

# Pott Shrigley Church School



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### Our Mission Statement

At Pott Shrigley Church School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

### Overview

This policy has been updated in line with the new regulations governing the way support is provided for children and young people with Special Educational Needs and/or Disabilities in England (SEND).

Reference has been made to several key pieces of legislation:

- The Children and Families Act 2014
- Special Educational Needs and Disabilities Regulations 2015
- Special Educational Needs Code of Practice 2015

The Special Educational Needs Coordinator (SENCO) has consulted the headteacher, SEND governor, staff and governors at Pott Shrigley Church School, to produce a policy that reflects our commitment to supporting pupils with additional needs. The Special Educational Needs and Disability policy details our aspirations, policies and procedures and should be updated every 3 years. Our SEND Information Report complies with the SEND Information Report Regulations (2014) and is written for parents. It details what we can offer children/families with SEND and is updated annually. Both documents can be found on the school website at [www.pottshrigleycs.co.uk](http://www.pottshrigleycs.co.uk)

The Special Educational Needs and Disability policy should be read in conjunction with the following policies:

- Supporting Pupils with Medical Conditions policy (Statutory guidance on supporting pupils at school with medical conditions April 2014)
- Accessibility Plan
- Equality Policy – (Equality Act 2010: advice for schools DfE Feb 2013)
- Admission Policy
- Safeguarding Policy
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- Cheshire East's Local Offer i.e. What the Local authority can offer young people/families with SEND.

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion for all children whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities and materials appropriate to children's interests and abilities, ensuring that all pupils have full access to the school curriculum.
- We make every effort to narrow the gap in attainment between pupils with special educational needs and other pupils.
- We strive to make a clear distinction between 'underachievement' and special educational needs.
  - Some pupils may be underachieving but may not necessarily have a special educational need. We endeavour to put the appropriate support in place to help these pupils 'catch up'.
- Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). We endeavour to give pupils with special educational needs the opportunity to progress in line with their peers.
- English as an Additional Language (EAL) is not considered to be a special education need. Differentiated work and individual learning opportunities can be provided for children with EAL.
- Other issues such as poor attendance and punctuality, health and welfare concerns, receiving a Pupil Premium Grant, being a Looked After Child or being a child of a Serviceman/woman may impact on progress and attainment but they alone are not considered to be a special educational need.
- Pupils with a disability do not necessarily have special educational needs. The Code of Practice outlines the 'reasonable adjustment' duty, under the current Disability Equality legislation, to support pupils with a disability.
- Any concerns relating to a pupil's behaviour will be considered as an underlying response to a need which we will endeavour to identify, in order to provide appropriate support.

## **Aims and Objectives of this Policy**

- To provide curriculum access for all
- To raise aspirations and expectations, providing a focus on outcomes
- To secure high levels of achievement for all
- To meet individual needs through appropriate provision
- To encourage participation from pupils, parents and carers
- To carefully map provision to ensure that the allocation of staff, resources and choice of interventions lead to good learning outcomes.
- To ensure a high level of staff expertise, through well targeted professional development.
- To access support from the Local Authority and outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils with special educational needs.
- To 'promote self-esteem and emotional well-being and help pupils make relationships based on respect for themselves and others'. (National Curriculum, 2000).

## Identification of needs and the graduated approach

### Definition

The Code of Practice describes a special educational need as:

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

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

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

*Special educational provision is education or training provision that is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools.'*

The Code of Practice (September 2015) defines 4 categories of need:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take and not to fit a pupil into a category. We identify the needs of pupils by considering 'the whole child' and not just their special educational needs.

We have a graduated approach to identifying and supporting pupils with special educational needs. Initially, differentiation and enhanced quality first teaching strategies are used. If required, this support becomes more personalised with targeted adjustments or interventions and an increasingly individual approach. Advice from outside agencies and specialist provision is sought in order to meet the needs of the learner.

