



**Cledford Primary School and Gainsborough Primary & Nursery School**

**A Federation of Cheshire East Primary Schools**



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Local Authority Code: 895  
Establishment Number: 3821

Local Authority Code: 895  
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

# Federation Special Educational Needs & Disability Policy

**Reviewed: November 2022**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: November 2023

Federation SEN & Disability Policy Nov 2022

# SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

## **INCLUSION STATEMENT**

*Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, and to make provision for teaching and learning which means every child has the opportunity to reach their potential.*

## **RATIONALE**

The Federation values the abilities and achievements of all its pupils, and is committed to providing the best possible environment for learning for all.

We aim to:

- ensure that all pupils have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and abilities
- ensure identification of all pupils requiring SEND provision as early as possible
- ensure that pupils with SEND take as full a part as possible in all school activities
- ensure that parents of pupils with SEND are kept informed of their child's progress and attainment and are involved in any decision making and planning processes
- ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The Federation's SEND Policy will be used alongside the Local Offer and the SEND Information Report. It makes due reference to the Special Educational Needs and Disability Code of Practice 2015, The Children & Families Act 2014 and the Equality Act 2010.

Provision for pupils with special educational needs and/or disabilities is a matter for the school as a whole. In addition to the Governing Board, the Federation Head teacher, the school Principals, the Senior Leadership Teams and the Federation Special Educational Needs Coordinator, this policy applies to all other members of staff, both teaching and support staff, in their day-to-day responsibilities.

## **DEFINITION**

The 2015 SEND Code of Practice states that;

*"A young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream colleges."*

SEND provision means:

*For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools in the area.*

(Special Educational Needs and Disability Code of Practice, 2014)

A copy of the 2015 SEND Code of Practice can be found below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

## **ADMISSIONS**

The admissions criteria should not discriminate against pupils with SEND and the Federation has due regard for the requirements set out in the School Admissions Code of Practice, in that;

*“children and young people with SEN to be treated fairly. Admissions authorities:*

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school’s published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan”

(School Admissions Code, 2014)

## **COMMITMENT TO INCLUSION**

We endeavour to achieve maximum inclusion of all pupils, including vulnerable learners, whilst meeting their individual needs:

- Teachers provide differentiated learning opportunities for all pupils within the school and provide materials appropriate to interests and abilities. This ensures that all pupils have a full access to the school curriculum.
- SEND might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to give these pupils the best possible chance to catch up. Regular progress meetings with Senior Leadership Team (SLT) provide opportunities to discuss the progress of all pupils and to put into place strategies to help narrow the gap.
- Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned interventions, which address the root causes of any learning difficulty, as part of our quality first teaching are essential ingredients of success for these pupils.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

Our Federation has adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to

ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice makes it clear that all teachers are teachers of pupils with Special Education Needs and therefore all teachers are responsible for identifying pupils with SEND and will ensure that those pupils requiring different or additional support are identified at an early stage.

For pupils identified with SEND, the class teacher, in liaison with the Federation SENDCo and/or SLT, will:

- Meet the individual needs of a pupil through differentiation
- Direct professionals within the class to support a pupil where appropriate
- Ensure on-going observations and assessments inform planning for next steps
- Engage with the Cheshire East Toolkit for SEND
- Use the assess, plan, do, review model through the Graduated Approach
- Involve parents in a joint home-school learning approach
- Use advice, strategies and recommendations from specialist external agencies or the Federation SENDCo

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision. When highly differentiated quality first teaching is not having enough of an impact upon a pupil's progress, a class teacher may deem it appropriate to register a child's emerging difficulties at the First Concerns level. The class teacher will discuss these concerns with parents/carers. If after a period of support at First Concerns, the class teacher's concerns continue, the child may then be moved to the SEND register, if appropriate.

Progress is the crucial factor in determining the need for additional support. Pupil progress will continue to be monitored carefully by class teachers, the Federation SENDCo and SLT, as appropriate. Pupil progress meetings provide the opportunity for teachers to discuss concerns and celebrations, and create actions to support all learners.

Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap from widening
- Is equivalent to that of peers starting from the same baseline but may be less than other peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvement in the pupil's behaviour
- Reduces anxiety and improves Social, Emotional and Mental Health outcomes

### **PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. The Federation looks carefully at all aspects of a pupil's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

## **GRADUATED APPROACH**

We follow a graduated approach towards identifying, assessing, planning for and reviewing the needs of the pupils in our school. We work in line with the guidelines in the Cheshire East SEND Toolkit.

