



SEND Policy and Information Report

Author: Helen Day

Approved by: Quality of Education Committee

Reviewed: Annually

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With reference to:
<u>Special Educational Needs and Disability (SEND) Code of Practice</u>
<u>Part 3 of the Children and Families Act 2014</u>
<u>The Special Educational Needs and Disability Regulations 2014</u>

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Vision Statement

The School's Ethos and Values

Imagine an inclusive school that is a community of people, where children, parents, governors and staff are inspired by teaching and learning. Individuals are energetic, responsible, caring and committed to achieving extraordinary results. Within a safe, secure and friendly environment, the school community celebrates diversity and change is embraced in order to prepare the children for the future. Special events, topics and rewards characterise life at this school. All age groups make connections with one another through the work they do, the problems they solve and the experiences, strengths and hopes they share. Together they are learning to live safely within the world's sustainable resources. In classrooms, the integration of current technology extends learning, underpins every area of the curriculum and promotes opportunities for global communication. The outdoor environment boasts stimulating opportunities for all children to engage in purposeful activities that encourage social and physical growth.

This school is Lower Park; a community that nurtures a life-long love of learning, enabling all its children to discover the champion within.

Inclusion is at the heart of our vision and ethos. We believe that children's needs should, in the first place, be addressed by quality first teaching, the differentiated curriculum and caring staff within the school community. Wherever possible, children are fully integrated within the class and rarely removed.

We are keen that any special educational needs are identified and support put in place, but also that a child is not defined or limited by his/her SEND. Each child is unique, with diverse talents and abilities. Part of our approach to SEND provision within our school is to celebrate progress, in the widest SENDse, and treat each and every child as an individual.

This SEND policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Lower Park's part of the Local Offer can be found on Cheshire East local offer site. <https://livewellservices.cheshireeast.gov.uk/Services/89>

This includes information on Identification of SEND, Teaching Learning and Support, Keeping Students

Safe and Supporting Wellbeing, Working Together and Roles, Inclusion and Accessibility, and Transition. It details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

Teaching staff will endeavour to identify and provide for those pupils who have special educational needs, and to enable them to join in with the activities of the school, together with pupils who do not have special educational needs, so far as is reasonably practical and compatible.

The school will follow the Special Educational Needs and Disabilities Code of Practice: 0-25 years, January 2015 when carrying out its duties toward all pupils with special educational needs and ensure that parents are involved in discussions when SEND provision is being made for their child. In line with The SEND Code of Practice: 0-25 years (January 2015), we believe that there should be a strong focus on high aspirations and on improving outcomes for all children and young people with SEND. Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with SEND.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition processes.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Have due regard to the Special Educational Needs and Disability Code of Practice.
- Identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- Have in place systems whereby teachers are aware of such pupils.
- Provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- Have high ambitions and expectations for pupils with special educational needs and disabilities.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all pupils make effective progress and realise their full potential.
- Ensure all pupils take a full and active part in school life.
- Work with other schools and the Local Authority to share good practice in order to improve this policy.
- Create an environment that meets the special educational needs of each child.
- Ensure that parents are able to play their part in supporting their child's education.
- Ensure that our children have a voice in this process.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is 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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is:

- Mrs. Helen Day
- Lower Park Primary and School, Hazelbadge Road, Poynton, Cheshire, SK12 1HE
- 01625 872560
- hday@lowerpark.cheshire.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor: Mrs. Kirsten Wolffsohn

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The headteacher: Mrs. Amelia Lomas

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- SENDsory, medical and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes, asthma, downs syndrome and sickle cell.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

