

# SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY



**Tushingham with Grindley CE Primary School**  
*Tushingham, Whitchurch, Cheshire. SY13 4QS*

*1 John 4:7 Let us love one another, for love is from God  
Learning together and worshipping together*

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**Date:** FEBRUARY 2020

**Type:** A: Statutory policies required by education legislation ~ Special Educational Needs

**Approval:** Full Governing Body.

**Review frequency:** The SEND Policy should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

**Review date:** FEBRUARY 2021

**Legislation:** Maintained schools – The Children and families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014.

Also see The 0-25 Special Educational Needs and Disability Code of Practice

**Signed by:**

Executive Head Teacher: *K Shephard*

Chair of Governors: *J Davies*

Members of the Senior Leadership Team with overall responsibility for Special Educational Needs and Disabilities (SEND) provision are:

Special Educational Needs Co-ordinator (SENCO): Mrs Kim Lewis  
[admin@tushingham.cheshire.sch.uk](mailto:admin@tushingham.cheshire.sch.uk)

Executive Head Teacher: Mrs Kathleen Shephard [head@tushingham.cheshire.sch.uk](mailto:head@tushingham.cheshire.sch.uk)

Head of School: Mrs Wendy Forshaw [wforshaw@tushingham.cheshire.sch.uk](mailto:wforshaw@tushingham.cheshire.sch.uk)

This policy for SEND describes our approach to meeting the needs of learners with SEN and what parents can expect their children to receive. This policy has been written by Mrs Kim Lewis (SENCO) in consultation with the Headteacher, other staff members, members of the governing body and parents.

### **Mission Statement**

Tushingham Primary School is...

a place where every child is safe

a place where every person is valued and respected

a place where the caring Christian ethos is central to everything we do

a place where all efforts and achievements are celebrated

a place where we encourage everyone to make healthy life choices

a place where everyone is encouraged to make a positive contribution.

Every member of our school community works collaboratively to deliver a broad and balanced curriculum in an inclusive environment where quality first teaching is delivered to ensure that *all* learners achieve their potential. This policy describes the way in which we identify, assess and support learners who experience barriers to learning so these barriers are removed and every child succeeds.

### **Our aims and objectives**

Our aim is to raise the aspirations of and the expectations for all learners with SEND so that they make expected or better than expected progress while at Tushingham, and are fully prepared for the challenges that lie ahead.

Our objectives are:

1. To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2014) and the Equality Act 2010;
2. To identify and provide for pupils who have special educational needs and disabilities as soon as possible; it is additional to or different from the education provision that is offered to other pupils of the same age;
3. To ensure equality of opportunity for all learners;
4. To continually monitor the progress of pupils to identify learners not making expected progress and to put measures in place promptly to address this;
5. To provide full access to a broad and balanced curriculum through careful and meaningful differentiation;
6. To involve parents and carers at every stage in plans to meet their child's additional needs, acknowledging that parents are the experts and know their children best of all, working in partnership to find the best way to support the child;
7. To collaborate with outside agencies where appropriate to gain expert advice and support to meet specific needs;
8. To foster a positive learning environment where every member of the school community is valued and can achieve.

### **Defining Special Educational Needs**

The Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (2014) states that *'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 him or her. 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

The Code also describes four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs

These categories cover the areas of needs we plan for at Tushingham. However, we recognise that the purpose of identification is to work out what action we need to take, rather than to fit a pupil into a category.

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

We adopt a graduated approach to identifying and supporting learners with SEND:

#### **Quality First Teaching**

- a. Any pupils who are not making expected academic achievement in line with predicted performance indicators will be monitored
- b. If a pupil is thought to have a special educational need, they will be closely monitored by staff in order to ascertain the nature of this need and what action to take
- c. The child's class teacher will take steps to provide further differentiated learning opportunities which will enable the teacher to better understand the provision needed for this child to make further progress
- d. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class
- e. Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information with the school
- f. The child is recorded by the school as being under observation, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents

#### **SEND Support**

Where it is determined that a pupil does have SEND, parents will be advised of this and the child will be added to our SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where outside agencies are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion with and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO, outside agencies where appropriate and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, 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. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the

Tushingam with Grindley CE Primary School ~ Special Educational Needs and Disabilities Policy pupil and where necessary their parents. The class teacher, in conjunction with the SENCO and outside agencies where necessary, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Where a pupil has an Education, Health and Care Plan (EHC Plan), the local authority must review that plan every twelve months as a minimum. Tushingam Primary School must co-operate with the local authority in the review process and, as part of the review, the local authority can require us to convene and hold annual review meetings on its behalf.

