DISLEY
PRIMARY SCHOOL
Part of True Learning Partnership

SCHOOL SEND POLICY ADDENDUM

Special Educational Needs and Disabilities

Academic year	2026-2027
Headteacher	Mr Nicklin
SENDCO and contact details	Mrs Louise Carberry
SEND link governor or governance route	Mr Ian Rush
Date approved	November 2026
Review date	November 2027

1. Status and purpose

This Addendum sets out how Disley Primary School implements the True Learning Partnership SEND Policy within its local context. It must be read alongside the Trust SEND Policy and the school's SEN Information Report. It does not replace or amend the Trust policy. Where any local arrangement is inconsistent with the Trust policy or a statutory requirement, the Trust policy and relevant statutory requirement will take precedence.

2. School context

At Disley Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential. We believe that all children have the right to access a high-quality education, experience a sense of belonging and participate fully in school life.

Our vision is that children are proud to belong to our school community. We recognise that children have different strengths, interests and needs, and that some will require additional or different provision to enable them to flourish.

We are committed to creating an inclusive environment in which barriers to learning and participation are identified and reduced, and where children with special educational needs and disabilities (SEND) are supported to achieve academically, socially and emotionally.

This policy and information report aims to:

- Explain how Disley Primary School identifies, assesses and supports children with SEND.
- Outline the provision available to enable children with SEND to access the curriculum and wider school experiences.
- Explain the responsibilities of school leaders, teachers, support staff, parents/carers and pupils.
- Describe how we work in partnership with families, the Local Authority and external agencies.
- Explain how we monitor and evaluate the effectiveness of SEND provision.
- Ensure that our practice reflects current statutory requirements and local strategic priorities.

We recognise that high-quality teaching, inclusive classroom practice and effective adaptations form the foundation of provision for children with SEND. Additional support is considered where children require provision that is additional to or different from that ordinarily available.

We recognise that the majority of children with SEND can have their needs met within a mainstream school environment, provided that appropriate provision, expertise and support are in place. Where children have more complex needs, we will work closely with families, the Local Authority and relevant professionals to ensure that appropriate provision is identified and secured.

Our approach is underpinned by the belief that inclusion is everyone's responsibility.

The kinds of SEND provided for

Disley Primary School provides additional and/or different provision for children across the four broad areas of need:

- Communication and interaction, including autism and speech and language difficulties.
- Cognition and learning, including dyslexia, dyspraxia and more significant learning difficulties.
- Social, emotional and mental health, including ADHD and difficulties with emotional regulation.
- Sensory and/or physical needs, including visual and hearing impairments, sensory processing difficulties, epilepsy and physical disabilities.

We recognise that every child is an individual and that their needs may not fit neatly into one category.

3. Local leadership, governance and accountability

The SENDCo

The school's SENDCo is Mrs Louise Carberry, who holds Qualified Teacher Status and the National Award for Special Educational Needs Coordination (NASENCO).

The SENDCo has responsibility for coordinating the school's SEND provision and will:

- Work with the headteacher and governing board to determine the strategic development of SEND provision.
- Have day-to-day responsibility for the operation of this policy and the coordination of provision for individual pupils.
- Support colleagues in developing inclusive classroom practice and high-quality teaching.
- Provide professional guidance to staff and advise on appropriate adaptations and interventions.
- Advise on the graduated approach to identifying and supporting SEND.
- Work with staff and families to identify appropriate outcomes and provision.
- Advise on the deployment of the school's delegated budget and resources to meet children's needs effectively.
- Liaise with external agencies, the Local Authority and specialist services.
- Coordinate provision for children with EHC plans and support the organisation of annual reviews.
- Ensure SEND records are maintained and updated.
- Support effective transitions between classes, phases and educational settings.
- Monitor the impact of interventions and additional provision.
- Work with the headteacher, assistant headteacher (inclusion and equity) and Inclusion Governor to report on SEND provision to the governing board.

The SENDCo is currently allocated two days per week to manage and coordinate SEND provision.

The Inclusion Governor

The Inclusion Governor is Mr Ian Rush.

The Inclusion Governor will:

- Help raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision.
- Work with the headteacher and SENDCo to support the strategic development of inclusion.
- Receive information about the progress and outcomes of pupils with SEND.
- Support the governing board in fulfilling its responsibilities towards children with SEND and disabilities.

The governing board retains overall responsibility for ensuring that the school meets its statutory duties.

