

**ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL**

**A Policy for Additional Needs and Disability  
Including Guidelines and Procedures**

Special Education Needs Coordinator (SENCo)  
Governor with Responsibility for SEND

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**Purpose**

The outcomes to be achieved by this policy are to coordinate the identification and assessment of pupils with Special Educational Needs and Disability (SEND) hereafter known as SEND cop 2014 and to improve the delivery of provision for these children.

**Guidelines**

The purpose of the policy can be achieved by defining how the process of identification and assessment should be carried out. There will be guidelines to follow on the provision for those children deemed to have special educational needs.

The Special Educational Needs Coordinator (SENCo) will be responsible for the implementation of this policy.

**Introduction**

Alderley Edge CP School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of the school. In keeping with our school mission statement, we aim to be an inclusive community of lifelong learners, enabling every individual to be able to make a difference.

SEND is divided into 4 types:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, or dyspraxia.
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, demonstrate difficulties with emotions, social skills challenges, hyperactive behaviour or a concerning lack of concentration.
- Sensory and/or Physical Needs - this includes children with visual, hearing, sensory, multisensory and physical difficulties.

Children with SEND typically fall within one or more than one category of SEND.

As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Headteacher, SENCo and all other members of staff have important responsibilities. Whenever, within this policy, we refer to parents this also means carers.

Children with special educational needs and disabilities can face additional safeguarding challenges (reference current Safeguarding policy) Our safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulty overcoming these barriers

Within our setting, in order to support these additional challenges, wherever appropriate, extra pastoral support will be implemented.

### **Roles and Responsibilities**

#### **The Headteacher and SENCo (primarily) are responsible for:**

- Ensuring that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
- Enabling pupils with SEND to maximise their achievements
- Ensuring that the needs of pupils with SEND are identified (as early as possible), assessed, provided for and regularly reviewed
- Advising and supporting other practitioners in their setting
- Ensuring that provision maps/student support plans (as appropriate) are in place and are being implemented and reviewed
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated and maintained centrally
- Ensuring that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- Working in partnership with parents and the child to enable them to make an active contribution towards their education
- Taking the views and wishes of the child into account
- Managing, advising and supervising the work of class teachers and learning support assistants
- Ensuring that relevant In-Service Training is provided for all staff as is deemed necessary
- Liaising with the Governor with responsibility for SEND on a regular basis (at least once a term) prior to either the Curriculum Committee Meeting or the Full Governing Body Meeting
- Keeping the Governing Body fully informed on matters relating to SEND. The SENCO will be responsible for writing the SEND section of the Headteacher's Termly Report to the Governing Body.
- The SENCo will meet with the SMT every week to discuss SEND matters
- The SENCo will be responsible for finding and evaluating new resources and best practice in relation to meeting the needs of children with SEND. This might be achieved through their own research or through sharing good practice at cluster meetings but equally other teachers and learning support assistants might also discover new resources and/or ways of working too. The SENCo and Headteacher must be responsive to suggestions from other sources as our school is open to new ideas and ways of working.
- Liaising with external agencies, including the LA and the Educational Psychology Service and other support agencies, medical, social and voluntary services.

#### **The Governors and Governor for SEND are responsible for:**

- Ensuring that provision is made for children with SEND
- Ensuring that teachers are aware of the importance of identifying, and providing for, those children with SEND

- Consulting the LA or other Governing Bodies when it seems necessary or desirable in the interests of coordinated SEND provision in the area as a whole
- Ensuring that all pupils with or without SEND needs, so far as is reasonably practical, join in the activities in school together
- Reporting to parents on the implementation of the school's policy for pupils with SEND
- Having regard for the SEND Code of Practice, renewed September 2015
- Working in cooperation with the Headteacher to establish the appropriate staffing and funding arrangements to provide for children with SEND
- Ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.

**Teachers are responsible for:**

- All children in their class with SEND, providing them with quality first teaching and completing, implementing and maintaining a provision map within their class.
- The teacher will be responsible for ensuring that the child's SIMS records, SEND file information, etc are all complete and up to date
- Being fully involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND
- Planning and implementing a differentiated curriculum for children with SEND and recording this on the class provision map
- Tracking and monitoring the child's attainment and progress via PIVATS on Insights (if appropriate)
- Planning for the effective use of Learning Support Assistants in the support of children in their class with SEND following consultation with the Headteacher and SENCO
- Implementing intervention programmes as deemed appropriate to need
- Undertaking any necessary training to support their teaching of children with SEND.
- Liaising with Support Teachers and Learning Support Assistants  
The SENCO is responsible for finding and evaluating new resources and best practice in relation to meeting the needs of children with SEND. However, teachers should be aware that they too can contribute to finding new resources and developing new ways of working.
- Completing weekly assessment sheets and sending them to the Deputy Head, SENCO, core subject leaders in order to inform them of any specific areas of difficulty/achievement, or any other relevant information.

