

Elworth C of E Primary School



Special Educational Needs Policy

Date:	August 2025
Review Cycle:	Yearly
Reviewed By:	Mrs S. Buckley (SENCo)
Approved By:	Mr N. Garratt
Next review date:	August 2026
Nominated Governor:	Mrs C Duggon

Mission Statement

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

At Elworth CE Primary, we strive to ensure the inclusion of every child, responding to the individual's needs. We aim to provide the best learning environment, through which an individual learns in their preferred learning style. We support learners to achieve the best they can in accordance with the Special Educational Needs Code of Practice and Disabilities legislation.

Definition of the term “having a special educational need”

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The SEND Code of Practice says 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 has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others 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.

SEND Code of Practice: 2015, – Introduction xiii and xiv

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Statement of Intent

It is our aim to provide every child with the best education possible. We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual help, where children have specific needs. The nature of support will be dependent on the needs of the individual, expertise of staff and the availability of resources. The school may request involvement from the Local Authority and other agencies to help provide the best level of support and access to the curriculum.

All children are valued, and we aim for all children to experience success, and achievement, and to reach their full potential. Behavioural difficulties do not necessarily mean that a child has a Special Educational Need and should not automatically lead to a pupil being registered as SEN.

Objectives

To identify pupils with special educational needs as early as possible in order to meet their needs.

To be fully inclusive of children with special needs and/or disabilities.

To provide a broad, balanced and differentiated curriculum for all pupils.

To recognise individual needs and provide access, through differentiated teaching and learning styles, to the curriculum for pupils of all abilities.

To ensure all pupils make effective progress and realise their full potential.

To be sympathetic to each child's needs by providing a strong partnership between children, parents, Governors, Local Authority and outside agencies.

To regularly monitor and review individual needs of children.

To celebrate success - make the child feel important by sharing in their achievements.

To monitor and review our policy, practice and provision and if necessary make adjustments.

Role and responsibilities

Role of the Governing body

The governing body will:

- ensure the school complies with its statutory responsibilities as set out in the Special Needs Code of Practice (2015);
- ensure that there is a nominated link governor who will liaise with the SENCo and report back to the Governing Body – Ms Bev Carron is the designated governor;
- ensure that there is an appointed member of staff to be the Special Needs Coordinator (SENCo) –Mrs Sarah Buckley
- ensure provision of SEN is of a high standard;
- ensure funding is in place to support this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEN provision is effective;
- work closely with the SENCo and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN;
- ensure parents are informed when SEN provision has been made for their child;
- monitor the effectiveness of this policy;
- report annually to the Governing Body on the success and development of this policy.

Role of the Special Educational Needs Coordinator (SENCo)

The SENCo will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the delivery of intervention programmes with the lead person delivering those programmes;
- ensure that all teachers prepare and keep up to date SEN support plans for children in their class;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Governing Body on the success and development of special educational needs

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Class Teacher

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;

- make the co-ordinator aware, at the earliest opportunity, of any concerns they have about a child that may lead to the identification of special educational needs
- deliver the individual programme for each special educational needs pupil as set out in their SEN support plan;
- develop SEN support plans for special educational needs pupils by working closely with the SENCo and support staff;
- comply with all aspects of this policy
- Undertake appropriate training.

Role and Rights Parents

We recognise the importance of involving parents/carers and strive to develop a good working partnership with all those involved. Parents/carers will be regularly consulted about their child's progress and further steps are always discussed.

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils.(see Partnerships)
- to take part in the review of SEN support plans;
- to attend annual reviews of EHCPs.

Role and Rights of Pupils

We encourage children (where this is appropriate) to understand their rights and to take part in:

- assessing their needs;
- devising their SEN support plans;
- setting learning targets;
- the annual review

Identification, Assessment and Levels of Intervention

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school is responsible for identifying pupils with special educational needs. We will inform parents at the earliest opportunity of the school's concerns and ensure that the appropriate special educational needs provision has been made for their child.

The Code of Practice describes four broad categories of need (See appendix 1):

- 1 **Communication and Interaction**
- 2 **Cognition and Learning**
- 3 **Social, mental and emotional health**
- 4 **Sensory and /or physical.**

To understand the level of need each child has we follow Cheshire East guidance and separate the level of support into 4 categories: Quality First Teaching, First Concerns, SEN support and EHCP.