According to the SEND Code of Practice 2015, the Graduated Approach can be described as:

*“A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”*

### **Universal Quality First Teaching and Learning:**

The Universal level references the support that is available to all learners. Needs are met through Quality First Teaching (QFT) which underpins everything we aim to deliver. This level also includes the universal health and care services that are available to all children and young people (e.g. GPs, dentists, etc).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including instances where pupils access support and/or interventions from teaching assistants and other specialist staff. We understand that QFT is the first step in meeting the needs of pupils who have or may have SEND. We are committed to providing QFT for all of our pupils in the knowledge that 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 and carefully monitored through lesson observations, learning walks and book scrutiny, amongst other means. This includes; reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND needs most frequently encountered. Staff training and CPD is central to our Federation’s commitment to ensuring QFT is at the heart of our provision.

### **First Concerns:**

The First Concerns level is for pupils who have been identified as having emerging difficulties. Support for pupils at First Concerns is tailored to the needs of the individual child, and provided through a variety of means. Pupil progress is carefully monitored through accurate assessment. In addition, assessment for learning provides a core part of our commitment to QFT. A range of strategies, including short term interventions are put in place for pupils who are not making expected progress. The primary purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their potential. First Concerns are recorded and monitored by class teachers through a First Concerns Profile.

### **SEND Support:**

The SEND Support level is for pupils who have been identified as having learning needs requiring provision that is additional to and different from the mainstream curriculum. Where pupils fail to make expected progress or sustained improvements after a period of support, as outlined in the First Concerns level, we will take the necessary steps to ascertain whether this is the result of a Special Educational Need. Pupils have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.

- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority. (Code of Practice September 2014)

Support for pupils at the SEND Support stage is tailored to meet individual needs, and provided through a variety of means. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents/carers are formally informed.

Consideration of whether special educational provision is required starts with the desired outcomes for the learner, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. At this point, for newly identified pupils, a SEND Support Plan (SSP), will be drawn up by class teachers following a collaborative process in order to gain school, parent/carer and pupil voice and to ensure that all relevant information is recorded efficiently in one place. For some pupils an alternative care plan for example, an NHS Speech and Language Care Plan, may also be appropriate.

As stated in the Code of Practice pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality highly personalised teaching.

### **AREAS OF SPECIAL EDUCATIONAL NEED**

Special educational provision should be matched to the child's identified SEND need. Children's SEND needs are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and /or physical

*(for more information see Code of Practice 2014)*

Our Federation appreciates that individual pupils often have needs that cut across more than one of these areas and that their needs may change over time.

### **TRACKING PROVISION**

Class teachers are responsible for maintaining records detailing the provision for their vulnerable learners. This may be recorded initially on a First Concerns Profile, on SEND Support Plans or during pupil progress meetings. The Federation SENDCo, subject leaders and SLT carefully track additional support put into place for pupils with SEND and the impact of any support is measured through progress made.

### **FIRST CONCERNS PROFILES (FCPs)**

First Concerns Profiles (FCPs) are a method of monitoring provision for pupils who are not on the SEND register but who have been identified as having emerging difficulties. These documents are written by class teachers and highlight the child's strengths, areas of difficulty and support that is in place that aims to narrow the gap. These are working documents but must be formally reviewed by the class teacher on at least a termly basis. Any conversations with parents/carers about issues relating to an emerging difficulty must be recorded by the person with whom they took place on the CPOMS system (this is the usual method of recording parent contact across the federation). Any subsequent conversations should also be recorded in this way.

### **SEND SUPPORT PLANS (SSPs)**

SEND Support Plans (SSPs) are put in place for pupils whose learning needs extend beyond the First Concerns criteria. These documents are intended to create a profile of the whole child, and must contain both parent/carer and child views in addition to the school comments. These are working documents but must be formally reviewed by the class teacher, with parents/carers invited to review meetings for their input, on at least a termly basis. The SSP will record the desired future outcomes and planning for an individual SEND child. Targets set must be ambitious but realistic, and termly review meetings with parents must discuss progress towards these targets and inform updates on them accordingly. Any conversations with parents/carers about issues relating to SEND must be recorded by the person with whom they took place on the CPOMS system (this is the usual method of recording parent contact across the federation). Any subsequent conversations should also be recorded in this way.

### **ASSESS, PLAN, DO, REVIEW MODEL**

Once a potential special educational need is identified we follow an assess, plan, do, review model to ensure that effective support is put into place in line with the Cheshire East SEND Toolkit procedure. Specialist Services and teachers may be called upon to provide advice, recommendations and/or specific programmes.

Should pupils still not be making appropriate progress at an acceptable level, the formal assessment procedures for an Education Health and Care Plan may be initiated by the Federation SENDCo, in conjunction with the parents/carers, class teacher, support staff and other specialist services, following the legal assessment procedures outlined in the Local Offer by the Cheshire East Local Authority.

