

# Special Educational Needs and Disability Policy



**Wistaston Academy**  
Primary and Nursery School  
Together We Learn • Together We Achieve

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<b>Responsible Governor's Committee</b>	Quality of Education
<b>Date Reviewed</b>	October 2022
<b>Frequency of review</b>	Annually or review in the light of changes to legislation or operating experience



## Mission Statement

**'Aiming High and Achieving Success Together.'**

A central ethos to Wistaston Academy is identifying specific learning needs and disabilities (SEND) with the support of parents and carers at the earliest opportunity. Early identification of SEND is vital to ensure a child can develop within a classroom environment in line with their peer group.

## Definition of Special Educational Needs

According to the **Children and Families Act 2014 section 20**, children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a *significantly greater difficulty in learning* than the majority of the children of the same age.
- Have a *disability* that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do 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 policy complies with the statutory requirement laid out in the Special Education and Disability Code of Practice: 0-25 years (2014, updated January 2015) and has been written with reference to the following guidance and documents:

- The Children and Families Act 2014
- SEND Code of Practice 0-25 (July 2014, updated January 2015)
- Equality Act 2010
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (updated terminology 2021)
- Cheshire East Special Educational Needs and Disabilities Policy
- Cheshire East Local Offer
- Online Prevent training
- Cheshire East toolkit <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

Wistaston Academy follow the latest dfe guidance related to COVID-19 and use best endeavours to provide appropriate support to children with SEND throughout any period of lockdown.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's Website:

On the 1st September 2014 the Children and Families Act became law resulting in a change in the way we assess and plan for children and young people with Special Educational Needs and disabilities (SEND). Part 3 of the Act ensures we give good support to children and young people aged 0-25 with special educational needs and disabilities (SEND), and their families by:

- The creation of a new single assessment process and an Education, Health and Care Plan (EHC Plan) where applicable for each child. This has replaced the statutory SEN assessment process and statements of SEN will no longer be issued.
- Making parents, carers and young people central to this new process.
- Publishing a Local Offer\* of services and provisions
- Schools to publish a SEND Information Report.
- Bringing education, health and social care services together to meet the shorter-term needs and longer-term aspirations of children and young people with SEND.
- Working with partners across education, health and social care to commission and deliver joined up services
- To offer personal budgets to families when a child/young person has an EHC Plan so that we can be flexible about doing things differently to achieve the outcomes in the Plan
- To work with young people and their families to enable them to prepare for adulthood

\*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. The Local Offer provides clear, comprehensive and accessible up-to-date information about available provision and how it can be accessed. This makes provision more responsive to local needs and aspirations by directly involving children and young people with Special Educational Needs and/or a disability, their parents, and service providers in its development and review. Further information can be found at the following web link:

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

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Please refer to the information contained on our school website for admission procedures.

## Aims and Objectives

To ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teaching staff in the school are able to identify and provide for those pupils who have special educational needs and allow these pupils to join in the activities of the school together with pupils who do not have special education needs, so far as is reasonably practical and compatible with the children receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the SEND Code of Practice 0-25 (July 2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- communication and interaction
- cognition and learning
- social, emotional and mental health development
- sensory and/or physical.

Partnership with parents plays a key role in enabling children and young people with SEND achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Communication at Wistaston Academy is seen as a vital part of supporting children with special educational needs and expected from staff and parents alike.

Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## Identification, Assessment and Provision

Provision for children with special educational needs and disability is a matter for the school as a whole. In addition to the governing body, the school's principal, the SENDCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility and teachers will be responsible for the progression of children with SEND in their class. It will also be recognised that progress and attainment of children with SEND may also be affected by non-SEND issues including:

- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of the Pupil Premium grant
- Being a looked after child
- Being a child of Servicemen and Women.

Furthermore, all staff are aware of the 'Prevent extremism' scheme and have all received online training in this to ensure vulnerable children are not drawn into illegal activities associated with violent extremism.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

All staff, including the head teacher, SENDCO and teachers use their assessments to monitor progress closely. This enables them to intervene at an early stage and support through carefully organised provision.

