



STOCKPORT
METROPOLITAN BOROUGH COUNCIL



SEND Policy

**Agreed and adopted by Cheadle Village Primary School
Governing Board**

Date: October 2023

Review date: October 2026

Special Educational Needs Policy 2023

This policy is in line with our Learning and Teaching Policy and Equal Opportunities Policy and aims to support inclusion for all of our children.

The responsibility for the management of this policy falls to the Headteacher.

The day-to-day operation of the policy is the responsibility of the **Special Educational Needs and Disability Co-ordinator (SENDCo)** and class teachers.

The Governing Board, the Headteacher and the SENDCo will all work together closely to ensure that this policy is working effectively.

Cheadle Primary School will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have **special educational needs or disabilities (SEND)** to allow those pupils to participate in the activities of the school.

The staff and governors of Cheadle Primary School will also work to ensure that all **SEND** pupils reach their full potential, are fully included within the school community and are able to make successful transfers between Key Stages and educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of **SEND** pupils.

With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their teaching groups even where pupils access support from teaching assistants or specialist staff and provision.

Teaching and supporting pupils with **SEND** is therefore the responsibility of all members of staff at the school. In order to meet the needs of pupils with **SEND**, we will work closely in partnership with pupils, parents and carers, The Local Authority (LA), Children's Services and all other outside agencies.

At Cheadle Primary School we place great emphasis on the mental health and well-being of all of our pupils. If they are happy and in a 'good place' mentally and emotionally then they will be ready to learn and take on the daily challenges that come with building relationships, learning and applying new skills and in being successful individuals. Children learn best when they feel happy, safe and secure at school and have positive, warm relationships based on mutual respect. In this kind of environment, children feel valued and understood in an inclusive way and will then take risks and challenge themselves with a drive to succeed.

SCHOOL ADMISSIONS

No pupil will be refused admission to school on the basis of his or her special educational need and/or disability. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

We will use our best endeavours to provide effective educational provision.

AIMS

Cheadle Primary School aims to provide the structure for a pupil-centred process that engages pupils, parents and carers, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development to enable them to achieve maximum progress, fulfil their potential whilst at the same time promoting their well-being.

OBJECTIVES

The **SEND** Policy of Cheadle Primary School reflects the principles of the **0-25 SEND Code of Practice (2014)**. The aims of this **special educational needs and disability** policy are:

- To ensure that we fulfil our duties to pupils with special educational needs and/or disabilities under the Equality Act 2010;
- To ensure that the individual needs of pupils with special educational needs and /or disabilities are met;

- To take into account the views of the pupils with special educational needs and/or disabilities;
- To encourage good communication and genuine partnerships with parents and carers of children with special educational needs and/or disabilities;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs and/or disabilities;
- To make arrangements to support pupils with medical conditions and to have regard to statutory guidance when supporting pupils at school with medical conditions in conjunction with the Medical Conditions Policy;
- To implement a graduated approach when meeting the needs of pupils using the Assess, Plan, Do, Review process;
- To develop and maintain a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- To employ a collaborative approach with learners with special educational needs and/or disabilities, their families, staff within school, other external agencies including Health and Social Care Agencies;
- To set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and their family;
- To share expertise and good practice across the school and local learning community;
- To make efficient and effective use of school resources;
- To have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs;
- To have regard to the relevant guidance issued by the Local Authority, Stockport Metropolitan Borough Council.

IDENTIFYING AND SUPPORTING SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

Cheadle Primary School regards pupils as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age,
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority,
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them." (Code of Practice September 2014)
- Have a Social, Emotional or Mental Health (SEMH) need which requires alternative provision

Cheadle Primary School will have regard to the **SEND** Code of Practice 2014 when carrying out its duties towards all pupils with **SEND** and will ensure that parents and carers are informed by the school that **SEND** provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a **Special Educational Need (SEN)**. These pupils will be provided with intervention and/or support that is '**additional to or different from**' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

AREAS OF SPECIAL EDUCATIONAL NEED

Under the **SEND** Code of Practice 2014 pupils identified as having a **Special Educational Need (SEN)** will be considered within one or more of the following categories of need:

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the **SEND** Code of Practice 0-25 (2014) into the following headings:

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

These needs will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child need to be used to determine additional provision.

We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need. For example:

- attendance and punctuality
- health and welfare

- having English as an second language
- being in receipt of their Pupil Premium Grant
- being a **Child that is Looked After (CLA)**
- being a child of a serviceman/woman

A GRADUATED APPROACH TO SEN SUPPORT

The progress made by all pupils will be regularly monitored and reviewed.