### Initial response - Quality First Teaching

- All learners have access to Quality First teaching and enhanced Quality First teaching where differentiation and various teaching methods are used effectively to meet the needs of all pupils.
- The Code of Practice (Section 6.37) states that pupils are only identified as having a special educational need if they do not make adequate progress once they have accessed interventions, reasonable adjustments and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who are supported by teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for all pupils, including those at risk of underachievement is regularly reviewed by the Senior Leadership Team (SLT). This includes reviewing teachers' understanding of identifying and supporting vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered in the classroom.
- Vulnerable learners will have access to enhanced Quality First Teaching and Element 2 (Wave 1 and Wave 2) interventions and strategies which might include

using a task list, having a coloured overlay for reading or accessing focused support, in a small group, for Literacy, numeracy skills, social skills etc.

- These pupils are likely to be underachieving. They will be identified on our tracking as 'Catch Up' and needing to make accelerated progress but will not necessarily have special educational needs.
- All learners accessing interventions or additional support will be included on the whole-school provision map which outlines and monitors provision. The whole school provision map enables the school to:
  - plan how to meet pupils' identified needs and track their provision.
  - audit how well provision matches need
  - recognise gaps in provision
  - cost provision effectively and demonstrate accountability
  - demonstrate to all staff how support is used
  - provide information for parents, external agencies and the Local Authority

### **Graduated approach – Initial identification and assessment**

The Code of Practice requires us to identify children's needs as early as possible by:

- analysing data e.g. Foundation Stage scores, reading ages etc.
- observations in the classroom
- following up parental concerns
- tracking individual children's progress over time,
- liaison with nursery provision or information from previous schools
- information from services such as speech therapists, educational psychologists, physiotherapists etc.
- in depth assessments can be provided by the SENCO, to identify specific barriers to learning.
- requesting support from external agencies where it is suspected that a pupil has a special educational need e.g. Cheshire East Autism Team, Speech and Language Therapy etc.

### **Curriculum Access and Provision for 'Catch Up' pupils**

Children who are underachieving and/or identified as having some additional needs are placed on the 'Catch Up' list and tracked on the school's provision map.

Elements 1 and 2 of the school budget are used to resource 'high incidence, low cost' provision of up to 5 hours of support. This is known as low level 'SEN Support' and was previously known as School Action.

This is usually in the form of:

- Wave 1 and 2 intervention programmes. Some of these are published schemes but we mainly use bespoke/personalised approaches
- Class teachers will differentiate tasks by outcome, level of support, texts used etc.
- Small group support or individual support in class, is provided by the class teacher or teaching assistant
- Peer mentoring or coaching

### **Monitoring and Evaluation**

The effectiveness of the provision is monitored by:

- classroom observation by senior leaders.
- ongoing assessment of progress made by intervention groups

- work sampling
- scrutiny of planning.
- feedback from staff
- feedback from pupils when setting new targets or reviewing existing ones
- tracking pupil progress using assessment data from class teachers
- monitoring targets and evaluating the impact on pupils' progress.
- attendance records and liaison with the education Welfare Officer (EWO).
- regular meetings about pupils' progress between the SENCO, class teachers and the head teacher
- head teacher's report to parents and governors
- liaising with parents to keep them informed of any additional support that is put in place for their child. They will be invited to at least one meeting a term, with the class teacher, to discuss their child's progress and review the targets set. The SENCO may also attend, if required.

### **Graduated approach - SEN Support**

- Pupils will be offered additional provision when their needs require support which is 'additional to' or 'different from' the differentiated curriculum i.e. they have a special educational need as defined by the SEND Code of Practice 2015.
- Elements 1 and 2 of the school budget are used to support pupils who require up to 12 hours of support, at a cost of up to £6,000. This is known as higher level 'SEN Support' and was previously called School Action Plus.
- The SENCO keeps a register of pupils needing additional support or where reasonable adjustments are required.
- Individual Education Plans are no longer required by Cheshire East. They have been replaced by outcome based targets that are reviewed termly with pupils and parents. We have also created individual pupil profiles and tracking sheets which are used to:
  - focus on particular areas of development for pupils with special educational needs.
  - track progress using the Quality First Teaching strategies suggested
  - are accessible to all those involved with the pupil
  - include any advice or specific strategies provided by outside agencies

### **School Focused Plans**

Pupils who require a high level of support have a School Focused Plan (SFP). This consists of a 4 part process involving an ongoing cycle to make sure the provision is effective and achieves good outcomes for the pupil

- **Assess**  
Analysis of the pupil's needs using the class teacher's assessments, experience of working with the pupil; details of previous progress and attainment and comparison with peers and national data. Advice from external agencies and the views of the pupil and the parents also needs to be considered.
- **Plan**  
Consultation with the teacher, SENCO and parents to agree on the level of support required; the impact on progress and a review date. All those working with the pupil, will be informed about any particular

teaching strategies/approaches that are being employed and the outcomes that are being sought.

