



## SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Person responsible for the Policy:	Special Educational Needs and Disabilities Co-ordinator (SENDCo)
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## ASHDENE PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

September 2024

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

- Admission Policy
- Accessibility Policy
- Ashdene Local Offer and SEND report
- Behaviour Policy
- Cheshire East Local Offer <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx>
- Child Protection and Safeguarding Policy
- The Children and Families Act 2014
- Equality Act 2010: advice for schools; DfE Feb 2013
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years; DfE 2015 (referred to herein as 'SEND Code of Practice 2015')  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disabilities Regulations 2014
- Supporting pupils at school with medical conditions; DfE 2015
- Supporting Pupils at School with Medical Needs Policy

#### **Our values and aims**

This SEND policy details how the Senior Leadership Team and SEND governor at Ashdene Primary School will do their best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who are likely to teach them. Ashdene School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that **all** children have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. All children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We endeavour to achieve maximum inclusion for all children whilst meeting their individual need by:

- Delivering Quality First Teaching, providing adapted learning opportunities and materials appropriate to children's interests and abilities, ensuring that all pupils have full access to the school curriculum.
- Ensuring teaching staff are up to date with policy and best practice through extensive CPD and support from school leaders.
- Identifying those children who may be demonstrating a special educational need and making appropriate assessments, referrals and interventions to support their progress.
- Making every effort to secure strong progress for pupils with special educational needs or emerging difficulties.
- Striving to make a clear distinction between 'underachievement' and special educational needs.
- Creating a culture of inclusion where children understand that all people have different strengths and needs, and there are *No Outsiders*.

When discussing special educational needs, it is important to note that:

- Pupils experiencing a learning or behavioural difficulty will not necessarily have a special educational need. Support will always be provided to meet need, whether a special educational need is identified or not.
- Other pupils will have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). Our aim for all pupils is to optimise their learning progress in their time at school.
- Adequate progress can be defined in a number of ways:
  - closing the attainment gap between the child and their peers;
  - preventing the attainment gap growing wider;
  - attainment similar to that of peers starting from the same baseline but less than that of the majority of peers;
  - matching or bettering the child's previous rate of progress;
  - ensuring access to the full curriculum;
  - demonstrating an improvement in self-help, social or personal skills;
  - demonstrating improvements in the child's behaviour.
- English as an Additional Language (EAL) is not considered to be a special educational need, but children who have EAL **may** also have special educational needs. Children for whom English is not their first language will be supported to overcome linguistic barriers and monitored to ensure progress is not hindered by any additional factors.
- Other issues, such as poor attendance and punctuality, health and welfare concerns, receiving a Pupil Premium Grant, being a Looked After or previously Looked After child or being a child of a

Serviceman/woman may impact on progress and attainment; however, 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 should be considered as a response to an underlying need, which we will endeavour to identify in order to provide appropriate support.

## **Objectives**

- To ensure the SEND Code of Practice 2015 and Equality Act 2010 are implemented effectively across the school.
- To ensure equality of opportunity for all, and to eliminate prejudice and discrimination.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum\* through adapted planning by class teachers, SENDCo, and support staff as appropriate.  
(\*Except where disapplication, arising from an EHC Plan occurs: disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to scaffolded inclusive classroom provision when required.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet a wide range of needs as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in decision making that affects them.
- 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.

## Identification of needs and the graduated approach

The SEND Code of Practice 2015 describes special educational need thus:

*'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 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. (DfE 2015:19-20, xiv)*

It defines special educational provision as: *'educational 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...'* (DfE 2015:20, xv)

The SEND Code of Practice 2015 also defines 4 categories of need:

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

**Initial response** - Well-adapted, ordinarily available inclusive provision (OAIP) and quality first teaching

- All learners have access to high quality, every day, personalised teaching, where scaffolds and various inclusive strategies are used effectively to meet the needs of all pupils.
- 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 identified as needing support, is regularly reviewed by the SLT and SENDCo. 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.
- Learners will have access to 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.
- All learners accessing interventions or additional support will be included on class provision maps, which outline and monitor provision. These provision maps will enable 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.
- Use of ordinarily available provision/quality first teaching and targeted support will be monitored by the class teacher and SENDCo. Where progress continues to be less than expected, this may indicate an underlying special educational need and will be assessed.

### **Initial identification and assessment**

The SEND Code of Practice 2015 highlights that for some children difficulties only become evident as they develop. Where teachers are concerned about a pupil's progress despite the high-quality teaching outlined above, the class teacher and SENDCo should consider whether the child may have special educational needs.

The SEND Code of Practice 2015 requires us to identify children's needs as early as possible by:

- analysing data e.g. Foundation Stage scores or standardised assessment outcomes;
- making observations in the classroom;
- following up parental concerns;
- tracking individual children's progress over time;
- liaising with nursery provision or information from previous schools;
- obtaining information from services such as speech therapists, educational psychologists and physiotherapists; and/or
- requesting support from external agencies where observations indicate that a pupil may have a specific special educational need e.g. Cheshire East Autism Team, Speech and Language Therapy etc.

### **The Graduated Response**

In line with the SEND Code of Practice and the Cheshire East Toolkit for SEND, we operate a graduated response to SEND, focusing on the four categories of need outlined above.

