</p> <p>Changes to Unstructured time policy to reflect current practice.</p> <p>Additional information provided about enhanced transition days.</p> <p>Additional notes added to inform parents about the limits to EP and SaLT time.</p>

Approved by Governors: 24 January 2017 Policy Author: Mr G. Warnock

Reviewed by governors: 2 October 2018 Reviewed by: Ms D. Leong Review Date:
January 2023 Reviewed by: Mr O. Morgan Reviewed by: Miss Telford

Miss Telford



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Contents

Part 1: Policy

1.1 Definitions	4
1.2 Introduction	5
1.3 Important Legislation and Useful Documents	6
2. Professional expectations, roles, and responsibilities	7
2.1 Headteacher: Ms J. Butler	7
2.2 Special Educational Needs and Disabilities Coordinator (SENDCo): Miss G. Telford	7
2.3 Deputy SENDCos: Charlotte Taylor-Frape and Laurie Knowles-Smith (on Maternity Leave)	9
2.4 Higher Level Teaching Assistants	9
2.5 Learning Support Assistants	9
2.6 Faculty Leaders	9
2.7 Class Teachers	10
3. Admissions	10
4. SEND Facilities	11
5. Resource Allocation	11
6. Identification Assessment and Review	12
7. Criteria for placement on the SEND Register	14
8. Monitoring and Review	16
9. Record Keeping	17
10. Provision	17
10. Access to the Curriculum	18
11. Governing Body	19
12. Complaints	20
13. INSET and staff development	20
14. External support	20
15. Parents and Carers	21



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1.1 Definitions

This policy describes the provisions made for students who have Special Educational Needs and/or Disabilities. The SEND Code of Practice (Department for Education, 2015), defines SEN as when a child or young person has “a learning difficulty or disability which calls for special educational provision to be made for [them]”. This includes students who have suspected learning difficulties and/or a physical disability, as well as students who have social, emotional and mental health needs that prevent them from following the social and behavioural expectations of the school.

The SEND Code of Practice defines a learning difficulty or disability as when a child or young person:

- “has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

The Code of Practice defines Special Educational Provision as “educational or training provision that is additional to or different from that made generally for other children or young people of the same age”.

There are four categories of SEND, as defined by the SEND code of Practice. Children or young people may fall into one or more of these:

- **“Cognition and learning:** Some Children and Young People (CYP) learn at a slower pace than others their age, have difficulties with organisation and memory skills, or have a specific difficulty affecting one part of their learning such as literacy or numeracy
- **Communication and interaction:** Some CYP have speech, language and communication difficulties which make it difficult for them to understand language and to communicate effectively with others
- **Social, emotional mental health:** Some CYP have difficulties managing relationships with other people, are withdrawn, or behave in ways that may disrupt their own and others’ learning
- **Sensory and Physical needs:** Some CYP have visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.”

(Wording taken from [Bristol City Council’s Local Offer, 2024](#))

The Code of Practice also highlights that many children and young people with SEND, may have a disability under the Equality Act (2010). It is defined in the Act as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. The SEND Code of Practice highlights that “‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’”. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. The Code of Practice notes that “Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and



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young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.”

1.2 Introduction

As per the SEND Code of Practice (DFE, 2015) “All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training”

Objectives at Cotham School in order to meet this directive:

- a. We will use our best endeavors to ensure that Education at Cotham will at all times be inclusive and that a child with SEND gets the support they need.
- a. All students will have access to a full curriculum where work and activities are adapted to meet their individual need(s).
- b. All students with special educational needs and disabilities will have their needs identified at the earliest possible time and will have appropriate provision agreed.
- c. We will ensure that students with SEND engage in the activities of the school alongside pupils who do not have SEND and that they feel supported and confident to do so.
- d. The views of the student and their parents/carers will always be listened to and included.
- e. The needs and progress of students will be monitored, recorded and made available to staff and parents.
- f. Parents/carers and students will be involved in the planning and review of all work with students with special educational needs and disabilities.
- g. Subject staff will take responsibility for aiding with the process of identification of possible SEND and meeting students’ special educational needs and disabilities in the classroom.
- h. Subject staff will be supported so that they have the knowledge, skills and understanding aid the identification process and the adaptation of support so that SEND children can access the learning and reach their potential.
- i. We will use the Graduated Approach Cycle of Assess, Plan, Do, Review to monitor progress and impact of provision.
- J. We will work collaboratively with all stakeholders and external agencies to ensure the individual receives the support they require.
- K. We will take a ‘Needs-led’ approach to support, rather than a ‘Diagnosis/Medical-led’.