- **Do**  
The class teacher remains responsible for working with the child on a day-to-day basis, even when interventions may involve group or one-to-one teaching away from the classroom. They work with teaching assistants to plan and assess the impact of support and link it with classroom teaching. Further assessment and advice can be provided by the SENCO.
- **Review**  
The child's progress will be reviewed at least once a term to evaluate the impact of the support and make any amendments. It will also take account of the views of the pupil and their parents.

### **Graduated approach - Education Health and Care Plans**

Pupils with ongoing, complex needs who require a higher level of funding than the school can provide may be eligible for an Education Health and Care Plan (EHC plan)

- The school holds a person centred meeting to discuss the Education Health Care Needs Assessment form (EHCNA). The pupil (if appropriate), parents, teachers, Social Care and Health professionals share information and express their views. The views of the pupil and the family are central to the request and must be recorded.
- All the relevant information about the pupil's needs and desired outcomes is collated and presented on the EHCNA form by the SENCO.
- The request for statutory assessment is submitted to the Statutory Assessment Team. The time frame for the process is 20 weeks.
- The Local Authority checks that all the evidence required has been submitted. The referral is presented at the Statutory Assessment Moderation Panel for consideration.
- During the first 6 weeks of the process, the Statutory Assessment Moderation Panel decides whether or not to proceed with an assessment. Cases are allocated to a Local Authority officer.
- If the request is agreed, consideration is made as to whether further advice is required from outside agencies.
- If the decision is not to assess, then parents and the school are notified. Support for the school focused plan is offered. Parents are informed about the right to appeal.
- If an assessment is agreed there is a 6-12 weeks planning stage. The Local Authority officer meets with the family to share information and plan the next steps.
- Any additional advice is gathered and a draft EHC plan is produced by a Local Authority officer.
- A meeting with the school, family and outside agencies is held to focus on a person centred planning approach and desired outcomes for the pupil.
- During weeks 12-16 the Local Authority officer presents the draft EHC plan to the Statutory Assessment Moderation Panel. If the plan is not agreed, the Local Authority officer will meet with the parents and the school to explain the decision and the Appeal Process.

A plan will be drawn up to provide support to achieve the outcomes identified for the pupil.

- If the EHC plan is agreed, the parents are sent the draft version and asked to name the setting of their choice. They have 15 days to make any alterations, name the school of their choice and request a personal budget to be drawn up.
- During weeks 16-20 the EHC plan is finalised and distributed to all parties concerned – school, other professionals, Social Care, Health Care etc. so that everyone knows what their service is committed to providing.
- The Local Authority arrange the special educational provision in the plan. The Social Care provision is provided in line with the responsibilities set out in the children Act 1989. The Clinical Care commissioning Group ensure the specified health provision is made.
- The EHC plan must be reviewed annually but parts of the plan may be reviewed more frequently.

### **Complaints**

- Parents can formally raise their concerns through the Local Authority complaints procedures.
- There is a new duty for informal mediation, to resolve issues before entering the more formal process of formal mediation.
- Parents can take up their right to appeal to a tribunal.

### **Personal budgets**

- They are only available for services recommended in the EHC plan.
- Their availability will initially be limited to particular aspects such as transport, equipment and specific areas of support.
- Parents will be responsible for their administration.
- Schools will have to be in agreement with the parents proposals
- Personal budgets for education are separate from Direct Payments which may be offered via Social Care
- An example of how this might work – A pupil is in a wheelchair and cannot access class Physical Education lessons. His EHC plan advises increased levels of mobility. Parents request that he goes swimming instead of doing P.E. School agrees. Parents, with the support of the Local Authority, interview and engage a Teaching Assistant (TA) who is DBS checked and holds a Life Saving certificate or qualification. Pupil goes swimming instead of doing PE.