The Headteacher

The headteacher, Mr Nicklin, has overall responsibility for:

- Ensuring that the school meets its statutory responsibilities towards pupils with SEND.
- Working with the SENDCo and governing board to develop an inclusive school culture.
- Ensuring that appropriate provision and resources are available.

- Monitoring the progress and outcomes of pupils with SEND.
- Supporting staff to develop their understanding of SEND and inclusive practice.
- Ensuring that the school works effectively with parents/carers and external agencies.

Class teachers

All teachers are teachers of children with SEND.

Class teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support from teaching assistants or external professionals.

Class teachers will:

- Provide high-quality teaching which is adapted to meet individual needs.
- Identify barriers to learning and raise concerns with the SENDCo.
- Monitor and assess individual pupil progress.
- Work collaboratively with parents/carers to discuss concerns and progress.
- Implement agreed strategies and adaptations.
- Contribute to individual support plans and provision maps.
- Set and review appropriate targets and outcomes.
- Work with the SENDCo and external professionals where appropriate.
- Contribute to EHC plan reviews and other relevant meetings.
- Ensure that support staff understand the needs and intended outcomes for pupils they support.

Teaching assistants and support staff

Teaching assistants play an important role in supporting inclusion and enabling pupils to access learning.

They will:

- Deliver agreed interventions and additional provision.
- Support pupils individually or in groups where appropriate.
- Promote independence and avoid creating unnecessary dependence on adult support.
- Work alongside teachers to implement agreed strategies.
- Provide feedback about pupil progress and the effectiveness of support.
- Support pupils' social, emotional and physical development.
- Contribute to the monitoring and evaluation of provision.

Support staff deployment will be reviewed regularly to ensure that resources are used effectively and that support promotes access, participation and independence.

4. Local implementation of the Trust Graduated Response

The Trust stages and core expectations must remain unchanged. Schools should describe their local systems and arrangements rather than create an alternative graduated response, additional stages or higher thresholds for support.

Identifying pupils with SEND and assessing their needs

We aim to identify children's needs as early as possible so that appropriate support can be put in place.

Children's needs may be identified through:

- Information provided by parents/carers.

- Information received from previous educational settings.
- Teacher assessments and observations.
- Progress and attainment data.
- Observations of learning, behaviour and social interaction.
- Discussions with the child.
- Advice from external professionals.
- Monitoring of attendance, participation and wellbeing.

Class teachers regularly assess progress and identify children whose progress:

- Is significantly slower than that of their peers starting from a similar baseline.
- Fails to match or better their previous rate of progress.
- Fails to close an existing attainment gap.
- Results in a widening attainment gap.
- Is affected by difficulties with communication, interaction, emotional development, physical access or independence.

We recognise that progress is not measured solely through academic attainment. Social development, communication, emotional wellbeing, independence and participation are also important.

Slow progress or low attainment alone will not automatically lead to a SEND identification. We will consider the whole child, including their strengths, circumstances, experiences and barriers to learning.

Where concerns are identified, we will work with parents/carers and, where appropriate, the child to establish whether additional or different provision is required.

We will have regard to the Cheshire East Toolkit for Inclusion and Graduated Approach when considering children's needs and appropriate provision.

The graduated approach: Assess, Plan, Do, Review

We follow the graduated approach set out in the SEND Code of Practice.

This is a continuous cycle of:

Assess

The class teacher, working with the SENDCo where appropriate, assesses the child's needs using a range of information. This may include teacher assessments, observations, parental views, pupil views and advice from external professionals.

Plan

Where additional or different provision is required, we will agree appropriate outcomes, strategies and support. Parents/carers and children will be involved in this process wherever possible.

Do

The agreed support is implemented, usually by the class teacher, supported by teaching assistants and other professionals where appropriate.

Review

The impact of the support is evaluated. We consider whether the provision has improved the child's progress, participation, independence and wellbeing.

The cycle is repeated, with provision adapted in response to the child's changing needs.

Reviews will normally take place termly, involving parents/carers, the class teacher and SENDCo where appropriate.

Where progress remains limited, we will consider whether further assessment, specialist advice or additional provision is required.

SEN Support and Education, Health and Care Plans

Where a child requires provision that is additional to or different from that ordinarily available, they may be identified as receiving SEN Support.

Support will be informed by the graduated approach and regularly reviewed.

