

# Vernon Primary School



## Policy for Special Educational Needs and/or Disability

***A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.***

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

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

***High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.***

***Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.***

***SEND Code of Practice 2014***

## **Guiding Principles**

At Vernon Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for our children whatever their needs and abilities. Our school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect, in accordance with the whole school policy on equal opportunities. Our guiding principles ensure that we set suitable learning challenges, respond to pupils' diverse learning needs and aim to remove potential barriers to learning for individuals and groups of children through:

- valuing all children in our school equally;
- having the same aims of education for pupils with difficulties and disabilities as for all pupils;
- believing that good special needs practice is good practice for all pupils;
- believing that all children are entitled to succeed.

The whole school approach to this policy reflects the full participation and co-operation of all staff at Vernon Primary School. There is a continuum of needs and provision that can be met and made in a variety of ways, ensuring that children with special educational needs will receive the greatest possible access to a broad and balanced curriculum including the National Curriculum. Children will be educated alongside their peers as much as possible and where appropriate. They will be fully included with their year group in their mainstream class setting, with additional support provided by a teaching assistant where necessary.

## **Pupils with Special Educational Needs and/or Disability (education, health and/or social needs)**

Pupils with Special Educational Needs are identified as having additional needs which present as a barrier to learning. These needs can highlight an educational, health and/or social need (see list below):

- generalised learning difficulties;
- specific learning difficulties;
- major or minor sensory needs and associated learning problems;
- emotional/behavioural/adjustment problems that may be the result of learning difficulties;
- physical difficulties;
- speech and language difficulties;
- processing difficulties;
- sensory processing difficulties.

## **Identification of Pupils with Special Educational Needs and/or Disability**

The school is committed to the early initial identification of special educational needs. Initial identification of needs is made using information from:

- Health or Social Services on the child's admission to school.
- Liaison with the child's pre-school setting (often involvement of the Early Years Forum a Multi-Agency Team with members consisting of representatives from Education, Health, and Social Care).
- Class teacher observations.
- Attainment/progress data.
- Monitoring performance and development in different areas.
- Standardised tests covering reading, comprehension, spelling and numeracy, where necessary.

### **Roles and Responsibilities**

Provision for pupils with special educational needs is a whole school matter.

#### **Specific school roles are as follows:**

**Mrs Joanne Carvell**

Headteacher & Deputy Designated Safeguarding Lead

**Mrs Sarah Tootell**

Deputy Headteacher

**Mrs Laura Hough**

Deputy Headteacher

**Mrs Kerry Walmsley**

SENDCo (Special Educational Needs Co-ordinator) & Deputy Safeguarding Lead

**Miss Karen Wood**

Pastoral Manager & Designated Safeguarding Lead

**Miss Eve Hurst**

SEND Team

**Mrs Stella McNeil**

Assistant Headteacher

**Mrs Penny Brammar**

Foundation Stage Leader

**Mrs Koulla Andreou**

Phase Leader (Years 1 to 3)

**Miss Zoe Wildig**

Phase Leader (Years 4 to 6)

**Mrs Ashley Hickson**

Chair of Governors

**Mr James Woodham**

SEND Link Governor

## **Governing Body**

The School Governing Body has a key role in ensuring that the school meets its responsibilities under the SEND Code of Practice (2015) as part of their approach to school improvement. Their responsibilities in relation to Special Educational Needs and Disabilities (SEND) include:

### **1. Strategic Oversight of SEND Provision**

- Ensuring the school complies with its legal duties under the Children and Families Act 2014 and the SEND Code of Practice.
- Making sure the school has a SEND policy that is reviewed regularly.
- Ensuring that SEND provision is adequately funded and resourced.

### **2. Holding the Headteacher and SENCo Accountable**

- Checking that the Special Educational Needs Coordinator (SENCo) is fulfilling their duties effectively.
- Monitoring how SEND funding (such as Notional SEN Budget and EHCP funding) is spent.
- Challenging the school leadership on SEND pupils' progress and outcomes.