**Learning Support Assistants are responsible for:**

- Working under the direction of the Headteacher, SENCo and Class Teacher, depending on their role, to support children in that class with SEND. This work may be carried out in the classroom in a lesson but may also involve the LSA in withdrawing individual children or a group of children
- Implementing intervention programmes as directed by the class teacher or SENCo,
- Being fully involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND
- Assisting the class teacher in formulating and reviewing children's student support plans (as appropriate) and class provision maps discussing these outcomes with the SENCo and helping to formulate new plans.
- Liaising with the class teacher, Headteacher or SENCo depending on the needs of the child
- The SENCo is responsible for finding and evaluating new resources and best practice in relation to meeting the needs of children with SEND. However, learning support assistants should be aware that they too can contribute to finding new resources and developing new ways of working.

- Undertaking appropriate research and training as deemed necessary to support the children they are working with

### **Learning Support Assistants, Record Keeping and Feedback to Teachers and/or SENCo**

Learning support assistants should enter in their assessments on the whole class weekly assessment sheet. This can be done with or without the class teacher. When working with a child and an outside agency (OT) a record of actions made and to be implemented must be completed and retained with the child's records and a copy also given to the SENCO. (see Appendix G) As a minimum the LSA should make notes for their own information and knowledge but other strategies that could be used include...

- Use of a set format devised by the class teacher and/or LSA based on the targets the child has been set in the class provision map. (see appendix A)
- Use of Insights would help form a baseline for the child as well as show ongoing progress

As a minimum the teacher and LSA should meet and discuss progress at least once every 2 weeks.

### **Working in Partnership with Parents**

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. In accordance with the SEND Code of Practice the school will support parents so that they are empowered to:

- Play an active and valued role in their child's education including homework as well as supporting any professional decisions made by the school deemed necessary in the interests of their child.
- Have knowledge of their child's entitlement within the SEND framework
- Have access to information, advice and support during assessment and any related decision-making processes about SEND provision
- Make their views and concerns known about how their child is educated
- Be informed at every step to ensure they are fully aware of how provision is allocated and how effective it is (see Appendix B record of meeting)

The school, including Headteacher, SENCo, Class Teacher, Learning Support Assistants, will:

- Inform parents when the school first identify the child as having SEND
- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures and receive documents well in advance of any meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

### **Parent Partnership Service – now known as Cheshire East Information and Advice Support Service (CEIASS)**

The school will seek to actively work with CEIASS. Their role is to ensure that parents of children with additional needs have access to independent information, advice and guidance in relation to the special educational needs of their children so that they can make appropriate, informed decisions. CEIASS provides a range of services including access to an Independent Parental Supporter and referral to other agencies, voluntary groups or parent support groups. The school will ensure that all parents of children with SEND are made aware of CEIASS and of any courses being run by them.

### **Admission Arrangements**

The Headteacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

A pupil's level of ability will never be used as a criterion for admission. It is our philosophy that the curriculum should be made available to all pupils, regardless of race, creed or ability.

We provide a Local Offer on our school website which states the SEND provision opportunities within our school. This is updated annually.

**It is important to recognise that all children are entitled to the same curriculum and opportunities and as such, access to the school essentials:**

### **Core Drivers - ALPS**

*Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.*

- **Academic Excellence** – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.
- **Life Long Learning** – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.
- **Possibilities and Risks** – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.
- **Social Intelligence** – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

### **Allocation of Resources**

- Children with SEND should be integrated into the classroom organisation as far as possible, and where children need extra support from a Learning Support Assistant or other Support Specialist then, whenever possible, this should be done in the classroom situation.
- We have developed separate learning zones for small groups/individuals to use, if necessary

- Allocation of additional support from a Learning Support Assistant and other specialists will be done on a needs basis following consultation between Headteacher, SENCo, SMT and Class Teacher.
- If withdrawal is necessary to support the child in a certain way then this should be handled carefully and sensitively so that the child or children do not feel 'different'. A suitable working area for that child or group of children should be sought. Care should be given to avoid the same subject being missed by the child every week; a rolling timetable should be used. This decision is vitally important as it should make the child feel valued. Any decision to withdraw a child should be done in consultation with the Headteacher and SENCo.
- Additional physical resources to support children with SEND are available in school and the school allocates funds each year to extend this provision.
- The purchase of additional physical resources such as reading materials and workbooks should be planned for through the SSDIP. If this is not possible due to unforeseen circumstances then the purchase should only be done following a consultation between Headteacher, SENCo, Class Teacher and/or Learning Support Assistant.
- ICT should be used to support children with SEND following advice from the ICT Coordinator, or other ICT Specialist.

