Special Educational Needs and Disabilities (SEND) Policy

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Vision and Values

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of everything we do in school. We aim to provide high quality learning opportunities which help foster these values within children. Our values are

Friendship

Thankfulness

Hope

Unity

Compassion

Forgiveness

Justice

Endurance and

Trust

At Hoole Church of England Primary School, we aim to help children become:

- **Enthusiastic, curious, independent thinkers** – **motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

Statement of intent

Hoole Church of England Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy sets out how the school identifies and meets special educational needs, removes barriers to participation and fulfils its equality duties. It should be read alongside the SEND Information Report, Accessibility Plan, Behaviour and Anti-Bullying policies, Child Protection

and Safeguarding Policy, Attendance Policy and Supporting Pupils with Medical Conditions Policy.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school works with Cheshire West and Chester local authority (LA), families and professionals. The following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision. For a child of compulsory school age, a learning difficulty or disability means:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Special educational provision is provision that is additional to or different from that generally made for children of the same age in mainstream settings. For children under compulsory school age, the school considers whether they are likely to meet this definition when they reach that age, or would do so without special educational provision.

Disability is defined separately by the Equality Act 2010 as a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. A disabled child does not necessarily have SEN; reasonable adjustment duties may still apply. A child may have SEN without a diagnosis. SEND is used in this policy as an umbrella term.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

- The Special Educational Needs and Disability Regulations 2014, as amended, including the 2024 amendments to SENCO qualification requirements
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- The Special Educational Needs and Disability (Amendment) Regulations 2024

Education and Inspections Act 2006 and the applicable regulations on recording and reporting restrictive interventions, alongside relevant education and safeguarding legislation.

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) Working together to safeguard children
- DfE guidance on the mandatory qualification requirements for SENCOs and schools (updated September 2024)
- DfE (2021) 'School Admissions Code'
- DfE (2026) Keeping children safe in education, in force from 1 September 2026
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

DfE Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026). The school also has regard to the current EYFS statutory framework and statutory guidance on attendance and suspensions and permanent exclusions.

2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.

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  Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  Accessibility plans setting out improvements to participation in the curriculum, the physical environment and access to information for disabled pupils.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEND information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

Governors review the effectiveness of provision, pupil outcomes, family and pupil feedback, staff training, accessibility and use of resources. The headteacher and SENDCo report significant gaps in provision and agreed improvement actions.

The headteacher is responsible for a broad and balanced curriculum, high-quality teaching and a positive educational experience for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

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- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as part of the school's arrangements for monitoring teaching and staff development.
  Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENDCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The SENDCo is Laura Sprowson, contactable at senco@hooleceprimary.cheshire.sch.uk. The school ensures the designated SENDCo meets the applicable qualification requirements.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

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- Ensure pupils with SEND can access a broad and balanced curriculum, with appropriate adaptations and any lawful individual curriculum arrangements.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
  Share relevant changes in learning, communication, participation, well-being or behaviour with the SENDCo and school leaders, and report safeguarding concerns immediately through the school's safeguarding procedures.

4. Identifying SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Identification is not limited to attainment. Staff consider communication, sensory and physical needs, social and emotional development, independence and participation. Slow progress alone does not establish SEN, and age-related attainment does not rule it out. Support is based on need and is not withheld pending diagnosis or referral outcomes.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

5. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.

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- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
  Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

All staff will notice and record changes in behaviour, mood, attendance, communication or injuries, and report concerns promptly to the DSL or deputy DSL. Staff will not assume that a concern is explained by a child's SEND. The DSL will follow safeguarding procedures and make referrals where required, drawing on SENDCo advice without delaying protective action.

Staff provide accessible ways for pupils to express concerns and do not rely solely on verbal disclosures. Safeguarding concerns are recorded and escalated through the school's approved system and procedures.

6. SEND support

High-quality adaptive teaching across all subjects is the first response to pupils who have or may have SEND. Teachers remain responsible and accountable for pupils' progress, including when support is delivered by teaching assistants or specialists.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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Decisions about special educational provision draw on a rounded assessment of the pupil's needs and the following evidence:

- Discussions between the teacher and SENDCo.
- Assessment of learning and wider development, including communication, sensory needs, emotional well-being, independence and participation; attainment data is one part of this evidence.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing 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
  Do: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

The SENDCo coordinates reviews of intervention impact, classroom practice, pupil and family feedback, participation and independence. If provision is ineffective, staff reassess and adapt it, rather than continuing unchanged. Teaching assistants support planned learning and independence under the class teacher's direction.

At Hoole, SEND profiles and termly Individual Learning Plans record strengths, needs, outcomes and useful strategies. Provision maps record the additional or different provision, responsible staff, frequency, duration and review arrangements.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

English as an Additional Language

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish

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whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENDCo.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
  - Implementation of SEND policy and procedures.
  - Arrangements for the admission of children with SEND.

- Steps being taken to prevent children with SEND from being treated less favourably than others.
- Facilities provided to enable access to the school for children with SEND.
- Accessibility plan showing how it plans to improve access over time.

- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

8. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Apply the published admission arrangements fairly to children with SEND, without discriminating on grounds of disability or refusing solely because a child needs special educational provision.
- Admit a child where the school is named in their final EHC plan, in accordance with section 43 of the Children and Families Act 2014.
- Consider applications for children with SEN who do not have EHC plans through the ordinary admission arrangements.
- Not refuse admission solely because a child has SEN, is being assessed for SEN, or the school considers that it cannot meet their needs.
- Apply oversubscription criteria lawfully where there are more applications than places; the absence of an EHC plan is not a reason to refuse an otherwise eligible application.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

9. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

The SENDCo works with families, previous settings and receiving schools to plan transitions early. Additional visits, visual information, staff meetings and professional advice are arranged according to need. For pupils with EHC plans transferring between key phases, the school provides timely evidence so that the LA can complete the review and amend the plan by the statutory deadline, normally 15 February in the year of a primary-to-secondary transfer.

When children move between classes or settings, relevant records and practical strategies are shared securely and staff prepare the environment and support. Nursery liaison and family discussions support early identification before entry.

10. Involving pupils and parents/carers in decision-making

The school is committed to working in partnership with all parents/carers in the best interests of their child and will provide an annual report for all parents on their child's progress.

For pupils receiving SEN Support, the class teacher, supported by the SENDCo, meets parents and carers at least three times each year to agree outcomes, review progress and discuss provision. Meetings may align with parents' evenings, with sufficient additional time to discuss SEND. Agreed outcomes, actions and support are recorded and shared with families. The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Pupil voice is gathered in ways appropriate to age, development and communication needs, including visual choices, drawings, observation, communication aids or a trusted adult. The school respects communication preferences and does not require eye contact as evidence of listening or participation.

Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

Where needed, the school helps families access independent information, advice and advocacy, including SENDIASS. It considers communication, language and accessibility needs when arranging discussions.

11. Funding for SEND support

The school uses its overall delegated budget, including its notional SEND allocation, to provide high-quality teaching and additional SEN support. The notional SEND budget is not ring-fenced and does not represent an individual entitlement for each child.

The SENDCo, headteacher and governors review how staffing, equipment, interventions and specialist advice are allocated against assessed needs and impact. Where provision costs

exceed the nationally prescribed mainstream contribution, the school works with the LA on appropriate high-needs top-up funding. Support and reasonable adjustments are not delayed while funding or assessment decisions are awaited.

12. EHC needs assessments and plans

Where a pupil may need provision through an EHC plan, the school discusses an EHC needs assessment with the family. Parents can also request an assessment directly from the LA. The statutory test is whether the child has or may have SEN and whether it may be necessary for special educational provision to be made through an EHC plan; no diagnosis or fixed number of support cycles is required before a request can be considered.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If the LA decides not to issue an EHC plan, the school continues to review and adapt SEN Support, using the assessment advice made available. The family is informed by the LA about the decision and any applicable appeal rights.

When consulted about a draft EHC plan or proposed placement, the school provides a timely, evidenced response. The SEND Code expects a response within 15 days. The LA is responsible for deciding whether to name the school and for issuing the final plan.

Where the school is named in a final EHC plan, it must admit the child. The SENDCo ensures relevant staff know the child's needs, outcomes and provision. The school puts agreed arrangements in place, checks delivery and promptly raises any gaps with the headteacher and LA; the LA retains its duty to secure the special educational provision specified in Section F.

13. Reviewing EHC plans

The LA must review an EHC plan at least every 12 months. The school monitors progress throughout the year and cooperates with the LA to arrange the review meeting and provide evidence. Annual review does not replace ongoing classroom assessment or termly discussions with families.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- The LA must notify the parent of its decision to maintain, amend or cease the plan within four weeks of the review meeting. The school explains how families can access SENDIASS and directs them to the LA's decision letter for applicable appeal and mediation rights.
- For a looked-after child, the school coordinates EHC reviews with Personal Education Plan (PEP) and care planning where appropriate, while meeting the separate statutory timescales.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- The review checks progress towards outcomes, whether the specified provision is being delivered, changing needs and any proposed amendments. The school sends recommendations and supporting evidence to the LA; the LA is responsible for amending the EHC plan.

Where needs or circumstances change significantly, the school discusses an early review or re-assessment request with the family and LA. The school does not impose a blanket six-month wait before raising concerns. The LA determines a re-assessment request under the statutory framework, including the rule on assessments within the previous six months and its discretion to reassess sooner.

For children under five with EHC plans, the school follows the Code's recommendation to consider reviews at least every three to six months, according to need, as well as the statutory annual review.

14. Supporting successful preparation for adulthood

Preparation for adulthood begins in the early years. In this primary school, it includes age-appropriate communication, self-help skills, friendships, healthy choices, decision-making, confidence and independence, alongside aspirations for future learning and life.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

15. Managing complaints

The school's published Complaints Procedure explains how parents and carers can raise concerns about SEND provision.

