



Special Educational Needs & Disability Policy

2022-2023

Policy updated May 2022 by Mrs S. Booth

Next Review Due: April 2023

**WISTASTON CHURCH LANE ACADEMY
SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

Next review: May 2023

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Definition of Special Educational Needs & Disability (SEND) taken from section 20 of the Children & Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significant greater difficulty in learning than the majority of others of the same age, or
- have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act (2014) came into force from 1st September 2014. The SEND Code of Practice also accompanies this legislation (last updated in April 2020). More details about the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>

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 is available to 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 need. http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-SEND-and-disabilities/what-is-the-local-offer/local_offer.aspx

Cheshire East also provide a SEND toolkit to help teachers and parents understand and meet the needs of all children with SEND: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

1. Aims and objectives: 'Every Teacher is a Teacher of SEND'

Aims

- To value each individual child and encourage them to reach their full potential in all areas of development and understanding.
- To provide a broad, relevant and differentiated curriculum, which provides for the needs and talents of each pupil, regardless of gender, ethnicity, religion or special educational need or disability.
- To offer high quality support to ensure that all needs are met to the best of our abilities.
- Promote independence, equality and consideration for others.
- To acknowledge and draw on parent/carer knowledge and expertise in relation to their child.
- To seek the views of the child and take them into account – *'There are no decisions about me, without me.'*

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education and health and care services prior to the child's entry into the school. Where additional needs have not been previously identified, staff will report observations to a member of the SEND team (Principal or SENCO) and teachers will use the school SEND flowchart (as in section 4 of this document) and the Cheshire East toolkit to begin meeting the needs of the child.
- **Monitor the progress of pupils.** Quality First Teaching is the first step in responding to pupils who have or may have SEND. Continuous monitoring of all pupils by the class teacher will help to ensure they are able to reach their full potential. This should include formative assessment, using effective tools and early assessment materials. The class teacher is responsible and accountable for the progression and development of all pupils in their class, including where pupils access support from teaching assistants.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SEND Team (Principal and SENCO) and will be carefully monitored and regularly reviewed by the class teacher in order to ensure that individual targets are being pursued and all pupils' needs are catered for within reasonable adjustments. This will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupils' needs.
- **Work with parents/carers.** We will recognise and draw on parent/carer knowledge and expertise in relation to their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding of SEND procedures and practices and providing termly feedback on their child's progress. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- **Work with outside agencies and professionals.** When the pupils' needs cannot be met by the school alone, further advice may be sought from Speech & Language Therapy, Education Psychology, Cheshire East Autism Team (CEAT), Specialist Teachers of the deaf, Sensory Inclusion Service and Child & Adolescent Mental Health Services (CAMHS). This involvement may be through a referral or group consultation. There is a school flowchart which demonstrates at what point other agencies may become involved.

- **Create a school environment where pupils can contribute to their own learning.** We offer all our pupils the opportunity to voice their own opinion. This is achieved by encouraging positive relationships with adults in school, through the school council meetings, and suggestion boxes in the classrooms.

2. Responsibility for the co-ordination of SEND provision

- The people responsible for overseeing the provision for children with SEND are Mr. J Bancroft, Principal, and the SEND local advisory board member, Dr. A Skidmore.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Miss A. Willington (SENCO). Mrs S Booth is Assistant SENCO and will support Miss Willington with this role where necessary.