### **Assessment, Plan, Do and Review**

Action to meet children's SEND will fall into four broad areas:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

The actions highlighted above will be appropriate at Student support level and for children with Education Health Care Plans for many children, extra help will be provided within the classroom, managed by the class teacher and form part of an inclusive curriculum. (now known as catch up children) The more flexible and responsive the teachers' strategies are the more likely it is that children with a range of learning needs will make adequate progress. The school will need to consider for each individual pupil with SEND what form of action is most appropriate. The strands of action are described in more detail below and should be used progressively to meet increasing need of support.

- Continuous assessment
- Baseline Assessment and information provided by preschool settings
- Key Stage Tests
- Teacher observation
- Parental concerns
- Internal diagnostic tests eg: NFER, NGRT, GL Assessments, etc.
- SMART targets for individuals or for groups of children
- Termly reviews (or more frequently depending on the intervention)
- Parental meetings and support at home
- External services eg: Educational Psychologist, etc
- Longer term planning eg: class organisation, funding, etc

(**SMART** = **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime bound)

### **Grouping for Teaching Purposes**

- Child based in own classroom
- Flexible grouping for different subjects

- Access to individual, paired or small group teaching related to specific targets
- Children work more often in a withdrawal situation in a separate area

#### **Human Resources**

- Main provision by class teacher
- Child supported on an ad hoc basis by parent helper or LSA
- Regular support by a LSA within the classroom
- Specialist teacher support
- Individual, paired or group tuition by LSA or other specialist

#### **Curriculum and Teaching Methods**

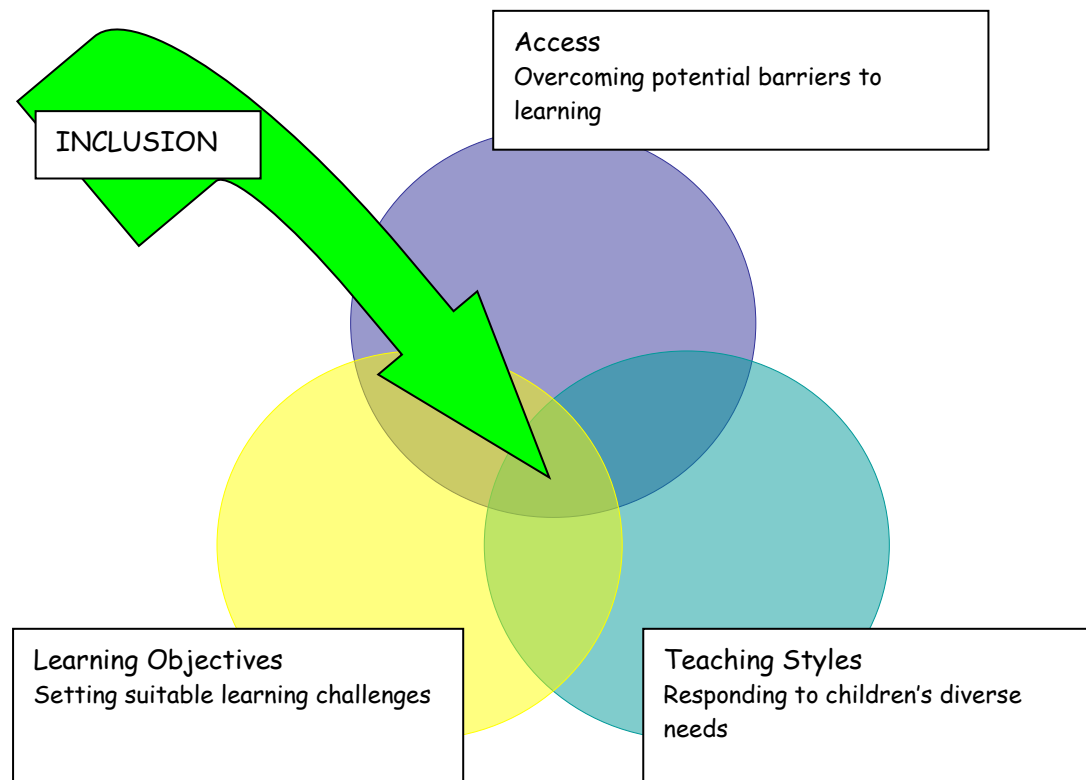
- Emphasis on differentiation of activities and materials for curriculum access
- Planning for reinforcement or skill development for a particular child
- Access to ICT or other specialist equipment
- Increasingly individualised programme of work but within an inclusive framework
- Use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials, e.g. Dyslexia
  - Wave 1 support - Quality First Teaching – e.g. , Read, Write Inc, Kagan Approach
  - Wave 2 support – Freshstart, Read write inc
  - Wave 3 support – e.g. Toe by Toe, ELS, Multi-sensory programme
  - Use of appropriate IT and software e.g. Clicker 7, speech to text software
  - Use of coloured backgrounds on interactive white boards
  - Use of coloured overlays/avoid black ink on white paper
  - If appropriate, an outside specialist may be used to deliver bespoke dyslexia interventions
  - Pre prepared worksheets, date and WALT etc. to minimise extraneous work
  - Scribe if available

