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<b>Date Approved:</b>	14.3.24
<b>Signed</b>	Full Governing Board
<b>Date for Review:</b>	September 25

Changes since last approve	
Item	

Introduction
<p>The Quinta provides a broad &amp; balanced curriculum for all children. A skills based Curriculum is our starting point for planning that meets the specific needs of individuals &amp; groups of children. When planning the teachers use Google slides to set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning &amp; assessment requirements that could create barriers to learning.</p> <p>These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provisions where necessary to support individuals or groups of children &amp; thus enable them to participate effectively in curriculum &amp; assessment activities.</p> <p>Children may have special educational needs either throughout or any time during their school career. This policy ensures that curriculum planning &amp; assessment for children with SEND takes into account the type of &amp; extent of the difficulty experienced by the child. The class teacher will use the Cheshire East Toolkit to advise their practice.</p> <p>At the Quinta we acknowledge that SEND needs may also be at the other end of the spectrum with able &amp; talented pupils.</p> <p><a href="#">changes-to-the-send-toolkit-january-2024.pdf</a></p> <p><a href="https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/january-2024/0.-ce-toolkit-for-send-updated-january-2024-full.pdf">https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/january-2024/0.-ce-toolkit-for-send-updated-january-2024-full.pdf</a></p>

Aims & Objectives
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The aims of this policy are;

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all the partners in the process
- to identify the roles & responsibilities of staffing providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum

### **Educational Inclusion.**

Through appropriate curricular provision we respect the fact that children;

- have different educational & behavioural needs & aspirations
- require different strategies for learning
- acquire, assimilate & communicate information at different rates
- need a range of different teaching approaches & experiences

Teachers respond to children's needs by;

- providing support for children who need help with communication, language & literacy
- planning activities for children's full participation in learning & in physical & practical activities
- helping children to manage their behaviour & to take part in learning effectively & safely
- helping individuals to manage their emotions, particularly trauma stress & to take part in learning
- To complete intervention mapping and all relevant paperwork for the identified children

### **Special Educational Needs.**

Children are identified with a special educational need if they have a learning difficulty or disability eg

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has 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.

All children may have special needs at some time in their lives.

Many children who have SEN may have a disability under the Equality Act 2010 this is "a physical or mental impairment which has a long term & substantial adverse effect on their ability to carry out normal day to day activities." Children with such conditions do not necessarily have SEN, but a disabled child may be deemed to have SEN if they require special educational provision.

Since 2015 the school has followed the guidelines laid down by the DfE in The SEND Code of Practice: 0-25 years. This gives practical guidance to schools directed at enabling pupils with SEND to be fully included in a broad & balanced curriculum. The new code published in 2015 describes **four broad areas of need, Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory & / or Physical Need** these areas are what educational providers and settings should plan for.

The SEND Code of Practice also provides guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. It relates to children and young people with Special Educational Needs (SEN) and Disabled children and young people. A young person in this context is a person over compulsory school age and under 25.

*The school must have regard to the Code of Practise. This means that whenever we are taking decisions we must give consideration to what the code says.*

*We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it.*

*We must be able to demonstrate in our arrangements for children and young people with SEN or disability that we are fulfilling our statutory duty to have regard for the code.*

Quoted from Children's and families Act 2014

### **The Role of the Special Educational Needs Co ~ Ordinator (SEND Co)**

The main responsibilities are...

- Manage the day to day operation of the policy
- Liaise with the teaching staff, parents and children
- To meet with School Support Plan (SSP) & Education Health & Care Plan (EHCP) parents, staff & children every term to review paperwork & targets
- To meet with teachers every half term to review the special needs register and children's progress.
- Co ~ ordinate the provision for children with SEND pupils
- To undertake SEND Education Health Care Plan reviews
- Link to outside agencies & assessors for specific testing for children
- Contributes to & manages the records of all the children with special educational needs
- Completes the documentation required by outside agencies & Cheshire East
- Maintains resources & a range of teaching materials to enable appropriate provision
- Monitor & evaluate the special educational needs & report to the Governing Body
- Manage human resources for class support
- To review completed intervention each term to inform the head teacher and Cheshire East Council how the SEND funding is being used in school
- Liaise with office administrator to ensure that the Cheshire East return is correct for each term
- Support teachers in completing a Needs Assessment application for any child in their class that is receiving £6000 or more of support to access the curriculum

### **The Role of any additional support adults linked to children with SEND under the guidance of the SEND Co**

The main responsibilities are...