'for example using the outcomes of developmental assessments as outlined in the EYFS to target early help for children experiencing developmental delay can reduce the need for specialist services later on.' SEND Code of Practice 0-25 (2014)

## **Provision**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need or disability, this information may be transferred to Early Years SEN Support from the Early Years setting and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special education needs and disabilities of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. The teacher will establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Cheshire East have published a toolkit to aid teaching staff on how to best support children with SEND across the four areas of need as well as offering next steps. As such, the toolkit follows the graduated response. The toolkit can be found at:

The school will record the steps taken to meet the needs of individual children. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for statutory assessment, they will provide the LA with a record of their work with the child including the arrangements they have already made and the resulting impact this has had.

At Wistaston Academy, there are a wide range of strategies and resources that the staff can use to include children with special educational needs and disabilities. These include provision for pupils with emotional, social and mental health needs as well as academic. Nurturing is embedded throughout the school curriculum and where required, some pupils with high levels of need may follow a more personalised curriculum based on individual need. The establishment of an alternative provision and nurture base in Reception and Key Stage One has enabled this to occur much more readily. Children are regularly assessed using Goodman's Strengths and Difficulties Questionnaire as well as the Boxhall profile in order to ascertain whether a nurturing curriculum would benefit them. Learning in this group is highly structured yet at a much slower pace than in the typical classroom. The children are with their base class whenever possible and this is done on a needs basis. Some children return (with a member of the Hub staff) for free-flow in their reception class, others will join for specific subjects. It is aimed that, if and when appropriate, they will return to the classroom through a transitional process.

Additional support for pupils on the SEND register may take place within the classroom setting, or where appropriate in small group and individual settings within a group room.

There are occasions when children would benefit from a fiddle toy or a piece of chewlry to enable them to concentrate and reduce anxiety. This should be discussed with the class teacher and agreed by the SENCO before any aids are sent in from home.

## **Managing SEN Provision**

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

The school Governing Body has important statutory duties towards pupils with special educational needs and disabilities.

- The Governors, working in partnership with the Principal, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures, Governors monitor effectiveness of the school's SEND policy and provision. All Governors will have an up-to-date knowledge of the school's SEND provision.
- The Governing body will report to parents annually on the school's SEND policy through the school prospectus.

### **The Principal**

The Principal has responsibility for:

- Day-to-day management of all aspects of the school's work including provision for pupils with SEND provision.
- Informing the Governing Body.
- Working closely with the SEND co-ordinator

## Special Educational Needs and Disability co-ordinator (SENDCO)

Mrs Cutts, the SENDCO, is responsible for the operation of the school's SEND policy, including efficient use of resources in making the appropriate provision for pupils with special needs and disabilities, and co-ordination of all special needs and disability activities within the school, including co-ordination with other subject and phase leaders. She is responsible for liaising with outside agencies and seeking further support and advice when needed. Mrs Cutts will also coordinate all new EHC Plan applications and review these at least annually.

### The Role of the SENDCO in Mainstream Primary Schools

SEND co-ordinator (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Creating provision maps for support.
- Co-ordinating provision for children with special educational needs and disabilities – on the SEND Support register, the First Concerns List, as well as those with an existing EHC Plan.
- Liaising with and advising fellow teachers.
- Managing teaching assistants, including their performance management.
- Supporting the recruitment and selection of teaching assistants.
- Overseeing the records of all children with special educational needs disabilities and ensuring that appropriate Person-Centred Plans are in place for children with Special Educational Needs and disabilities. Wistaston Academy are using Cheshire East's School SEN Support Plans for this purpose for those on the SEN Register, and 'First Concerns Profiles' (previous shadow list/School Action children).
- Alongside class teachers, liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services (including the EP consultant, Tim Watson, from New Horizons), CEAT, health and social services, and voluntary bodies.
- Delivering new initiatives and specific training to staff.
- Applying to the local authority for additional funding when required.