Person with responsibility	Their SEND role within school
Mr J Bancroft (Principal)	Mr Bancroft has responsibility for the management of all aspects of the school's work, including provision for children with SEND. He keeps the governing body fully informed and works closely with the SEND team.
Dr A Skidmore (SEND Local Advisory Board Member)	Dr Skidmore helps to review the school's policy on provision for pupils with SEND. She verifies that staff complete their SEND related duties and meets regularly with the rest of the SEND team to discuss updates and ways to improve our provision.
Miss A Willington (SENCO)	Miss Willington co-ordinates provision for children with SEN. She liaises with other providers, outside agencies, educational psychologists and external agencies. She ensures that the school keeps the records of all pupils with SEND up to date and offers advice to class teachers on how to support children with SEND. She will carry out EHCP reviews and submit all paperwork needed.
Mrs S Booth (Assistant SENCO)	Mrs Booth supports Miss Willington with her role as SENCO. She is responsible for liaising with external agencies for speech and language along with hearing / visual impairments. She liaises and organises this support across the school.
All Class teachers	This is the first person that any parent/carer should contact regarding any SEND query with their child. The class teacher has responsibility for each child in their classroom, including children with SEND. Teachers will provide the provision for any child with SEND, monitor their progress and complete the pupils' SEND paperwork.

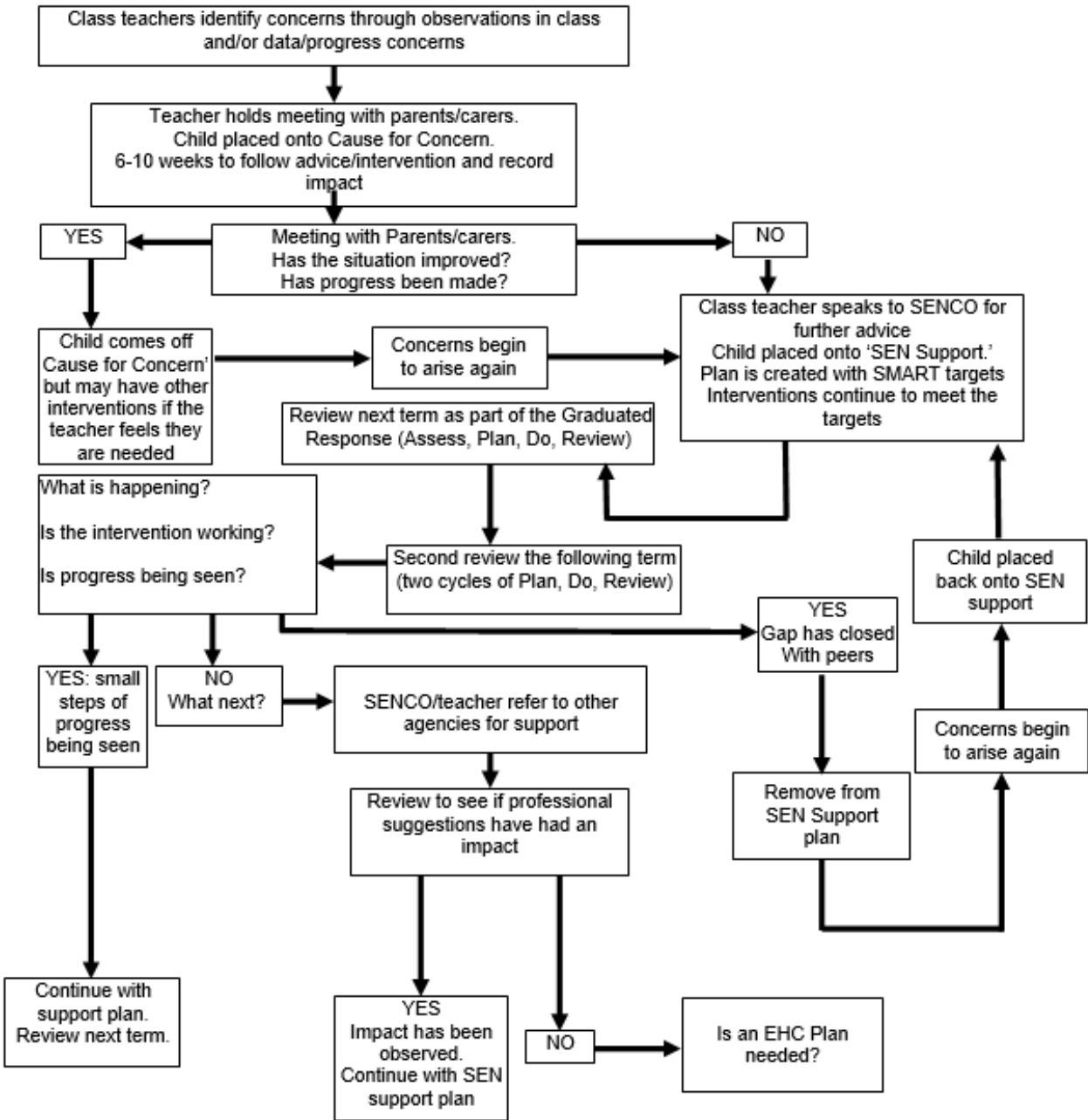
3. Allocation of resources for pupils with SEND