Initially, concerns identified by teachers, parents and carers and other agencies will be addressed by appropriate differentiation within the classroom and a record will be kept of any strategies used.

This record can be then used in later discussions if concerns about a pupil persist.

SEND Support Plans will be prepared and written by class teachers in coproduction with parents and children, in conjunction with the Code of Practice 2014.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or an educational psychologist.

However, in the first instance, Cheadle Primary School will always seek to involve parents and carers in discussion and agreement regarding the involvement of an external professional.

ASSESS, PLAN, DO AND REVIEW

Where a pupil is identified as having **SEND**, the school will take action to support effective learning by removing barriers to learning and put effective special educational provision in place.

This **SEND** support will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised. Through use of this four- part cycle, the school can establish a growing understanding of a pupil's needs in addition to what support the pupil will require in order to make good progress during his or her time at Cheadle Primary School.

This is known as **the “graduated approach”**

- **Assess,**
- **Plan,**
- **Do,**
- **Review.**

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as **Pupil Progress Meetings**. For those pupils with more complex needs, or for who a more frequent cycle needs to be employed, additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Specialist services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the pupil.

A full report on the progress of children with **SEND** will be presented to the Governing Body once per year and the identified **SEND** Governor will be encouraged to take a full and challenging role regarding the progress of these children with both the **SENDCO** and Headteacher.

EXIT CRITERIA

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring **SEND** Support.

At this point, through discussion and agreement with parents and carers, the pupil will be removed from Cheadle Primary School's **SEND** register.

STATUTORY ASSESSMENT OF NEEDS/ EDUCATION, HEALTH AND CARE (EHC) NEEDS ASSESSMENT

Where a pupil has not progressed as expected, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of that pupil, then the school and/or the parents and carers should consider requesting an **Education, Health and Care (EHC) needs assessment**.

EDUCATION, HEALTH AND CARE PLAN (EHCP)

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum.

Schools have a duty to co-operate so Cheadle Primary School will hold annual review meetings on the behalf of the Local Authority, Stockport MBC and will complete the appropriate paperwork for this process.

MONITORING AND EVALUATION OF SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least every school term. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken. Intervention groups are also regularly tracked and reviewed and amendments made where appropriate to the needs of individual pupils.

SUPPORTING PUPILS AND FAMILIES

At Cheadle Primary School, we value the positive role and contribution parents and carers can make. We make every effort to work in full partnership with parents and carers, recognising and respecting their roles and responsibilities. Parents and carers are encouraged to work with the school and other professionals to ensure that their child's needs are properly identified and met as early as possible.

Cheadle Primary School will endeavour to provide parents and carers with the relevant information so they can play an active part in their child's development and reinforce learning within the home.

At Cheadle Primary School we endeavour to support parents and carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents and carers of a child with **SEND** Support will have the opportunity to meet with the **SENDCo** during the year on a formal basis. The **SENDCo** is happy to meet with parents and carers, at a mutually convenient time.

Parents and carers are encouraged to seek help and advice from Independent Information Advice and Support services, including **Stockport Parent Partnership**. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents and carers are also encouraged to visit the Stockport Council Local Offer website www.stockport.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with **SEND** and their families in addition to school resources and information.

CHILDREN IN CARE

When a child is in care, the carers are afforded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for **Children who are Looked After (CLA)**.

PUPIL VOICE

Cheadle Primary School holds the views of pupils highly and recognises the importance of gaining pupils' individual views in order to promote the best pupil outcomes. Pupils are able to share their views in a number of different ways in an age and ability appropriate way.

These views are welcome at any time but are specifically sought to form their One Page Profile as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own goals and outcomes.

PARTNERSHIP WITH EXTERNAL AGENCIES

Cheadle Primary School is supported by a wide range of different agencies and teams. The school's **SEND** Information report details which agencies the school has worked with in the last twelve months. This report can be found on the school website and is up-dated annually.

TRANSITION

A change of school, year group and staff can be an exciting, yet anxious time for all pupils.

At Cheadle Primary School, we recognise that this can be very challenging for some pupils with **SEND**.