Families are encouraged to speak first to the class teacher or SENDCo. Unresolved concerns can be raised with the headteacher and then through the formal published procedure. Safeguarding concerns follow safeguarding procedures. Concerns about LA EHC decisions may have separate mediation and appeal routes; these do not replace the school complaints process.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Cheshire West and Chester SENDIASS provides free, impartial information and advice: iasservice@cheshirewestandchester.gov.uk; 0300 123 7001. Families can find local support and statutory decision routes through the Local Offer.

The school cooperates with lawful requests for information and directions from the SEND Tribunal. It distinguishes complaints about school provision from appeals against LA decisions and disability discrimination claims, and signposts families to independent advice.

16. Staff training and improving practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENDCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Training priorities include adaptive teaching, communication and interaction, literacy and cognition, sensory needs, emotional regulation, safeguarding and the safe

implementation of specialist advice. Training impact is reviewed through classroom practice and pupil outcomes.

17. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school submits accurate SEN information through the school census and shares relevant information with the LA, inspectors and other bodies where there is a lawful basis. Reporting to governors uses proportionate, anonymised information where appropriate.

Confidentiality

EHC plans and related records are handled confidentially. Disclosure must comply with the SEND Regulations and data protection law. The school shares only necessary information with authorised recipients, using an appropriate lawful basis; consent is sought where required. Safeguarding information may be shared without consent where lawful and necessary to protect a child. Permitted disclosures include:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

18. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SENDCo prepares the SEND Information Report for governing oversight and publication. It addresses Schedule 1 of the SEND Regulations 2014 and paragraphs 6.79–6.82 of the SEND Code, alongside the required information about disabled pupils' admission, equal treatment, facilities and accessibility planning.

19. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school cooperates with the LA and relevant health, care and voluntary services in assessing needs, planning support and reviewing outcomes. Statutory joint commissioning duties sit with the responsible LA and health bodies; the school contributes evidence and implements the relevant advice and provision.

The school uses proportionate information to plan its provision, including:

- Current and anticipated pupil needs, including information from nursery transitions.
- Patterns of need and barriers identified through assessment and provision reviews.
- Pupils receiving SEN Support or with EHC plans and the provision they require.
- Local specialist services and arrangements for requesting advice.
- Staff expertise, training priorities, accessibility and available resources.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative**: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive**: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date**: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Cheshire West and Chester's Local Offer is available at https://www.livewell.cheshirewestandchester.gov.uk/. The school signposts families to relevant services and contributes accurate information about its own offer.

21. Reasonable adjustments and participation

The school anticipates and reviews reasonable adjustments for disabled pupils, whether or not they have an EHC plan. Adjustments may include accessible teaching materials, communication aids, adapted recording methods, sensory changes, equipment and assessment arrangements. The SENDCo works with staff, families and professionals to identify barriers and review effectiveness.

The Accessibility Plan addresses access to the curriculum, physical environment and information. Children with SEND are included in trips, residentials, clubs, PE and performances, with individual planning and appropriate adjustments. Parents are not routinely required to accompany a child as a condition of participation.

22. Well-being behaviour and attendance

The school uses supportive relationships, predictable routines, co-regulation and individual strategies to promote emotional well-being. Staff consider unmet communication, sensory, learning or emotional needs when responding to behaviour. Expectations remain ambitious and reasonable adjustments are considered when applying behaviour policies.

Bullying, including prejudice-based and disability-related bullying, is addressed through the Anti-Bullying Policy. Staff monitor vulnerable times and provide accessible ways for children to report concerns.

Attendance concerns are addressed early with the family, SENDCo, attendance lead and relevant services. The school identifies barriers and agrees support. Part-time timetables are used only in very exceptional circumstances, are temporary, reviewed regularly and follow statutory guidance; they are not used to manage behaviour. Informal exclusions or asking a family to keep a child at home outside lawful procedures are not permitted.

The school prioritises prevention and de-escalation. Any restrictive intervention must be lawful, necessary and proportionate, take account of individual SEND and medical needs, and follow the school's policy and the guidance effective from April 2026. Required incidents are recorded and reported in line with current law, including safeguarding exceptions; post-incident review considers the child's views and changes needed to reduce recurrence.

23. Medical needs and personal care

Medical needs do not automatically mean that a child has SEN. The school coordinates SEND provision with individual healthcare plans where appropriate, follows its medical conditions policy and arranges necessary staff training. Intimate care and toileting support are planned respectfully with families, with attention to dignity, communication and safeguarding.

24. Children who are looked after and previously looked after

The SENDCo is the Designated Teacher for looked after children and she coordinates support with carers, families, the social worker, Virtual School and relevant professionals, according to the child's circumstances. For looked-after children, SEND outcomes and provision inform the PEP and, where applicable, EHC review. Staff consider the impact of trauma, transitions and disrupted education without assuming these explain all additional needs.

25. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review is November 2027. The policy will also be reviewed sooner where changes to law, guidance or school arrangements require it.