

Trusting in God; Growing in Wisdom



Special Educational Needs and Disability Policy

Date: March 2025

Review Date: March 2026

With thankful hearts, we trust in God as we grow in his love which shines through us. We aim to live our faith and grow in wisdom.

And Jesus grew in wisdom and stature, and in favour with God and people. (Luke 2:52)

But the wisdom from above is pure first of all; it is also peaceful, gentle, and friendly; it is full of compassion and produces a harvest of good deeds; it is free from prejudice and hypocrisy. (James 3:17)

Our school vision enables the flourishing of all pupils, gives pupils a sense of their own dignity and ensures that our school is inclusive.

Statement of Intent:

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to shine in a loving and hospitable community. We are committed to providing a warm, caring and safe environment for all our children so that they can learn, play and grow in a relaxed and secure environment. In order to do this we follow the example of Jesus Christ who taught us to 'love one another as I have loved you.' (John 13:34)

This SEND Policy is written to comply with the 2015 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

SENDCo: Mrs M Savage

Head teacher: Mrs C Mackenzie

SEND Governor: Mrs J Marshall

This should be read in conjunction with Whitegate Church of England Primary's Special Educational Needs and Disabilities School Report. This is available to parents on the school website and forms a contributory part of the Cheshire West Local Offer. More information about the Local Offer can be found at:

Cheshire West and Chester Local Offer

<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

Whitegate Primary's SEND School Report

<http://www.whitegate.cheshire.sch.uk/page/sen-information-2015/20913>

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1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Working together to Safeguard Pupils (2020)
- Accessibility Plan
- Teachers Standards 2013
- Equality Act 2010: advice for schools DfE Feb 2013

2. Definition of Special Educational Needs

In this policy, special educational needs and disabilities (SEND) is defined as:

‘pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’

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

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

Many children and young people who have a SEND may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition in this policy.

(SEN CofP 2014 page 15/16)

3. Aims and objectives of the Policy

Our aim at Whitegate is to raise the aspirations of, and expectations of all pupils with SEND. We aim to provide pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the national curriculum to ensure they achieve their potential and become confident and positive individuals. We aim to:

- raise the children's level of autonomy and improve their quality of life by promoting self-esteem and confidence, allowing children to achieve and succeed.
- value and respect all children, irrespective of background, gender, ability or disability, and ensure they have access to all educational opportunities.
- provide appropriate educational provision that allows each child equal opportunity to access to a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning.
- ensure the pupil's with SEND have a voice and are given opportunities to express an opinion and that opinion will be taken into account in any matters affecting them.
- involve parents/carers in planning and supporting at all stages of their child's development.
- to work collaboratively with parents, other professionals and support services including Educational Psychology Service.
- effectively identify, assess, record and regularly review pupil's progress and needs and provide for children with additional educational needs as early as possible. (Refer to Assessment Policy)
- work within the guidance provided in the SEND Code of Practice, 2014.
- ensure all staff and governors are accountable for the SEND Policy being implemented and maintained.

4. Identification and Assessment of Special Educational Needs.

The Code of practice 2014 identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory and/or Physical

These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that cut across all areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Whitegate School, we identify the needs of pupils by considering the needs of the whole pupil and then

matching the provision accordingly.

It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium (or Pupil Premium Plus) Grant
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

4.1 A Graduated Response to SEND support

At Whitegate School, we use a 'Graduated Response' to support pupils with SEND. All teachers at Whitegate School are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from key workers, learning support assistants or specialist staff.

Early Identification

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

Progress also includes areas other than attainment- for example a pupil may need more support developing social and emotional skills than their peers.

First Concerns

At Whitegate School our first response when a pupil is not making the expected progress is to target **Quality First Teaching** (QFT) at their area of weakness which is differentiated to meet their particular needs. We will also have a 'first concerns' discussion with parents/carers to log the concern and clearly identify actions and support required from both home and school. The pupil voice is also a key part in this early process in identifying the wishes and feelings of the child. If progress continues to be less than expected, then there is consideration of whether special educational provision is required.