### What level of intervention should be used?

All teachers will have in their class some children who are not making adequate progress with their work. Their lack of progress may relate to special educational needs. Alternatively, their lack of progress may stem from factors in the way they have been taught, from gaps in their learning or from a social or emotional need.

To enable children to make progress all teachers must provide quality first teaching within inclusive practices.

This quality first teaching can be simplified in the following diagram which shows that when the three elements are correctly balanced, the teacher has maximised the opportunities for the whole class, and all children are included in learning.



However, when a class teacher, Learning Support assistant, parent or SENCo identify a child with SEND the class teacher should check to ensure that they are providing a 'Quality First Teaching' (Wave 1) experience as identified in Cheshire's SEND toolkit. Depending on the child's need an audit of inclusive classroom practice must be carried out. Within the toolkit there are criteria for assessing the following difficulties...

- ✓ Cognition and learning



- ✓ Social, emotional and mental health
- ✓ Sensory and/or Physical need
- ✓ Communication and interaction

These criteria help the teacher ensure they are providing the right elements to meet the child's needs. If the child is receiving quality first teaching (i.e. Wave 1) and the child is learning through age appropriate objectives then the child should remain within wave 1 interventions.

However, when a teacher needs to provide interventions that are *additional to or different from* those provided as part of the school's usual differentiated curriculum then the child may need to progress to the next stage in the SEND process. This process of intervention is called *student support*. Within Cheshire's Companion Guide there are staged suggestions for intervention and progression through the SEN support system.

The Graduated Approach/SEND toolkit is a series of tables which:

- provide advice on identifying different types and levels of need within the Continuum of Need for SEN through the use of 'impact on learning' indicators that would be observed by staff within the educational setting. Children and young people are not expected to have every indicator at a certain level, but must have more than one.
- describe the actions that professionals within educational settings are expected to take to meet the needs of children and young people with SEN. This includes information relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded

Further to this, the triggers for intervention through student support despite receiving differentiated learning opportunities are when a child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing English and Mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- Shows relative strengths when assessed against the CAT test scoring yet still appears to be under achieving/performing

The teacher will then collect all available information, relevant work by the child; the teacher should then share this documentation with the SENCo who may seek additional information. This could come from the teacher, a teaching assistant or from parents and possibly the child too. In some cases, outside professionals from health or social services may already be involved with the child. In such cases the school will liaise with them.

The SENCo will take the lead if further assessments are needed to gauge the child's strengths and weaknesses, help the teacher to plan further support for the child in discussion with colleagues and parents, and monitor the progress of any action taken. A further student support plan will be produced and monitored for a further period of time. (approximately 1 term) The class teacher will be responsible for working with the child on a daily basis as well as planning and delivering this individualised programme. Parents and the child will always be consulted.

Our School uses the Cheshire East format to record student support plans (see Appendix C) and uses SIMS to log all meetings, notes and any electronic information. Hard and signed copies of all documentation are also kept in secure files within school.

NB – When arranging meetings with parents to establish or review progress then this can be done by contacting the parent directly by phone or in person. However, more formal/external reviews should be followed up with confirmation letters. A written record of meeting is always kept and signed by the parent. This is then scanned into SIMS as a permanent record.

### **Class Provision Maps (Appendix B)**

What is Class Provision map?

- The Class Provision Map is a planning, teaching and reviewing tool
- It underpins the process of planning intervention for a child with SEND
- It is a working document
- It must be accessible and understandable to all concerned

What should it do? How should it be laid out?