Quality First Teaching

This level describes the support that is available to all children with SEN and is met through Ordinarily Available Provision/ Quality First Teaching, along with universal health and care services that are available to all children, e.g. GPs, dentists. This means that all teachers are teachers of children with special needs.

The class teacher will provide the necessary provision that is required for each child. This is always the first step for each child.

First Concerns

If a teacher feels that Ordinarily Available Provision/ Quality First Teaching is no longer meeting the needs of the child they will move on to the next level of support.

First Concerns will be discussed with parents and once medical conditions such as vision and hearing difficulties have been eliminated a plan will be put into place with targeted support in school and at home.

SEN Support

If a child has shown little improvement through the strategies implemented under the First Concerns plan, then teachers and School will work in partnership with parents/carers to establish the level of support the child requires and to ensure that effective provision is put in place to remove any further barriers to learning.

This level of support is identified as being different from or additional to what is ordinarily offered by the school. An SEN Support Plan will be completed in conjunction with the parent, pupil and the class teacher. This will identify the adjustments, and individualised support which will be put in place for the pupil.

All those working with the pupil, including support staff, will be informed of the plan and the support that is being provided. Parental/carers involvement to reinforce or contribute to progress at home, will also be encouraged. The child will be placed on the SEN register at SEN Support.

The Graduated Approach

Children are monitored through First Concerns and SEN Support using the graduated approach. The graduated approach is a cycle which consists of four stages of actions:

- (1). Assess
- (2). Plan
- (3). Do
- (4). Review

This is an ongoing cycle through which actions are revisited and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/january-2024/8.-ce-toolkit-for-inclusion-the-graduated-approach-in-school-section-12.pdf>

Education, Health and Care Plan

If at a SEN support plan review it is considered a child has not progressed despite school having taken relevant and purposeful action to identify, assess and meet the needs of the child, then in some instances, they may require an education, health and Care needs assessment with a view to acquiring an Education, Health and Care Plan (EHCP).

If an application for an EHC Needs Assessment is successful, an EHC plan will be finalised and the local authority will fund additional provision beyond which the school can offer.

If the local authority decides not to conduct an EHC needs assessment, it must inform the child's parents of their right to appeal that decision and the time limit for doing so and of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services. The local authority should also provide feedback collected during the process of considering whether an EHC needs assessment is necessary, including evidence from professionals, which the parent or school may find useful.

Families may find it helpful to talk to Cheshire East Information, Advice and Support (<http://ceias.cheshireeast.gov.uk/home.aspx>) or other voluntary support services when a request for an EHCP assessment is being considered.

Relevant legislation and procedures are contained within Chapter 9 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

Transition

The SENCo will ensure that transition into and out of the school for pupils with identified SEND is effective. Staff will liaise with parents/carers and the child's prior or next school to ensure all records and information is transferred. Staff from other schools will always be invited to attend relevant SEN review meetings prior to transition. The school will contribute to an action for inclusion plan if it is deemed desirable for a smooth and successful transition. In cases where it is felt additional transition work is required then the school will proactively seek to arrange this to ensure that transitions between settings are as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Facilities and Resources

The school aims to be accessible to all. The school budgets and plans ahead to ensure the right equipment, access and staff training meet the needs of any pupil who may enter this

school. There is an accessibility plan in accordance with the SEN and Disability Act 2001. This includes an audit of physical adaptations to the building needed to improve access.

A school Local Offer giving information about how the needs of pupils with SEND can be met in our setting is available on the school website. The school's plan contributes to the LA Local Offer. Our Local offer will be reviewed and updated annually.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the service and provision that are available both to those families in Cheshire East that have an Education Health and Care Plan and those who do not have a plan, but still experience some form of special educational needs. The SEND Local Offer includes information about public service across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Evaluation and Review

The effectiveness of the **SEN provision** provided by the school will be reviewed and reported annually by the Governing Body.

A review of the **SEN policy** document is undertaken every year. The SEN policy is a working document and is kept under constant review.

This policy should be read in conjunction with the following school policies and documents –The Cheshire East Local Offer, Teaching and Learning, Behaviour, Assessment, Equal Opportunities and the Special Educational Needs and Disability Code of Practice 0 – 25 years.

Appendix 1

The four areas of need

Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">· Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia· Moderate learning difficulties· Severe learning difficulties· Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">· Mental health difficulties such as anxiety, depression or an eating disorder· Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder· Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

Sensory and/or physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.