



# Sound & District Primary School

Our Children are our Future

## Special Educational Needs and Disability Policy

<b>Policy written by:</b>	K. Booth- SENCO
<b>Governor Committee:</b>	Achievements and Standards
<b>Date approved by Governing body:</b>	November 2024
<b>Review date:</b>	November 2025

### Section 1

This policy should be read in conjunction with Sound and District Primary's Special Educational Needs and Disabilities School Report. This is available to parents on the school website.

Sound & District Primary SEND School Report: [www.soundprimary.co.uk](http://www.soundprimary.co.uk)

The School report forms a contributory part of Cheshire East Local Offer.

More information about the Local Offer can be found at:

[http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-SEND-and-disabilities/what-is-the-local-offer/local\\_offer.aspx](http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-SEND-and-disabilities/what-is-the-local-offer/local_offer.aspx)

### Cheshire East Local Offer

#### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Working together to Safeguard Pupils (2013)
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DfE Feb 2013
- Sound & District Primary Schools Curriculum Policy

## **Section 2**

### **Introduction**

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice 2014

### **SEND definition**

In this policy, special educational needs and disabilities (SEND) is defined as:

. A 'pupil or young person has SEND if they a learning difficulty or disability which calls for special educational provision to be made for them'

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

- . Have a significantly greater difficulty in learning than the majority of others the same age,  
or
- . Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many children and young people who have a SEND may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition in this policy

*(SEN Cof P 2014 page 15/16)*

## **Section 3**

### ***Aims and Objectives of the Policy***

Our aim at Sound & District is to provide an inclusive education and raise the aspirations of, and expectations for all pupils with SEND. Our school provides a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals, living fulfilling lives and make a successful transition to High school and then into adulthood.

Objectives:

- . That opportunities are provided for every pupil to experience success and to develop an open mind set to learning.
- . To accurately identify and provide for pupils who have special educational needs or disability or additional needs.
- . To work within the guidance provide in the SEND Code of Practice, 2014
- . To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
- . To provide support and advice for all staff working with special educational needs pupils.
- . Involve parents/carers in planning and supporting at all stages of their pupil's development

- . To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- . To ensure that pupils with SEND have a voice and are given opportunities to express an opinion and that opinion will be taken into account in any matters affecting them
- . To ensure staff and governors are accountable for the SEND Policy being implemented and maintained
- . Use the 'assess, plan, do, review' method to identify and monitor pupil's progress and needs

#### **Section 4**

##### **Admission Arrangements**

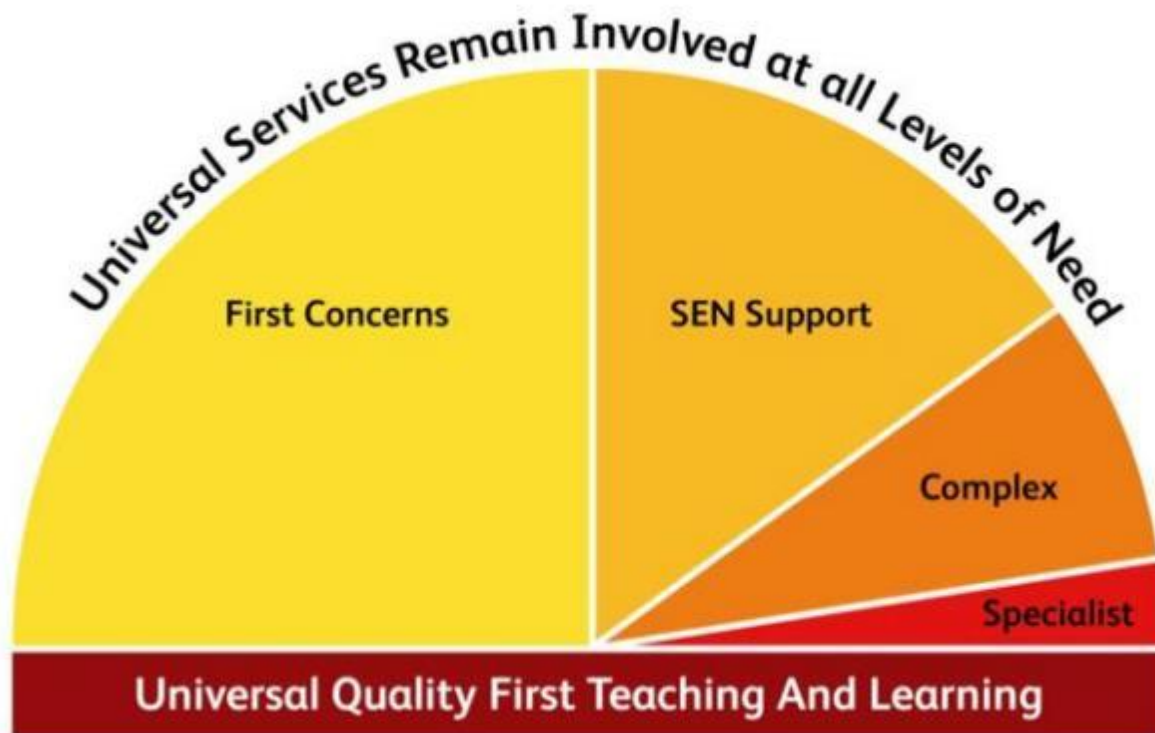
The admissions' policy, for Sound & District Primary, follows that of the Local Authority (LA). The LA administers allocation of places to the school for Reception Year.