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1.3 Important Legislation and Useful Documents

Government Legislation and Non-statutory Guidance:

- [The SEND Code of Practice \(2015\)](#): Statutory Guidance from the Department for Education which sets out what is expected of organisations and individuals to support children with SEND.
- [Working Together to Safeguard Children \(2013\)](#): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- [The Children Act 1989 Guidance and Regulations Volume 2 \(Care Planning Placement and Case Review\)](#) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- [Equality Act 2010](#): Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfill their duties under the Act.
- [Reasonable adjustments for disabled pupils \(2012\)](#): Technical guidance from the Equality and Human Rights Commission.
- [Supporting pupils at school with medical conditions \(2014\)](#): statutory guidance from the Department for Education.
- [The Mental Capacity Act Code of Practice: Protecting the vulnerable](#) (2005).

Bristol City Council Local Authority Guidance and Information:

- [Bristol SEND Local Offer](#) - a guide to what is offered in Bristol Local Authority
- [Parents/Carers Information on the Local Offer website](#)
- [Guidance for Parents on Ordinarily Available Provision](#) - please note, schools review this document in line with what they offer. There is not an expectation that every school will offer the same or can offer all of the OAP within the document.
- [Advice and Information about Education, Health and Care Plans](#) for parents.
- [Sirona Care and Health](#) - advice about Paediatrician referrals through the NHS, including guidance on Autism and ADHD.

This policy should be read in conjunction with the following policies:

- Behaviour
- Attendance
- Health, Safety and Wellbeing Part 1
- Health, Safety and Wellbeing Part 2
- Equality and Community Cohesion Policy
- Safeguarding Policy



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2. Professional expectations, roles, and responsibilities

Roles are allocated as follows:

2.1 Headteacher: Ms J. Butler

The Headteacher will:

- a. Take overall responsibility for special needs provision within the school.
- a. Delegate day to day responsibility for implementing the policy to the Special Educational Needs and Disabilities Coordinator (SENDCo)

2.2 Special Educational Needs and Disabilities Coordinator (SENDCo): Miss G. Telford

The school's Special Educational Needs and Disabilities Coordinator's responsibilities are:

Strategic Coordination of Provision:

- a. Ensure student's needs are properly assessed when they first enter the school. a. Ensure subsequent regular assessment takes place.
- b. Oversee the keeping of records and data, including analysis of data to identify needs, requirements of provision, progress of pupils, specific groups or trends which indicate need for increased support.
- c. Ensure students with EHC Plans have provision matched to their needs and as identified in their EHC Plan.
- d. Ensure statutory Learning Plans for students with EHC Plans are prepared, written and reviewed.
- e. Ensure that all students with SEND have a Learning Plan in place.
- f. Ensure annual EHC Plan reviews take place.
- g. Ensure students with special educational needs and disabilities have full curriculum access and that the curriculum is suitably adapted to meet their needs.
- h. Maintain the Special Educational Needs and Disabilities Register, including the removing of any students from it.
- i. Coordinate the work of the Deputy SENDCo/s, SEND Administrator, Numeracy Higher Level Teaching Assistants (HLTA), Learning Support Assistants (LSA) and work closely with the Exams Access Coordinator.
- J. Strategically plan and deliver training for teachers in all stages of their career, including from external specialist agencies.
- K. Quality assurance delivery of provision from teaching staff, HLTAs and LSAs.



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- L. Ensure the SEND Policy and Information Report is up to date.
- M. Reviewing Provision (Ordinarily Available Provision, Provision above OAP in-school, External Provision), identifying gaps and resource needs and responding to them.
- N. Liaising with the Local Authority, including keeping up to date and National and Local update to SEND provision and support. Considering ways to address and impact these have on our school.
- O. Quality Assurance of External support and provision, such as Alternative Learning Provisions.
- P. Reviewing the strategic development for SEND across the school.
- Q. Oversight of Exams Access Arrangements and ensuring they are provided according to the JCQ guidelines.
- R. Working to promote and celebrate SEND and Inclusivity to ensure an Inclusive environment in school.
- T. Understand the funding structure of provision for SEND and allocate resources correctly.
- U. Liaise with the SEND Governor when appropriate.