We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

TRAINING AND RESOURCES

Allocation of resources

- Resources are allocated to support children with specific needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs and Disabilities

- Regular CPD is provided to all staff in school in specific aspects of meeting the needs of pupils with **SEND** – a programme covering a variety of **SEND** is offered.
- All staff have regular meetings to discuss the progress of all pupils including those with **SEND**.
- Teaching assistants are engaged in ongoing training whereby the role of the Teaching Assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

FUNDING

Funding for **SEND** in mainstream schools is mainly provided for by the school's budget. It is the expectation that schools provide support to their pupils with **SEND** from their **SEND** budget. Where a pupil requires an exceptionally high level of support that is likely to incur a greater expense, the school can make a request for Additional Resources. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

PERSONAL BUDGETS

Personal Budgets are only available to those pupils with an **Education Health Care Plan (EHCP)** or those pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents and carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents and carers who would like to enquire further about using the personal budget should speak in the first instance to the **SENDCo**.

ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Board, Head Teacher and **SENDCo**, all members of staff have important responsibilities.

Governing Board:

In accordance with the guidelines set out in the **SEND** Code of Practice (2014), **The Governing Body** will:

- use their best endeavours to make sure that every child with **SEND** gets the support they need – this means doing everything that they can to meet children and young people's Special Educational Needs;
- ensure that children and young people with **SEND** engage in the activities of the school alongside pupils who do not have **SEND**;
- appoint a specific teacher within the school to be responsible for co-ordinating **SEND** provision – the **SEND** co-ordinator, or **SENDCo**;
- inform parents and carers when they intend making special educational provision for a child;
- prepare an **SEND** information report to inform the parents and carers of the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than

other children, the facilities currently provided by the school to enable access for disabled children and the school's accessibility plan showing how the school plans to improve access progressively over time

Headteacher:

The **Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The **Headteacher** will keep the **Governing Board** fully informed on Special Educational Needs issues. The **Headteacher** will work closely with the **SENDCo** and the Governor with responsibility for **SEND**.

SENDCo:

In collaboration with the **Headteacher** and **Governing Board**, the **SENDCo** determines the strategic development of the **SEND** policy and provision with the ultimate aim of raising the achievement of pupils with **SEND**.

The **SENDCo** takes day-to-day responsibility for the operation of the **SEND** policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and external agencies. The **SENDCo** provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of childrens' needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the **SENDCo** develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The **SENDCo** liaises and collaborates with teachers so that learning for all children is given equal priority.

All Teaching and Support Staff:

- All staff are aware of the school's **SEND** policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the **SEND** most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the **SENDCo** to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the teachers and the **SENDCo** on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (**Assess, Plan, Do, Review**).

MEETING MEDICAL NEEDS

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Cheadle Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please see the school's Medical Conditions Policy for further details.

SEND INFORMATION REPORT

Cheadle Primary School will ensure that the **SEND** information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with **SEND**. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

MONITORING AND ACCOUNTABILITY

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users only on a ground floor level and has a disabled toilet facility.

Storing and Managing Information

Pupil **SEND** records will be kept in accordance to the **Department for Education (DfE)** guidance contained in "Statutory Policies for schools" (February 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent and carers' complaints about the provision or organisation of **SEND** are dealt with through the procedures outlined in the school's **Complaints Policy**.

If a disagreement with regard to the **SEND** provision for an individual pupil cannot be resolved with the school directly, then the Local Authority should make appropriate arrangements that include the appointment of an independent person or persons with a view to resolving those areas of disagreement between the parents and carers and the school. This includes access to mediation before tribunal.

Although it should be noted that parents and carers have a right to appeal to a **SEND** tribunal at any stage.