### **Transition from statements to Education Health Care Plans**

- Between September 2014 and 2018 all pupils with statements will be transferred to an EHC plan through a process of review.
- The Local Authority had published its Transition Review Plan on their Local Offer website
- This year pupils who are at key stage transitions or transferring to another setting are the priority for EHC plans. Pupils with statements, who are not at key stage transitions or transferring to another setting, will have an Annual Review of their statement, in accordance with the previous system.
- An Annual Review of a pupil's statement or EHC plan is required annually.

## **Developing an EHC approach - Annual Review of a pupil's statement or EHC plan**

The following approach is now central to planning and evaluating provision:

- New relationship with parents (listening to and meeting aspirations)
- Person centred planning
- Voice of the pupil (listening to and facilitating capacity in children)
- Outcomes planning for all (all provision has to be purposeful and have measurable outcomes)
- Costing provision (knowing and sharing what additional costs are incurred SEND, Health and Social Care)
- Health provision including mental health (being recorded with educational impacts evaluated)
- Family support recording and provision (additional time being evaluated and shown)
- Co-ordinating external support (request for specific input and feedback as added value)

### **Effective Transition**

- Transition meetings can be arranged for all pupils in receipt of SEN support and for all those with statements of Special Educational Needs or Education Health and Care plans.
- The planning process for transfer, to a pupil's next phase of education, starts in the pre-school setting, for children entering school in Reception or in Year 5 for pupils moving on to a secondary setting.
- The school invites the pupil, parents, outside agencies and the SENCO of the designated High School to an Action for Inclusion Plan meeting. Specific responsibilities are identified and a time line is produced to share key information, advice and strategies to provide continuity of provision in the new setting.
- Transition packs are used to teach useful skills and strategies to cope with social situations at High school. Additional visits can be arranged at different times of the day to give pupils experience of e.g. lunch time, break time etc.

### **Inclusion of pupils with English as an additional language**

#### **Definition**

A pupil whose first language is not English, and who uses that language on a regular basis, inside or outside of school.

#### **Admissions**

Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we would endeavour to access a translator to facilitate the admission process. The school's Admissions policy and Accessibility plan are on our website.

#### **Provision**

Pupils with EAL are entitled to mainstream provision regardless of their proficiency in English. On admission, the pupil would have an induction programme and support to improve their acquisition of English.



## **Inclusion of pupils who are 'looked after' in Local Authority care**

- Children who are 'looked after' may have additional needs due to early neglect, separation and loss and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There is a statutory requirement for all schools to have a designated teacher for 'looked after children'.

**The designated teacher for 'looked after children' is the headteacher who can be contacted via [head@pottshrigley.cheshire.sch.uk](mailto:head@pottshrigley.cheshire.sch.uk)**

Responsibilities include:

- monitoring the progress of children who are 'looked after'
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been completed and is regularly reviewed
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. These are usually held at six monthly intervals or more frequently if there is a concern.
- discussing feedback from the statutory review (chaired by an Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times

## **Inclusion of pupils who are very able and/or talented**

We recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

The term 'very able' refers to pupils who have a broad range of achievement at a very high level and well-developed learning skills across the curriculum.

The term 'talented' refers to pupils who excel in one or more specific area, such as sport or music, but who may or may not perform at a high level across all areas of learning.

### **Identification**

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class or school context and refers to the current level of performance.

A very able or talented pupil is identified by teacher nomination and/or assessment results

The school has a register of very able and/or talented pupils.

### **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all pupils. They are all given opportunities to show what they can do. When planning for children's learning teachers provide:

- activities that allow children to respond at their own level
- activities that broaden a child's learning in a particular skill or knowledge area
- activities that require a greater depth of understanding and higher level of attainment

- opportunities for children to progress through their work at their own rate of learning
- From Year 1 to Year 6 targets are set for English and Mathematics.  
Appropriate differentiation is used to cater for children's individual needs.