### **EDUCATION HEALTH AND CARE PLANS (EHCP)**

Pupils who have more complex needs may have an Education Health and Care Plan (EHCP). This is a detailed document of support which considers the views of the child, parents/carers, school staff and specialist agencies. EHCPs will be reviewed annually by school staff in conjunction with the child, parents/carers and specialist agencies. The Federation SENDCo and SLT will monitor and evaluate the use of any additional funding associated with these plans. The class teacher will use the EHCP document to identify key targets of support which will be added to a SEND Support Plan, these targets are reviewed termly.

### **ROLE OF THE FEDERATION SENCO**

In line with the recommendations in the SEND Code of Practice 2014, the Federation SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintain an up to date and accurate school register of pupils with SEND
- Co-ordinating provision for pupils with SEND
- Advising on the graduated approach to provide SEND support
- Overseeing the records of pupils with SEND to ensure that school keeps the records up to date
- Liaising with and advising colleagues including class teachers and support staff
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Liaising with parents of pupils with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Reviews for all pupils with an Education Health and Care Plan
- Working with Year 5 and 6 colleagues to oversee the transition arrangements for pupils with SEND to high school, including the transfer of information
- Working with EYFS colleagues to oversee the transition arrangements for EYFS pupils with SEND joining our school, including the transfer of information

- Working with colleagues to oversee the transition arrangements for in-year transfers for pupils with SEND joining/leaving our school across all year groups, including the transfer of information
- Monitoring the school's system for ensuring that SEND Support Plans have an appropriately high profile in the classroom
- Supporting subject leaders and SLT in the regular evaluation of the impact and effectiveness of additional interventions for pupils on the SEND register
- Liaising with a range of outside agencies to seek advice and ensure that the provision of support for vulnerable learners is effective
- Attending area SENCO network meetings and training as appropriate
- Liaising with the Federation SEND Governors, keeping them informed of current issues regarding SEND such as SEND provision, attainment, progress and attendance and how this compares to others nationally, locally and within school.

### **ROLE OF THE SENIOR LEADERSHIP TEAM (SLT)**

The Senior Leadership Team, will take the strategic lead when dealing with all SEND matters. SLT will oversee the role of the SENCO, support all class teachers in their role as teachers of pupils with SEND and help identify those pupils in need of an intervention or outside agency support.

### **THE ROLE OF THE GOVERNING BOARD**

School Governors have a duty imposed by law to ensure that special provision is made. A named governor for SEND has been appointed who carries out regular monitoring of SEND in accordance with the Governor Monitoring role which includes meeting with the Federation SENDCo and/or SLT. The SEND Governor then reports back to the Governing Board to ensure there is a good understanding of the school's arrangements for SEND and its impact. This information is used to inform school improvement.

### **THE ROLE OF PUPILS AND PARENTS IN DECISION MAKING**

The Federation is committed to working in partnership with all parents/carers in the best interests of their child. The concept of parents/carers as partners, is central to our school. Parents/carers are kept informed about their child's progress at school and any difficulties are communicated at the earliest stage. Parents/carers are informed of any extra provision and interventions that are in place to support their child. Parental/carer co-operation and involvement is encouraged and they are welcomed into school regularly and encouraged to help at home with their children's learning.

Where a pupil is receiving SEND support, the school will regularly liaise with parents/carers in setting outcomes and reviewing progress. Pupil voice forms a significant part of this process. If pupils struggle to communicate their views, steps are taken to ensure their views can be sought at an age appropriate level. The class teacher will meet with the parents at least three times each year. The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.



- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

### **ASSESSMENTS AND RECOMMENDATIONS FROM SPECIALIST SUPPORT SERVICES**

Following an intervention or assessment from a specialist support service, a written report will be sent to the school. A copy will be passed on to relevant staff members for their reference. It is a class teacher's responsibility to ensure that all pertinent records relating to a child's learning and progress are kept up to date and that all paperwork is in place. Recommendations from a specialist support service should inform targets on SEND Support Plans, where appropriate.

It is expected that the person who attends group consultation meetings for advice about a specific child (e.g. Cheshire East Autism Team and Educational Psychologist Service) will complete any necessary action plans and pass them onto the class teacher in a timely manner. This person is usually the Federation SENDCo. The class teacher, and other key adults who work closely with the child, should then implement the recommendations in a timely manner and update the SEND Support Plan accordingly.

### **RECORD KEEPING**

Secure records of relevant documents are kept for pupils listed on the SEND register. This can include current and historical SEND Support Plans, costed provision maps and reports from external specialist support services. Any paper copies of these documents are scanned onto the CPOMS system and stored in a secure, lockable location. The electronic CPOMS system has various levels of security to ensure only key identified users have access. In line with Local Authority advice, SEND documents will follow the child to a new setting.

### **LINKS WITH OTHER POLICIES**

- Curriculum Policy
- Behaviour Policy
- Equal Opportunities Policy
- Teaching & Learning Policy
- Assessment Policy
- SEND Information Report