



Special Educational Needs and Disability Policy

At Nether Alderley Primary School we believe in equality of opportunity for all children. We recognise that there are children within our school who may have difficulty with their learning and/or who have a disability, which prevents or hinders them from accessing the education routinely provided for children of their age group. We also recognise that some children simply learn in a different way and may have specific strengths and weaknesses which affect the way in which they learn. We strive to plan and deliver the curriculum in a varied and dynamic way, ensuring that we cater for children who have a range of learning styles and preferences. We are a fully inclusive school and aim to meet the needs of all learners within the mainstream classroom.

We acknowledge that all teachers are responsible and accountable for the progress and development of the children in their class, including those children who may have support from teaching assistants. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs (SEN).

Aims

At Nether Alderley, we aim to create a love of learning in an environment which provides all children with the opportunities necessary to develop their learning potential and realise their aspirations. In addition, we aim to:

- secure early identification of children with Special Educational Needs and provide them with the support or opportunities that they need.
- ensure that those pupils with SEND have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment through implementation of specific intervention programmes and TA support.
- take into account the knowledge, views and experience of parents and outside agencies and to develop positive working relationships with them.
- encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEN is not a barrier to learning and involvement in school life.
- Work within the guidance provided in the SEND Code of Practice, 2014

Implementation

The Governing Body has a statutory duty towards children with Special Educational Needs and must have due regard to the SEND Code of Practice when carrying out its duties. A governor is appointed to the role of Governor for Special Educational Needs to ensure that the necessary provision is made. Link governor meetings with the SENCO take place to develop a good working relationship.

Class teachers are responsible and accountable for implementing, monitoring and evaluating progress for pupils in their class. Class teachers are also responsible for delivering programmes of extra or additional support for those pupils who need it with the support of the SENCO as required. The SENCO is responsible for scrutinising and evaluating the impact of all the support provided.

Special Educational Provision

This is provision that is different from or additional to that normally available to pupils of the same age. This could be needed because:

1. a child has a significantly greater difficulty in learning than the majority of children of the same age, or
2. the child has 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.

Identifying Special Educational Needs

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Formal discussions and scrutiny of EYFS profile data helps with initial identification of strengths and weaknesses of each cohort as they reach the end of their Reception year. Our on-going programme of assessment and tracking, observations of children and scrutiny of work throughout school supports us in the identification of children who have particular learning issues or who are not making adequate 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 child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There are four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND List or both. Children whose

difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

For children with significant needs who require funding additional to the twelve hours provided by school, a formal assessment will be requested. This will be made in conjunction with parents and specialist services, following the legal assessment procedures outlined in the Local Offer by Cheshire East Local Authority.

A Graduated Approach to SEN Support

The previous model of School Action and School Action Plus has been replaced by SEN Support, a graduated approach to supporting children and young people with SEN.

First Concerns

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Some pupils will need additional, perhaps short term support to give them a 'boost' at certain times in their school life. This support is discussed with parents and may include interventions such as Teoderescu 'Write from the start', 'Speed up' handwriting programme, Phonological Awareness Training, Power of One, Toe-By-Toe and other resources to help in specific areas such as reading, maths, handwriting, emotional awareness etc. These children will be identified as 'First Concerns' on the school's SEN register. Class teachers monitor and evaluate this additional support.

SEN Support

Some pupils have needs or difficulties that will necessitate us to take further, more individualised action to remove barriers to learning. This support takes the form of a four-part cycle (assess, plan, do, review) SEN Support Plan, with a growing understanding of the pupil's needs and what supports the pupil in making good progress, so securing good outcomes. This SEN Support draws on more detailed approaches and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving outside agencies and specialists. Parents will be involved in any decision to involve specialists and informed of what was discussed and agreed. SENCO, teacher, parent and specialist should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. School will arrange to meet parents at least three times a year.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment (EHC).

Attached to this policy is a detailed review of the graduated approach to SEN support.

A summary of the continuum of need for SEN (Cheshire East)

- **First Concerns:** Children who have been identified as having emerging difficulties.
- **SEN Support:** Children who have been identified as having special educational needs requiring provision that is additional to and different from the mainstream curriculum.
- **Complex:** Children who have been identified as having significant and complex difficulties and may be in the process of an EHC needs assessment or have an EHC in place.
- **Specialist:** Children who have an EHCP and are receiving their education in specialist provision.

The Role of the SENCO

The SENCO has overall responsibility for the provision of appropriate support for all children with special needs. The SENCO will work closely with teachers and teaching assistants to:

- identify children with special needs
- draw up First Concerns profiles and SEN Support plans
- monitor progress
- analyse assessments
- ensure appropriate quality resources are available to support teaching and learning
- monitor and evaluate effectiveness of support

Monitoring SEND Provision

Class teachers, with the support of the SENCO, evaluate the effectiveness of the support in place in their class.

The SENCO will use this information to assess the overall effectiveness of SEN provision at Nether Alderley.

Resources

At Nether Alderley we have an increasing bank and access to quality resources which support and enrich our SEND provision across all areas of the curriculum. They fall into several categories:

Identification: these help us in our assessment of a child's needs.

- British Picture Vocabulary Test
- Verbal and Non Verbal Reasoning Tests
- Single Word Spelling Test
- YARC reading test
- PM Benchmarking
- Nessy
- Non verbal reasoning tests

Delivery: we have a wide range of materials available to support us in delivering high quality intervention programmes such as:

- Teoderescu 'Write from the start', 'Speed up' handwriting programme

- Phonological Awareness Training
- Power of 1 and Power of 2
- Toe-By-Toe
- Nessy: reading, writing and spelling support for dyslexic children
- A+ spelling
- Talkabout for Children

The classroom is an important resource to support Quality First Teaching. We strive to make effective use of visual timetables, wall displays, easy access to materials such as whiteboards and pens, topic vocabulary etc., to support the children's learning.

Effective use is made of adult resources to deliver intervention programmes and activities to support pupils. These include 1:1 reading support, support within the classroom and regular memory and phonological activities.

Professional Development

The SENCO, teachers and teaching assistants have the opportunity to attend courses and other training on the identification and teaching of children with Special Educational Needs.

Involvement of Children

Views of children are sought according to the age, maturity and capability of the child. Children are involved in setting targets and in the review of their progress. We encourage them to think about how they learn best and endeavour to increase their awareness of their strengths and weaknesses.

Parent Partnership

We recognise the importance of developing positive partnerships with all parents, especially those of children with special needs. Parents are involved in decisions to offer additional support and their views are actively sought. Parent views are formally recorded on SEN Support plans and First Concerns profiles.

We ensure that parents are aware of the Cheshire East Information, Advice and Support team (CEIAS), which offers free confidential and impartial information, advice and support to parents and carers of young people aged 0 - 25 who have Special Educational Needs or Disabilities (SEND) as well as young people themselves.

Regular newsletters and information bulletins are sent into school and distributed to parents or displayed as appropriate.

Reviewing the Policy

This SEND Policy will be reviewed annually. April 2019