Appendix 1: SEN categories

Appendix 2: Identification of need

Appendix 3: The 4 Stages of Assess, Plan, Do, Review

Appendix 4: SEND Support Plan

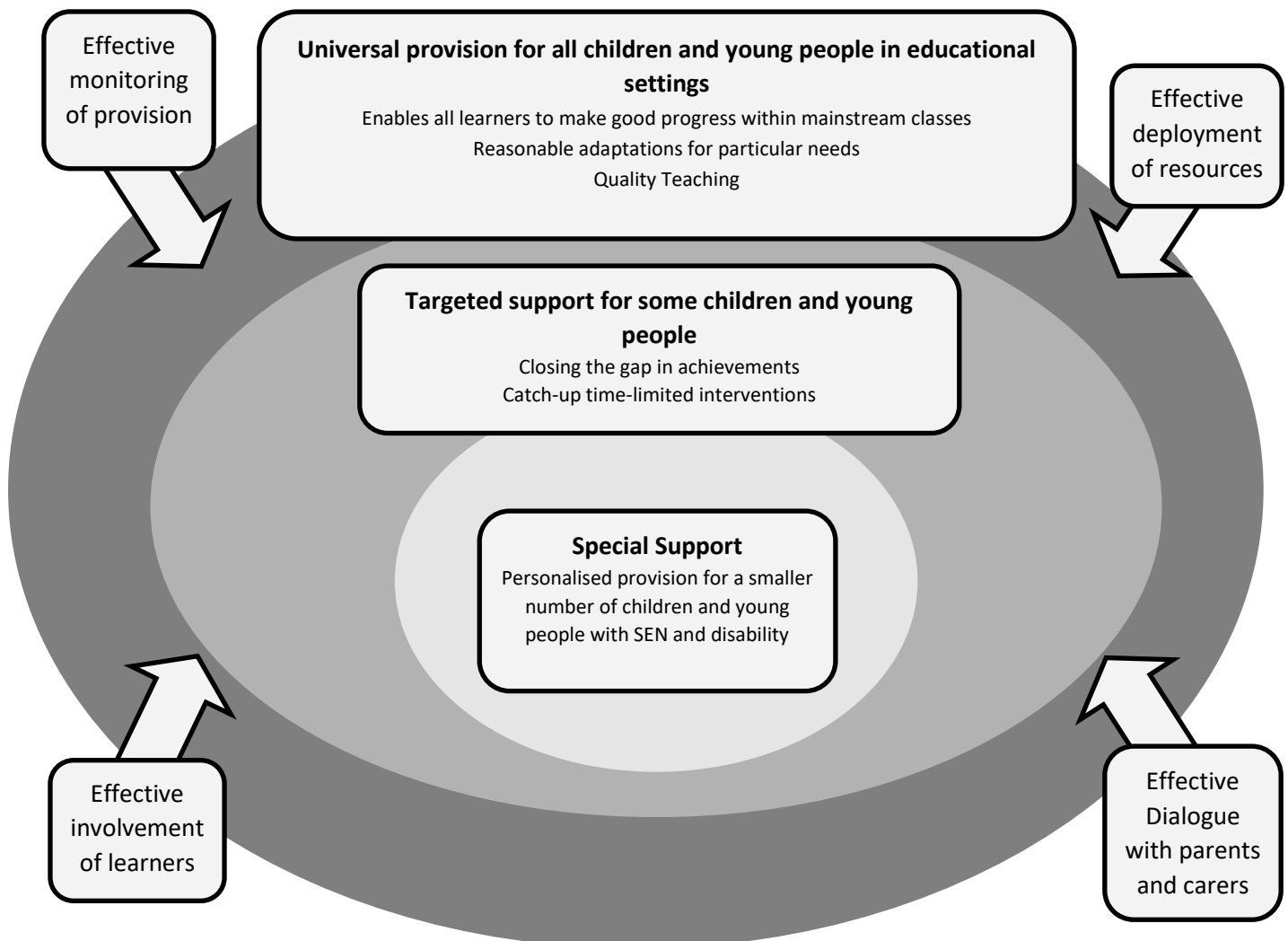
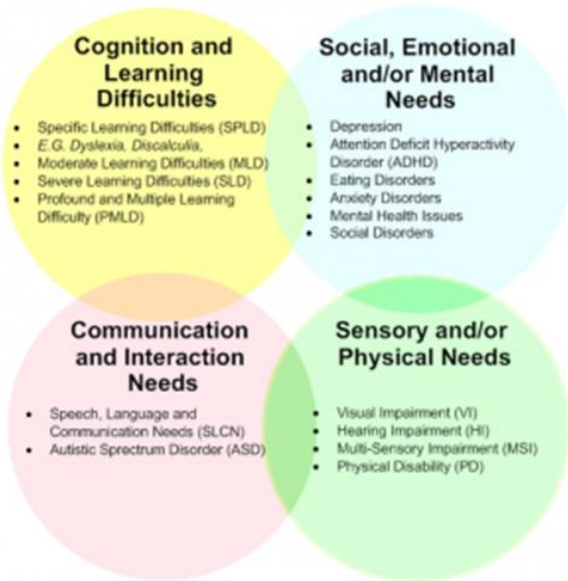
Appendix 5: One Page Profile