The tiers of support outlined in the Cheshire East Toolkit for SEND and utilised at Ashdene are:

#### **First Concerns**

Alongside OAIP and quality first teaching, the child receives **a small amount of resources or intervention** that are additional to, or different from, the school's adapted curriculum support.

The SENCO and/or Class Teacher may carry out further assessments. The child will be placed on the First Concerns register and appropriate paperwork will be completed to record strengths, difficulties and small measurable outcomes. A date for review will be agreed. The plan will be shared with parents termly.

The plan may include:

- different learning materials;
- special equipment; and/or
- individual or group support

As the outcomes are met, the child's First Concerns plan may cease. However, if there are still concerns, further outcomes may be set. If a child continues to make little or no progress in learning or behaviour, the school will follow the Graduated Approach as detailed in the [Toolkit for inclusion \(cheshireeast.gov.uk\)](http://cheshireeast.gov.uk). It may be appropriate for the child to receive an increased level of support through an individualised SEN Support plan and be placed on the SEN Register.

### **SEN Support**

All those involved will now review the interventions already implemented and consider the strategies tried, the outcomes set and any progress made. Advice and targets from outside agencies are written into new termly plans. Plans are shared and discussed with parents termly. The Inclusion Toolkit will be used to identify needs in any of the 4 broad areas where the child's needs are additional to and different from as stated in the Code of Practice. Children supported at this level will be receiving a significant amount of targeted provision per week through interventions, resources, tailored programmes, focused adult support, etc.

If, over time, the strategies employed at this stage do not result in satisfactory progress and the level of need and support increases, a statutory needs assessment (which may result in an Education, Health and Care plan) may be sought.

### **Education Health and Care Plans (EHCP)**

When it is not possible to meet a learner's needs with the school's resources at First Concerns or SEN Support level, an application may be made to the local authority to request a statutory needs assessment and EHCP. This will identify a learner's needs and the resources that are required to effectively meet them. If carried out, this assessment may result in extra funding being allocated to the school in order to support the specific learner. We aim to fully involve parents in this process.

Once an Education, Health and Care Plan is issued, this is reviewed annually; shorter term target-setting and progress for children with an EHCP is monitored via the use of SEN Support Plans termly – see SEN Support information above.

### **The support cycle**

All additional support is undertaken through a four part cycle of Assess, Plan, Do, Review.

*Assess:* Analysis of the pupil's needs using the class teacher's assessments and 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.

*Plan:* Consultation with the teacher, SENDCo and parents to agree on the level of support required, the desired outcome/target 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, monitoring and advice is provided by the SENDCo.

*Review:* The child's progress will be formally reviewed at least once a term to evaluate the impact of the support and make any amendments. The review will also take into account the views of the pupil, their parents and any appropriate specialists.

### **Monitoring and Evaluation**

The effectiveness of the provision is monitored by:

- classroom observation by senior leaders
- pupil voice
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- tracking pupil progress using assessment data from class teachers
- regular meetings about pupils' progress between the SENDCo, class teachers, teaching assistants and the head teacher
- Headteacher and SENDCo reports to parents and governors



- liaising with parents to keep them informed of any additional support that is put in place for their child and receive any relevant updates
- meetings between the SENDCo and the SEND Governor to strategically analyse SEN/D provision within the school.

### **The Cheshire East Local Offer**

This sets out the range of services available locally to pupils with SEN/D and the support that pupils, young people and families may access within the local area and across Cheshire East.

The Cheshire East Local Offer for Special Educational Needs and Disability is available at:  
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

The School SEND information document (School Local Offer)

The School Local Offer provides more detailed information about how children with SEND at Ashdene will be supported and answers many questions that parents may have. It also outlines how our provision meets the services and practices set out by the Local Authority. The School Local Offer is available on our [website](#). Print copies can be requested from the school office.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. These are managed by the Local Authority.
- Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Adjustments to standard admission practices may be required to meet a child's needs. We are happy to work with families to devise and implement an appropriate admission plan.
- Prior to starting school, parents/carers of children with an EHCP or with a pending EHC plan will be invited to discuss the provision that can be made to meet their child's identified needs.

## **Supporting Pupils and Families**

We value and embrace the positive role and contribution parents/carers make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles, rights and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. To facilitate this, class teachers are present before and after school for brief communication, and meetings can be arranged via the school office as required. Parents of children at First Concerns and SEN Support levels are involved in termly reviews of their child's progress and provision, to ensure collaboration and transparency. The school SENDCo is happy to be involved in any such discussions alongside the child's class teacher.

## **Complaints**

Any concerns should be raised at the earliest opportunity with the class teacher and/or SENDCo in the first instance, and we would hope to resolve matters at this early stage.

Complaints will be dealt with according to the school's Complaints Policy, which can be downloaded from the school website.

## **Monitoring**

This policy and information report will be reviewed by the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) every year.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **Key Roles**

SENDCo – Mrs Laura O'Brien/ Mrs Hannah Rowlinson

Designated Safeguarding Lead – Mrs Laura O'Brien

SEND Governor – Mr Tim Billington

The above can be contacted via [admin@ashdene.cheshire.sch.uk](mailto:admin@ashdene.cheshire.sch.uk) or via telephone on 01625 917335.