- Liaise with teaching staff
- Aid in the assessment of children with SEND
- Help co-ordinate the provision for the children with SEND
- Keep & maintain relevant documentation pertaining to SEND children
- Link with outside agencies & Cheshire East
- To collate / file all relevant paperwork from staff or parents on individual children
- To deliver specific assessments

### **The Role of the Class Teacher**

The main responsibilities are...

- If a child is experiencing problems in accessing the curriculum the class teacher should assess the child's difficulties & provide additional differentiated work, set clear targets & monitor progress
- To give TA's / any cover staff a copy of School Support Plans so they are aware of children individual targets. (or have available a class copy that can be accessed by all staff in that class)
- To identify pupils that have behavioural, social & emotional, literacy, maths problems
- To collect evidence of the pupils lack of progress against other class members
- Liaise with parents about their concerns highlighting targets to be met
- Place the child on a Class Concerns (reviewed after a month) or First Concerns (can run for a year from start date) after parental discussion completing the relevant paperwork
- All relevant paperwork for individual children should be completed & signed by parents or person with legal responsibility in line with Cheshire East guidance, working with the SEND Co for reviews
- To analyse results from assessments & decide if further intervention is needed or outside agency involvement is required. This is to be discussed with the SEND Co
- To review any SEND paperwork & liaise with parents & the child at least three times per year (may be required to be done more frequently if outside agencies are involved) towards the end of each term & identify new targets.
- Liaise with outside agencies to provide targets for the relevant paperwork
- Complete Needs Assessment paperwork with support from the SEND Co for any child who is receiving more than £6000 or more of support.
- All the above should be carried out through liaison with the SEND Co

### **The Role of the Governing Body**

The Governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing these for the children. They consult with Cheshire East & other schools where appropriate.

The Governing Body has decided that children with special educational needs will be admitted into the school in line with the school's agreed admissions policy.

We have an appointed SEND Governor, this is confirmed every year at the autumn term Governors meeting and is recorded in the minutes. These are available from the schools web page; also the head teacher will be able to confirm the current appointment. The SEND governor & SEND Co meet three times per year to discuss the children & the SEND provision in the school.

### The Role of the Teaching Assistant

- to liaise with the class teacher prior to the lesson to understand their role in the lesson
- to give regular support to the children with SEND
- work with the children who need daily practise
- give children with SEND access to a broad & balanced curriculum
- Liaise with the SEND Co & teachers
- To keep and maintain relevant documentation about intervention groups
- To complete evaluation forms at the end of an intervention group to inform the class teacher & SEND Co of the child's next steps

### Implementation Plan

At The Quinta Primary School we follow Cheshire East SEND Graduated Response, this includes using the four part cycle of **assess, plan, do, review**. Through this cycle earlier actions & decisions are revisited, refined & revised with a growing understanding of the child's needs & of what supports the child in making good progress & securing good outcomes.

**ASSESS:** a clear analysis of the child needs to be carried out by those teaching & supporting the child. The initial assessments should be reviewed regularly to ensure that support is matched to need. When there is little or no improvement in the child's progress more specialist assessments may need to be carried out.

**PLAN:** class teachers, in conjunction with the SEND Co work with the child & parents to agree outcomes they are seeking, the interventions & support to be put in place, the expected impact on progress, development or behaviour. With a date set for review.

**DO:** The class teacher is responsible for the working with the child every day. The TA or SEND Co is to support the class teacher in further assessments of the child's particular strengths & weaknesses in problem solving & the impact of intervention.

**REVIEW:** The effectiveness of the support & interventions, their impact on the child should be reviewed as a minimum 3 times per year. The child's views should be taken into account during the evaluation. Class teachers then should revise the support in light of the child's progress & development deciding on any changes to the support & outcomes.

### Early Years Action (This includes The Quinta Preschool & Reception)

If a child transfers from Nursery / Pre School with a SEND record or SEND paperwork then a meeting will be arranged between Nursery / Pre School, the Reception teacher of the class the child will go into in September & the SENDCo. At this meeting the relevant paperwork for transition in

line with Cheshire East will be completed. Then a further meeting will be arranged with the child's to be class teacher, SEND Co and the parents.

Once an area of concern has been highlighted by the class teacher & intervention is believed to be required the teacher will begin by collecting all the necessary information about the child.

Placing them in an intervention group with a TA in class or in a withdrawal group. Acting on the information collected the teacher will decide how best to support the child then complete the relevant paperwork. The SENDCo will work with class teachers to provide the best route forwards.

