



Middlewich Primary School

Special Educational Needs and/or Disability Policy (SEND)

At Middlewich Primary School we aim to ensure that all pupils with special educational needs achieve their absolute best, are emotionally secure and have the highest of aspirations. Through carefully planned teaching, which is precisely matched to children's individual needs, we expect all pupils to make very good progress from their starting points, both academically and in their wider life skills and achievements. It is our belief that all pupils, either with or without a disability, should access a rich curriculum that is engaging and enjoyable and, importantly, prepares them for the next stage of their education.

OVERVIEW - Identification, Assessment and Provision

This SEND Policy will be used alongside our personalised 'School Local Offer' and the SEN Information Report. It makes due reference to the Special Educational Needs and Disability Code of Practice 2014, Children & Families Act 2014 and the Equality Act 2010.

In line with the local authority expectation, Middlewich Primary School fully adopts the use of the Cheshire East Toolkit for SEND and the associated documentation such as the first concerns paperwork and SEN Support Plan. Examples of the documentation can be found in the appendices of this policy. The Cheshire East Toolkit for SEND can be downloaded from: <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher and the Special Educational Needs Coordinator, this policy applies to all other members of staff both teaching and support staff in their day-to-day responsibilities.

OBJECTIVES - All teachers are responsible for children with special educational needs.

- To identify and provide for pupils who have special educational needs and additional needs
- To ensure that all pupils have access to a broad and balanced curriculum and ensure this is differentiated to meet each child's individual requirements.
- To use our best endeavours to ensure that SEND pupils make good progress across the curriculum and achieve to the best of their ability.
- To develop partnership and high levels of engagement with parents/carers.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure that all staff are confident in working with pupils with additional needs.

- To ensure that SEND pupils have the opportunity to take part in the full range of school activities - with reasonable adjustments made where needed.
- To promote effective partnership with outside agencies when appropriate.
- To ensure that SEND pupils are involved in decisions affecting their future SEND provision.

Areas of Need

The term “Special Educational Needs” covers a broad range of different types and levels of need. It is essential that the provision that is provided for every child at Middlewich Primary School matches their particular special educational need.

The SEND Code of Practice 0-25 years (January 2015) describes the four broad areas of need as:

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

These areas of needs are described in more depth in *Appendix 1*. We recognise that a pupil may have a need in more than one area and that the level of need may vary between areas. The level or type of need may also change over time.

The Graduated Approach

In line with The SEND Code of Practice 0-25 years (January 2015), Middlewich Primary School use a graduated approach to ensure that the needs of SEND children are met. The graduated approach is a model of action and intervention. It includes the use of a four-part cycle of ‘Assess, Plan, Do and Review’. Through this cycle, earlier decisions and actions are revisited, refined and revised with the growing understanding of the child or young person’s needs and of what supports them to make progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

Level of need

In line with the Cheshire East SEND Toolkit (Oct 2018), the level of need in each area of need is categorised as being at one of the following stages:

- No Concern
- First Concerns
- SEN Support
- Complex

- Specialist

We may seek advice from other professionals at all levels of this process.

Identifying children with SEND

In accordance with the Cheshire East Toolkit, Middlewich Primary School follows the procedure described below when identifying pupils with SEND. The stages are progressed through in order and we aim for maximum parental engagement at all levels.

Step 1 - Quality First Teaching:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support and/or interventions from teaching assistants and other specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Senior leaders, including the SENCO regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Where children fail to make the expected or sustained progress in response to quality first teaching, we will progress to the first concerns stage.

Step 2 – First Concerns:

Pupil progress is carefully monitored through high quality and accurate formative and summative assessment, using a range of standardised tests, and the school's own assessment system. Where there are emerging concerns about a child's development in any area, this is discussed between the parents and class teacher. The SENDCO is informed of the discussion and a record of discussion is completed (Appendix A). If concerns persist, a first concerns profile is completed (Appendix B). This includes current position, difficulties and specific strategies to be used to remove the barrier to learning. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning, thus enabling the child to reach their full potential. A record of first concerns will be held by the school at this stage. A detailed breakdown of what would be observed when a pupil has a need at the first concerns level can be found in the SEND Cheshire East Toolkit (2017).