Operational Management of Provision:

- a. Take responsibility for the day to day operation of the school's Special Educational Needs policy.
- a. Allocate resources within the budget set by the Headteacher and Governors.
- b. Manage and monitor provision for students with Education, Health and Care Plans (EHC Plans), commissioning work from outside agencies where necessary.
- c. Chair SEND Forums and Team around the Child Meetings (TACs) when appropriate
- d. Prepare submissions for Early Intervention funding.
- e. Lead and manage the SEND Team.
- f. Ensure that Parents/Carers of individual students are responded to, offered meetings where appropriate, communicated with regularly and their feelings are listened to.
- G. Work directly with students with SEND or possible SEND to gather their voice and ensure they have the right support for them in school, involving them in meetings and reviews where appropriate.
- H. Attend all Parents' Evenings.
- I. Oversee SEND Provision including keeping Learning Plans up to date.
- j. Liaise with the Local Authority, outside agencies, Governors, SLT, Post-16, the Deputy Headteacher responsible for SEND and Safeguarding, the Senior Safeguarding Manager and Safeguarding Team, the Senior Learning Coordinator, year group Learning Coordinators, Faculty Leaders and classroom teachers.
- K. Liaising with feeder schools for transition into Year 7 and Post-16 settings.
- L. Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements



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2.3 Deputy SENDCos: Charlotte Taylor-Frape and Laurie Knowles-Smith (on Maternity Leave)

- a. Provide active leadership and operational oversight for the SEND team alongside the SENDCo.
- a. Contribute towards the planning and monitoring of provision, including the development of classroom practice to secure the use of appropriate strategies to enable students with SEND to overcome their barriers to learning.
- b. Oversee the care of and provision for high needs SEND students.
- c. Oversee the provision for Children in Care, Looked After Children, Previously Looked After Children and Privately Fostered Children.
- d. Ensure that all student Learning Plans are regularly reviewed with the student and parents/carers.
- E. Provide delivery of specific interventions within the team as required.
- f. Contribute to the overseeing of records.
- g. Work with individuals and small groups to support their learning.
- h. Support students at unstructured times.
- i. Assist in the monitoring and reviewing of student progress.
- j. Manage the work of the LSAs.
- k. Support the SENDCo in the transition of any new SEND students to the school, including Year 6 to Year 7 transition and visiting primary schools as required.

2.4 Higher Level Teaching Assistants

- a. Provide delivery of specific interventions within the team as required.
- b. Contribute towards the planning and monitoring of provision, including curriculum development.
- c. Work with individuals and small groups to support their learning.
- d. Support students in the classroom when required.
- e. Support students at unstructured times.
- f. Work with teaching staff to develop appropriate teaching materials.
- g. Work with teachers in planning and preparation.
- h. Assist in the monitoring and reviewing of student progress.

2.5 Learning Support Assistants

- a. Work with individuals in the classroom to support their learning needs.
- b. Support students at unstructured times.
- c. Work with teaching staff to develop appropriate teaching materials.
- d. Assist in the monitoring and reviewing of student progress.
- e. Support teachers with the planning and preparation for students identified with SEND Needs.
- f. Provide delivery of specific interventions within the team as required.



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2.6 Faculty Leaders

In addition to the role of class teacher, Faculty Leaders will:

- a. Ensure that the curriculum with their subjects are ambitious for all students including those with an identified SEND.
- b. Ensure that the curriculum within their subject area is personalised to meet individual students' needs.
- c. Ensure that there are resources within the faculty that will enable students with special needs and disabilities to access the curriculum.
- d. Ensure that teaching and learning styles are appropriate and meet the needs of the individual SEND student as described in their Learning Passport.
- e. Ensure that additional adult support that may be allocated to the faculty is used appropriately. e. Support class teachers to ensure that all teaching meets the needs of students with SEND.

2.7 Class Teachers

The class teacher is responsible for all students with special educational needs, in his or her lesson. In addition, he/she will:

- a. Ensure teaching, learning and assessment styles and teaching materials are appropriate to the needs of students with special educational needs and disabilities.
- a. Ensure that feedback for SEND students is accessible and allows them to improve their learning. b. Assess the readability of texts and adapt them as necessary.
- c. Monitor the progress of all students in the group. Gather information about any student causing concern and, if necessary, make a SEND referral.
- d. Have copies of Learning Plans for students with EHC plans and all other students with SEND in their teaching group.
- e. Be familiar with, and ensure that the strategies contained in individual students' Learning Plans, are embedded into their teaching.
- f. Set subject targets for individuals and/or groups of students with SEND.