### **3. Ensuring Inclusion and Accessibility**

- Overseeing that the school is inclusive and follows the Equality Act 2010, ensuring that students with SEND are not discriminated against.
- Ensuring the school has an Accessibility Plan that supports SEND students' physical, academic, and social access to education.

### **4. Supporting Parents and Students**

- Ensuring parents of children with SEND are involved in decision-making and informed about their child's support.
- Making sure children and young people with SEND have a voice in shaping their education.

### **5. Appointing a Named Governor for SEND**

- Appointing a SEND Link Governor to work closely with the SENCo and report to the full governing body.

## **Headteacher**

The Headteacher has responsibility for the management of all aspects of the school's work, including implementing the Special Educational Needs and Disabilities (SEND) Code of Practice within a school. Their key responsibilities include:

### **1. Leadership and Strategy**

- Ensuring the school complies with the SEND Code of Practice (2015) and the Children and Families Act (2014).
- Establishing a clear vision for inclusive education and embedding a whole-school approach to SEND.
- Supporting the Special Educational Needs Coordinator (SENCo) in fulfilling their duties effectively.

### **2. Staff Development and Support**

- Ensuring all staff are trained in identifying and supporting pupils with SEND.
- Promoting high-quality teaching to meet the needs of all learners.
- Identify (along with all school leaders and teaching staff) any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Ensuring progress made by SEND pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

### **3. Policy and Provision**

- Ensuring appropriate resources and interventions are in place for pupils with SEND.
- Monitoring and evaluating the effectiveness of SEND support across the school.

#### 4. **Liaison with External Agencies**

- Facilitating partnerships with local authorities, healthcare professionals, and external specialists to provide necessary support.
- Ensuring parents and carers are involved in decisions about their child's education.

#### 5. **Accountability and Reporting**

- Holding the SENCo and staff accountable for implementing SEND strategies effectively.
- Reporting to governors and inspectors about the school's SEND provision and progress.

### **Special Educational Needs Coordinator**

The Special Educational Needs Coordinator (SENCo) plays a crucial role in ensuring that the school meets its statutory responsibilities under the SEND Code of Practice (2015) in England. Their key responsibilities include:

#### **1. Overseeing the Provision for Pupils with SEND**

- Ensuring that children with special educational needs and disabilities (SEND) receive appropriate support and have access to the appropriate curriculum.
- Coordinating interventions, support staff, and resources to meet pupils' needs.
- Ensuring that pupils with SEND have access to a broad and balanced curriculum.
- Managing the transition process for pupils with SEND between educational settings and Key Stages.

#### **2. Identifying and Assessing Pupils with SEND**

- Working with teachers and parents to identify pupils with SEND at the earliest opportunity.
- Ensuring that pupils' needs are properly assessed and regularly reviewed.
- Coordinating external assessments from specialists like educational psychologists or speech and language therapists.

#### **3. Leading the Graduated Approach ("Assess, Plan, Do, Review")**

- Ensuring that a structured process is in place for supporting pupils with SEND.
- Working with teachers to implement and review SEN Support Plans, contributing to the setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets for individual pupils.
- Monitoring progress and making necessary adjustments to interventions.

#### **4. Ensuring Compliance with the SEND Code of Practice**

- Keeping up to date with legislation and ensuring the school follows statutory guidance.
- Ensuring that SEND policies align with the Children and Families Act 2014.
- Supporting the Headteacher and governors in meeting their legal duties.
- Overseeing the school's SEND policy and ensuring it aligns with legal requirements.

#### **5. Liaising with Parents, Staff, and External Agencies**

- Working closely and meeting with parents/carers to keep them informed and involved.
- Supporting class teachers to ensure that adaptive teaching strategies and individual programmes are implemented in lessons.
- Collaborating with external agencies such as Local Authority SEND teams, health professionals, and social services.
- Preparation and submission of referrals to a range of external agencies.
- Attending and presenting cases at EP (Educational Psychology) & CEAT (Cheshire East Autism team) consultation networks.