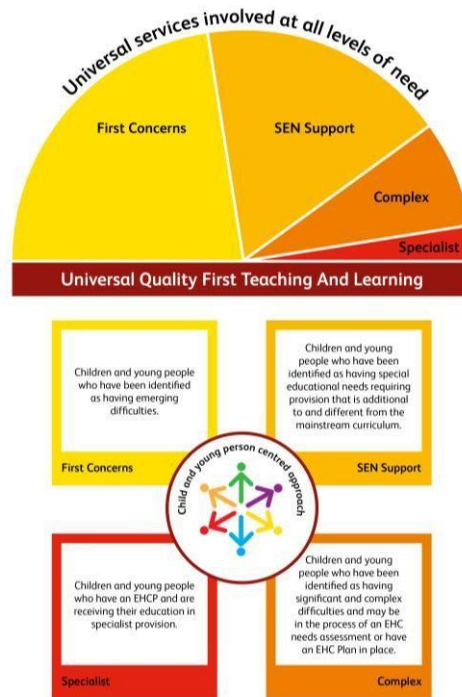
At Lower Park, the purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time, in terms of both type and level. The support provided to an individual child or young person will be based on a full understanding of their particular strengths and needs.

Where a child or young person is identified as having SEND, at Lower Park, we take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. The Universal level describes the support that is available to all children, including those with and without SEND. Within Lower Park's Graduated Approach, at the Universal Level, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people (e.g. GPs, dentists etc.). Universal services such as Quality First Teaching are provided to all children and young people, and continue to be provided to children and young people with SEND, who are also receiving additional support through other levels of the Graduated Approach. This means that all teachers are teachers of children with special educational needs. Support for children at both First Concerns and SEND Support levels is tailored to the needs of the individual child or young person, and provided through a variety of means, for example: assistive technology, individual or small group teaching, or in-class support.

Some children and young people's needs will be more complex in some contexts, and the Graduated Approach describes additional support to meet these needs. When external agency evidence from Cheshire East specialists suggests that children and young people may require additional support over and above the 'SEND Support' level provided by the educational setting, we conduct a multi-agency assessment (Education, Health and Care needs assessment) to determine what additional support they need. If following assessment, it is found that a child or young person will require provision in accordance with an Education, Health and Care (EHC) Plan, an EHC Plan will be written.

The Graduated Approach implemented at Lower Park can be found in the following document:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-SEND/ce-toolkit-for-SEND-final-v1.1.pdf>



We aim to identify children with particular needs on admission, firstly by carrying out pre-school visits and close communication with Foundation Stage staff. Assessment of children may include observation of children’s social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made. Our assessments often involve external professionals and are informed by the Cheshire East Toolkit.

Using the Cheshire East Toolkit, we will continue to assess each pupil’s current skills and levels of attainment; these will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the nationally expected progress and attainment as well as the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Children with SEND will receive support that is additional to or different from the provision made for other children.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty.
- We take into account the parents’ concerns.
- Everyone understands the agreed outcomes sought for the child.

- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and, in line with Cheshire East's guidelines, given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND Support Plan.

We consult with children regularly and encourage them to be fully involved in their provision. We talk to children about their learning needs- children complete their Support Plan (using Cheshire East Toolkit), expressing their views on education, learning support, likes and dislikes. We actively engage children in target setting and they contribute to an evaluation of interventions they have been part of.

Parents will be invited to attend regular parent's evenings in addition to specific SENDCO meeting opportunities. Termly SEND specific parent/teacher meetings will review and plan targets and parents will be kept updated on changes to SEND. Progress and outcomes are discussed during consultation meetings with the school's EP and parents are given a report prior to a discussion regarding the outcome of any EP assessments. The progress and outcomes of assessment by other agencies are also discussed during consultation meetings.

The progress of children with EHC Plans is discussed at their annual review. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Parents may be invited into/ can visit school at any time to discuss their child's progress and may ask to see the SENDCO at any point they feel they need to discuss their child.