The first concerns profile is reviewed after 6 weeks. If strategies are successful in supporting the child's progress they will continue to be monitored at the first concerns level. If concerns have resolved, no further action will be taken. If a pupil does not make

adequate progress once they have received intervention outlined in the first concerns profile, alternative strategies may be suggested and reviewed another 6 weeks later. If the impact on learning and pupil's progress is still inadequate once they have received specific intervention / adjustments, consideration will be given as to whether the child has a special educational need.

Consideration of whether special educational provision is required starts with the desired outcomes for the learner. This includes clarifying the expected progress and attainment the pupil needs to make, and the views and wishes of the pupil and their parents/carers. Additional assessment information may be gathered at this stage to aid judgement.

As stated in the Code of Practice pupils are only identified as having SEND if they do not make adequate progress once they have received interventions/adjustments and good quality personalised teaching.

We aim to build considerable parental involvement into this process in order to maximise learning situations.

Step 3 - SEN Support

Where children fail to make expected progress or sustained improvements after support as outlined in Step 2, we will take the necessary steps to ascertain whether this is the result of a Special Educational Need. 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 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 schools within the area of the local 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.

A more detailed breakdown what would be observed in a pupil with a SEN Support level of need in each area is outlined in the SEND Cheshire East Toolkit.

SEN Support Plans

Once a special educational need is identified, parents will be formally informed and this will be recorded on the school's system. At this point pupils will receive a SEN Support Plan (Appendix C). This will be written by the SENDCO and class teacher in collaboration with the parents and pupil. It must include the views of all where possible in order to ensure effective support is in place. It will identify specific measurable outcomes for the learner informed by parent and pupil voice and professionals working with the pupil. It will include details of the strategies/interventions to support the achieving of these outcomes.

Where a pupil has an SEN Support Plan, it will be reviewed at least 3 times a year following the graduated approach cycle of 'Assess, Plan, Do and Review'. (*for more information see Appendix 2*). At each review point, appropriate staff meet parents/carers to review progress against the set targets and set new goals. They will discuss the activities and support that will help achieve them and they will identify the responsibilities of the parent/carer, pupil and the school.

Specialist Services and teachers may be called upon to provide advice, recommendations and/or specific programmes. For example a programme of Speech and Language work.

Outcomes

If strategies are successful in supporting the child's progress they will continue to be monitored at the SEN Support level using the Assess, Plan, Do, Review cycles.

If the barriers to learning are no longer impacting upon a child's development, a decision may be made to remove them from the SEN register and monitor them at the first concerns level. This decision would be made in conjunction with parents and with relevant assessment information to support the decision.

Where a pupil does not make adequate progress once they have received extensive personalised intervention as outlined in the SEN Support Plan, progression to step 4 may be necessary.

Step 4 - Complex

Where children are experiencing significant and complex difficulties, their need is described as complex. The impact on learning will be seen to be significant and persistent over an extended period of time. A detailed breakdown what would be observed in a pupil with a complex need is outlined in the SEND Cheshire East Toolkit.

At this stage children still have a SEN Support Plan however this may be reviewed more regularly than at the SEN Support Level. Additional and more specialised assessments may be completed and there will be greater involvement from external professionals. Children at this stage may have an Educational Health and Care Plan (EHCP). If not, consideration will be given as to whether application for an Educational Health and Care Plan (EHCP) is appropriate.

If it is felt that child's need meets the criteria for an EHCP assessment the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents/carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

Education Health and Care plans (EHCP)

1. Where pupils are subject to an Education Health and Care plan, these will be reviewed at least annually by school staff in conjunction with parents/carers and specialist agencies, and this will be co-ordinated by the SENCO. Where necessary, additional personalised support will be given to enable pupils to access this process.
2. Each and every EHCP intervention will be evaluated alongside the school assessment system, and the school SENCO and Senior Leadership team will monitor and evaluate the use of any additional funding associated with these plans.

Monitoring

The individual progress of pupils with SEN will be monitored by the class teacher supported by the SENCO and the Senior Leadership Team using the school assessment system.

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENCO and Head-teacher/Senior Leadership team.

The SEND Policy will be reviewed annually.