Teacher/SENDCO Monitoring

This involves the class teacher, working with the SENDCo, to informally gathering evidence such as parent and pupil views, assessment data and observations, in addition to the following:

- Class teachers will use the Cheshire West Banding document for SEND to ensure all QFT strategies have been implemented.
- The SENDCo may then refer the class teacher to other strategies that could be developed in class to support the pupil.
- At this stage, the pupil will be identified on a Teacher/SENDCo monitoring list. This should help to determine the support that is needed and whether adapting Whitegate School's core offer can provide it, or whether something different and additional is required.
- The class teacher may develop a set of Termly Learning Goals (TLGs) alongside the SENDCo, parents or carers and pupil.
- The TLG will include focussed provision through SMART targets (specific, measurable, achievable, relevant, and time-bound.) This may include small group or 1:1 support inside or outside the classroom.
- After a period of time working on specific targets and evaluating the impact, if the pupil has made adequate progress, and/or barriers to learning have been supported or removed, then the pupil will be taken off the Teacher/SENDCo Monitoring list.
- If progress has not improved, with the parents' permission, advice may be sought from other agencies such as the Educational Psychologist, Cheshire West Autism Team, Community Paediatrician or Child and Adolescent Mental Health Services.

SEND school based support

Where something different and additional is required, the pupil will be identified as having a SEND and will be recorded as **SEND school based support**.

- There will be a formal discussion with parents and they will be informed of this decision.
- Where a pupil is identified as having SEND, action will be taken to continue to remove all barriers to learning and to put further, effective special educational provision in place.
- At this stage, parents will be invited into school to join us in developing an SEND profile for their child which records views of all involved, outside agency support, assessments and data and strategies and provision.
- Parental permission will always be sought before any other professional advice or opinions are sought.

We believe that all children learn best with the rest of the class. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant (LSA). Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in

sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

4.2 Education Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the pupil has not made expected progress, the school will consider requesting Top-Up funding or an Education, Health and Care (EHC) needs assessment. Only a very small proportion of pupils require an Education Health and Care Plan. These pupils are likely to have severe or complex needs that require more specialist advice and support.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the child is not making progress, despite the provision put in place by the school.

The school will provide:

- Evidence of the pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEND
- Evidence of the action already being taken to meet the pupil's SEND
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies
- A Provision Map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.
- This can be supported with evidence from the Cheshire West Banding Document to highlight strategies put in place.

Where a child has been issued with an EHC plan by The Assessment and Monitoring Team at CWAC, Whitegate School will use its resources, to provide the support specified in the plan in order to meet the agreed outcomes.

Pupils and pupil's needs differ from year to year and the provision to support these pupils at Whitegate will vary according to need.

Where an EHC needs assessment does not result in an EHC plan being written, there is an appeal process which can be started by home and/or school. School will always, however, continue to provide the support required to the best of our ability.

5. Assess-Plan-Do-Review

The support provided through TLGs and SEND school based support will take the form of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding

of the pupil's needs and of what supports the pupil making good progress and securing good outcomes.

(SEE APPENDIX 1)

- A review of progress towards agreed outcomes will be held, with parents and pupils, formally three times a year. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs.
- The support will be revised in light of the pupil's progress and development.
- Changes to the support and outcomes will be done in consultation with parents and pupil.
- Parents of pupils with an EHCP are invited in three times a year to discuss their child's progress towards agreed outcomes and review the provision and TLG's. This is timetabled for once a term. One of these meetings will be the annual review for the EHCP. This review will assess the effectiveness of the provision and interventions and feedback into the analysis of the pupil's needs. Modifications can be made and submitted to the SEND team.

Criteria for exiting the SEND register

- If, following a review of the support plan with the pupils and the parents, it is agreed that they are making significant progress and no longer fit the criteria for SEND, then they are removed from the SEND Record.
- Pupils who are removed from the SEND register will continue to be monitored initially through Teacher/SENDCo Monitoring to ensure progress is sustained in all areas.

6. Parental Involvement

A strong home / school partnership is considered to be one of the most effective elements in raising achievement and ensuring pupils' progress.