A range of extra-curricular activities are available allowing very able and/or talented children the opportunity to extend their learning in a range of activities. Enrichment opportunities include residential trips, clubs offering additional Maths, sports, music, art etc.

### **Management of SEND and Inclusion within our school**

**The Special Educational Needs and Disabilities Co-Ordinator (SENCO) is Mrs. Rosie Hemmings who can be contacted at [admin@pottshrigley.cheshire.sch.uk](mailto:admin@pottshrigley.cheshire.sch.uk)**

**The designated governor with responsibility for SEND is Mrs. Sandy Milsom. She can be contacted via the school secretary at [admin@pottshrigley.cheshire.sch.uk](mailto:admin@pottshrigley.cheshire.sch.uk)**

**The person with responsibility for managing Pupil Premium provision and for meeting the needs of pupils with medical conditions is Mrs. Rosie Hemmings who can be contacted at [admin@pottshrigley.cheshire.sch.uk](mailto:admin@pottshrigley.cheshire.sch.uk)**

The headteacher and the governing body are responsible for the implementation of the SEND policy.

The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the effectiveness of the policy.

The Designated Teacher for Looked After Children is responsible for the inclusion of children who are adopted or in local authority care.

The Senior Leadership Team (SLT) and governing body are responsible for monitoring and evaluating the quality of the provision offered to all pupils. Regular audits, the sampling of parent views, pupils' views and staff views promotes an active process of continual review and improvement of provision for all pupils

**All staff have a responsibility for maximising achievement and opportunities for vulnerable learners** – 'All teachers are teachers of pupils with special educational needs'. Staff are very aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Allocation of resources**

- The SENCO is responsible for the management of the agreed funding for SEND provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans (EHCP).
- The headteacher informs the governing body of how the funding allocated to support SEND has been deployed.
- All pupils with special educational needs have access to Elements 1 and 2 of the school's budget which equates to up to £6,000 or 12 hours of support.
- For those with the most complex needs, additional funding (High level needs - HLN) is accessed through the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.
- It is the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## **Roles and responsibilities**

### ***Headteacher***

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their learning opportunities
- The head teacher and the governing body delegate the day to day implementation of this policy to the Special Educational Needs Coordinator.
- The head teacher will monitor the progress of all learners with additional needs and any issues with the school's provision by:
  - analysing the data on the whole-school pupil progress tracking system
  - discussing pupil progress with individual teachers
  - having regular meetings with the SENCO
  - having discussions with pupils and parents

### **Special Educational Needs Coordinator and arrangements for coordinating SEN provision**

The SENCO oversees and updates the records of children with SEND. They are kept securely in the school office.

Staff have access to:

- the school's SEND policy and associated policies
- the SEND Register, 'Catch up' list and vulnerable pupils list
- guidance on identification of SEND in the Code of Practice
- information on individual pupils' special educational needs, including pupil profiles, targets, tracking sheets and copies of provision maps.
- practical advice, teaching strategies, and information about types of special educational needs and disabilities .
- information available through Cheshire East's Local Offer

Members of staff have up-to-date information about pupils with additional needs and their requirements in order to co-ordinate the school's SEN provision effectively,

In line with the recommendations in the SEND Code of Practice 2015, the SENCO oversees the day- to-day operation of this policy by:

- maintaining and analysing the whole-school provision map
- identifying the stage pupils with Special Educational Needs are at i.e. those receiving 'SEN Support' from the school's devolved budget; those requiring High Needs funding and those with statements of special educational need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising staff
- managing teaching assistants involved in supporting vulnerable learners
- liaising with parents of children with special educational needs in conjunction with class teachers
- contributing to the in-service training of staff
- arranging meetings and documenting evidence for Annual Reviews for pupils with statements or Education Health and Care Plans
- referring pupils to the Local Authority to request High Needs funding and/or an Education Health and Care Plan

- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with special educational needs.
- evaluating regularly the effectiveness of interventions
- meeting at least once a term with each teacher to review support for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising with parents of pupils on the SEND register, keeping them informed of progress and listening to their views.
- Attending SENCO cluster meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping her informed of current issues regarding provision
- liaising with a range of outside agencies