#### **6. Coordinating Education, Health, and Care Plans (EHCPs)**

- Ensuring that requests for EHCPs are made when necessary (Needs Assessment applications).
- Working with the local authority to review EHCPs annually including: The organisation, attendance, chairing and administration of Annual EHCP Reviews.
- Ensuring that provision specified in EHCPs is delivered effectively.

## **7. Training and Supporting School Staff**

- Providing CPD (Continuing Professional Development) on SEND best practices.
- Advising staff on strategies for supporting SEND pupils.
- Encouraging an inclusive approach across the school.

## **8. Monitoring and Evaluating SEND Provision**

- Ensuring SEND provision is effective and regularly reviewed.
- Having a strategic overview of SEND and Inclusion throughout school, including planning, policy writing and provision mapping.
- Collecting and analysing data on SEND pupils' progress. Tracking pupil progress using all available data and evidence alongside the assessment co-ordinator.

## **9. Accountability and Reporting**

- Ensuring the SEND Information Report is published and updated annually.
- Communicating with senior leadership and governors on SEND outcomes and key issues.

### **The Pastoral Manager**

The Pastoral Manager works closely with the school SENDCo. As part of their role they provide programmes of support for individual and groups of pupils addressing their Social, Emotional & Mental Health (SEMH) needs.

The Pastoral Manager is also responsible for Wellbeing Plans for individual pupils (some of those pupils have already been identified with SEND/additional needs), where necessary, alongside parents/carers. The targets are then reviewed on a regular basis alongside the parents/carers and pupils.

The Pastoral Manager works closely with the Mental Health Support Team at CAMHs (MHST), to plan targeted support for individual and groups of pupils where needed (group sessions are led by the Mental Health Support Team).

### **SEND Team**

The role of the SEND Team Support staff is to work closely with the SENDCo in the management of key processes linked to identification of pupils with SEND/additional needs, assessments and production of action plans. They liaise with key external professionals offering their support for pupils in school.

The SEND Team support staff also provide additional consultation opportunities where further advice and support is provided for teachers when discussing the needs of individual pupils.

### **Class Teachers**

All teachers are teachers of children with Special Educational Needs and/or Disability and plan adaptations to the curriculum to meet their needs, within the classroom wherever possible to promote inclusion. They are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. All class teachers in schools have several key responsibilities in implementing the SEND Code of Practice (2015) to support pupils with Special Educational Needs and Disabilities (SEND). Their role includes:

#### **1. Identifying and Assessing SEND Needs**

- Observing pupils and recognising potential areas of difficulty and addressing these at the outset.
- Working with the SENCo to assess pupils' needs.
- Communicating with parents/carers and guardians about concerns and progress.

## 2. Adaptive and Inclusive Teaching

- Planning lessons that are accessible to all pupils, including those with SEND. Planning lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Using effective adaptive learning strategies to meet the needs of the individual. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.
- Adapting instruction to meet the needs of learners with varying abilities.
- Using appropriate resources, technology, and support strategies.
- Leading interventions tailored to the needs of individual pupils with SEND. These can take place before and after school.

## 3. Implementing the Graduated Approach (Assess, Plan, Do, Review)

- **Assess:** Regularly evaluating pupils' learning and identifying barriers.
- **Plan:** Collaborating with the SENCo to create individual support plans. Setting additional SMART ((Specific, Measurable, Achievable, Relevant, Time-bound) targets for individual children in the form of First Concerns, SEN Support & Implementation Plans.
- **Do:** Delivering interventions and adapting teaching strategies.
- **Review:** Monitoring progress and adjusting support as needed.
- Monitoring and regular evaluation of individual pupil progress. Communicate and engage with parents/carers to discuss individual plans (First Concerns/SEN Support plans/Implementation Plans) on a termly basis.

## 4. Collaboration with SENCo and Support Staff

- Liaising with the SENCo/SEND Team/Pastoral Manager and external professionals (e.g., speech therapists, educational psychologists) and implement the recommendations into a child's individual plan.
- Supporting Teaching Assistants (TAs) in their work with SEND pupils.