- Parents are involved from the outset and encouraged to discuss any concerns with the class teacher as they arise.
- Parents are welcome to visit the school or arrange meetings at other times to discuss any aspects of their child's progress with the class teacher and/or SENDCo.
- The SENDCO will attend the Reception Year Information Evening meeting in the summer term so that the parents can make contact before the need arises to discuss any SEND issue.
- Consultation, advice and support are given to all parents of children with SEND throughout the stages of the special needs procedure.
- Parents will be sent information on services provided by the local authority, Information regarding particular special needs difficulties can be obtained on request
- The following website provides a range of support for parents of pupils with SEND <https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

7. SEND Management roles and responsibilities

7.1 Role of the School Governor for SEND

The responsibilities of the SEND governor are to:

- have up to date knowledge of the SEND Code of Practice 2014, in carrying out duties toward all pupils with Special Educational Needs.
- liaise with the Head Teacher, SENDCO and staff, monitor and when reviewing the school's policy and procedures, ensuring that both are central to the educational needs of the children.
- recognise the importance of early identification and provision for pupils who have special needs.
- be aware of SEND funding arrangements and their effective distribution, including how equipment, personnel and resources are deployed, by meeting with the Head teacher and SENDCO.
- liaise with the SENDCO in order to assess the school's SEND provision and be fully aware of SEND issues, so that they can be included in the school's self-evaluation process.
- annually report the school's policy on SEND to parents through the school website or a paper copy where requested.
- review the progress of SEND pupil's through discussion with the SENDCO and Head.

7.2 Role of the Head teacher

The responsibilities of the Head teacher is to:

- ensure that the SEND policy is being administered effectively and efficiently throughout the school.
- keep the governing body informed about SEND issues within Whitegate School.
- have a working knowledge of the Special Educational Needs record and be informed of each child's progress within a term.
- support staff and SENDCO, if required, during school and parent meetings.
- ensure that pupils with special educational needs are fully included across the curriculum as far as it is reasonably practical and compatible with the child's needs.

7.3 Role of the SENDCO

The responsibilities of the SENDCO is to:

- be responsible for the day-to-day management of the SEND policy.
- maintain the school's SEND record and associated files.
- keep abreast of current developments and attend relevant training to increase SEND expertise and to inform staff accordingly.
- contribute to and/or organise and lead professional development meetings or INSET training for all staff, when necessary.
- liaise with the Head teacher to distribute the SEND budget productively and ensure that SEND resources are used effectively.

- liaise with the SEND governor and produce reports where needed on the progress of SEND within the school.
- advise and support other practitioners who have concerns regarding a child with any special needs and support in the identification of SEND.
- ensure that an agreed, consistent approach is adapted including quality first teaching as the first step in the graduated approach.
- liaise closely, alongside the class teacher, with parents of pupil's with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- assist practitioners in devising strategies, drawing up support plans and setting targets appropriate for the needs of the pupil, advising on appropriate resources and the effective use of materials including additional adults in the classroom.
- carry out assessments and observations of pupils, when required.
- assist in the monitoring and evaluation process of pupils with SEND, alongside the class teacher and Head teacher.
- liaise with outside agencies, arrange meetings and provide a link between these agencies, class teachers and parents.
- liaise with SENDCOs in other schools to help provide a smooth transition from one school to another.

7.4 Role of teaching staff

The responsibilities of the class teachers are to:

- be responsible for the day to day implementation of the school's SEND policy through teaching pupils with SEND and providing an appropriately differentiated curriculum through quality first teaching.
- make themselves aware of the policy and the procedures for identification, monitoring and supporting pupils with SEND.
- to inform the SENDCO of any child who displays any of the 4 main areas of need identified in the SEND Code of Practice, 2014 or any other barriers to learning which may hinder progress and attainment.
- liaise with the SENDCO in devising strategies drawing up TLGs setting targets appropriate for the needs of the pupil.
- give feedback to parents/carers of pupils with SEND, supported by the SENDCO if required, during informal and formal meetings.
- keep TLGs and SEND profiles, for pupils with SEND, up-to-date and complete any other assessments required as evidence of a pupil's behaviour, social and emotional development and/or attainment.
- aid the smooth transition of pupils with SEND to the next class through discussion with the relevant class teacher and support staff and the transfer of relevant documents.
- to keep the SENDCO aware of any resources or additional training required.
- to attend relevant or requested professional development meetings or INSET training regarding SEND.