Communication with staff:

- a. Staff are informed which students may require additional provision via the Special Needs Register and Student Vulnerability Codes which are available on the School's Management Information System (SIMS).
- a. Updated information and other immediate changes are communicated to staff via staff briefings or by email.
- b. Student Learning Plans containing more detailed information are issued to staff. c. Details of which lessons are being supported are made available to all staff who may have an HLTA in their lesson.
- d. The provision of Inclusion team interventions are systematically mapped so that Learning Coordinators and teachers can use it as a tool to ensure that the right provision is in place for students with SEND.



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3. Admissions

Admissions Policy

The particular placement must be recommended by the Local Authority's (LA) professional advisers. Special Educational Needs reasons must be accepted as essential by the LA as part of the assessment of special educational needs under the 1996 Education Act and the school is named as first preference by the parent/carer.

KS2/3 transfer:

- a. Students in Year 5 who have special educational needs and may wish to put Cotham as their first choice secondary school are encouraged to visit the school to assess how well the school could meet the student's needs.
- b. A member of the Cotham SEND Team will, whenever possible, attend Transitional Annual Reviews for students with an EHCP at the end of KS2.
- c. Cotham staff will visit the Primary School of all students transferring to Cotham during the preceding summer term and follow-up visits/contact by the SENDCO, Assistant SENDCOs and Safeguarding Managers occur for students identified with SEND to meet/discuss the student's primary teachers and the student.
- d. Students visit Cotham during the summer term. Students with known special educational needs have an enhanced transition plan implemented.
- e. The School's Accelerate Program will run a series of interventions to help student with High Needs to transition more successfully into Secondary School.

Students transferring during KS3/4:

- a. All Students admitted to the school during the course of KS3/4, and who may have a special educational need, may undertake standard screening tests during admission.
- b. We will review any SEND information provided by the previous school and reach out for any further information required. We will also review files shared via SIMs and CPOMs.
- c. We will make sure they have a Learning Plan created and it is available to their teachers.

Transition into Post-16:

- a. We will support students with their Progression choices where required in liaison with the Careers Advisor.
- b. Following transfer, we will share any SEND information required with Colleges and Post-16 centres where we have consent from the student to do so.
- c. We will liaise with our Post-16 during transition for students staying at Cotham both before, during and after they have moved up.



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4. SEND Facilities

B Block - SEND and Safeguarding area:

The SEND and Safeguarding Teams are based within the SEND/Safeguarding Area in B Block. The teams support students both in the classroom and in the SEND/Learning Support Area itself with Safe Space and an Intervention room available.

5. Resource Allocation

Funded Students:

- a. The EHC plan funding allocated to named students with special educational needs and disabilities is spent on meeting the objectives and provision outlined in Section F of their EHC plans. This will be reviewed and adjusted during Annual or Emergency Review meetings and applied for with the Local Authority. The Local Authority has a responsibility to award funding when EHCPs are finalised but there are sometimes delays to this.
- b. Students with additional top-up funding have a costed provision map that indicates how the money is spent - *Please note: the Local Authority have ended applications for Top Up funding after June 2024. The current students with Top Up funding will have this until their funding ends. The Local Authority is in the process of evaluating and rolling out a series of changes to their funding model, the first being an Early Intervention Fund. This is a very small pot of money now available to schools.*
- c. Decisions about how the money will be used for the individual student are made by the school and may involve consultation with the parents/carers and student.

SEND resources paid for by the school

Cost of resources:

- a. Deputy SENDCos
- a. HLTAs
- b. LSAs (with additional top up funding from the LA - please see note above about changes to this model)
- c. Assessments carried out by specialist external agencies
- c. Additional administration time
- d. Information Technology Equipment e.g. laptops, reading pens, specialist software
- e. Additional resources needed by individual students e.g. coloured paper, fiddle toys
- f. Alternative Provisions for SEND students unable to fully access the mainstream curriculum

Monitoring the use of resources:

The cost-effectiveness of provision is regularly reviewed.



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6. Identification Assessment and Review

Students with special learning needs are identified by both testing and referral:

The identification of learning needs:

- Students will be assessed whenever it is felt that they may have special needs that are acting as a barrier to their learning.
- As the outcome of data analysed at an Inclusion Forum or TAC meeting after being referred by a classroom teacher or Learning Coordinator.