Understanding SEN Acronyms

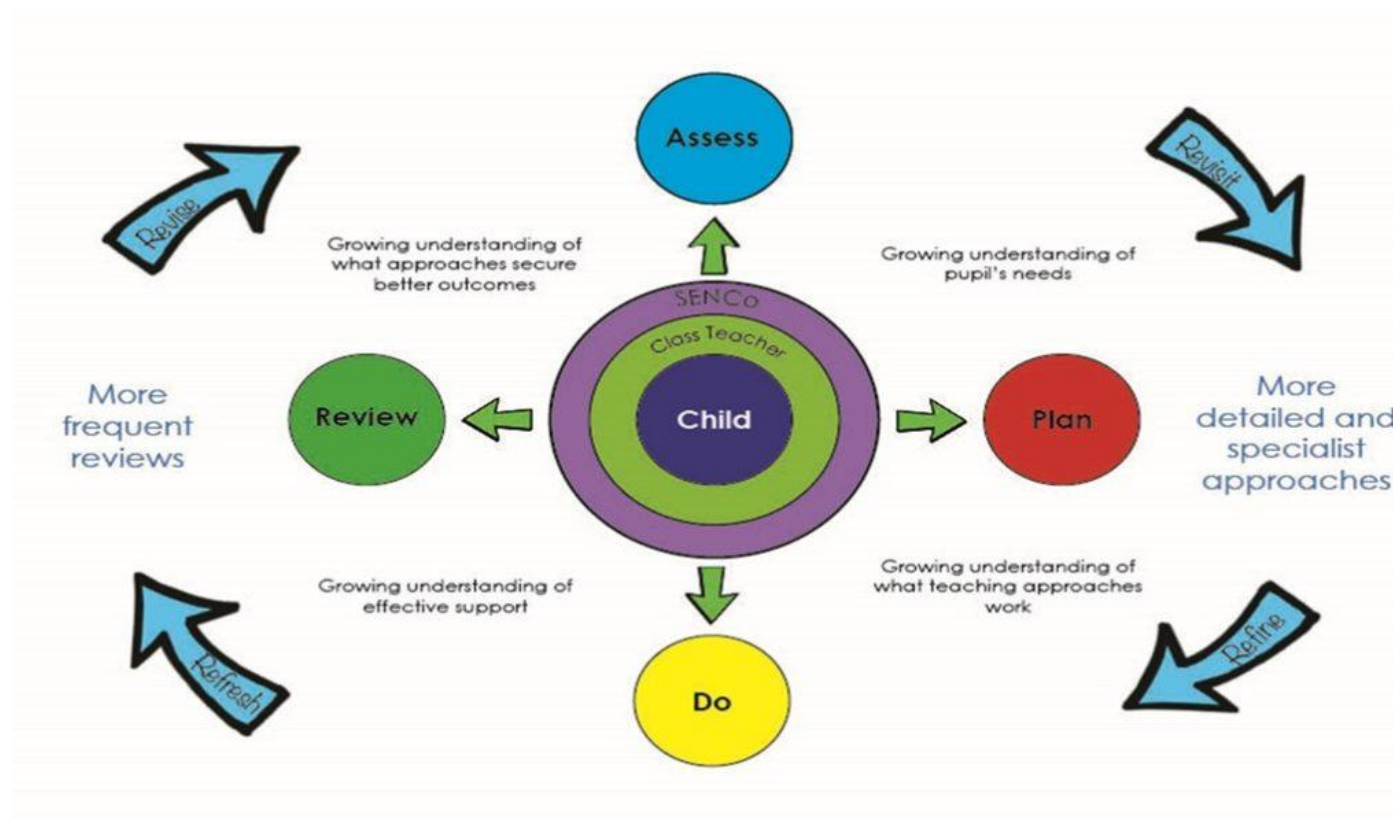
ASD:	Autism Spectrum Disorder
CAMHS:	Child and Adolescent Mental Health Services
CCG:	Clinical Commissioning Groups
EHC:	Education, Health and Care
EP:	Educational Psychologist
ESCO:	Early Support Care Co-ordination
EWO:	Education Welfare Officer
HI:	Hearing Impairment
LA:	Local Authority
MLD:	Moderate Learning Difficulty
MSI:	Multi-sensory impairment
OT:	Occupational Therapy / Therapist
PD:	Physical Disability
PMLD:	Profound and Multiple Learning Difficulties
PR:	Parental Responsibility
PT:	Physiotherapy / Physiotherapist
SALT / SLT:	Speech and Language Therapy / Therapist
SEN:	Special Educational Needs
SENCo:	Special Educational Needs Co-ordinator
SEND:	Special Educational Needs and Disabilities
SLCN:	Speech, Language & Communication Needs
SLD:	Severe Learning Difficulties
SpLD:	Specific Learning Difficulties
STAPS	Specialist Teacher and Psychology Service
TA:	Teaching Assistant
VI:	Visual Impairment

Identifying Special Educational Needs

All schools are required to have arrangements in place to **identify** and **support** children with special educational needs or disabilities (SEND).