Where a child has more complex or significant needs, the school or parents/carers may request an Education, Health and Care needs assessment from the Local Authority.

An EHC plan may be issued where the statutory criteria are met.

Where a child has an EHC plan, the school will:

- Ensure that staff are familiar with the child's identified needs and specified provision.
- Use the plan to inform teaching, adaptations and support.
- Work with parents/carers and relevant professionals.
- Monitor progress towards the outcomes identified in the plan.
- Contribute to the annual review process.
- Work with the Local Authority to ensure that the plan remains appropriate.

Annual reviews will be undertaken in accordance with statutory requirements.

Where provision is not having the intended impact, or a child's needs have changed, we will work with parents/carers and the Local Authority to consider whether the plan requires amendment.

The school recognises its responsibilities in relation to the provision specified in an EHC plan and will work with the Local Authority to address any concerns about the delivery or suitability of provision.

Evaluating the effectiveness of SEND provision

We are committed to ensuring that additional provision has a positive impact on children's experiences and outcomes.

We evaluate effectiveness through:

- Reviewing individual pupil progress and outcomes each term.
- Reviewing the impact of interventions.
- Monitoring provision maps and support plans.
- Observations and monitoring by the SENDCo.
- Seeking feedback from pupils and parents/carers.
- Reviewing attendance, participation and engagement.
- Monitoring progress towards EHC plan outcomes.
- Holding annual reviews for pupils with EHC plans.
- Considering feedback from external professionals.

We recognise that the effectiveness of SEND provision should not be judged solely through academic attainment.

We also consider whether children are:

- Making progress from their individual starting points.
- Developing greater independence.
- Able to access and participate in learning.

- Developing positive relationships.
- Experiencing a sense of belonging.
- Developing confidence and emotional wellbeing.

Information about the effectiveness of provision will inform future decisions about staffing, resources, training and school improvement priorities.

5. Local provision, staffing and inclusion arrangements

Our approach to teaching pupils with SEND

High-quality teaching is the foundation of our approach to supporting pupils with SEND.

Teachers are responsible for ensuring that teaching is accessible and appropriately adapted to meet the needs of all pupils.

We recognise that inclusive teaching does not mean providing identical experiences for every child. It means ensuring that barriers are identified and appropriate adaptations are made.

Our approach includes:

- Clear explanations and explicit instruction.
- Appropriate scaffolding and modelling.
- Breaking learning into manageable steps.
- Pre-teaching and revisiting key vocabulary.
- Providing additional processing time.
- Using visual prompts and practical resources.
- Checking understanding regularly.
- Adapting tasks and resources.
- Providing opportunities for repetition and overlearning.
- Developing independence and self-regulation.
- Using assessment to identify misconceptions and inform next steps.

Additional interventions may be provided where appropriate, but these complement rather than replace high-quality classroom teaching.

Adaptations to the curriculum and learning environment

We aim to ensure that all pupils can access the curriculum and participate in school life.

Adaptations may include:

- Scaffolding or adapting learning activities.
- Adjusting teaching approaches and resources.
- Providing visual timetables and other visual supports.
- Using laptops, coloured overlays, enlarged print or other recommended aids.
- Providing additional processing time.
- Adapting the classroom environment to meet sensory or physical needs.
- Providing structured opportunities for individual or small-group teaching.
- Using bespoke interventions where appropriate.
- Making reasonable adjustments to enable participation in school activities.

Adaptations will be informed by the individual needs of the child and, where appropriate, professional advice.

Additional support for learning

The school has a team of teaching assistants who support pupils through individual and small-group provision.

Support may include:

- Targeted intervention programmes.
- Individual support where appropriate.
- Small-group teaching.
- Support with communication and interaction.
- Support with emotional regulation and social development.
- Development of independence and learning behaviours.
- Implementation of recommendations from external professionals.

We recognise the importance of deploying support staff effectively. Adult support should enable children to access learning, develop independence and participate in school life.

The nature and frequency of support will be determined by individual need, agreed outcomes and available provision. Where provision is specified in an EHC plan, the school will work with the Local Authority to ensure that the statutory requirements are met.

Expertise and training of staff

We recognise that developing staff knowledge and expertise is essential to providing an inclusive education.

Our SENDCo has experience of teaching across primary age ranges and leadership roles, and holds the NASENCO qualification.

The SENDCo is allocated two days per week to coordinate SEND provision.

We have a team of teaching assistants who support pupils with a range of needs and deliver agreed interventions.