All pupils with SEND have access to Element 1 and 2 of a school’s budget. Some pupils with higher needs may access additional top-up funding from the local authority. The SENCO may refer individual applications to a multi-agency panel, which is administered by the local authority, who will assess and determine whether the level and complexity of need meets the threshold for additional funding through an Education, Health & Care Plan. It is the responsibility of the school’s leadership team and governors to agree how the allocation of resources is used through effective provision mapping.

4. Identification of pupil needs

Within our school, we use a SEND identification flowchart for parents and staff to understand the process and stages of SEND (a copy is attached to the school website). Please note that “Cause for concern” now is referred to as “Monitoring” plans.

SEN FLOWCHART



To understand the level of need each child may have, we follow Cheshire East guidance and separate the level of support into four different categories: Quality First Teaching, Cause for Concern, SEN Support and EHCP.

Quality First Teaching (QFT)

The school's first response for all our children is high quality, differentiated, personalised teaching within lessons. Many children's needs can be met through QFT and the Cheshire East Toolkit provides examples of what QFT can look like for each of the four areas of SEN need:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-v1.1-appendix-2-quality-first-teaching.pdf>

The class teacher will provide the necessary provision that is required for each child. This is always the first step for each child. Only when a teacher feels that QFT is no longer meeting the needs of the child will they move onto the next level of support.

Monitoring

After using all the relevant QFT suggestions from the Cheshire East toolkit, the class teacher may ask the child's parents/carers to come into school to discuss any continuing concerns and to eliminate medical conditions which may be affecting learning (vision/hearing difficulties).

After this initial discussion, and removing any medical barriers to learning, and where progress is less than expected, the class teacher will create a plan for the child which may include targeted support in school and at home. These catch up sessions will be monitored and reviewed by the person delivering the teaching. This will always be discussed with parents.

The class teacher may liaise with the SEND team on how to support children on Monitoring Profile.

Cause for Concern is identified as 'Monitoring' in the Cheshire East Toolkit and the paperwork used in school is found at the following address: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

SEN Support

If a child has shown little improvement through the strategies implemented under the monitoring 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/carer 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.

When children are being supported through “Monitoring” plans and SEN Support, the support provided consists of a graduated approach with four stages of action:

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

This is an ongoing cycle through which earlier decisions and actions are revisited, refined, 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. This includes provision of ‘additional to and different from’ support, interventions, and the involvement of appropriate specialists that are matched to the child’s needs.

Assess

We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked against their baseline and national expectations. Through using our tracking system, teacher assessments and pupil progress meetings with the leadership team, we can identify those pupils making less than expected progress given their age and individual circumstances. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

Plan

We will create a plan of action to target the needs of the child. The plan will be agreed by the child, the teacher, and the parents/carers. Each person involved with the plan will agree to work together to do what is best for the child.

Do

The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the intervention involves group or one-to-one teaching away from the main class. The class teacher will work closely with teaching assistants and relevant specialist staff to carry out the support set out in the plan. The SENCO will provide support, guidance, and advice for the teacher. After agreeing to the plan, the child will be responsible for their learning in school and at home, with parents/carers.

Review

The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, parent/carer and pupil. This will inform the planning of next steps for a further period or, where successful, removal of the pupil from SEN Support.