This could be as a result of a:

- a. General staff concern.
- a. Concern expressed by the student.
- b. Concern expressed by parents/carers.
- c. Concern apparent as a result of screening tests.

Other assessments used include:

- Standardised Tests
- Individual Tests
- Classroom observation
- Class tests/exams
- Analysis of work
- Checklists
- National Curriculum Tests

Specific Learning Difficulties

These will be assessed either by our link Educational Psychologist or by external assessment (for example, by the Bristol Dyslexia Centre if commissioned by parents/carers). Please note, we commission a small number of days from the Educational Psychology Service and this time will be prioritised for children presenting with the highest needs. We do not have an Educational Psychologist or Speech and Language Therapist internally.

Special access arrangements for examinations

Assessment for Special Arrangements. These are following teacher or student self referrals. They must be based on teacher evidence and feedback that they are required in the first instance. For internal arrangements (small shared room, separate room, prompter, etc.) we require a body of evidence to support an application. For additional time, a test by a qualified assessor is required and we cannot accept private assessments. Arrangements will only apply for subjects which have highlighted the need, not across the board. Arrangements have to be processed through and in line with JCQ regulations and we cannot award them without meeting specifics requirements of the awarding bodies.

SEMH or Challenging Behaviour

Students with SEMH or challenging behaviour that are potentially communicating an underlying learning difficulty are identified by the form tutor, the Learning Coordinator or the Safeguarding Managers, working in association with the SENDCo. In these cases, the student may be referred to an outside agency which may include:



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1. Referral to Community Children’s Health Partnership
2. Child and Adolescent Mental Health Service
3. Speech and Language Therapy
4. Education Psychology Service

Communication and Interaction difficulties:

Students with communication and interaction difficulties, including Autistic Spectrum Condition/Disorder, are identified and/or supported through appropriate modifications and referrals which may include:

1. TAC (Team around the Child) meeting
2. MAP (Multi-agency partnership) meeting
3. Speech and Language Therapy
4. Bristol Autism Team
5. Education Psychology Service
6. Health Professionals
7. Community Children’s Health Partnership

7. Criteria for placement on the SEND Register

A child or young person has a special educational need or disability if he or she has a learning difficulty or disability which calls for special educational provision which is in addition to or significantly different from their peers. Through the graduated approach, the school will assess emerging needs and place students who require additional support on a SEND register. If a child no longer needs additional support, and has made expected progress in line with their peers and developmental stage for 2 terms, they may be removed from the SEND register in consultation with them and their parents/carers.

Learning Difficulty

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability that hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

Students will be defined in the following categories:

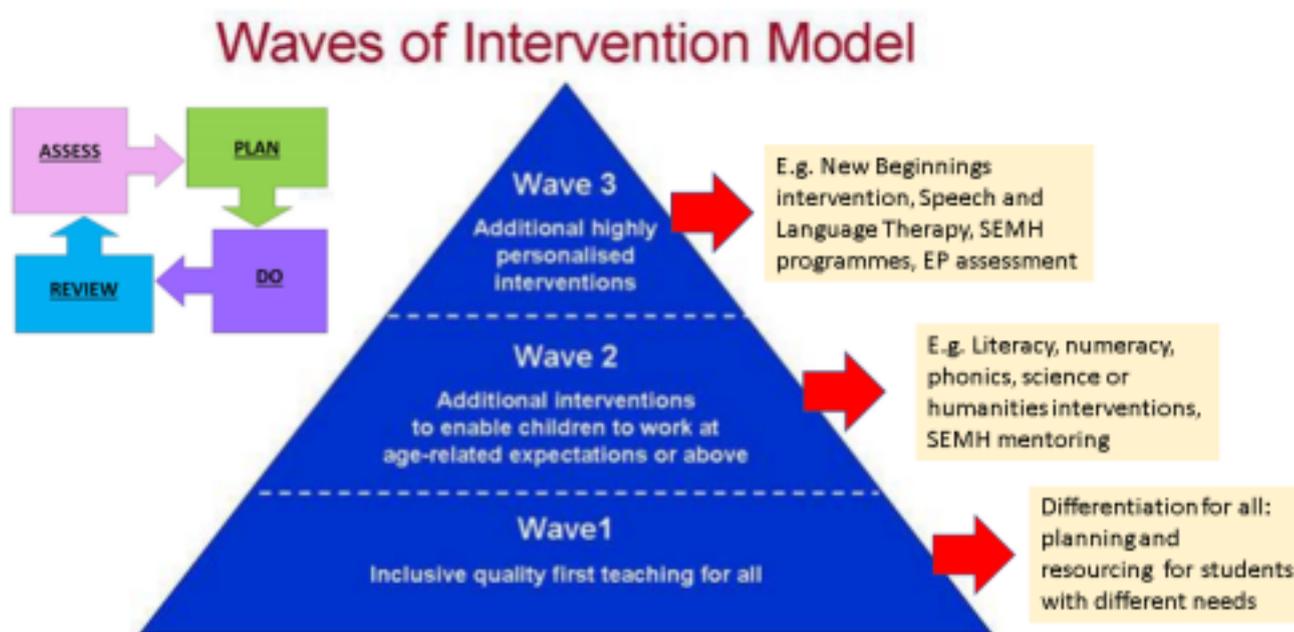
Description Category	
The majority of students in school are making age expected progress and working at a level similar to their peers	Non SEND
The group of students who are underachieving and require differentiated teaching, additional support or adaptations for them to access the curriculum	Non SEND (N)