- Raise achievement of children with SEND
- Use a simple format
- Detail provision additional to and/or different from that generally available to all children, including bespoke interventions
- Detail targets which are extra or different from those of most children
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Result in achievement of specific learning goals for children with SEND

How is it managed?

- By the SENCo and Class Teacher
- In consultation with the child, parents and outside professionals **if necessary**
- They should be reviewed each term

When are they reviewed and by whom?

- Every Class Provision Map should be reviewed as a minimum once each term by the class teacher and Learning Support assistant if appropriate, with support from the SENCo if required, meeting with parents (and child if age/understanding appropriate)

**If a child does not make expected progress using the whole class provision map the next stage, using a student support plan will be implemented.**

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at a level substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an intervention via quality first teaching or Individual Behavioural Plan (IBP)
- Has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Within Cheshire's SEND toolkit the series of tables suggest interventions and next steps

**Student Support Plans, also called Student Focus Plan (used for children requiring above 12 hours individual support)**

What is a Student Support Plan?

- The Student Support Plan is a planning, teaching and reviewing tool
- It underpins the process of planning intervention for a child with SEND
- It is a working document
- It must be accessible and understandable to all concerned
- It is to be utilised for children who are experiencing a significant amount of support and who will possibly be eligible for an Education Health Care Plan (EHCP)

What should it do? How should it be laid out?

- Raise achievement of children with SEND
- Use a simple format
- Detail provision additional to and/or different from that generally available to all children, including bespoke interventions
- Detail targets which are extra or different from those of most children
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Result in achievement of specific learning goals for children with SEND

How is it managed?

- By the SENCO and Class Teacher
- In consultation with the child, parents and outside professionals **if necessary**
- They should be reviewed each term

What does it look like? (see appendix c)

The Student Support Plan contains several sections, general information page, student page, parents and carers input page and review sections to include hard data.

**If a child requires additional support over and above the support available at student support level, it may be necessary to apply for the Education and Health Care Plan. See section below.**

**School request for Education Health Care Plan (EHCP)**

For school to request *EHCP* the school should be able to provide written evidence of or information about:

- The school's action through Class Provision Maps
- SSPs for the child (minimum of 2 cycles)
- Records of termly reviews and their outcomes
- The child's health including the child's medical history where relevant
- Classroom Monitor Assessments
- Attainment in English and Maths

- Results from any internal tests such as SWST, GL and CAT tests
- Assessments provided by outside agencies or Educational Psychologists
- Views of parents and of the child as necessary
- Any involvement of Social Services or Educational Welfare Service

**NB: A request for EHCP will not always lead to an Education Health Care Plan.**

A request for EHCP can be made independently by the parent of a child.

### **Early Years**

When an early years' practitioner who works day-to-day with the child, or the SENCo, identifies a child with SEND, they should devise interventions that are *additional to or different from* those provided as part of the setting's usual curriculum offer and strategies.

The triggers for intervention through Early Years SSP could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- Makes little or no progress even when the teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually deployed in the classroom or school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning.

Evidence for intervention may include:

- Achievement on Entry Profile (Foundation Stage Profile)
- Evidence of rate of progress within school
- Information from parents
- Information and records from Playgroup, Nursery or similar establishment

Student Support Plans are characterised by the involvement of external support services who can help early education settings with advice on new targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

A request for EHC Plan will only be made if the child has demonstrated significant cause for concern and that the programme implemented at Student Support Plan level has been continued for a reasonable period of time without success. (suggested 2 review cycles)

The process for Early EHC Plans are the same as the actions for EHC Plans above. Please refer to the information previously highlighted in this document.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include football, netball, dance, art, environmental group, rugby, drama and many more activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

As we continue to assess the ongoing needs of all of our children we occasionally have highlighted a need for a life skills education programme. Briefly this will involve children of various needs accessing structured role play scenarios to enhance and develop the skills necessary for life outside of school.

### **Supporting Mental Health and Wellbeing of children with SEND**

All children may need additional support with their mental health and wellbeing and children with SEND are no different and may be more susceptible. Our school has a specific policy for supporting children's mental health and wellbeing. Please see the school website for policy 42. Policy for Supporting Mental Health and Wellbeing of Children.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:

- Observation of teaching by teachers, Headteacher and SENCo
- Analysis of the attainment and achievement of different groups of pupils with SEND, Classroom Monitor
- Success rates in respect of interventions impacting on class work
- Scrutiny of pupils' work by Headteacher, English and Mathematics Leaders and Deputy Headteacher and SENCo.
- Monitoring of teachers' weekly monitoring sheets
- The views of parents and the pupils
- Regular meetings with the SEND governor
- Maintenance of assessment records (e.g.: reading and spelling ages, etc) that illustrate progress over time
- Regular meetings between SENCo, class teachers and Learning Support Assistants

### **Disability Discrimination**

Children with disabilities will not be treated less favourably than non-disabled children. Reasonable steps will be taken to ensure that any child with a disability is not put at a substantial disadvantage in comparison to their non-disabled peers.