5.4 Assessing and reviewing pupils' progress towards outcomes

Lower Park fully implement a graduated approach, which is the four-part cycle of Assess, Plan, Do, and Review. Initial concerns are discussed with the SENDCO followed by meetings with children and parents. First Concern or SEND support plans, which outline the assess, plan, do review process, are subsequently drawn together. Referrals are made to outside agencies if and when it appropriate to do so.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behavior.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

We track every child individually and review progress and achievement termly. This includes the effectiveness of the support and interventions and their impact on the pupil's progress.

All teachers and support staff who work with the pupil will be involved in planning and evaluating an individual's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We update Support Plans (in line with Cheshire East Toolkit) for individual children termly and in consultation with parents. The progress of children with SALT (Speech and Language Therapy) is assessed and reviewed regularly throughout the year. When necessary, we buy in specialist provision.

A cycle of consultation meeting, set targets and review targets take place for children with EP (Educational Psychologist) involvement when necessary. For children with an EHC (Education, Health and Care) Plan, an annual review takes place once a year.

Transition meetings involving pupil, parents, current staff and future staff take place and will include dialogue and visits.

When assessing SEND children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Whatever support is provided in the classroom is provided as far as is permitted during tests.

Pupil Progress meetings take place three times a year with the SENDior Leadership Team, which include the SENDCO.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work with our partner high schools directly to ensure effective transition from primary to high school. In the case of a child moving school to another primary school we will liaise directly with that school. Where a child has a statement or EHC Plan the transition needs will be explored at the annual statutory review meeting.

5.6 Our approach to teaching pupils with SEND

We include and actively encourage all children with SEND in all aspects of school life. We value everyone equally. Every teacher is a teacher of SEND and provision for children with SEND is a matter for the school as a whole. We believe all children should realise their full potential.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils where necessary and appropriate.

Bespoke interventions for individual children include (but are not limited to), Precision Teaching, Power of Two, Motor Skills United, Code, Dyslexia Gold and RM Maths.

5.7 Adaptations to the curriculum and learning environment

We believe that quality first teaching and effective differentiation underpins all SEND provision. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We accept that gifted children often require additional resourcing to extend and fully develop their potential and we endeavour to respond to these particular needs.

School acts upon advice from all external agencies.

5.8 Additional support for learning

We have eleven teaching assistants to support children with SEND when needed. Most are trained to deliver a number of interventions throughout the school. They also provide in class support and small group provision as well as one to one support for children with SEND.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Cheshire East Autism Team (CEAT).
- Occupational Therapy (OT).

- Physiotherapy.
- Social Services.

5.9 Expertise and training of staff

Our SENDCO has two years' experience in this role and is due to complete the NaSENDco qualification by Summer, 2023. Our previous SENDCO, Mrs. Joanne Jones, completed the NaSENDco qualification in Summer, 2022.

Mrs. Day is allocated one day a week to manage SEND provision.

We have a team of eleven teaching assistants, including those who are trained to deliver SEND provision.

In the last academic year, staff have been trained in ASC, Positive Behaviour Management, Communication, Positive Handling, Signing, and Trauma and Attachment. We use specialist staff for Speech and Language, Dyslexia and Processing Assessments.

5.10 Securing equipment and facilities

We will endeavour to provide any additional information, equipment and facilities to meet the needs of any individual (under the Reasonable Adjustment Duty). We will seek the advice and recommendations of external professionals with specialist knowledge in these cases. We will explore various funding streams to support in this area, as well as using our own school budget.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing our policy and practice annually, using the Cheshire East ToolKit as our reference.
- Consulting with parents of children and young people with SEND through regular formal and informal meetings.
- Reviewing pupils' individual progress towards their goals each term via their Support Plan.
- Monitoring and reviewing the impact of interventions regularly (usually every six weeks).
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Using ICT to support pupils with SEND.
- Providing all equipment, facilities and necessary intervention to maximise outcomes from Individual Support Plans.
- Monitoring of provision by Senior Leadership team and SENDCO.
- Monitoring and update meetings with SEND Governor.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

School trips are planned on the basis that all pupils are included. All pupils are encouraged to go on our residential trips to:

- Tattenhall – Y4
- Robinwood – Y5
- Kingswood –Y6
- Menai – Y6.

