

Disley Primary School SEND Policy

2025



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| Approved by: | SENDCo Head Teacher Staff Governors | Date: November 2025 |
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1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and /or disabilities (SEND)

The aim of this policy is to set out guidance aimed at enabling pupils with special educational needs (SEND) to reach their full potential, to be included fully in our school community and make a successful transition to secondary education. For the vast majority of children their mainstream setting will meet all their special educational needs. Some children will require additional help from SEND services or other agencies external to the school. A very small minority of children will have SEND of a severity or complexity that requires the LA to determine and arrange the special educational provision their learning difficulties require.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

All schools must ensure that there is a qualified teacher designated as Special Educational Needs and Disabilities Coordinator (SENDCO). The school's SENDCO is Mrs. Louise Carberry. Louise Carberry is a qualified teacher with QTS and holds the NASENCO qualification. The Inclusion Governor is Mr. Ian Rush.

2. Legislation and guidance

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

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

3. Definitions

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

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Louise Carberry.

She will:

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

4.2 The Inclusion governor

The Inclusion governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Work with the SENDCO to create a termly SEND Report that will be shared with the full governing board

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and Inclusion governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

All teachers are teachers of children with special educational needs and/or disability and plan adaptations to the curriculum to meet their needs, within the classroom wherever possible to promote inclusion. They are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs.

The class teacher is responsible for:

- Monitoring individual pupil progress and identifying areas of concern. This may include attending relevant SEND meetings.
- Liaising and discussing with parents/carers with regard to concerns.
- Using effective learning strategies to meet the needs of the individual.
- Liaising with the SENDCo where appropriate.
- Working alongside the SENDCo to review and update Annual Review paperwork where appropriate.
- Assessment and regular evaluation of the individual child's progress.
- Writing of year group/individual provision maps in consultation with the SENDCo.
- Setting additional learning objectives/SMART targets for individual children (involved in writing SEND Support plans).
- Meeting with parents/carers to discuss individual plans.
- Meeting with external agencies where appropriate.
- Reporting on progress made at relevant review meetings.
- Ensuring they follow this SEND policy and Disley Primary School's SEND Guidance document.

4.5 Parents/Carers

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, school, the Local Authority and others. This is essential in enabling children with Special Educational Needs and/or Disability to achieve their potential. Parents/carers as valued partners are actively involved in supporting and encouraging their child. They discuss their child's needs with the class teacher and are involved in meetings, setting and reviewing targets, working with/alongside outside agencies where required. Any parent/carer of a child with special educational needs may contact a parent partnership organisation for independent advice (CEIAS, Cheshire East Information Advice and Support www.ceias.cheshireeast.gov.uk).

Parents/carers can access the 'local offer policy' on the school website to gain a detailed picture of SEND practice in our school. The policy refers to the day-to-day practice of SEND in school with reference to the following headings:

- Identification

- Teaching, learning and support
- Keeping students safe and supporting well being
- Working together and roles
- Inclusion and accessibility
- Transition

4.6 The Child

It is very important for the child to be involved in the process of setting and reviewing their own individual learning objectives/targets to further support their learning. This takes place through discussion with the class teacher and parents/carers. Where appropriate, individual pupils may be invited to attend review meetings.

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, behaviour, attendance or social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, home and school observations, as potential masking could be evident and the views and the wishes of the pupil and their parents. We will also look at the appropriate criteria set out in the Cheshire East Toolkit for SEND. We will use all of this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is required.

5.3 Consulting and involving pupils and parents

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Termly meetings with parents, teachers and the SENDCo where appropriate will take place in order to evaluate previous targets and set new targets and discuss progress and needs of the child.

The teacher will carry out a clear analysis of the pupil's needs. This will draw on:

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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We provide a comprehensive internal transition process between classes and Key stages.

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

5.6 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be scaffolded/ adapted for individual pupils.

We will also provide appropriate interventions depending on the child's individual need.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

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

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when appropriate

Teaching assistants will support pupils in small groups when appropriate

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

- CEAT – Cheshire East Autism Team
- CAMHS – Child and Adolescent Mental Health Service
- SPOTSS – Sensory Processing Occupational Therapy Support Service
- Educational Psychologists
- SaLT – Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Play Therapist
- Adoption Counts
- Adoption Matters
- Sensory Inclusion Service
- Bladder and Bowel nurse
- Dyslexia Assessors
- Any other agencies that are appropriate for a child's specific needs

5.9 Expertise and training of staff

Our SENDCO has developed experience in this role and has worked as a class teacher across all age ranges and has worked as a Deputy Head/Co-Head and Head Teacher. She also holds the NASENCO qualification.

The SENDCo is allocated two days a week to manage SEN provision.

We have a team of dedicated teaching assistants who are able to deliver SEN provision.

Staff have been trained in a variety of interventions including Cool Connections/ The Resilient Classroom/Lego Therapy as well as receiving 'Attachment' training from both a Cheshire East Advisor and a qualified therapist, autism training from AET and an Autism specialist from a Specialist Provision, Autism in Girls training and PDA training from a Specialist Psychologist and SEND Consultant as well as Precision Teaching training from an Educational Psychologist. In addition, the SENDCo

attends locality SEND Cluster meetings in order to keep abreast of current procedures and policy. She has also attended Autism Progression Framework training provided by the Autism Education Trust, CEIAS training, supporting de-escalation training, Introduction to Sensory processing training, Sensory Processing and supporting autism training, Creating Sensory Support Plans, Hypermobility and dyspraxia training. She has also undertaken Positive Handling training. The SENDCo has also attended the Cheshire East SEND Conference and the MMU SEND Conference and Whole Education Conference and has benefitted from knowledge and experience from leading key speakers.

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring and observation by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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

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

All pupils are encouraged to go on our residential trip(s)

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

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

The school's Accessibility plan can be found in the Policy Section on the School website.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development if appropriate by offering time in either Cool Connections (KS2), Resilient Classroom (KS1) or Lego Therapy (both Key Stages). We also have a qualified Emotional Literacy Support Assistant (ELSA) working in school and she undertakes appropriate and specific interventions for a variety of children throughout school.

- Pupils with SEN are encouraged and supported to be part of the School Parliament if they wish to do so
- Pupils with SEN are also encouraged and supported to take part in extracurricular clubs to promote teamwork/building friendships.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to either the class teacher or SENDCo in the first instance and then if appropriate, this could be passed on to the Head Teacher. If this can't be resolved at this stage then they will then be referred to the school's complaints policy. The complaints policy can be viewed on the policy section of the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

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

Appropriate support services that may help a child with a particular need will be discussed with parents on an individual and personal basis.

5.15 The local authority local offer

Our contribution to the local offer can be found on the Policy Section of our school website.

Our local authority's local offer is published here:

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

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Carberry (SENDCo) and Mr Nicklin (Head Teacher) every year. It will also be updated if any changes to the information are made during the year.

This policy will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Supporting pupils with medical conditions
- Social Model of Disability document