### **Education, Health and Care Plans (EHC Plans)**

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, we will consider requesting an Education, Health and Care needs assessment.

Following Statutory Assessment, an EHC Plan will be provided by Cheshire West and Chester County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal SEND record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **Accessibility**

Teachers differentiate the curriculum in a way that allows all children to access all learning opportunities. Our inclusive approach to teaching and learning means that we recognise that children benefit from and have a right to be taught alongside their peers. However, we will also deploy additional one-to-one support or small group support outside the classroom where we feel this is appropriate and in the best interests of the child. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Experienced staff members are aware of access arrangements for statutory end of key stage tests to make sure that learners with SEND are not at a disadvantage and can access the tests to the best of their ability.

Children and staff take great pride in our school's physical environment and it is accessible to children with SEND:

- The building is accessible;

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- The school is one level with easy access and double doors;
- Our mobile classrooms are accessed via a ramp;
- There is a disabled toilet;
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs;
- Before- and after-school provision is accessible to all children including those with special educational needs and/or disabilities;
- Extra-curricular activities are accessible for children with special educational needs and/or disabilities.

### **Evaluating the impact of provision**

Evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils. At Tushingam, pupil progress is monitored on a termly basis. SEND provision and interventions are recorded on a provision map, which is updated regularly. These updates reflect information shared between teaching staff and the SENCO. Interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff and parents/carers. Data gathered before the intervention has begun and after it has been completed, plus valuable 'soft' data collected through discussions with staff enable us to identify whether provision is effective. Scrutiny of planning and pupils' learning is undertaken at appropriate stages during the academic year by subject leaders and the SENCO to monitor the provision for learners. Information regarding the overall impact of SEND provision including interventions is fed back to governors.

In order to constantly reflect upon the quality of SEND provision at Tushingam, we encourage feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent questionnaire, informal discussions and through progress meetings with parents and carers.

### **In service training or continuing professional development**

It is vital that all school staff are up to date with relevant training and developments in teaching practice in relation to the needs of our pupils with SEND. The SENCO attends relevant SEND courses, cluster SEND meetings, delivers training and highlights relevant external training opportunities for all staff.

### **Links with support services**

Where our assessment indicates that support from specialist services is required, we recognise that it is important that pupils receive it as quickly as possible. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services

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- therapists (including speech and language therapists, occupational therapists and physiotherapists)

Tushingham has strong relationships and links with external support services in order to fully support our pupils. Sharing knowledge and information with our support services is key to effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will inform the child's parents.

### **Working in partnership with parents and carers**

At Tushingham, we believe that a close working relationship with parents and carers is vital in order to ensure:

- a. early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- b. continuing social and academic progress of children with SEND;
- c. personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents and carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Emotional Health and Well-being**

In order to make sure that the needs of our children are met, parents and carers are encouraged to contact the school with any information regarding a child's emotional wellbeing and anything that may impact upon their academic progress. Tushingham is an inclusive school: we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being and we strive for all children to feel safe and secure in our care.

### **Additional information for families**

The Cheshire West and Chester (CWAC) 'Live Well' website is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families across Cheshire West and Chester. It describes the services and provision that are available both to those families in CWAC that have an Education, Health and Care Plan and those who do not have a Plan, but still experience some form of special educational need or disability. The Cheshire West and Chester Live Well site includes information about public services across education, health and social care, as well as services provided by the private, voluntary and community sectors. It will also include information regarding services that are outside of this authority but that families may still be able to access. The Live Well website can be viewed at:

<https://livewell.cheshirewestandchester.gov.uk>

### **Complaints procedure**

In the first instance, we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved, then a formal complaint should be made to the Governing Body. The complaint must be in writing, stating the nature of the complaint, who has been spoken to already and the preferred outcome. The written complaint should be sent to the Chair of Governors (Mrs Jannine Davies) via the school office.