Signed----- Date -----

Approved by the Governing Body
V Smith / G Reynolds / S La Porta – SEND Co-ordinator - November 2020

Appendix 1: Broad areas of need

The following descriptors of the four broad areas of need have been taken from page 97 of the SEND Code of Practice (January 2015).

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming,

substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Appendix 2: Graduated approach

The following descriptors of the four part (Assess-Plan-Do-Review) cycle have been taken from page 100 of the SEND Code of Practice (January 2015).

Assess

- 6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.
- 6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- 6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents/carers agree.

Plan

- 6.48 Where it is decided to provide a pupil with SEN support, the parents/carers **must** be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- 6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any

teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51 Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parent/carer involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents/carers.

Do

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents/carers. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

6.55 Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

Appendix A COVID-19

In School

- Measures are taken to ensure pupils with SEND are aware and have a developmentally appropriate understanding of the reasons for the changes in school. This may involve, explaining in a more simple way, use of visuals to support understanding or use of other communication support for pupils with communication and interaction needs. This may cover the changes in the classroom seating, lunchtime arrangements, hand hygiene, playtimes and lunchtimes etc.
- Key information, for example the hand washing routine, is displayed pictorially near every sink around school. This supports all pupils, particularly those pupils with SEND.

Organisation of Teaching Assistants (TAs)

- TAs are timetabled to reduce entry into different bubbles to minimise risk of cross infection. Where there are two TAs working across a year group, each TA is assigned to a class rather than both TAs working across both classes. In some classes TAs are timetabled to work in work in one class for a period of a week before working with the other class after the weekend.

Intervention Work

- 1:1 work is time limited. For example 1:1 individual reading is completed for a maximum of 15 minutes.
- For those with EHCP where it is not possible to limit 1:1 work, arrangements are in place to ensure staff movement between bubbles is at an absolute minimum.
- Sunflower room is used for 1:1 intervention work. Each class has an assigned table to work at. The table and chairs are wiped down after every usage.

Remote Learning

- In the event of remote learning being required, teachers will be aware of those pupils who will need additional support to access the curriculum. Teachers will take steps to ensure pupils have access to a remote learning curriculum which meets their needs as far as possible. For example, differentiated work or individual contact from staff.
- Where pupils normally receive intervention support, this will be replicated as closely as practically possible during remote learning. This may include work linked to their intervention as an alternative to some of the work set for the rest of pupils. For example a child who takes part in a spelling intervention will receive work linked to the work they do in that intervention rather than what is delivered to the year group.

- Pupils with an EHCP will have a bespoke package of support suitable to meet their needs as far as possible. This will be overseen by the SENDCo. Pupils who have an EHCP will receive regular contact from a member of school staff. This will maintain good lines of communication between school and home and will enable school to identify any difficulties and adapt the provision where required. Parents/carers are often well placed to offer valuable insight and creative solutions and it is important that this is taken into account when provision is designed for pupils with EHCP.
- Staff take into account the personal situation of the pupil with SEND and their family situation, particularly when planning for pupils with EHCP. This may mean that the learning requires adjustment to take into account family circumstances. For example where a parent is working from home and unable to support their child, it is important that the work set can be completed independently.
- Physical resources may be sent home to support learning where required.
- Flexible use of TAs to provide support for pupils either via Zoom/Teams or via telephone for those pupils at home. This will provide additional academic support and also support pupil's motivation whilst learning from home.



Appendix B



Discussion form

Child/young person's name:	Date of birth:
Year group:	Class:
Record of discussion:	
Actions/next steps:	
Staff Signature:	
Date:	
Child/Young Person's Signature:	
Date:	
Parent Carer Signature:	
Date:	



Appendix C

First Concerns Profile



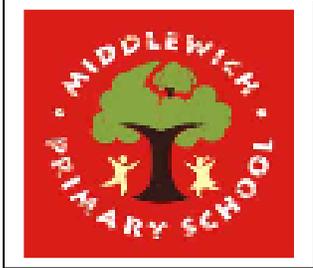
Name:	Date of birth:
Year group:	Class:
Strengths	Needs
Desired Outcomes	Strategies
Review/Next Steps	
Date created:	Last review date:
Staff signature:	Parent signature:
Young person signature:	

SEN Support Plan for [child/young person's name]