The responsibilities of the Learning Support Assistants and Key workers are to:

- be responsible for the day to day implementation of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.
- provided challenge as well as support and facilitate independence during provision for pupils identified as having SEND, whether in class, small groups or 1:1 activities.
- provide quality feedback to teachers about pupils' responses to tasks and strategies, following the school procedure for feedback.
- contribute to review meetings with support from the class teacher and/or SENDCO.
- keep the SENDCO aware of any resources or additional training required.
- attend relevant or requested professional development meetings or INSET training regarding SEND.

8. Admission Arrangements

- Allocation of places to the school is administered by the Local Authority for the Reception Year.
- Pupils with SEND will be admitted to Whitegate CofE School subject to there being sufficient resources, personnel and physical conditions to effectively cope with their specific needs and not to the detriment of overall educational provision.
- Neither a pupil's abilities nor their learning difficulties feature in the admission of a pupil, unless they have a Statement or an Education, Health and Care Plan (EHCP) which names the school as the one they should attend.
- The school is built on one level with outdoor exits to all teaching areas, hall and main toilets. If the present access were not appropriate to a pupil with physical educational special needs, reasonable adjustments would be made to provide suitable conditions, subject to finance and resources.
- Parents are encouraged to discuss any known concerns before entry.
- Meetings are held in the summer term between key workers in settings and the EYFS staff and SENDCO to ensure continuity of provision.

9. Equal Opportunities

All pupils with SEND have access to a broad and balanced curriculum appropriate to their needs. All children are encouraged to take part in all school activities together with children who do not have special needs, so that each child has the opportunity to develop their academic and social skills to their full potential.

Strategies which are used to enable access to the National Curriculum, for all children:

- regular professional development training opportunities for all staff including training to meet specific or complex needs.
- differentiated and/or modified work to ensure full access to the curriculum
- personalised curriculum tailored to individual pupil needs
- resources such as ICT, equipment and if appropriate, small group and/or 1:1 support from a learning support assistant or key worker.

As a fully inclusive school, all children participate in whole school curriculum and offsite activities. The extent to which each child participates, and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. Depending on the needs of your child an individual risk assessment maybe necessary, which is written in partnership with school, parents and the site we are visiting.

10. Resource allocation

All schools in CWAC receive funding for pupils with SEND in the following main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENDCo
- the delegated budget for specific learning difficulties and moderate learning difficulties
- other specific funds e.g. standards fund allocations, children's fund.

11. Links with other services

LEA

- Schools Special needs Local Offer for children with SEND
<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>
- Educational Psychology Service
- Specialist teachers from Visual or Hearing Impairments Teams
- Specialist teachers from Autism Team

Health and Care Services

- Community Paediatrician
- School Nurse
- Consultant Child Paediatricians
- Clinical Psychologist
- CAMHS
- Physiotherapy Service
- Occupational Therapy Service
- Speech and Language Therapy Service
- Contenance Team
- The Social Service

12. Evaluating the success of the SEND policy

The success of the policy will result in the needs of all children with SEND being met by:

- a system in place for early identification of SEND
- good practice in planning for, teaching and assessing children with SEND
- a clear system of assess, plan, do, review to meet needs
- including pupil voice in whichever form that may take
- having a positive and effective partnership with parents, especially as part of the reviewing process
- receiving appropriate funding for the LEA to support the pupil's needs with EHC plans (if appropriate)
- encouraging a multi-agency approach wherever possible.

13. Complaints Procedures

If parents believe that their child has a Special Educational Need at school, which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should bring up this concerns firstly, with the class teacher. If further support is required then concerns should be raised with the SENDCo or the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor who has the responsibility for SEND.

Date of Policy: February 2024

PERSON RESPONSIBLE FOR POLICY:	MARY SAVAGE
APPROVED:	FGBM – 19.03.24
SIGNED:	T FINNEY
TO BE REVIEWED:	MARCH 2026

Appendix 1: ASSESS- PLAN –DO- REVIEW