### **Class teacher**

- **Liaising with the SENCO to discuss:**
  - which pupils in the class have social, emotional, behavioural or other additional needs that are impacting on their learning
  - which pupils are underachieving and need additional support
  - which pupils require additional support because of a Special Educational Need and should be added to the school's SEND register
  - which pupils may require advice/support from an outside agency to address a specific need, including pupils with statements/EHC Plans
- **Providing good provision and outcomes for all groups of pupils by:**
  - providing differentiated teaching and learning opportunities,
  - ensuring that pupils with special educational needs can work on agreed targets which are 'additional to' or 'different from' those normally provided as part of the differentiated curriculum
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEND Code of Practice 2015, the SENCO must be a qualified teacher. If appointed after September 2008, the SENCO should have a statutory accreditation. If a new SENCO is appointed, he/she should gain statutory accreditation within three years of appointment.
- The Local Authority has several Inclusion Development Officers who facilitate SENCO cluster group meetings and signpost relevant SEND focused external training opportunities for all staff.
- There are also 6 group consultation meetings a year with our Educational Psychologist, Jenny Knass and Ruth Wangemann, a Specialist Teacher with the Cheshire East Autism Team.
- Training is provided, as needed, on how best to support pupils with SEND as part of the professional development schedule.
- The headteacher undertakes an induction for all support staff. This may include a meeting with the SENCO to explain the school's SEND provision and practice and to discuss the needs of individual pupils.

- We have links with other schools and can access training, provided by the Silk Alliance, led by the Fallibroome Academy.

Advice and expertise can be requested from the specialist services funded by the Local Authority. Some of the agencies used on a regular basis include the School Nursing Service, Occupational Therapy, Physiotherapy, Speech and language therapy, the Child and Adolescent Mental Health Service, the hearing/visual Sensory Impairment Team, Social Care teams and voluntary organisations such as the Cheshire East Information Advice and Support.

- The SENCO can make a referral to most of the outside agencies (with parental consent). Following assessment by the relevant agency a programme of support is often provided to be used in school and sometimes at home.
- The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
- Outside agencies become involved when:
  - a pupil continues to make little or no progress in specific areas, over a long period.
  - continues working at levels substantially below that expected of children of a similar age.
  - continues to have difficulty in developing literacy and mathematical skills
  - has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
  - has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
  - has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school offers a variety of pastoral support for children who have social or emotional difficulties:

- Programmes are used to develop awareness of personal, social, health and economic issues (PSHE), Social and Emotional Aspects of Learning (SEAL) and 'Circle Time'.
- Bespoke interventions such as Social Skills groups and Social Stories or Social Articles to address specific issues as they arise.
- Access to a trained counsellor, Audrey Maycroft, to support the needs of children and their families.
- Access to the appropriate outside agencies e.g. Child and Adolescent Mental Health Service, Cheshire East Autism Team, Social Care Services – Family Service workers, Child in Need or Child Protection Plans to support vulnerable pupils.
- The SENCO has assessment tools to track and monitor self-esteem.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- The school possesses a range of equipment and facilities to support pupils with special educational needs e.g. differentiated reading material, writing slopes, coloured overlays, enlarged print, privacy boards etc. The school

SENCO makes strategic decisions about the allocation of these resources based on the needs of the pupils.

- Additional resources can be borrowed or purchased should they be required. Where more specialist, personalised equipment is needed, the school SENCO liaises with the relevant outside agency e.g. occupational therapy, to seek advice on the best options for the procurement of these.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs the school funds up to £6,000 per annum for each individual pupil. Thereafter, if the cost is significantly higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for an Educational Health and Care Plan Needs Assessment.