### **Appeals process**

If a parent/carer is not satisfied with the decisions made with regards to the additional needs of their child, they may initially appeal and refer this concern back to the SENCo and/or Headteacher. If still not satisfied then they can appeal to the School Governor with responsibility for additional needs. The parent/carer may also make a formal complaint if still unsatisfied.

### **Arrangements for Dealing with Complaints from Parents**

If a parent is dissatisfied in any way with the way they feel their child is being dealt with in accordance with this policy then they have the right to complain. An initial query can be made to **Cheshire East Information and Advisory Service (CEIASS)** which can support parents with complaints to schools or the Local Authority by helping parents consider what their complaint is about and the options available to them to resolve it, including more informal measures that can be explored in the first instance. If a parent wishes, the service can explain how to put a letter/case together to take the matter forward. Someone from the service can attend meetings with the parent to offer support but

doesn't speak on behalf of or make decisions for the parent. The service also offers support after meetings have taken place to consider the conclusions of the meeting and if the parent feels a satisfactory outcome was achieved. If not the parent may have further options to consider.

A link for CEIASS is available on the school website

Contact details for the service are <https://livewellservices.cheshireeast.gov.uk/Services/1>

The complaint procedure is laid down in *Policy No 60: A Policy for Complaints*.

### **Arrangements for In-Service Training**

These include:

- SENCo (or teacher or Learning Support assistant) attendance at local and national courses/conferences including cluster meetings; membership of SEND organisations. As appropriate information gained from these opportunities should be shared with staff through further meetings, briefings, etc.
- Externally accredited courses e.g.: diplomas, certificates, degrees
- Training for non-teaching staff e.g.: midday supervisors
- In school sessions led by SENCo or teachers or teaching assistants who could organise/deliver a planned programme of training for teachers and/or support staff regarding different categories of SEND
- Arrangements for inducting newly qualified teachers and staff new to the school

### **SIMS, Records of Meetings and Documentation**

- All meetings relating to a child's SEND must be logged on SIMS as well as completing and logging on paper
- Any internal or external reports that are available electronically must be attached to the child's SIMS record

### **Finally**

Remember...

- All information written/noted about a child is confidential and should be made freely available to parents
- Any discussion about a child's needs should only be discussed in a confidential setting. Breaktimes/lunchtimes within the staffroom are not ideal situations to discuss a child's needs
- It is vitally important to keep parents informed fully about the child's needs, their development, interventions and so on. It is also crucial that any changes to the above are communicated as quickly as possible.

### **Conclusion**

Appendix E contains an overview which summarises the steps at each stage of the SEND process and what must be completed at each part of the process.

The SENCo will make a report to the governors at their termly meetings through the Headteacher's report. This will inform the governors of the measures of support offered as well as the overall provision for those identified as having SEND.

### **Monitoring**

The policy will be reviewed as necessary but at a minimum the Headteacher, SENCo and governor with responsibility for SEND will carry out an annual review of this policy. Any amendments will be made and presented to the staff and governing body for them to agree.

Date : September2023

Review : September2024

**Appendix A Class Provision Map**



Provision Planning for Year

SEND children identified: (EHCP for .....),

***Barriers to learning in brackets***

(Cognition and learning, English, Maths)

<p><u>Classroom Support – general facilitating</u></p> <ul style="list-style-type: none"> <li>➤ Consideration given to seating and pairing</li> <li>➤ Support resources as appropriate</li> <li>➤ Small group/ 1:1 instruction as necessary</li> <li>➤ Differentiated materials as appropriate</li> <li>➤ Dyslexia friendly approaches – coloured backgrounds,</li> </ul>	<p><u>Specific Support (lessons)</u></p> <ul style="list-style-type: none"> <li>➤</li> </ul>
<p><u>Bespoke Interventions</u></p> <ul style="list-style-type: none"> <li>➤</li> </ul>	<p><u>Named Interventions</u></p>
<p><u>Unstructured times of day</u></p>	<p><u>Social Development</u></p>
<p><u>Medical Support</u></p>	<p><u>School Strategies</u></p>



**Appendix B Record of meeting Form**



**Alderley Edge Community Primary School  
Record of Meeting / Record of Telephone Conversation  
2023- 2024**

<b>Child's name (if applicable) :</b>		<b>Year :</b>	
<b>Date :</b>	<b>Time :</b>		
<b>Attendees :</b>			

**Issues discussed and any actions agreed** (include telephone number/emails and any other contact arrangements as appropriate)

Page .... of .....