All trips involve a two night stay.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

In March 2008 Ofsted commented, “Pupils with learning difficulties and/or disabilities make excellent progress alongside their classmates because the work and support is extremely well planned to cater for their needs”. The school has had an Accessibility Plan since 2003 and since that date the school and LA have completed the following work:

- Built a toilet suitable for use by disabled people.
- Widened four doors to playground and main internal corridors.
- Created a specific small teaching room with sound insulation.
- Improved fencing and security.
- Introduced new car park with three designated bays for disabled drivers.
- Installed ramp to main entrance.
- Created ramped access to all external doors.
- Installed improved sound system into hall with integrated hearing loop.
- Lowered light switches to classrooms.
- Improved the lighting to the hall.
- Widened internal doorways.
- Lowered the reception hatch.
- Installed ramps to 99% of the school.
- WC modified for disability in Reception class.

Lower Park is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. To aid this, we have in place a robust PSHE framework which enables children to analyse, reflect, discuss constructively and respect differences. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

The school's Disability Equality Policy and Accessibility Plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- A comprehensive PSHE programme for whole class delivery.
- Emotionally Healthy Schools (Cool Connections and Resiliency Bucket) and Time To Talk for targeted pupils.
- Share Box.
- A safe space for targeted pupils - Bubble Room.

- Trained designated Mental Health Lead and Mental Health Teaching Assistant.
- Emotional Literacy Lessons taught in class and delivered by class teachers. We have a zero tolerance approach to bullying.
- Happy Kids training and affiliated.
- My Happy Minds delivered school-wide.
- KS2 Bubble Club.

5.14 Working with other agencies

We have excellent links with outside agencies and will frequently consult other professionals for advice and guidance.

We meet regularly with external professionals and follow up on advice obtained at such meetings. Support and sign posting is provided to parents when navigating and liaising with services (such as attending appointments, understanding reports, procedures, etc.).

Referrals are made and followed up when necessary.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and SENDCO, in the first instance. They will then be referred to the school's complaints policy. Complaints will be dealt with speedily and respectfully. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEND

The contact details of support services for the parents of pupils with SEND are available on the following websites:

Cheshire East Local offer: <https://livewellservices.cheshireeast.gov.uk/Services/89>

Cheshire East Website:

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/special_educational_needs.aspx

Cheshire East Information Advice & Support: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

Child and Adolescent Mental Health Service (CAMHS)

<https://ice.cheshireeast.gov.uk/Services/1074/Crewe-0-16-Child-and>

Cheshire East Autism Team (CEAT) <https://ice.cheshireeast.gov.uk/Services/1086/CEAT-CheshireEast>

Speech and language <http://www.eastcheshire.nhs.uk/Our-Services/speech-and-language-therapy.htm>

Educational Psychologist <https://ice.cheshireeast.gov.uk/Services/1087/Cheshire-East-Educat>

5.17 Contact details for raising concerns

Concerns should be raised with the SENDCO in the first instance as follows:

Mrs. Helen Day,

Lower Park Primary and School, Hazelbadge Road, Poynton, Cheshire, SK12 1HE
01625 872560

hday@lowerpark.cheshire.sch.uk.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: <https://livewellservices.cheshireeast.gov.uk/Services/89>

Our local authority's local offer is published here: <https://www.cheshireeast.gov.uk/livewell/localoffer-for-children-with-SEND-and-disabilities/local-offer-for-children-with-SEND-and-disabilities.aspx#:~:text=The%20Cheshire%20East%20Local%20Offer%20includes%20information%20about,disabilities%20%28SEND%29%20from%20birth%20to%2025%20years%20old.>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO, Helen Day, annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Disability Equality Policy and Accessibility Plan.
- Inclusion Policy.
- Complaints Policy.
- Supporting pupils with medical conditions.