### The Role of the Teacher and Teaching Assistants

Teachers

Teachers have responsibility for:

- The progress of children with SEND in their class.
- Devising strategies and identifying appropriate methods of access to the curriculum.
- Drawing up **SEN Support Plans (or SEN Implementation Plans for those with an EHCP)** annually, reviewing them termly (or sooner if needed).
- Sharing and discussing **SEN Support Plans** outcomes with children and parents, reviewing these termly (or sooner if required).
- Ensuring that pupil electronic SEND records are maintained where there has been input from the class teacher, e.g. class teacher meetings with parents are detailed on Communication Logs in pupil cohort files and on CPOMS.



- Working with the pupil and providing further help on a daily basis as per **SEN Support Plans**
- Planning and delivering an individualised programme as per **SEN Support Plans**.
- Liaising closely with teaching assistants so that class work reinforces group or individual teaching through 'Talk to the Teacher' time (TTT) as outlined on TA timetables.

## Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of pupils throughout the school, particularly:

- Supporting pupils in achieving targets identified in **SEN Support Plans**, First Concerns Profiles and EHC plans.
- Differentiating provision for groups of pupils as identified in SEN support strategies e.g. amending teacher plans.
- Delivering high quality group and individual interventions which allow children to succeed.
- Ensuring that timetabled provisions are accurately recorded.
- Ensuring that provisions are carried out as per timetables agreed with the SENDCO.
- Liaising closely with class teachers so that intervention work is reflected in class work to enable generalising of skills (through TTT time as outlined on timetables).

Wistaston Academy also have teaching assistants with specialisms (e.g. autism, transgender, visual stress). The teaching assistants receive up to date CPD and are able to offer advice and support across the school.

## Partnership

### Partnership with Parents

Wistaston Academy actively seeks to work with parents and values the contribution they make. We believe that a close working relationship with parents is vital in order to ensure a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision b) continuing social and academic progress of children with SEND c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority CEIAS (previously Parent Partnership service) where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Ensuring positive communication with parents and encouraging the same in return.
- Acknowledgement of the parent's role as a partner in the education of their child.
- Recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs and disabilities or concerns regarding their child's progress, are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff. Concerns should initially be raised with the

classroom teacher who will refer more specialist matters to the school SENDCO, who in turn will discuss them with families, staff working with the child and the child themselves, where appropriate. The discussion will identify any barriers to learning the child might have and identify provisions that will enable the child to learn to their best potential. It is recognised that no two children are the same and provisions will differ from child to child. Those children with more specialist needs may be referred to other agencies who will offer advice and support to the SENDCO. If a SEND need is identified, the SENDCO will add the child's name to a register of pupils in order to monitor their progress.

The school SENDCO, Mrs Cutts, has been given out-of-class responsibility, meaning that she is available for meetings during the day as well as after school Monday – Wednesday. Alternatively, she can be contacted on [kcutts@wistastonacademytrust.co.uk](mailto:kcutts@wistastonacademytrust.co.uk)

### **Pupil's Participation**

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views.
- Involving pupils in Review Meetings (where appropriate) to discuss progress and future provision.
- Involving pupils in outcome setting and formation of **SEN Support Plans** and First Concerns Profiles.
- Recording pupils' views as part of any review procedure.
- Having the child present at EHCP annual reviews where appropriate
- Effective communication
- Monitoring pupil assessment of learning and attitude to group intervention

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. All assessment data is put into the Arbor system and the SENDCO draws the information from this to create reports. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

### **A graduated approach to identification**

Wistaston Academy utilises the Cheshire East's toolkit to support in the process of the graduated response.