<b>Have any actions been set and agreed? By when?</b>	Yes / No	<b>Date:</b>
<b>Is a follow up meeting required? If yes, when?</b>	Yes / No	<b>Date:</b>
<b>Name of person completing this form</b>	<b>Print :</b>	<b>Signed :</b>
<b>Person attending the meeting</b>	<b>Print :</b>	<b>Signed :</b>

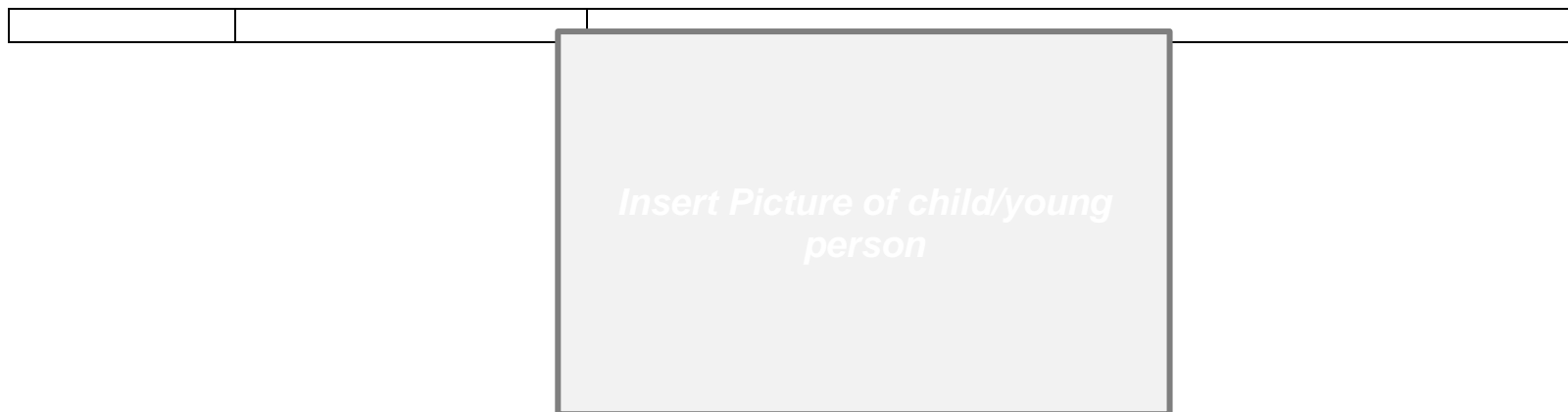
Has the person or persons attending the meeting received a copy of this form?	Yes / No
Have you shared this information with anyone other than the Headteacher?	Yes / No
If Yes, indicate who it has been shared with by putting their initials in next box	

Appendix C Student Support Plan

# SEN Support Plan for



	Date	People present
Plan created		
Review 1		
Review 2		
Review 3		



Child / young person's details				
Name		Date of Birth	Year Group	
Address			Post code	
Ethnicity		Religion	Home language	
Parent / Carer details (with parental responsibility)			Cared for by the LA	
Name			Relationship to the child	
Address (if different from above)			Postcode	
Telephone numbers			Email address	
Name			Relationship to the child	
Address			Post code	
Telephone number			E-mail address	
Educational setting details				
Name		Address		
Contact person / position		Telephone number		
		Email Address		
Details of child / young person's GP				
Name				
Address				

**Professionals who support me**

**Contact details for involved professionals**

Name	Role	Contact Details (Email address and/or Telephone Number)	

**Related plans or assessments** *(add to list as needed)*

	Yes/No	Date initiated	Date completed (or state 'ongoing')
Early Help Assessment e.g. Common Assessment Framework (CAF)			
Child in Need			
Child Protection			
Care Plan/Personal Education Plan (Cared for Child)			
Continuing Care/Continuing Health Care			

<b>All about me</b>		
<b>What can I do well?</b>	<b>What do I need help with?</b>	<b>How to support, communicate and work well with me?</b>
<b>What do I like and what makes me happy?</b>	<b>What's important for me now?</b>	<b>What's important for me in the future (my aspirations)?</b>

**All about me by my parent(s) / carer(s)**

<b>What can they do well?</b>	<b>What do they need help with?</b>	<b>How to support, communicate and work well with them?</b>