Appendix D



Insert Picture of child/young person



	Date	People present
Plan created		
Review 1		
Review 2		
Review 3		

Child / young person's details				
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Name		Date of Birth		Year Group	
Address				Post code	
Ethnicity		Religion		Home language	

Parent / Carer details (with parental responsibility)		Cared for by the LA	
Name		Relationship to the child	
Address (if different from above)		Postcode	
Telephone numbers		Email address	
Name		Relationship to the child	
Address		Post code	
Telephone number		E-mail address	

Educational setting details			
Name	Middlewich Primary	Address	Park Road, Middlewich CW10 9BS
Contact person / position	Miss V. Smith (SENDCO)	Telephone number	01606288300
		Email Address	admin@middlewichpri.cheshire.sch.uk

Details of child / young person's GP	
Name	
Address	

Professionals who support me

Contact details for involved professionals

Name	Role	Contact Details (Email address and/or Telephone Number)	

Related plans or assessments *(add to list as needed)*

	Yes/No	Date initiated	Date completed (or state 'ongoing')
Early Help Assessment e.g. Common Assessment Framework (CAF)			
Child in Need			
Child Protection			
Care Plan/Personal Education Plan (Cared for Child)			
Continuing Care/Continuing Health Care			

All about me

What can I do well?

What do I need help with?

How to support, communicate and work well with me?

What do I like and what makes me happy?

What's important for me now?

What's important for me in the future (my aspirations)?

All about me by my parent(s) / carer(s)

What can they do well?	What do they need help with?	How to support, communicate and work well with them?

What is working well for them?	What is not working well for them?

All about me by my parent(s) / carer(s)

What do they like and what makes them happy?

What's important for them now?

What are our aspirations for them in the future?

Assessment - Primary School

Summary of Special Educational Needs

An overview of needs, the diagnoses and the educational implications for the child/young person

Early Years Foundation Stage Summary

Making Relationships	Self Confidence Awareness	Managing Feelings Behaviour	Moving & Handling	Health & Self Care	Listening and Attention	Understanding	Speaking	Reading	Writing	Shape Space Measure	Numbers

Teacher Assessments

	Termly results																	
	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Reading																		
Writing																		
Maths																		
Spelling																		

Assessment – Secondary School

Summary of Special Educational Needs

An overview of needs, the diagnoses and the educational implications for the child/young person

Teacher Assessments

	KS2	KS3 Target Grade	Year 7 Results (termly)			Year 8 Results (termly)			Year 9 Results (termly)			KS3 Teacher Assessment Grades	KS4 Target Grade	Year 10 Results (termly)			Year 11 Results (termly)			Predicted grade
English																				
Maths																				
Science																				
RECC																				
History																				
Geography																				
MFL																				
Other																				

Assessment Data (all ages)

Additional Assessments

Additional assessments which have been carried out in line with the child or young person's individual need(s). Refer to the Cheshire East Toolkit for SEND for suggested assessments for specific areas of need.

Area Assessed	Previous Results			Current Results		
	Assessment Used	Date	Raw Score, Percentile, Standardised score	Assessment Used	Date	Raw Score, Percentile, Standardised score
<i>e.g. Reading Accuracy</i>						

Information on child/young person's attendance

Attendance %		Any fixed term exclusions?	
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Plan, Do and Review

Plan Do Review 1					
Start Date				Review Date	
Outcomes (Long term)					
Assess	Plan			Do	Review
Area of Need (e.g. Cognition and Learning)	Current Baseline	SMART Targets	Advised by ... <i>e.g. SALT, CEAT, EY&C Team</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress

Plan Do Review 2

Start Date				Review Date	
Outcomes <i>(Long term)</i>					
Assess	Plan			Do	Review
Area of Need <i>(e.g. Cognition and Learning)</i>	Current Baseline	SMART Targets	Advised by ... <i>e.g. SALT, CEAT, EY&C Team</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress

Plan Do Review 3

Plan Do Review 3					
Start Date				Review Date	
Outcomes <i>(Long term)</i>					
Assess	Plan			Do	Review
Area of Need <i>(e.g. Cognition and Learning)</i>	Current Baseline	SMART Targets	Advised by ... <i>e.g. SALT, CEAT, EY&C Team</i>	Interventions / Strategies What/who/where/when/how often?	Impact / progress