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

## Quality First Teaching

Wistaston Academy sets a high standard of quality first teaching which benefits a wide range of learners whether they have been identified as having SEND or not. When a class teacher or the SENDCO identifies a child who is falling outside the range of expected academic achievement in line with performance indicators or has been identified as possibly having SEN, the child will be closely monitored by staff to gauge their level of learning and possible difficulties. Following the SEN Procedures document, the school has opted to create a 'Discussion level' where children are placed prior to the SEND register, in order to record initial conversations with parents and closely track progress and monitor effectiveness of interventions. Parents/Carers will be contacted either by the teacher or SENDCO to liaise any concerns. The following Quality First Teaching techniques present in the school can be further adapted or adjusted to support the child and will be recorded, by the class teacher and the child, on a First Concerns Profile if appropriate. For example:

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils to process language
- Time out arrangement
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Clear rewards and sanctions
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school medication strategies
- Clear and understood behaviour policy
- Differentiated curriculum
- Reading material accessible to students
- Children can present knowledge in a variety of ways
- Assessment for learning concepts- pupils are aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities as appropriate
- Teaching adapted to a range of learning preferences
- Environmental adaptations to suit cohort or individual pupils
- Access to equipment to ensure mobility
- Adaptations of resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Effective use of resources and technology

The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Through the above actions it can be determined which level of provision the pupil will need. If a pupil has recently been removed from the SEN register they may also fall into this 'Shadow List' category as continued monitoring will be necessary. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored.

Parents are encouraged to share information and queries with the school. The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference. Pupil progress meetings, teacher/pupil mentor meetings and parent evenings are used to monitor and assess the progress being made by all children. The frequency of these meetings is dependent on individual progress.

### **SEND Support**

Parents/Carers will be liaised with closely prior to the inclusion of a child on the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place ensuring that barriers to learning are identified and removed. A child will be added to the register for a variety of reasons that are unique to each child. Some reasons are detailed below:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional, mental health or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from speech and language, child development services, educational psychology, the autism team, mental health, health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering any individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

In identifying a child as needing SEND support the teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental/carer concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEND support, parents will be informed. Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

### **Review**

Reviewing pupil progress will be made at termly assessment checks. The review process will evaluate the impact and quality of the support and interventions. The SENDCO will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

## **Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment.
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies or equipment.
- Access to LA support services for one-off or occasional advice on strategies or equipment;
- Access to the school's Nurture groups / breakfast clubs.

## **Mental Health Support**

The school continues to work with the NHS Mental Health Team (MHST). An Education Mental Health Practitioner is linked to the school and there are also pilot schemes taking place this academic year. In recognition of the level of need, the importance of the work completed by the NHS last year and the need for early intervention and support, the school have employed a full-time Mental Health Practitioner to support and work with pupils and their families.

## **SEN Support Plans**

All children on the SEN register have a SEN Support Plan. The plan will include information about:

- The long-term outcomes set for the child (these are set for the year and are reviewed termly. The outcomes can be altered should the need arise).
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Evaluation and Outcomes (to be recorded when the plan is reviewed)
- Support from agencies
- A chronology for the child and data.

However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The SEN Support Plan will only record that which is additional to, or different from quality first teaching and will focus upon individual targets that match the child's day to day needs and have been discussed with the child and the parents/carers. The SEN Support Plan will be a working document and targets will be amended on time scales relevant to when a target needs changing. For example, a target will be set for a set amount of time but can be altered at any time if need changes or targets are met. Parents' views on their child's progress can be sought at any point and the plan should be discussed at parents' evenings. Wherever possible, the child will also take part in the review process and be involved in setting the outcomes.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting SEN

Support Plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

### **Provision Map**

All children on the SEN register will have their provisions and assessments monitored and recorded on a whole school provision map (completed by SENDCO, updated termly). Some individual children also have an individual provision map to assess the impact of multiple interventions. These provision maps are a Cheshire East approved Microsoft Excel spreadsheet which calculates the number of hours provision a child is receiving over and above QFT strategies.