Neither a pupil's abilities nor their learning difficulties feature in the admission of a pupil, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the one they should attend (please refer to our admissions policy).

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils."


##### **Section 5 – The Continuum of Need**

**Sound & District Primary Schools use Cheshire East's SEN Toolkit to support the SEN continuum of need.**



### ***Identifying Special Educational Needs and Disabilities***

The Code of practice 2014 identifies 4 main areas of need:

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

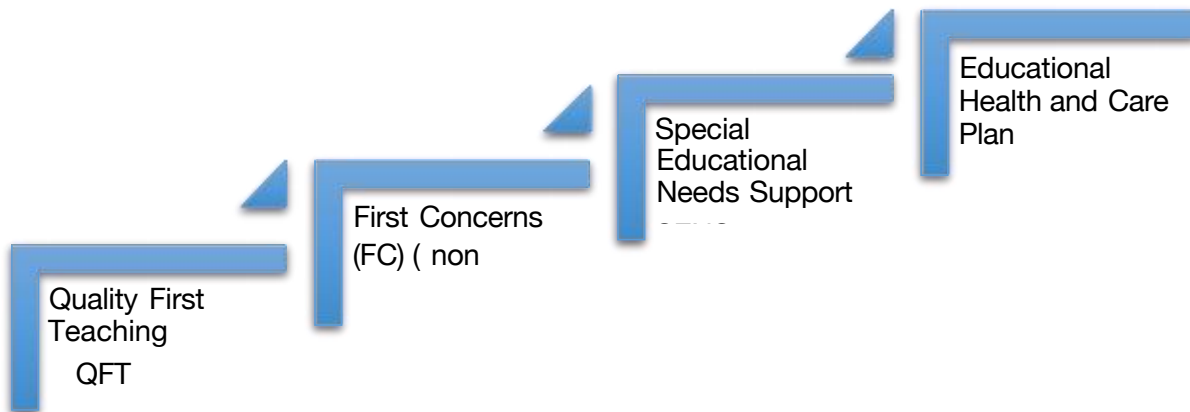
These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that cut across all areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Sound an District Primary School, we identify the needs of pupils by considering the needs of the whole child and then match the provision accordingly.

It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- . Disability
- . Attendance and Punctuality
- . Health and Welfare
- . EAL
- . Being in receipt of Pupil Premium or Pupil Premium Plus Grant
- . Being a Looked After Pupil
- . Being a pupil of a Serviceman/woman
- . Having behavioral difficulties where an underlying cause has not been identified.

## Section 6

### A Graduated Approach Response to SEND support.



At Sound & District we use a Graduated Approach Response and to support pupils with SEND. The Graduated response will take the form of a four-part cycle of Assess -Plan –Do – Review.

## Section 6a

### Identification of need - First Concerns

Regular assessments of a pupil's progress will allow the early identification of pupils who are making less than expected progress given their age and individual circumstances.

Parents, pupils or the school can trigger first concerns.

At Sound & District, our first response, when a pupil is not making the expected progress, is to target quality first teaching at their area of weakness, which is differentiated to meet their particular needs.

This can be characterised by progress which:

- . Is significantly slower than that of their peers starting from the same baseline
- . Fails to match or better the pupil's previous rate of progress
- . Fails to close the attainment gap between the pupil and their peers
- . Widens the attainment gap

Progress also includes areas other than academic attainment- for example a pupil may need more support developing social and emotional skills than his peers.

First Concerns will be recorded as the first step on the 'Graduated Process' of SENS

- . A First Concerns Discussion Sheet will be completed and actions agreed by all.
- . The school will maintain a register of pupils on First Concerns.

- . This will be reviewed within 6-8 weeks.
- . If no progress has been made then either a second discussion sheet will be completed or a First Concerns Action Plan will be completed and agreed by all.
- . Following a further review within 6-8 weeks if there still remains difficulties then there should be discussion about moving the child on to Special Educational Needs Support.
- . If progress is made then the First Concerns closed and the child removed from the First Concerns register.