## 5. Promoting an Inclusive Environment

- Creating a classroom culture that values diversity and inclusivity.
- Implementing strategies to ensure SEND pupils feel supported and included.

## 6. Record Keeping and Reporting

- Maintaining records of pupils' progress and intervention outcomes.
- Providing feedback to parents and school leadership on SEND provision.

## 7. Professional Development

- Keeping up to date with SEND policies and best practices.
- Attending relevant training and CPD sessions on SEND support.

### Parents/Carers

Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers, school, the Local Authority and others. This is essential in enabling children with Special Educational Needs and/or Disability to achieve their potential. Parents/carers as valued partners are actively involved in supporting and encouraging their child. They discuss their child's needs with the class teacher and are involved in meetings, setting and reviewing targets and working with/alongside outside agencies where required. Any parent/carer of a child with special educational needs may contact a parent partnership organisation for independent advice (CEIAS, Cheshire East Information Advice and Support [www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)).

Parent/carer drop-in sessions are held in school with the SENDCo, SEND Team and SEND Governor. These drop-in sessions give parents/carers an additional opportunity to visit school, receive current local and national information and to ask key questions about SEND if they wish to.

Parents/carers can access the SEND Information Report (Local Offer) on the school website to gain a detailed picture of SEND practice in our school. The policy refers to the day-to-day practice of SEND in school with reference to the following headings:

- Identification
- Teaching, learning and support
- Keeping pupils safe and supporting wellbeing
- Working together and roles
- Inclusion and accessibility
- Transition
- Additional information

The school website also has a page dedicated to SEND where parents can find and read further key information related to SEND.

### **The Child**

It is important for the child to be involved in the process of setting and reviewing their own individual learning objectives/targets to further support their learning. This takes place through discussion with the class teacher and parents/carers. Where appropriate, individual pupils may be invited to attend review meetings.

### **Admissions and Inclusion**

The Governing Body follows the Local Authority admissions policy. Pupils with Special Educational Needs and/or Disability are admitted on the same basis as all other children. Our school is committed to inclusive practice.

### **SEND Funding**

Special Educational Needs and Disabilities (SEND) funding in Cheshire East is designed to support children who require additional help beyond what is typically provided in a mainstream setting.

#### **1. School's Core Budget (Element 1)**

School receives funding to support all pupils, including those with SEND. This covers general teaching and some additional support within the classroom.

#### **2. Notional SEND Budget (Element 2)**

Schools is expected to use a part of their core funding to provide extra help for children with SEND. This might include:

- Extra teaching support
- Specialised resources
- Small group interventions

#### **3. High Needs Top-Up Funding (Element 3)**

If a child has significant needs that cost more than £6,000 per year, school (and parents) can apply to the Local Authority in which the child resides for additional funding. This funding is linked to an Education, Health and Care Plan (EHCP).

### **Assessment of Pupils with Special Educational Needs and/or Disability**

The school undertakes a variety of on-going assessments linked to the school assessment policy.

The SENDCo works closely with various external professionals in order to assess and meet the needs of individual pupils in school (Physiotherapists, Occupational Therapists, Speech and Language Therapists, SPOTSS, Sensory

Inclusion Service etc...). Children with a high level of need receive regular visits from external professionals who are continually assessing and reviewing their needs.

The SENDCo meets half-termly with one of the Educational Psychologists at Cheshire East and a specialist from CEAT (Cheshire East Autism Team) to discuss the assessment and provision of individual children in school. Following in-house consultation, a profile of the child is presented at a group consultation meeting alongside other SENDCos from the local area. The specialists offer advice and support which is included into an individual action plan. Parents and Carers consent to this process and are provided with the agreed targets and actions. The plan is then reviewed and new targets agreed if required. The specialist from the Cheshire East Autism Team can then visit the individual child in school to carry out observations and provide a record of visit with further actions should the need arise.