The 4 Stages of Assess, Plan, Do, Review



The four stage cycle (A-P-D-R) should assist in:

- Meeting needs in a timely manner, in a graduated response format, with available resources.
- Ensuring outcomes and aspirations are identified from the start of the process and appropriate programmes are put in place to meet these needs.
- Ensuring the involvement of parents and the CYP at the earliest stage.
- Holding information in one place and ensuring that the child/young person and family are placed at the centre of the process.
- Ensuring those involved are aware of what the needs are and what action, agreed in a person centred way, needs to be taken to meet those needs.
- Evidencing and recording needs and outcomes in a cumulative approach in order to inform next steps for health, social care and education.

SEN Support Plan



Name:	Year:	SEND Status: SEND Support	Medical needs:
			Any diagnosis/pending assessments/vision and hearing needs:
Professionals/Agencies working with the child (including social care/school age plus workers):	Clubs or extra-curricular activities currently attended:		
	CYP's attendance at school and comments about anything that may be impacting on attendance:		

Long Term Aspirations

Agreed outcomes (annual and termly): *N.B. Consider how these link to the agreed Stockport outcomes statements for CYP: I am confident and able to achieve my goals/ My voice is heard and acted upon/ I enjoy good health and wellbeing/I feel safe/ I feel part of my community/ I am happy and I have people I can trust / The people who love me and care for me are enabled to do that.*

Guidance notes:
N.B. This SEN Support Plan should be devised alongside a One Page Profile. For strengths and interests, plus day-to-day strategies and ongoing provision which support Quality First Teaching (QFT), please see the One Page Profile.

*This plan should be co-produced and regularly reviewed with families. Whilst the Code of Practice states that 'Schools should meet parents at least three times each year' (6.65), teachers must recognise that this is the **minimum** requirement and **the number of reviews should be proportionate to changes in need. This plan should be used as a working document over an academic year and adapted/changed/reviewed throughout the year, according to need.** Please see the A-P-D-R guidance notes for further information.*

	Strengths, needs (including any key barriers) and starting points to meet agreed outcomes, including views of CYP and parent/carer.	Provision (This must be active provision: 'different from and additional to' those day to day strategies as part of QFT and shown on the one page profile)	Impact reviewed including parent/carer/CYP and professional voice. (Include dates of reviews and amendments)	Impact scaling (see key below) 1 2 3 4 5
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Again, consider how provision will support the outcomes statements; I am confident and able to achieve my goals/ My voice is heard and acted upon/ I enjoy good health and wellbeing/I feel safe/ I feel part of my community/ I am happy and I have people I can trust / The people who love me and care for me are enabled to do that.

Cognition and Learning Include any data available; with date and evidence attached to this plan.	Assessment: Strengths: Barriers:	Autumn	Autumn	
Sensory and Physical Include any data available; with date and evidence attached to this plan.	Strengths: Barriers:	Autumn	Autumn	
Communication and Interaction Include any data available; with date and evidence attached to this plan.	Strengths: Barriers:	Autumn	Autumn	
Social, Emotional and Mental Health Include any data available; with date and evidence attached to this plan.	Strengths: Barriers:	Autumn	Autumn	
Preparation for Adulthood: Include any data available; with date and evidence attached to this plan.	Strengths: Barriers:	Autumn	Autumn	



'Together we will succeed'
What we love about . . .

A white rectangular box with rounded corners and a green border, intended for a student to write their response to the prompt 'What we love about...'. It is connected to the main green box by a vertical line.

What is important to. . .

A large green rectangular box with rounded corners and a green border, intended for a student to write their response to the prompt 'What is important to...'. It is connected to the main green box by a vertical line.

What support helps me best to learn . . .

A large white rectangular box with rounded corners and a green border, intended for a student to write their response to the prompt 'What support helps me best to learn...'. It is connected to the main green box by a vertical line.