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Students who have a learning difficulty or disability and require additional and/or different provision	SEND School Support (K)
Students who require a SEND assessment and are entitled to an Education Health Care Plan	SEND EHC PLAN (E)

The school uses the following waves of intervention model to determine the level of support required. This is continually reviewed on a case-by-case basis for each student using the Assess, Plan, Do, Review cycle.



The vast majority of students with SEND will fall into Wave 1 - High Quality teaching for all. n Request for SEND Assessment. As per the SEND Code of Practice (DfE, 2015), “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN”. A small number of students will require further support outside of the classroom (Wave 2) and a very small number will require further support from external providers (Wave 3).

Criteria for requesting an Education, Health and Care Needs Assessment:

- a. The school is not able to meet the needs of the student from either its own resources or from those provided by outside agencies.
- b. The student meets the criteria outlined in the Bristol Local Offer published by the Local Authority to make an EHC Needs Assessment.” This is a rigorous 20 week statutory process (please note that they often take longer).
- c. EHCPs are legal plans which are for the students with the most significant and profound needs, which prevent them from accessing their learning.



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Procedure:

- a. The request is made after an agreement by parents and professionals at a review meeting.

Possible outcomes:

- b. Student is given an EHC Plan.
- a. Student reverts to school intervention.

Education, Health and Care Plan

Procedure

- a. Students with an EHC Plan will have a Learning Plan that indicates the ways in which the objectives and provision outlined in the statement will be met. This will be reviewed 3 times per year.
- a. Students with an EHC Plan will have a provision map that indicates how any top-up funding that has been granted to the school to provide additional resources has been spent.
- b. The EHC Plan will be reviewed at least annually.

8. Monitoring and Review

Before a student is placed on the SEND register, appropriate provision is discussed and, if necessary, a Learning Plan is agreed.

Learning Plans

All students on the SEND register will have a Learning Plan that contains information about the individual student's learning difficulty as well as strategies to be used to support the student's learning in the classroom.

Learning Plans are drawn up in consultation with the student and parents/carers. Copies of each Learning Plan are available to all staff who teach the student. Learning Plans are reviewed at least twice a year.

Using Learning Plans

Subject teachers use the strategies defined in the Learning Plan in a way that is appropriate for the needs of their subject, and their own teaching and learning style. Student progress will still be monitored by different subjects in the usual way.

Reviewing Learning Plans

Reviews are held at regular intervals, normally at least twice a year. Teachers are consulted and parents/carers are invited to contribute to the reviews. If they are not able to attend, the review will take place in their absence. The student is met with and their voice is captured in the target setting and review process.

Monitoring of Learning Plans

Some of the following will be used for monitoring:

- a. Feedback from parents/carers
- a. Student views



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- b. Staff monitoring sheets
- c. HLTA observations
- d. Student monitoring
- e. Reports from outside agencies (where applicable)

Data Review

The SENDCo will report back to the senior leadership team on the progress of students with special educational needs and disabilities in each year group through exam analysis and data reviews. This will include details on the following:

- a. The number of students in each year group currently on the SEND register.
- b. How this has changed over the year.
- c. What support has been offered and the impact this has had on SEND student outcomes.
- d. How funding has been used on students with EHC plans and top-up funding, and how they have progressed.
- e. Plans for the future

9. Record Keeping

The Record of Special Educational Needs and Disabilities

Cotham School keep a list of all students who have been identified as needing additional support. This will continue to be known as the SEND Register.