### **Referral for an Education, Health and Care Plan:**

If a pupil has lifelong or significant difficulties, they may require a statutory assessment process. As a result of changes introduced by the Children and Families Act 2014, from 1st September 2014, Statements of Special Educational Needs and Learning Difficulty Assessments have been replaced with multi-agency 0-25 Education Health and Care (EHC) Plans, which consider a child/young person's needs, agreed outcomes for the child or young person and their longer term aspirations. This usually occurs where the complexity of need or lack of clarity around the needs of a child requires a multi-agency approach supporting assessment of needs or planning of an effective provision that removes barriers to learning.

EHC plans will include details of the following:

- what is important to and for the child/young person and their family
- needs and priorities identified by relevant professionals through recent assessments
- the agreed outcomes for the child or young person
- the provision that will be made to address agreed needs, actions to be taken, responsibilities for action, provision and resources
- arrangements for reviewing actions and outcomes, including the formal annual review

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

- Parents/Carers
- Teacher
- SENDCO
- Social Care
- Multi agency professionals
- Health professionals

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an Education, Health and Care Plan.



Further information about the Education, Health and Care Plan can be found at the following LA web link:

<https://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>

Following statutory assessment, an education, health and care plan will be provided if it is decided that the needs of an individual are not being met by the existing support that is ordinarily available. Parents have the right to appeal against the content of an EHC. They may also appeal against the school named in the plan if it differs from their preferred choice.

### **Annual Review of a Statement of Special Educational Needs / Education Health and Care Plan**

When the EHC plan is completed and parties agree to the content, it will be kept as part of the pupil's formal record and reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special education provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At least two weeks prior to the meeting, relevant reports from all involved professionals are sent out. All paperwork is completed on liquid Logic and is shared with those involved with the child within two weeks of the meeting date.

### **Enhanced Resource Provision**

Over the previous three years, the school has recognised the increasingly complex needs of the pupils joining the school and, as a result, created The Hub - an alternative provision for those pupils with Communication and Interaction needs who would require a place at a Specialist Provision. The children in The Hub receive an entirely bespoke curriculum and access this through the use of a communication system. There are currently eight places available for children who are pre or minimally verbal. Many of these children have a diagnosis of autism or development delay. From this year, the provision has become a Local Authority funded Enhanced Resource Provision (DfE 'Unit' definition) and in the future this will become a 24-place provision which is housed in a purpose built building.

### **Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. This is where access to The Hub may be considered (see separate policy). Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.



## **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will be done through progress meetings with parents and through informal meetings with the SENDCO.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEND provision and interventions are recorded on the child's SEN Support Plan, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These reflect information passed on by the previous class teacher and/or SENDCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **Supporting Pupils at school with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. These children have a Healthcare Plan which are reviewed annually. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs and disabilities, and may have a statement, Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Principal or SENDCO, who will be able to advise on formal procedures for complaint.

Further information about disagreement resolution and mediation can be found on the Cheshire East Livewell website: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/do-you-disagree-with-a-decision.aspx>

## **In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCO attends relevant SEN courses, and seeks specialist training from outside agencies, for example, the Educational Psychologist or the Cheshire East Autism Team.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that as referenced in the Special Educational Needs and Disabilities Policy (2014), that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

## **Links with other schools**

The school attends a variety of multi professional meetings with other schools to share good practice, share advice, training and development activities and expertise and develop resources. The school also works closely with High Schools to support the transition of children with SEND. For a child with an Education, Health and Care Plan or existing statement will have an annual review meeting bringing together key professionals to aid transition.

## **Links with other agencies and voluntary organisations**

Wistaston Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Cheshire East Education Psychology Service
- Social Services
- Cheshire East Autism Team
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

## **Further Information can be obtained from the following sources:**

The school SENDCO by emailing any requests to:  
[kcutts@wistastonacademytrust.co.uk](mailto:kcutts@wistastonacademytrust.co.uk)

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

The SEND Information Report for Wistaston Academy which can be accessed on  
[http://www.wistastonacademytrust.co.uk/serve\\_file/8214126](http://www.wistastonacademytrust.co.uk/serve_file/8214126)