The school uses the **Engagement Model** as an assessment tool to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has five areas: *exploration, realisation, anticipation, persistence and initiation*. Each of the five areas are interrelated and provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC Plans or high-needs funding agreements. The five areas of the Engagement Model are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all five areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept. The Engagement Model allows us to focus on a child's engagement as a learner and create personalised learning pathways, especially for our children with complex learning difficulties and disabilities.

The **AET (Autism Education Trust) Progression Framework** is used to track and set targets for some children with Autism. It provides a structured way to measure development in areas that are particularly relevant for autistic pupils, beyond just academic achievement.

Key Features of the AET Progression Framework:

- **Holistic Approach:** It covers a wide range of skills, including communication, social interaction, emotional regulation, and independence.
- **Flexible & Individualised:** It allows teachers to tailor goals to each pupil's unique needs and abilities.
- **Supports EHCPs (Education, Health & Care Plans):** Can be used to provide evidence of progress for pupils with EHCPs.
- **Developmental Stages:** Provides a framework for tracking small but meaningful steps in progress.

It is useful because traditional assessment methods often don't fully capture the strengths and challenges of autistic learners. The AET framework helps class teachers recognise and support their development in ways that matter for their daily lives and future independence.

The **Boxall Profile Assessment** is a tool used in school to assess the social, emotional, and behavioural development of pupils. It is completed by class teachers based on their observations of a child's behaviour over time. It helps teachers to identify pupils who may need additional support with their emotional well-being and social skills and provides tailored support strategies. The assessment includes two sections:

- **Developmental Strands:** Looks at foundational social and emotional skills (e.g., forming relationships, self-regulation).
- **Diagnostic Profile:** Identifies behavioural difficulties (e.g., aggression, withdrawal, hyperactivity).

### **Parental Contributions to Private Assessments**

The school recognises that some parents may choose to seek private assessments for their child to gain a clearer understanding of their educational needs. While the school values the insights these assessments can provide, it is important to note that commissioning a private assessment is a parental decision and financial responsibility. Parents who wish to pursue a private Special Educational Needs and Disabilities (SEND) assessment for their child are responsible for conducting their own research and identifying a suitable provider. We encourage parents to ensure that any chosen provider is reputable and qualified. Any privately obtained reports will be considered alongside school-based observations and assessments to ensure a holistic approach to supporting the child. However, the school is not obligated to implement all recommendations from private assessments, particularly if they are not aligned with available resources or the school's professional judgment. Parents are encouraged to discuss their findings with the SEND team to explore how the identified needs can be supported within the school setting.

### **Identification of pupils with SEND/Additional needs**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

### **Catch Up**

Catch Up Children refers to children who require additional support to address gaps in their learning. This group includes children who may not have specific educational needs or disabilities but still require targeted interventions or support to catch up on missed learning and accelerate progress. These may be children who have fallen behind academically and need additional support to reach age-appropriate levels in core subjects such as English and Maths.

Support, interventions and booster sessions for catch up pupils will be usually led by the class teacher using 'quality first teaching' teaching techniques and strategies. Some pupils who do not respond quickly to the support and interventions provided will require an additional level of support. Through consultation with the class teacher, SENDCo & parents/carers, such pupils will be provided with further learning strategies which are defined on a First Concerns Plan should the need arise.

### **The Graduated Approach (Cheshire East SEND Toolkit)**

The Cheshire East SEND Toolkit is a resource designed to support schools and professionals in meeting the needs of children and young people with Special Educational Needs and Disabilities (SEND) in Cheshire East.

Key Features of the Toolkit include:

- Provides guidance on identifying and supporting pupils with SEND.
- Aligns with the SEND Code of Practice (2015).
- Helps schools implement the Graduated Approach (Assess, Plan, Do, Review).
- Includes strategies and resources for inclusive teaching for different areas of SEND.
- Supports early intervention and inclusive teaching.
- Provides templates and advice on creating SEN Support Plans and Education, Health and Care Plans (EHCPs).
- Details local services & resource information on Cheshire East's Local Offer, which details available SEND support services.

Beginning with the initial identification of SEND, this graduated approach enables pupils' needs to be met through the different stages listed below:

First Concerns;  
SEND Support;  
Complex Needs;  
Specialist Needs.