Staff development has included training and experience in:

- Cool Connections.
- The Resilient Classroom.
- LEGO Therapy.
- Attachment and trauma-informed approaches.
- Autism Education Trust training.
- Autism in girls.
- Pathological Demand Avoidance (PDA).
- Precision Teaching.
- Supporting de-escalation.
- Sensory processing and sensory support planning.
- Hypermobility and dyspraxia.
- Positive handling.

The SENDCo also engages with local SEND networks, professional development opportunities and relevant guidance to maintain and develop expertise.

Training and development priorities will be reviewed in response to the needs of pupils and the school's inclusion priorities.

Enabling pupils with SEND to engage in activities available to other pupils

We are committed to ensuring that pupils with SEND can participate fully in school life.

All pupils are encouraged to access:

- Educational visits and residential opportunities.
- Before- and after-school clubs.
- Sports days and sporting activities.
- School performances and celebrations.
- Workshops and enrichment opportunities.
- School Parliament and pupil leadership opportunities.

No pupil will be excluded from an activity simply because they have SEN or a disability.

Where necessary, reasonable adjustments will be considered and made to enable participation.

We will work with parents/carers and relevant professionals to identify and address barriers to participation.

The school's Accessibility Plan provides further information about how we improve access to the curriculum, physical environment and information.

Supporting emotional and social development

We recognise that emotional wellbeing, relationships and social development are important aspects of inclusion.

We provide support according to individual needs. This may include:

- Cool Connections.
- The Resilient Classroom.
- LEGO Therapy.
- Emotional Literacy Support Assistant (ELSA) interventions.
- Support with emotional regulation.
- Structured opportunities to develop friendships and social skills.
- Access to appropriate external support services.

We aim to create an environment in which children feel safe, valued and listened to.

Pupils with SEND are encouraged to participate in the wider life of the school, including clubs, pupil leadership opportunities and school activities.

We have a zero-tolerance approach to bullying and recognise the importance of identifying and addressing bullying or exclusion involving pupils with SEND.

Admission arrangements and accessibility

The school follows the relevant admission arrangements and does not discriminate against children on the grounds of disability or special educational needs.

We work with families, previous settings and relevant professionals to understand children's needs and plan appropriate support when they join the school.

We recognise our duties under the Equality Act 2010 and will consider reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage.

Further details about accessibility arrangements are set out in the school's Accessibility Plan.

6. Local communication and participation arrangements

Parents and carers

We recognise parents/carers as essential partners in their child's education.

We will:

- Listen to and value parents' knowledge and understanding of their child.
- Involve parents/carers in decisions about provision and support.
- Communicate concerns at an early stage.
- Provide opportunities to discuss progress and review outcomes.
- Work collaboratively with families and external agencies.
- Provide information about available support and advice services.

Parents/carers can access independent advice and support through Cheshire East Information, Advice and Support Service (CEIAS).

The child

Children should be involved in decisions about their education and support in a way that is appropriate to their age, understanding and communication needs.

We will seek children's views about:

- Their strengths and interests.
- What they find difficult.
- What helps them learn.
- Their experiences of school.
- Their aspirations and desired outcomes.

Children will be supported to contribute to the setting and reviewing of their targets and outcomes. Where appropriate, their views will be included in review meetings and individual support plans.

Consulting and involving pupils and parents

We recognise the importance of early and open communication with families.

When identifying a child who may have SEND, we will:

- Discuss concerns with parents/carers.
- Share information about the child's strengths and areas of difficulty.
- Listen to parental concerns and views.
- Seek the child's views where appropriate.
- Discuss the support already in place and any further provision required.
- Agree intended outcomes and next steps.

Where a decision is made that a child requires SEN Support, parents/carers will be informed.

We will maintain regular communication with families and provide opportunities to review progress and provision.

7. Local authority and external-agency arrangements

The policy also has regard to the following local guidance and strategic documents:

Cheshire East Inclusion Strategy 2025–2028

The school's approach to inclusion reflects the four principles within the Cheshire East Inclusion Strategy:

1. Inclusion is built from universal support up.
2. Inclusion is a culture led from the top.
3. Inclusion is community collaboration.
4. Inclusion is measurable.

We recognise the importance of establishing strong universal provision, developing an inclusive culture, working collaboratively with families and professionals, and evaluating the impact of our provision.

