

Elworth C of E Primary School



'Love God, Love Learning, Love One Another.' Matt 22:36-39

Special Educational Needs Policy

Date:	August 2026
Review Cycle:	Yearly
Reviewed By:	Mrs S. Buckley (SENCo)
Approved By:	Mr N. Garratt
Next review date:	August 2027
Nominated Governor:	Mrs H. Jones

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with '*Love the Lord your God with all your heart, all your soul and all your mind*' and '*Love your neighbour as yourself*' (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

Introduction

At Elworth CE Primary, we strive to ensure the inclusion of every child, responding to individual needs. We aim to provide an inclusive learning environment through high-quality, adaptive teaching and reasonable adjustments, ensuring all pupils can access the curriculum. We support pupils to achieve their best outcomes in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), the Children and Families Act 2014, and the Equality Act 2010.

Definition of Special Educational Needs (SEN)

(Adapted directly from the SEND Code of Practice: 0 to 25 years, 2015 – Introduction, paragraphs xiii–xvi)

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

1. Children of Compulsory School Age

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.*

2. Early Years & Children Under Compulsory School Age (EYFS)

A child under compulsory school age (including 4-year-olds within our Reception and EYFS settings) has a learning difficulty or disability if he or she:

- *Is likely to fall under the criteria above when they reach compulsory school age; **or***
- *Would be likely to fall under the criteria above if no special educational provision were made for them now.*

School Policy Note on Early Identification:

*In accordance with paragraph xv of the SEND Code of Practice, our school does not wait until a child reaches compulsory school age (the term following their 5th birthday) to identify needs or implement support. If an EYFS child shows signs of potential learning difficulties or developmental delays, targeted support and the **Graduated Approach (Assess-Plan-Do-Review)** will begin immediately.*

Statement of Intent

It is our aim to provide every child with a high-quality education. We aim to provide full access to a broad, balanced, and ambitious curriculum, supported by targeted small-group or individual interventions where children have specific needs.

The nature of support is dependent on individual needs, staff expertise, and available resources. The school may request involvement from the Local Authority and health/social care services to ensure optimal provision.

All children are valued, and we aim for all children to experience success, achievement, and personal growth. Behavioural difficulties do not inherently indicate that a child has SEN and do not automatically lead to a pupil being placed on the SEN register.

Objectives

- To identify pupils with special educational needs as early as possible to ensure timely, effective provision.
- To maintain a fully inclusive environment for pupils with special educational needs and/or disabilities.
- To provide a broad, balanced, and adapted curriculum accessible to all pupils regardless of ability.
- To recognise individual learning needs and provide access through adaptive teaching techniques.
- To ensure all pupils make effective progress and achieve their full potential.
- To foster strong collaborative partnerships between children, parents/carers, Governors, the Local Authority, and specialist agencies.
- To systematically monitor, evaluate, and review the individual needs and progress of children.
- To celebrate achievement and ensure every child feels valued.
- To regularly review policy, practice, and provision to drive continuous improvement.

Roles and Responsibilities

Role of the Governing Body

The Governing Body will:

- Ensure the school complies with its statutory responsibilities under the SEND Code of Practice (2015), Children and Families Act 2014, and Equality Act 2010.
- Appoint a nominated SEN Link Governor to liaise regularly with the SENCo and report back to the Governing Body (*Designated Governor: Mrs Helen Jones*).
- Appoint a qualified teacher to fulfill the statutory role of Special Educational Needs Coordinator (SENCo) (*Designated SENCo: Mrs Sarah Buckley*).
- Monitor and maintain high standards of SEND provision across the school.
- Ensure adequate resources and funding allocation to support this policy effectively.

Role of the Headteacher

The Headteacher will:

- Ensure all school personnel, pupils, and parents are aware of and adhere to this policy.
- Oversee the day-to-day management of SEND provision.
- Work collaboratively with the SENCo, teaching staff, and support staff.
- Keep the Governing Body fully informed on all statutory SEND matters.
- Ensure parents are formally notified when special educational provision is made for their child.
- Monitor policy effectiveness and report annually to the Governing Body.

Role of the Special Educational Needs Coordinator (SENCo)

The SENCo will:

- Work with the Headteacher and Governors to determine the strategic development of SEND policy and provision.
- Oversee the day-to-day operation of the school's SEND policy.
- Provide advice, guidance, and professional development to all staff.
- Coordinate, manage, and evaluate targeted intervention programmes.
- Ensure class teachers prepare, implement, and update SEN Support Plans.
- Track the academic and personal progress of pupils on the SEN register.
- Coordinate multi-agency working and liaise with external health and social care professionals.
- Manage transition arrangements with feeder and destination settings.
- Lead statutory Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- Report annually to the Governing Body on SEND outcomes and provision.