### **The role played by the parents of pupils with Special Educational Needs (and other learning needs).**

The school works in close partnership with parents and carers. We do so by:

- making parents/carers feel welcome in school by accessing our 'open door' policy
- encouraging parents/carers to play an active role in their child's education
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having
- focusing on the child's strengths as well as areas of additional need
- providing 3 review meetings a year to agree targets and monitor progress against those targets, to ensure effective support.
- liaising with the agencies supporting children and their parents
- keeping parents/carers informed and giving support during assessments and decision-making
- guiding parents to look at the Local Authority's Local offer by following the link [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)
- suggesting parents access the SEND Information Report on our website by following the link [www.pottshrigleycs.co.uk](http://www.pottshrigleycs.co.uk)
- making parents/carers aware of the Cheshire East Information Advice and Support which can be accessed by following the link <https://www.ceias@cheshireeast.gov.uk>
- providing information in an accessible way, including support to fill in documentation and, where necessary, translated information for parents with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- identify their strength and difficulties
- share in individual target setting so that they know what their targets are and why they have them.
- self-review their progress and set new targets

## **Arrangements made by the governing body to support pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and PE. Some children with medical conditions may be disabled and where this is the case, the school must comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and may have a statement or an Education, Health and Care plan which brings together health and social care needs as well as their special educational provision.

- Information and the policy on 'Supporting pupils with medical conditions' can be found on the school website
- Information about the medical and personal care needs of a pupil can be found on their 'Supporting Me Plan'.
- If a pupil has more complex medical needs, individual health care plans are produced in discussion with parents/carers and health professionals.
- If a pupil has a medical condition that can present with medical emergencies, a plan is made detailing the procedure to be followed in the event of an emergency. This information is shared via the 'Supporting Me Plan'.

## **Arrangements made by the governing body relating to meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements**

The SEN and Disability Act 2001, places a statutory duty on all schools and Local Authorities to increase accessibility for disabled pupils. We are required to produce an accessibility plan which details how we identify and remove barriers to learning and increase and promote the curriculum. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It specifies how we plan to improve access to the physical environment of the school and provide physical aids to access education. We are required to improve the delivery of written information to disabled pupils. Examples of this might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats.

The Accessibility plan and Equality policy can be found on the school website at [www.pottshrigleycs.co.uk](http://www.pottshrigleycs.co.uk)

## **Admission Arrangements**

Information about the Admissions Policy and admission arrangements can be found in the school prospectus and on the school website.

The admission arrangements for all pupils are in accordance with national legislation detailed in the Equality Act 2010. This includes children with special education needs and pupils with EAL

## **Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school.**

- Any complaints relating to the provision for pupils with special educational needs will be addressed in the first instance by the class teacher and SENCO.
- If unresolved, the head teacher and the governor with responsibility for SEND may be involved

- In the case of an unresolved complaint the issue will be addressed through the complaints procedure. The Complaints Policy can be found on the school website detailing the formal procedures for making a complaint.

## **Bullying**

Steps are taken to ensure that vulnerable learners are not at risk of bullying. We are an inclusive school and encourage all pupils to treat each other with respect. Our ethos is to promote independence and build resilience. Recommended approaches are used to address specific needs of pupils e.g. pupils with social communication difficulties. Social skills group and social stories and Social Articles are used to explain social conventions.

The policy can be found on the school website at [www.pottshrigleycs.co.uk](http://www.pottshrigleycs.co.uk)

## **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

The headteacher and the SENCO can provide details of further support for families. Parent Partnership has now become Cheshire East Information Advice and Support can be accessed by following this link [Cheshire East Information Advice & Support www.ceias@cheshireeast.gov.uk](http://www.ceias@cheshireeast.gov.uk)

Tel - 0300 123 5166

Address - CEIAS, Floor 4 c/o Municipal Buildings, Earle Street, Crewe. CW1 2BJ

This is a free and confidential service which is available to all parents and carers of children aged 0 to 25 who have Special Educational Needs or Disability. The service is impartial and has a small team of fully trained, independent supporters who can help parents and young people to prepare for meetings and to attend meetings with them, if required. CEIAS can offer support to families who are applying for an Education Health and Care assessment and will provide information and guidance around the offer of a Personal Budget.

## **Information on where the Local Authority's Local Offer is published.**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families in Cheshire East. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Details can be found by following this link [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

## **Review of Policy**

This policy has been written by Rosie Hemmings SENCO in accordance with the Code of Practice September 2015

Date established February 2015

Policy updated March 2017

Date to be reviewed February 2018

Signed and dated \_\_\_\_\_