The SEND Register is made available to all staff.

Student Records

Student records are stored:

- on the school's management information database (SIMS)
- on the SEND provision map and CPOMS (Child Protection Online Management System) database
- in files in the SEND admin office

10. Provision

Supporting Student's Learning

Some students may need additional learning support. Decisions about who should receive learning support are based on individual assessments. (See Identification and Assessment) The work will:

- a. Be time limited
- a. Have clear targets

In Class Support

HLTA and LSA timetables are directed by the SENDCo, Deputy SENDCos and Literacy/EAL Coordinators. Priority is always given to meeting the statutory provisions outlined in EHC plans of special educational need and disability. Wherever possible, additional adult support is allocated to lessons where students have a significant identified need; constraints of the timetable sometimes



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mean this is not always possible. Teachers are informed when they should be having support and when support may not be available.

Criteria for allocation of in class support

- a. The student has an EHC plan of special educational need or disability.
- b. The student wants to have support.
- c. The student has a level of need where he or she is not making expected progress with classroom-based adaptation or they cannot manage independently.
- d. A subject team needs support to manage a particular piece of work, a particular student or group of students.

Withdrawal support

Styles of withdrawal

- a. Individual support
- b. Paired support
- c. Group Support

Criteria for receiving additional support (withdrawal)

Students who are on the school's Register of Special Educational Need and Disabilities receive support that is commensurate with their level of need.

Students with the greatest level of need may get shared or individual support in some lessons. This will be reviewed each term.

Some students will have time in their week in a specific support intervention e.g. Numeracy Interventions, Resilience Group, etc. This may be in groups of between two (paired support) or four (group support). This will also be reviewed each term.

Students who are judged to have needs that would require mainstream teachers to provide appropriately adapted work may have indirect support such as the advice offered to their teachers by the SEND Team. It is the responsibility of teachers to adapt work accordingly within lessons as the best provision for SEND is High Quality Teaching in the classroom, not withdrawal or additional direct support.

The progress of the students will be reviewed each term. Where students have made sufficient progress, they will move to the next, lower level of support. If students no longer need adaptation or SEND support, they may be removed from the SEND register.

Unstructured Time

Students are supported during unstructured times by those staff on duty. If a SEND student requires additional support during unstructured times, for example with an additional member of staff or use of the Safe Space when distressed, this will be arranged as appropriate and where possible by the SEND and Safeguarding Teams. These areas are not open at all times to students in order to maintain a level of calm for those who require a re-regulation space.

Supporting staff

The work of the SEND and Inclusion Teams extends beyond the provision of additional teaching for students on the SEND register. The team also works with staff in helping them develop practice in classrooms, and teaching and learning styles.



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Supporting parents

The SEND and Safeguarding Teams believe that the support of parents is fundamental to students' progress. The teams meet regularly with parents, for example at every Parents' Evening.

10. Access to the Curriculum

Curriculum Entitlement

All students at Cotham are expected to follow the National Curriculum except in the case of students whose social, emotional and mental health or challenging behaviour are such that their own learning and the learning of others is adversely affected if they follow a mainstream curriculum. In such cases the student may, for an agreed period of time, follow a modified curriculum that more closely addresses his or her particular needs. Some students are directed into alternative provision.

Schemes of work

Subject areas have schemes of work that show how learning difficulties within that subject area will be managed, and how teaching and learning styles within the subject will be modified to take account of particular special educational needs and disabilities.

Methods of Grouping

Students in mainstream are taught in mixed ability groups, others are placed in groups according to their level of attainment. Decisions on grouping are made by Faculty Leaders.

Teaching Strategies

Teachers are issued with training and guidance on how they might adapt their teaching to take account of common Special Educational Needs, Impairments or Disabilities (e.g. dyslexia, hearing impairment, Autism Spectrum Condition). Work should be appropriately adapted to take account of the needs of the student.

In-class Support

The school employs a number of Higher Learning Teaching Assistants and funded Learning Support Assistants. Some of their work is with groups or SEND students in the classroom supporting them to access the curriculum. Research suggests that LSA support shows positive impact when in a shared, not individual, way. However, on rare occasions, students may receive 1:1 support in class, depending on their level of need.

Integration and Inclusion strategies

Students with special educational needs and disabilities work in a combination of mixed attainment and set groups. Tutor groups are mixed attainment.