At any time within this process, the SENCO may use a range of standardised tests or assessments along with observations to add to and inform a teacher’s own understanding and assessments of a child.

At times, with parental permission, the school may seek advice from external agencies. The SENCO can discuss children with complex needs at Educational Psychology and Cheshire East Autism Team consultation meetings (see flowchart).

Referral for an Education, Health and Care needs assessment

If a child continues to make limited progress after at least 3 cycles of assess, plan, do, review, on an SEN Support plan, in some instances they may require a Statutory Assessment with a view to acquiring an Education, Health and Care Plan (an EHCP). This **may** result in an EHC Plan being provided. This brings together the child's health and social care needs as well as their special educational needs. This is determined by the Local Authority. The EHCP is a legal document which has targeted objectives that the school must work towards.

All requests for a statutory needs assessment must include evidence of support and interventions that have been taken to meet a pupil's special educational need or disability and must clearly show why the special educational needs of a pupil cannot reasonably be met by the services and provision available to all pupils. This decision to make a referral will be taken at a progress review involving school and parents/carers.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/Carers
- Teacher
- SEND staff
- Social Care
- Health professionals

Families may find it helpful to look at the EHCP section of the Cheshire East toolkit to see what evidence is required before an EHCP needs assessment is made:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-v1.1-section-13-ehc-needs-assessments.pdf>

Families may also wish 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.

The school will not make a referral based on parental/carer request alone, the decision for the school to make a referral must be grounded in educational need and will be based on the provision mapping of an individual child and the amount of support currently being offered by the school.

Parents/carers are able to request a needs assessment themselves if they feel this is the right path for their child (<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/ehc-needs-assessments-and-plans.aspx>)

This document sets out the timeline for how long the EHCP application process takes:

<https://www.cheshireeast.gov.uk/pdf/livewell/local-offer-for-children-with-sen/send-notification-form-process-final-v1.0-january-2019.pdf>

For pupils who have an EHCP, an annual review is held to discuss the pupil's progress against the desired outcomes in their EHCP. This is set up by the SENCO and may include all the agencies who work with the child.

5. Facilities for pupils with SEND

The school has ramps to front doors and classrooms. Both upper and lower school has a disabled toilet. A height adjustable changing table is located in the lower school disabled toilet. Other

physical changes will be ongoing as and when the school learns of the needs of disabled children who might attend in future.

Please see the school accessibility policy (on our website) for more details.

The school has set the following priorities for physical improvements to increase access:

- A physical environment that is safe and welcoming
- Disabled Park Spaces in the main car park and junior car park
- Provision of wheelchair friendly toilets in both buildings
- Improve access to outdoor learning environment in order to provide wheelchair access
- To provide specialist equipment as required
- To ensure that consideration is given to equipment needs of disabled pupils
- Ensuring that whatever mobility/accessibility problems new pupils have can be quickly and effectively managed
- To ensure portable sound field systems are available, where possible, to support pupils with hearing impairments

6. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, considering the wishes of parents/carers and the needs of the individual.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching through external courses and inset training are provided to further develop skills and knowledge.

There is an up-to-date list on our website, highlighting the continuous professional development that has taken place in the last twelve months associated with SEND.

The Principal and SENCO are responsible for:

- Ensuring staff are fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEND. Ensuring all staff are kept up to date with teaching methods which will aid the progress of pupils including those with SEND.
- Provision and support is deployed effectively in the classroom to ensure that the curriculum is differentiated where necessary.
- Individual or small group work is available where it is felt that pupils would benefit from this provision, within or outside the main classroom.
- Ensuring the class teachers set targets that motivate pupils to do their best and celebrate achievement at all levels.

7. Inclusion of pupils with SEND

The Principal is responsible for ensuring that inclusion of all pupils is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that teaching is inclusive and that there is due regard to general duties to promote disability and equality of opportunity for all. This includes learning outside the classroom.

Lessons are planned to address potential areas of difficulty, to remove barriers to pupil achievement and to ensure reasonable adjustments are made where necessary.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support all children, whatever their need.

