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SEND Policy

Daven Primary School

Person Responsible for the Policy	SENDCO
Date Approved	September 2026
Signed	J Gosling
Date for Review	September 2028
Audience	Governors, Staff and Parents/Carers

Introduction

The whole team at the school is committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations, so children are empowered to take on the world.

Mission Statement for Daven Primary School

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. The SENDCO supports all subject leads in ensuring every part of the curriculum can be accessed by all. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole-school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for Quality First Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

1. Aims and Objectives of this Policy

- To reach high levels of achievement for all.
- To be an inclusive school.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies and schools.
- To achieve a level of staff expertise to meet pupil needs.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

3. Management of SEND Within School

The Governing Body (LAB) has delegated the responsibility for the day to day implementation of the policy to the SENDCo who has Qualified Teacher Status.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure quality-first teaching, adapted and personalised to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

From Sept 2023, the SENCO will act as a SEND ambassador who coordinates work and pedagogical development related to SEND children including all staff and parents in a triangulated approach. She will be supported by the headteacher to ensure that the EEF 5-a-day approach, as well as the SEND report are being utilised.

The Inclusion team, which is made up of our teaching assistants (TAs), will be deployed responsively to meet the needs of children across all phases. TAs will receive weekly CPDL from the SENDCO to ensure they are fully equipped, and supported, with meeting the needs of all pupils. The intention is for the school Inclusion Team to be expanded and deployed creatively to support EHCP children, those on the EHCP pathway and those who require SEN Support.

The SENDCo is responsible for:

- Overseeing the day-day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers, including the monitoring of the EEF 5-a-day approach
- Managing and supporting the inclusion team, through weekly CPDL sessions.
- Overseeing the records on all children with SEND (in conjunction with class teachers).
- Monitoring the use of TAs, including the implementation of interventions and in-class support.
- Liaising with parents of children with SEND (in conjunction with class teachers).
- Contributing to the in-service training of staff.
- Monitoring the progress of pupils on the SEN register.
- Liaising with external agencies including the LA's Support and Educational Psychology services, Autism Team, Health and Social Services, and voluntary bodies.
- The SENDCo is responsible for reporting to the Governor with responsibility for SEND on the day-to-day management of SEND Policy. Termly meetings will take place.

4. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.
There are four areas of need as stated in the 'SEND Code of Practice', 2014 and in County's 'Cheshire Toolkit for SEND'.

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Communication and Interaction (CI)

- Cognition and Learning (CL)
- Social Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical (SP)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The SENDCo works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator.
We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments.
- The use of our local authority 'Cheshire Toolkit of SEND' indicators.
- Following up of teacher concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.

The SENDCo maintains lists of pupils identified through the procedures detailed above; these are called the SEND Initial Concerns Register and the SEND Support Register. These are reviewed each term when a detailed analysis takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

5. Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers adapt work using the Education Endowment Foundation five-a-day principles.



Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.
The range of provision may include:

- In-class support for small groups with an additional teacher or Teaching Assistant (TA).
- Small group withdrawal with TA, class teacher, or Learning Mentor (LM).
- Individual class support / individual withdrawal.
- Further differentiation of resources.
- Co-operative learning groups & structures.
- Interventions.
- Provision of alternative learning materials/ special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to Specialist Teaching and Educational Psychology Service, Cheshire East Autism Team or other support services for advice on strategies, equipment, or staff training.

6. Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.
Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

7. Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other organisations

8. SEN Support Plans and EHCP Implementation Plans

All pupils on our **SEND Support Register** will have a **SEN Support Plan**; giving a detailed overview of contextual information, strengths and difficulties, pupil and parent views, a summary of identified SEN needs, an academic assessment summary and detailed Plan, Do and Review cycle targets, provision and outcomes.

For pupils with an **EHCP**, provision will meet the recommendations on the plan.

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum (Quality First Teaching), and will concentrate on three or four individual targets that closely match the pupil's needs. These plans will be created through discussion with the class teacher, pupil, the parent or carer and through any outside agency recommendations received.

9. SEN Support Plan and EHCP Implementation Plan

Individual SEN Support Plans and EHCP Implementation Plans will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views.

10. Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the class teacher(s), in collaboration with SENDCo, will support the assessment of the pupil. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the **SEND Support Register** will be made by the class teacher and SENDCo after full consultation with parents at a review meeting. External support services may advise on targets for a new support plan and provide specialist inputs to the ongoing process.

Support plan intervention will usually be triggered when, despite receiving differentiated Quality First Teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional problems that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting **SEN Support Plan** may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

10. Request for a Statutory Needs Assessment

The school will request a Statutory Needs Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions.
- Current and past SEN Support Plans, Pupil Profiles, Initial Concerns Profiles.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the pupil.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Needs Assessment does not inevitably lead to an EHCP.
An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Of shorter term.
- Established through parental/pupil consultation.
- Set out in an Action Plan.
- Implemented in the classroom.
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The SENDCo will organise these reviews and invite:

- The pupil's parents / carers.
- The pupil if appropriate.
- The relevant teacher.
- A representative of the SEND Inclusion and Assessment Team.
- The Educational Psychologist.
- Any other person the SENDCo or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.

- If appropriate to set new objectives for the coming year.

At Key Stage Phase Transition Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.
Within the time limits set out in the Code, the SENDCo will complete the annual review form and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

11. Partnership with Parents / Carers

If you have a SEND issue you are invited to email either:

Mrs G Moffatt - SEND co-ordinator: gmoffatt@daven.cheshire.sch.uk
Mrs J Gosling – Headteacher: admin@daven.cheshire.sch.uk

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

12. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.
We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs (self-assessment and self-evaluation, assessment for learning).
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition, pupils who are identified as having SEND are invited to participate in:

- SEN Support Plan reviews and setting of individual targets.
- Regular meetings with named adults.
- Where appropriate, working with learning mentors.
- Annual reviews.

13. Special Provision

The school has the following special facilities:

- Wheelchair access.
- Disabled toilets with hand rails & changing area.
- All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs.
- Blinds in classrooms to reduce glare (Important for lip-reading).
- Ramps to most outside doors to allow for wheelchair access.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

14. Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Support Register any one or more of the following agencies may be involved:

- Educational Psychologist team (EP).
- School Nurse.
- Cheshire East Autism Team (CEAT).
- Occupational Therapy team (OT).
- Play Therapy team.
- Child and Adolescent Mental Health services (CAMHS).

15. Links with Other Services and Schools

Effective working links are maintained with:

- Speech and Language Therapy Service (SaLT).
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Services

16. INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in-service training opportunities undertaken are detailed in the Headteacher's report to Governors each term.

17. Resources

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

18. Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher / SENDCo. The Chair of Governors (LAB) may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

19. Review of the SEND Policy

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body (LAB), undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.