



Cobras AP Ltd – Special Educational Needs and Disabilities (SEND) Policy

Policy Statement

Cobras AP Ltd is committed to providing an inclusive, nurturing, and supportive learning environment where all pupils — including those with Special Educational Needs and Disabilities (SEND) — can thrive. We recognise that each learner has unique strengths, challenges, and aspirations. Our approach ensures that pupils with SEND receive the individualised support, reasonable adjustments, and high expectations needed to help them succeed academically, socially, and emotionally. We follow the principles of the SEND Code of Practice (2015) and the Children and Families Act (2014).

Aims

Ensure that all pupils with SEND have equal access to high-quality education and opportunities.

Identify and assess SEND needs as early as possible.

Provide tailored support that removes barriers to learning and participation.

Work in partnership with families, mainstream schools, and external professionals.

Promote independence, wellbeing, and successful reintegration into education or employment.

Definition of SEND

A pupil is identified as having SEND if they have a learning difficulty or disability which means they require additional or different support from that typically provided for their age group. This includes difficulties in:

- Communication and interaction (e.g. speech, language, or social communication needs)
- Cognition and learning (e.g. dyslexia, learning delay, or specific learning difficulties)
- Social, emotional and mental health (SEMH) needs
- Sensory and/or physical needs (e.g. visual or hearing impairment, mobility issues)

Identification and Assessment

At Cobras AP Ltd, identification begins with a holistic induction process which includes:

- Pupil voice and self-assessment
- Information from referring schools, parents, or agencies



- Observations by staff during sessions
- Baseline assessments in English, Maths, and social skills

If a potential SEND is identified, we will:

- Gather information from previous settings and professionals
- Consult with parents/carers
- Create an Individual Support Plan (ISP)
- Refer to external professionals if additional assessment is needed.

Graduated Approach – Assess, Plan, Do, Review (APDR)

We follow a graduated response as outlined in the SEND Code of Practice:

Assess – Identify needs through observation, data, and professional input.

Plan – Agree clear outcomes and support strategies with staff and parents.

Do – Implement targeted interventions and reasonable adjustments.

Review – Evaluate progress and adapt support regularly (at least termly).

Pupils and parents are fully involved at every stage.

Levels of Support

- Differentiated teaching and learning materials.
- One-to-one or small group support.
- Emotional literacy and wellbeing sessions.
- Therapeutic Thinking and trauma-informed practice.
- Specialist advice from educational psychologists, speech and language therapists, or SEN services.

For pupils with an Education, Health and Care Plan (EHCP), we work closely with the local authority and commissioning school to ensure all provision is met.

Roles and Responsibilities

Staff

- Oversees implementation of this policy.
- Coordinates SEND provision across the provision.
- Liaises with parents, local authorities, and external agencies.
- Maintains SEND records and reviews support plans.
- Ensures staff receive relevant training.



All Staff:

- Have a shared responsibility to identify, support, and report SEND needs.
- Differentiate learning and behaviour strategies appropriately.
- Attend relevant training and supervision.

Parents/Carers:

- Are key partners in supporting their child's learning.
- Contribute to planning and review meetings.

Pupils:

- Are encouraged to express their views and participate in decisions about their support.

Partnership Working

We work in partnership with:

- Referring schools and local authorities
- Educational psychologists and SEND advisory teams
- Speech and language therapists, mental health professionals, and social care services
- Families, carers, and community partners

Multi-agency collaboration ensures that each pupil's needs are met holistically.

Access and Inclusion

Cobras AP Ltd is committed to equality of opportunity. We will:

- Make reasonable adjustments to ensure access to learning, activities, and facilities
- Promote inclusive teaching and remove barriers to engagement

Training and Development

- SEND awareness and inclusive practice.
- Behaviour and SEMH support (Therapeutic Thinking).
- Safeguarding and trauma-informed approaches.
- Working with pupils with autism, ADHD, and speech and language needs.

Specialist training is provided where individual pupil needs require it.

Monitoring and Evaluation

- The Director monitors the effectiveness of support and interventions.
- Progress is reviewed termly through the APDR cycle.
- Feedback from pupils, parents, and staff informs improvement.
- SEND provision is reviewed annually by the Senior Leadership Team (SLT).



Complaints

If parents or pupils have concerns about SEND provision, they should speak to the Director. If concerns are not resolved, the complaint will be handled under the Cobras AP Ltd Complaints Policy.

Policy Review

This policy will be reviewed annually, or sooner if legislation or local authority guidance changes. The SENDCo and Director are responsible for ensuring compliance.