Cheshire East SEND and Alternative Provision One Plan 2025–2028

We recognise the local ambition to provide the right support, in the right place, at the right time. We will contribute to this through early identification, effective mainstream provision, partnership working and a commitment to improving outcomes for children with SEND.

Cheshire East SEND Reform Plan

We will have regard to the direction of local SEND developments, including the emphasis on earlier intervention, greater inclusion within mainstream settings and improved access to specialist expertise.

These local strategies inform our approach to inclusion but do not replace the school's statutory responsibilities.

We work with a range of external agencies and professionals, which may include:

- Cheshire East Autism Team (CEAT).
- Child and Adolescent Mental Health Services (CAMHS).
- Sensory Processing Occupational Therapy Support Service (SPOTSS).
- Educational Psychologists.
- Speech and Language Therapists (SaLT).
- Physiotherapists.
- Occupational Therapists.
- Play Therapists.
- Adoption Counts.
- Adoption Matters.
- Sensory Inclusion Service.
- Bladder and Bowel Nursing Service.
- Dyslexia assessors.
- Other specialist services appropriate to individual children's needs.

Access to external services will depend on individual needs, referral criteria and service availability.

Contact details of support services for parents/carers

Parents/carers can access independent information, advice and support through:

Cheshire East Information, Advice and Support Service (CEIAS)

Website: https://www.ceias.cheshireeast.gov.uk

The SENDCo can also discuss appropriate support services and referral routes with parents/carers on an individual basis.

The Local Authority Local Offer

The school contributes to the Cheshire East Local Offer, which provides information about services and support available for children and young people with SEND and their families.

The school's contribution to the Local Offer can be accessed through the SEND information on the school website.

The Cheshire East Local Offer is available at:

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

Further information about the Cheshire East Inclusion Strategy and SEND developments is available at:

https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/send-developments/the-inclusion-strategy.aspx

8. Records and information systems

Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be particularly important for children with SEND.

We will support transitions through:

- Liaison with previous educational settings when children join the school.
- Meetings with parents/carers and relevant professionals.
- Sharing appropriate information with receiving settings.
- Additional visits and transition activities where appropriate.
- Preparation for changes between year groups and key stages.
- Liaison with secondary schools to support transition at the end of Year 6.

Where appropriate, individual transition plans will be developed to help children manage changes successfully.

9. Concerns, complaints and disagreement resolution

Complaints about SEND provision

We encourage parents/carers to raise any concerns about SEND provision at the earliest opportunity.

In the first instance, parents/carers should contact the class teacher or SENDCo.

Where concerns cannot be resolved at this stage, they should be referred to the headteacher.

If a complaint remains unresolved, parents/carers may follow the school's formal Complaints Policy, which is available on the school website.

Parents/carers of pupils with disabilities also have the right to make disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) where they believe that discrimination has taken place.

This may include alleged discrimination relating to:

- Exclusions.
- The provision of education and associated services.
- Failure to make reasonable adjustments, including the provision of auxiliary aids and services.

Parents/carers may also seek independent advice from CEIAS.

10. Local additions and statement of alignment

The school may maintain additional procedures, guidance and resources to support implementation. These must remain consistent with the Trust SEND Policy, Trust Graduated Response and associated

mandatory frameworks and must not introduce a higher threshold for support or reduce pupils' entitlement.

Links with other policies and documents

This policy should be read alongside the following school policies and documents:

- Accessibility Plan.
- Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions Policy.
- Equality Information and Objectives.
- Complaints Policy.
- Social Model of Disability document.
- Disley Primary School SEND Guidance document.
- Cheshire East Local Offer.

11. Approval, quality assurance and review

The headteacher is responsible for ensuring that this Addendum is accurate, current and consistent with the Trust SEND Policy. It will be reviewed at least annually and updated sooner where there is a significant change to staffing, provision or local arrangements.

This policy and information report will be reviewed annually by the SENDCo and headteacher.

It will also be updated where there are changes to legislation, statutory guidance, school provision or local arrangements.

The governing board will review and approve the policy.

The school will ensure that the SEND information report remains accessible to parents/carers and is updated where necessary.

Approval and review	Details
Prepared by	*Jake Nicklin (Headteacher)*
Approved by	*Jack Nicklin (Headteacher) / Ian Rush (Chair of Governors)*
Approval date	*November 20026*
Trust quality assurance completed	*Craig Lomas (Nov 2026)*
Review date	*November 2027*
Version	*1*