The Cotham School site is fully accessible for all physically disabled students.

An access plan has been drawn up which indicates how both the building and the curriculum are adapted to make the school more inclusive.



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11. Governing Body

The governing body as a whole will:

- a. Ensure that necessary provision is made for any student with special educational needs or disabilities.
- b. Nominate one governor to have special responsibility for special educational needs and disabilities.
- c. Report annually to parents on how SEND students' needs are being met.

Governor with Special Responsibility for Special Educational Needs and Disability

One governor will have special responsibility for special educational needs and disabilities. It will be the responsibility of this governor to:

- a. Take a close interest in the school's provision for special educational needs and disabilities.
- b. Meet regularly with the SENDCo and Deputy Headteacher responsible for SEND and Inclusion.
- c. Take part in governor training on issues related to special educational needs and disabilities.
- d. Arrange for regular reports to the full governing body.

12. Complaints

Where a parent/carer or student has a concern about the SEND provision that is being made, this should first be addressed to the SENDCo. Complaints should follow the procedures outlined in the Cotham School "Complaints Policy".

13. INSET and staff development

The SEND and Safeguarding teams provide advice and training for colleagues on all aspects of effective teaching for students with special educational needs and disabilities, through supporting the work of faculties and contributing to INSET (In-Service Training) days.

14. External support

Cross phase links

The SENDCo and/or Deputy SENDCos will attend Year 5 EHCP Annual Reviews of students who may wish to attend Cotham School. Parents are encouraged to come into Cotham School to talk to the SENDCo or Deputy SENDCos.

During the summer term, meetings take place between Cotham School staff and staff from partner primary schools in order that the school acquires a full picture of any students with special educational needs or disabilities. SEND students who are highlighted as requiring significant support are also invited into the school for an additional taster day, alongside the



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typical taster days for all students. One evening is set aside for parents to come and look around the school and meet the SEND Team.

The SENDCo will attend the North Bristol SENDCo Cluster meetings and any other relevant meetings delivered by the Local Authority.

The SENDCo will liaise with all relevant external agencies, for example the commissioned link Educational Psychologist for the school (see below).

Careers Advice

During Year 11, the school's Careers Advisor meets with the students and, in particular, with students with special educational needs and disabilities. The Careers Advisor is also invited to attend all transitional EHC plan reviews in Years 9, 10 and 11.

Educational Psychology Service

The school's link Educational Psychologist (EP) has regular meetings with the Cotham SENDCo. Before a student is referred to the EP it is expected that:

- a. The student will be on the SEND register and receiving interventions.
- a. Strategies will have been tried and found not to have worked.
- b. Parents will have been informed.

The EP will not normally meet parents until strategies have been tried following an initial discussion. The time with the link EP is very limited and therefore the SENDCo and Deputy SENDCo must prioritise students who are presenting with the most need.

Speech and Language Support

The school makes use of a Speech and Language Therapist to assess students who have been put forward. This again is very limited and therefore the SENDCo and Deputy SENDCo must prioritise students who are presenting with the most need. Additionally, service is not normally able to offer more than an advisory service.

15. Parents and Carers

The SEND Policy is available to any parent on the school website. Additional information about how the school supports students with Special Educational Needs and Disabilities can be found in the SEND Information Report on the school's website

Arrangements for recording and acting on parent's concerns:

It is SEND policy that all concerns are acknowledged and all letters/emails and records of telephone communication from parents are retained in the student's file.

Where assessment of a student has been requested and it is possible to provide this assessment, a preliminary report will be sent to parents as soon as practicable.

Procedures for involving parents when a concern is first expressed:

If the school has a concern about any aspect of the student's progress, communication is made with parent either through an email or a phone call. If it is thought possible that the student may have a need for which special provision may have to be made, then the parent is invited in for a meeting.



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Arrangements for incorporating parents' views in assessment and subsequent reviews:

Parents' views are always recorded in writing at meetings and reviews. Notes taken at the review meetings are sent home to parents. For Annual Reviews, parents are sent a questionnaire in advance which they can use to comment on their child's progress.

Learning at home:

Learning Plans may contain details of action parents can take at home. All students with SEND are expected to undertake homework. Students will also have a planner or, in some cases, a home school liaison book.

Voluntary organisations which support parents:

Any parent wishing more information about voluntary organisations which support parents with SEND issues, can contact the SEND administrator and SEND Team to ask for advice.



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