With the support of the SENCO, the Class Teacher is responsible for discussing First Concerns and planning next steps.

## **Section 6b**

### ***Special Education Needs Support***

If progress continues to be less than expected, then a discussion with parents, listening to the pupil and with the support of the SENCO should help to determine the support that is needed and whether it can be provided by adapting Sound & District's core offer, or whether something different and additional is required. With the parent's permission, advice may be sought from other agencies such as the: Educational Psychologist, Cheshire East Autism Team, Community Paediatrician or CAMHS.

Where something different and additional is required the pupil will be identified as having a special need and will be recorded as **School Special Educational Needs Support (SENS)**. This will be discussed and agreed with parents.

Where a pupil is identified and recorded as SENS. A SENS support plan will be put in place and this will be reviewed with the parent at least 3 times a year (in STAR day meetings) and form part form the cycle of the Graduated Response Plan Do Review process.

## **Section 6c**

### ***Education Health and Care Plan***

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school with the agreement of the parents, consider requesting an Education, Health and Care (EHC) Needs Assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the pupil is not making progress, despite the provision put in place by the school.

To support this decision making the school will provide the LA with:

- . Evidence of the pupil's academic attainment and rate of progress
- . Information about the nature, extent and context of the pupil's SEN/D
- . Evidence of the action already being taken to meet the pupil's SEN/D

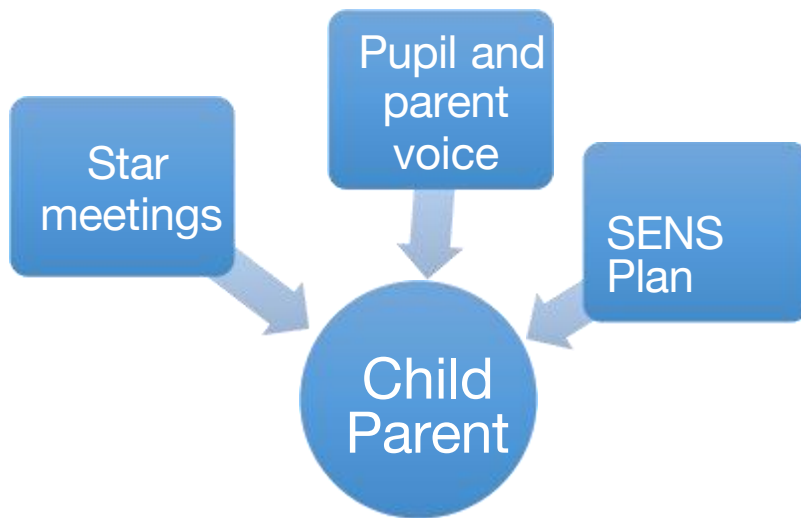
- . Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- . Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- . A costed Provision map to illustrate that the school has already put in place support from it's own resources and that the school is unable to fully meet the needs of the pupil without additional resources.

## Section 7

### Monitoring and planning - the cycle of support.



Pupils who are identified as School SENS or have EHCPs are monitored and managed by the following cycle of support within the graduated response cycle of Assess- Plan – Do – Review.



### **SEND Record Keeping**

The SENCO will be responsible for maintaining a record of pupils at First Concerns, SENS level of support or who have an EHCP.

### **Pupil**

- All pupils identified as having SENS or have an EHCP will have a SENS Support Plan This is developed through discussion with staff, parents and pupils. This details a pupils specific special educational needs, their strengths, barriers to learning or inclusion, strategies which can be used to support them in their learning. It is the class teacher's responsibility to maintain and update the SENS Support Plan in discussion with parents, pupils and with the guidance of the SENCO.

### **Star Days**

- Sound & District recognises the importance of listening and working cooperatively with parents and pupils. Therefore, all parents with children, who are identified as SENS or have an EHCP, will be offered an appointment on 'Star Day'. This is an extended parents meeting with the class teacher and usually the SENCO. These will be held with parents and pupils, three times a year. They will generally be in line with the whole school cycle of parent evenings.
- The meetings will review progress, identify any areas for further support and co-produce and identify new outcomes. The support in place will be revised in light of these discussions and the pupil's progress and development.
- If a pupil has an EHCP then one of the Star meetings will be the Formal Annual Review, before the EHC plan is resubmitted for review by the Local Authority.

Pupil's needs differ from year to year and the provision to support these pupils at Sound & District will vary according to need and will be flexible across the year.



It is the class teacher's responsibility to maintain and update SENS plans with the guidance of the SENCO.