### **Early Years, Key Stage 1 & Key Stage 2 at The Quinta.**

Once the child begins more formal education the demands of the curriculum increase. All children will access Inclusive Quality First Teaching which is what should be on offer to all children. Including clear objectives that are shared with the children, careful explanation of new vocabulary, lively interactive teaching styles. If the child seems to be experiencing difficulties with the curriculum the teacher will be noting the child's areas of strengths & weakness.

Teachers will then support the child with appropriate teaching and setting appropriate class targets to be met. Also at this point an intervention group may be offered to parents by the class teacher. This may be in class or as a withdrawal group.

All class teachers are responsible for completing the SEND register for children in their class on the excel spreadsheet and each term updating the information so it is a live current working document.

### **Class Concerns (Children on this stage can stay on for up to 6 weeks to collate information)**

The teacher is also able to offer in class support to children who need more provision. A teacher or a teaching assistant will conduct this & it will be administered individually or in a small group. It enables the children to receive assistance & reinforce when completing class activities using a wide range of resources. The class teacher will complete all the relevant paperwork. The identified child will be on Class Concerns for 4 weeks maximum.

The children having this paperwork will have needs that are different from or additional to those children in the rest of the class. The class teacher, TA and SEND Co will review progress after the 4 weeks to see if targets have been met & progress has been made. If not then the child will progress up to First Concerns.

### **First Concerns (Children receiving up to 6 hours a week support / intervention)**

Children who have been identified as having special educational needs requiring provision that is additional to and different from the mainstream curriculum

Children who have been identified having emerging difficulties, school will offer extra support for literacy & / or maths. Some children might benefit from a weekly one to one lesson(s) using a multi-sensory programme designed to reinforce key literacy & maths skills.

The teachers work in close liaison with the SEND Co. The class teacher will complete the Early Years / School First Concerns Graduated Response paperwork.

The child can be on this level of support for a year from the first plan. The class teacher, TA, parent and child will review the plan & progress as a minimum three times a year.

### **SEN Support (School Support Plan / SSP)**

**(Children receiving any support / intervention of more than 6 hours a week)**

Children who have been identified as needing tailored work & / or support, been identified as needing provision that is additional to and different from the mainstream curriculum. Outside agencies set targets that suggest that children may require additional support over & above the First Concerns.

The teachers work in close liaison with the SEND Co. The class teacher will complete the Early Years / School SEN Support Graduated Response paperwork.

The child stays on this level while they are receiving advice from outside agencies. There is no time limit on being at this level. All outside agency advice must be reflected by the class teacher in the child's SSP.

The class teacher, TA, parent, SEND Co and child will review the plan & progress as a minimum three times a year.

### **Education, Health & Care Plan (EHCP)**

**(This funding is decided by Cheshire East through a Needs Assessment application)**

Some children's needs will be more complex & when external agency evidence from Cheshire East specialists suggest that a child may require additional support above the SEN Support / SSP level then a multi-agency Needs Assessment can be carried out to determine what additional support the child needs. Following the Needs Assessment if it is found that the child will require provision in line with an Education, Health & Care Plan (EHCP) will be written.

The class teacher with support from the SEND Co is responsible for completing the application for a Needs Assessment along with any other relevant documentation. The class teacher must ensure that the provision map for the child reflects more than the £6000 allocated to schools for higher needs pupils,

Before the application is sent to Cheshire East a meeting with the class teacher, SEND Co & parents will be held. The parent will be talked through the application to ensure they are in agreement and then will then be asked to sign the documentation. This process after the initial Needs Assessment can take up to 20 weeks before an outcome is reached.



The class teacher, TA, parent, SEND Co and child will review the plan & progress as a minimum three times a year, one of the reviews being an annual review which will be held every year in the month that the EHCP was allocated.

### **Partnership with Parents**

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Monitoring and Evaluation**

The SEND Co monitors the movement of children on the SEND register in school. The SEND Co provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SEND Co is involved in supporting class teachers and TA's. The SEND Co and the head teacher hold regular meetings to review the work of the school in this area. The SEND Co and the named governor with responsibility for special needs also hold meetings each term in order for the Governor to feed back to the governing body.

### **Data Protection & Confidentiality**

The Quinta Primary School will provide information to approved outside agencies through a secure e mail or in person e.g. Educational Psychologist, NHS, Mental Health, Family Support Worker, Cheshire East with agreement of the parents of the child concerned. For discussions with outside agencies written parental consent will be obtained. A SEND pupil will only be discussed by members of staff with the child's parents or other adults that the parent has given consent to. This is in line with GPDR.

The children on the SEND register have a file containing all their information and this is kept in a locked filing cabinet that the SEND Co has a key to. Any members of staff that require information on a child in their class must liaise with either of the two members of staff for access to the filing cabinet.