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases. There are seven areas of need outlined in the Cheshire East SEND Toolkit:

Cognition and Learning;  
Communication and Interaction;  
Social, Emotional and Mental Health;  
Sensory Needs (VI, Visual Impairment);  
Sensory Needs (HI, Hearing Impairment);  
Sensory Processing;  
Physical Needs.

### **Quality First Teaching/ Ordinarily Available Inclusive Provision**

Through inclusive practice across the school all children receive quality first teaching in the class setting. The effective inclusion of all pupils in high quality, every day, personalised teaching/adaptations are planned for on a daily basis.

### **First Concerns (Early Identification)**

First Concerns (not officially on the SEND Register of Need) is where a child is working below expected levels or where a child's progress gives cause for concern. Teachers consider all the information about the child's learning and development against the areas of need identified in the SEND Toolkit (Local Authority). Teachers meet with parents/carers to formulate a plan targeting specific provision for individual pupils. The First Concerns plans are reviewed on a termly basis or more frequently, depending on the pupil's needs.

### **SEN Support Plans**

A SEN Support Plan (Special Educational Needs Support Plan) is a detailed action plan outlining specific targets for the individual pupils on SEN Support, including advice from external professionals. A SEN Support Plan is used to outline the support a pupil with special educational needs (SEN) requires to help them succeed in their education. It is designed for pupils who need extra help but do not have an Education, Health, and Care Plan (EHCP).

Key Features of a SEN Support Plan:

- Identifies the pupil's specific needs.
- Sets out the additional support, adjustments, or interventions required.
- Includes targets and goals to track progress.
- Is regularly reviewed and updated with input from teachers, parents, and sometimes the pupil.

### **Education, Health and Care Plans**

An EHCP is a legal document outlining a child's specific needs and the extra support required. If a child's needs are complex and long-term, parents or the school can request a Needs Assessment from Cheshire East Council. Educational Psychologist involvement is required. If approved, extra funding is provided to school to deliver the necessary support.

Once an EHC Plan is agreed and in place, targeted provision is put in place for the individual child; the plan is reviewed annually through a formal process. Interim EHCP review meetings can also take place within the year if required. This process includes parents/carers, teachers, the SENDCo and external professionals providing support for the individual child. For those children in receipt of an EHC Plan, bespoke Implementation Plans are written for each individual to enable them to access learning at their stage of development. These are written by the class teacher in consultation with the SENDCo, incorporating key provision strategies from the EHC Plan including advice

from external professionals. Implementation Plans are reviewed termly and adjusted according to the progress and the needs of the child. Parents/carers will contribute to the process via termly meetings. For a child identified as requiring an Implementation Plan, the teacher will also write an individual costed provision map which identifies the level of support a child is receiving. The provision map is assessed and reviewed termly.

### **Individual Risk Assessments**

Children with high-level Special Educational Needs and Disabilities (SEND) may require an individual risk assessment to ensure their safety and well-being in the school environment. These assessments are essential to identify and address specific risks that may arise due to the child's unique needs, ensuring that appropriate support and strategies are in place to manage potential challenges and provide a safe, inclusive learning experience.

### **PEEP's (Personal Emergency Evacuation Plans)**

Some children with high-level SEND (Special Educational Needs and Disabilities) may require an individual PEEP (Personal Emergency Evacuation Plan) to ensure their safety in the event of an emergency. These children may have specific physical, sensory, or cognitive needs that require tailored support to facilitate a quick and effective evacuation, ensuring they can safely and efficiently exit the building under supervision, in line with their individual needs.

### **Staff Development and Partnership**

A whole school approach to Special Educational Needs and/or Disability has been adopted. In house and local authority training opportunities contribute to developing aspects of this approach. There is access to outside agencies such as the Educational Psychologist Service, Health Service, Social Services and Educational Welfare Services. The SENDCo meets each term with the Educational Psychologist, CEAT (Cheshire East Autism Team) and other SENDCos within the PDA (Poynton, Disley and Adlington) cluster.

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