### **The School SEN Report**

The School SEN Report documents the provision offered to pupils and can be viewed on the school website: <http://www.soundprimary.co.uk>

#### ***Criteria for exiting the SENS Record:***

- . If, following a review with the pupils and the parents, it is agreed that they are making significant progress and no longer fit the criteria for SEND, parents will be asked to sign a letter and the child will exit the SEND Record.
- . Pupils who exit the SEND Record will initially remain at First Concerns to ensure progress is sustained in all areas. These pupils will be monitored closely.

### **Section 8**

#### ***Supporting pupils at school with medical conditions***

At Sound & District we recognise 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.

Some may also have special educational needs and may have an Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a pupil is diagnosed with a medical condition or disability, the school will organise a multi-disciplinary meeting to bring together all the professionals involved in the care of that pupil, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into Sound School.

### **Section 9**

#### ***Training and Resources***

The training needs of staff are identified through Performance Management and planned for through CPD and mentoring throughout the year.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training, development and regular CPD.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice

and to discuss the needs of individual pupils.

The school's SENCO regularly attends local and LA SENCO network meetings in order to keep up-to-date with local and national updates in SEND.

The SENCO has support and training from Mrs L Wrenshall (a SEN consultant) who works within the cluster and local schools and who holds MA, PGCE, SpLD, National Award for SEND.

## **Section 10**

### **Roles and Responsibilities**

#### **The Governing body will ensure that:**

- . SEND provision is an integral part of the school development plan
- . Necessary provision is made for any pupil with SEND
- . Staff are aware of the need to identify and provide for pupils with SEND
- . Pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- . They have regard to the requirements of the SEN Code of Practice 2014
- . They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- . They set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- . The quality of SEND provision is regularly monitored and the SENCO will report to the Full Governing Body 3 times a year.
- . A governor is identified to be the person responsible for SEND and for this person to link with SENCO

#### **The Head teacher has responsibility for:**

- . The management of all aspects of the school's work, including provision for pupils with SEND
- . Keeping the governing body informed about SEND issues
- . Working closely with the SENCO
- . Ensuring that the implementation of this policy and the impact on the school is reported to governors

#### **Role of the SENCO**

In accordance with the SEN Code of practice 2014, The SENCO at Sound & District Primary will be a qualified teacher and will have or will achieve a National award in Special Educational Needs Coordination within three years of appointment.

The Special Educational Needs Coordinator (SENCO) has a strategic and supportive role:

### **The SENCO is responsible for:**

- . Overseeing of the day-to-day operation of the SEND policy
- . Overseeing the provision for pupils with SEND
- . Organising and managing the work of the TAs
- . Ensuring that an agreed, consistent approach is adopted
- . Liaising with and advising other staff
- . Helping staff to identify pupils with SEND
- . Carrying out detailed assessments and observations of pupils with specific learning problems
- . Supporting teachers in devising strategies, drawing up SEND support plans, setting targets appropriate to the needs of the pupils, advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and additional adults in the classroom
- . Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- . Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- . Maintaining the school's SEND record and associated files
- . Assisting in the monitoring and evaluation process of pupils with SEND through the use of school assessment information
- . Contributing to in-service training of staff
- . Liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- . Developing good practice within a network of schools
- . Producing reports for the governors and an annual report for the governors
- . Ensuring Sound & District School Information SEND Report is maintained and up-to-date

### **Class Teacher responsibilities:**

At Sound & District Primary School all "Class teachers and subject teachers are responsible for children with special educational needs/disabilities." (SEN Code of Practice 2014)

- . 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
- . Teaching pupils with SEND in the classroom and for providing an appropriately differentiated curriculum

- . 'The class or subject teacher should remain responsible for working with the child, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'
- . 'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'
- . 'Working with the SENCO, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.' (0-25 SEN Code of Practice, sections 6.36, 6.52, 6.54)
- . Class teachers are responsible for updating and maintaining: First Concerns Action plans, SENS support plans, attending Star Meetings and Annual Reviews.
- . Making themselves aware of the policy and the procedures for identification, monitoring and supporting pupils with SEND
- . Giving feedback to parents/carers of pupils with SEND

**Teaching Assistants should:**

- . Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- . Assist in making provision for the individual needs of pupils identified as having SEND, whether in class, small groups or in Learning Development
- . Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

***Storing and managing information***

Confidential paper documents are stored in the Head teacher's office in a locked cupboard.

CPOMS and the 'Staff Share Drive' is used to electronically save and record information for individual children.

***The following policies can be found on the Sound & District School website***

***www.soundprimary.co.uk***

- . Accessibility
- . Dealing with Complaints
- . Bullying
- . The E-safety policy
- . Data Handling

***Reviewing the Policy***

This policy is kept under review by the SENCO. This policy will be reviewed annually.

***Approved by Governors: November 2023.***