<b>What is working well for them?</b>	<b>What is not working well for them?</b>



**All about me by my parent(s) / carer(s)**

**What do they like and what makes them happy?**

**What's important for them now?**

**What are our aspirations for them in the future?**

**Assessment - Primary School**

**Summary of Special Educational Needs**

An overview of needs, the diagnoses and the educational implications for the child/young person

**Early Years Foundation Stage Summary**

Making Relationships	Self Confidence Awareness	Managing Feelings Behaviour	Moving & Handling	Health & Self Care	Listening and Attention	Understanding	Speaking	Reading	Writing	Shape Space Measure	Numbers

**Teacher Assessments**

	Termly results											
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Reading												
Writing												
Maths												

**Assessment Data (all ages)**

**Additional Assessments**

Additional assessments which have been carried out in line with the child or young person's individual need(s).  
Refer to the Cheshire East Toolkit for SEND for suggested assessments for specific areas of need.

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date	Raw Score, Percentile, Standardised score	Assessment Used	Date	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy</i>						

**Information on child/young person's attendance**

Attendance %		Any fixed term exclusions?	
--------------	--	----------------------------	--

**Cognition and Learning.**  
**Strengths**

- 

**Needs**

- 

**Communication and interaction**  
**Strengths**

- 

**Needs**

- 

**SEMH**

**Strengths**

- 

**Needs**

- 

**Sensory**

**Strengths**

- 

## **Needs**



Plan, Do and Review					
Plan Do Review 1					
Start Date				Review Date	
Outcomes (Long term)					
Assess	Plan			Do	Review
Area of Need (e.g. Cognition and Learning)	Current Baseline	SMART Targets	Advised by ... <i>e.g. SALT, CEAT, EY&amp;C Team</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress

Plan Do Review 2					
Start Date				Review Date	
Outcomes (Long term)					
Assess	Plan			Do	Review
Area of Need (e.g. Cognition and Learning)	Current Baseline	SMART Targets	Advised by ... <i>e.g. SALT, CEAT, EY&amp;C Team</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress



Appendix D Types of need from Cheshire East Toolkit

## TYPES OF NEED

### Communication and Interaction



This includes:

- **Speech, language and communication needs (SLCN).** Children and young people with SLCN have difficulty in communicating with others; this may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication
- **Autistic Spectrum Condition (ASC),** including Asperger's Syndrome

### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)** where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties (PMLD)** where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties (SpLD)** affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder**, **attention deficit hyperactive disorder** or **attachment disorder**.

### Sensory and/or Physical Needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment (VI)**
- **Hearing impairment (HI)**
- **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- **Physical disability (PD)**

Appendix E Overview of steps for identifying and providing provision for children with SEND

Children who have been identified as having emerging difficulties which are affecting their learning will follow these steps

1. Discussion with previous teacher (if appropriate), previous setting (if appropriate)
2. Discussion with SENCO
3. Discussion with parent and first concerns paperwork instigated see appendix F
4. Entry on to Class provision map see appendix A
5. Monitor for 1 term and review
6. Access outside support – CEAT etc
7. Instigate Student Support Plan
8. Deliver plan over 2 cycles
9. Progress to EHCP



First Concerns Profile

<b>Name:</b>	<b>Date of birth:</b>
<b>Year group:</b>	<b>Class:</b>

<b>Strengths</b>	<b>Needs</b>
<b>Desired Outcomes</b>	<b>Strategies</b>
<b>Review/Next Steps</b>	

<b>Date created:</b>	<b>Last review date:</b>
<b>Staff signature:</b>	<b>Parent signature:</b>
<b>Young person signature:</b>	

Appendix G

Alderley Edge Community Primary School  
2023 - 2024  
Record of Visit from Outside Agency



THIS FORM MUST BE COMPLETED FOR EVERY VISIT MADE AND GIVEN TO ALL ADULTS INVOLVED WITH THE CHILD,  
INCLUDING THE SENDCo

All recommendations for additional equipment etc must be agreed by all of the associated adults

<b>Child's name :</b>		<b>Year :</b>
<b>Date :</b>	<b>Time :</b>	
<b>Which Agency?</b> Incl contact details – email/mobile/etc		
Page .... of .....		
<b>Have any actions been set and agreed? Yes / No By when? .....</b>		
<b>Details</b>		
<b>Date of next visit</b>	<b>Date:</b>	
<b>Name of person completing this form</b>	<b>Print :</b>	<b>Signed :</b>
<b>This form has been shared with...</b>		