School will seek advice and work with outside professionals where appropriate with regards to a pupil's individual needs.

8. Evaluating the success of provision

In line with the SEND Code of Practice, pupil progress will be monitored on a termly basis. The class teacher should always be the first point of contact for parents/carers who have a concern with their child. The class teacher will meet with parents/carers when possible and a record of the discussion will be made using the discussion forms in the Cheshire East Toolkit. If the class teacher and parents/carers feel the SENCO needs to be present during further meetings, then this can be arranged. As our SENCO is a full-time class teacher, an appointment should always be made in order to discuss a child.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND information Report. The evaluation is carried out by the Principal, SENCO, and the SEND governor. Information is gathered from different sources which is then collated, and a report published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

9. Continued Professional Development (CPD)

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

We seek the support of a range of agencies and professionals when a need for specialist training is identified. The SEND Team consider the relevance of specific training carefully and aim to meet the needs of all staff. The SENCO and Principal attend relevant SEND courses, meetings and SENCO cluster groups. Furthermore, focused external training opportunities are available to all members of staff.

The need to train our staff in relation to SEND issues is recognised and we have funding available to support this professional development. The SEND team ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

A full list of SEN CPD for the last 12 months is available on the school website.

10. Links to support services

The school continues to build strong working relationships and links with external professionals and support services in order to promote inclusion and fully support our SEND pupils. Sharing knowledge and information is key to the effective and successful SEND provision within our school.

11. Working in partnership with parents and carers

Wistaston Church Lane Academy believes that a close working relationship with parents/carers is vital to ensure:

- Early and accurate identification and assessment of SEND
- Appropriate intervention and provision is in place
- Continuing social and academic progress of children with SEND to enable personal success
- Parental/Carer views are considered and valued as they can provide essential information on the impact of SEND support outside school and any changes to the pupil's needs

The SEND Team will provide support to teaching staff and parents/carers based on the individual pupil's needs. Parents/carers may also be signposted to the Cheshire East Information, Advice and Support service (CEIAS) where specific advice, guidance and support for parents/carers is available.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will be consulted with regard to future provision. Parents/carers are involved throughout the process and are kept fully up to date on any points of action concerning provision for their child. The school's SEND governor may also be contacted at any time with regard to SEND matters.

12. Admission Arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with EHC plans and those without.

Where appropriate upon transition; children with identified needs will be supported through liaison or Action for Inclusion meetings with parents/carers, key staff from both settings and support agencies.

13. Transition

SEND support includes the planning and preparation for the transition between settings. Following agreement with parents/carers, the school will share information with a receiving school. The year 6 class teacher and the SEND team liaise with KS3 staff, in preparation for transition to Year 7. The High School SENCO will be invited to a review meeting for any pupil on an EHC Plan. Transition plans are arranged in accordance to parental/carers, pupil, and staff views. This may include, for example:

- Additional visits to the school
- Opportunities to take photographs of key staff and places to make a transition booklet
- Additional meetings for parents/carers and pupil with new teachers

14. Looked After Learners

Children who are being accommodated, or who have been taken into care, by the local authority are legally defined as being 'looked after' by the local authority. The Designated Teacher for looked after children will work closely with the SENCO to ensure the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

15. Supporting Pupils at School with Medical Conditions

The Children and Families Act 2014 places a duty on schools and academies to make arrangements to support pupils with medical conditions. School works closely with medical professionals to meet the need of such pupils through planning of provision in a co-ordinated way with a Health Care Plan. The SEND team and the class teachers are all responsible for co-ordinating support for pupils with a medical condition.

16. Roles and Responsibilities

It is the statutory duty of the school governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

17. Complaints Procedure

Please refer to the LFLP complaints policy on the school website.

If a parent or carer has any concerns, or wishes to complain regarding SEND provision, care or welfare of their child, an appointment can be made to speak to the Principal.

Review date: **April 2023**