Role of the Nominated Governor

The Nominated Governor will:

- Maintain regular contact with the Headteacher and SENCo.
- Ensure the SEND policy and linked accessibility/inclusion documents are up to date and legally compliant.
- Report to the Governing Body on a termly basis regarding SEND monitoring.
- Contribute to the annual review of SEND provision.

Role of the Class Teacher

Class teachers will:

- Retain primary responsibility for the progress, development, and well-being of all pupils in their class, including those receiving SEN support.
- Know and implement the school's policy for identifying, assessing, and supporting pupils with SEND.
- Identify early learning barriers or concerns and alert the SENCo promptly.
- Deliver high-quality, adaptive teaching and implement individualised targets set within SEN Support Plans.
- Work with the SENCo, support staff, and parents to co-construct and review SEN Support Plans.
- Engage in relevant SEND professional development.

Role and Rights of Parents/Carers

We recognise the essential role of parents/carers in their child's education:

- Parents/carers are involved at every stage when SEN provision is being considered or implemented.
- Parents/carers are invited to co-construct and review SEN Support Plans (at least termly).
- Parents/carers participate in statutory Annual Reviews for pupils with an EHCP.
- The school signposts parents to independent guidance, including Cheshire East Information, Advice and Support (CEIAS) and the Cheshire East Parent Carer Forum.

Role and Rights of Pupils

In line with person-centred values, pupils are encouraged (commensurate with age and stage) to participate in:

- Identifying their own strengths, barriers, and learning preferences.
- Co-creating their SEN Support Plan targets.
- Contributing to reviews and Annual Review meetings.

Identification, Assessment and Levels of Intervention

Early Identification

Every teacher is responsible for identifying pupils with special educational needs. We inform parents at the earliest opportunity when concerns arise and collaborate to put appropriate support in place.

The SEND Code of Practice (2015) outlines four broad categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical

In alignment with Cheshire East Local Authority Guidance (Toolkit for Inclusion), we apply a continuum of support across distinct levels: Quality First Teaching / Ordinarily Available Provision → First Concerns → SEN Support → Complex Needs / EHCP.

1. Ordinarily Available Inclusive Provision / Quality First Teaching

High-quality, inclusive teaching is the baseline provision for all pupils. This includes clear learning objectives, structured vocabulary instruction, adaptive teaching styles, and multi-sensory approaches.

2. First Concerns (Monitoring)

Where Ordinarily Available Provision is insufficient to make expected progress, a teacher initiates a First Concerns Plan. Following initial screening (e.g., ruling out visual/hearing difficulties), targeted short-term adjustments and home-school strategies are implemented and monitored (typically over a 4–6 week period).

3. SEN Support (K Code)

Where progress remains limited despite First Concerns interventions, the pupil is identified as requiring provision "*different from or additional to*" standard school resources.

- The pupil is placed on the school SEN Register under SEN Support (Code K).
- An individual SEN Support Plan is co-produced with parents and the pupil.
- Support staff and subject teachers are briefed on targeted strategies and required adaptations.

The Graduated Approach

All support delivered at First Concerns and SEN Support levels operates via the cyclical Graduated Approach:

Assess→Plan→Do→Review

This continuous cycle ensures interventions are refined over time based on pupil response and outcome data.

4. Education, Health and Care Plan (EHCP)

Where a pupil does not make expected progress despite sustained, evidence-based SEN Support, the school or parent may request an Education, Health and Care Needs Assessment (EHCNA) from Cheshire East Local Authority.

- If granted, an EHCP details top-up funding and statutory provision required across Education, Health, and Social Care.
- If refused, the LA provides feedback and details of mediation and appeal rights to the First-tier Tribunal (SEND). Parents are directed to CEIAS for independent advice.

Relevant statutory procedures are detailed in Chapter 9 of the SEND Code of Practice (2015).

Transition

The SENCo and school team facilitate structured transition strategies into, through, and out of the school:

- Transfer of SEN records and consultations with prior/receiving settings.
- Joint transition reviews for pupils with EHCPs or high-level needs.
- Enhanced transition packages tailored to individual needs (e.g., extra visits, familiarisation booklets, social stories, and key-worker introductions).

Facilities, Resources and Local Offer

- **Accessibility:** The school maintains an **Accessibility Plan** in accordance with the **Equality Act 2010** and **SENDA 2001**, reviewing physical environment adaptations, curriculum access, and written information accessibility.

- **School SEND Information Report / Local Offer:** Detailed information regarding school SEND provision is published annually on the school website.
- **Cheshire East Local Offer:** The LA Local Offer detailing cross-county services across education, health, and social care can be accessed at: [Cheshire East Local Offer](#).

Evaluation, Links and Review

- The effectiveness of SEND provision is reviewed annually by the Governing Body.
- This policy is a working document and is formally reviewed on an annual basis.
- Associated Policies & Documents (found on the school website):
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 - School SEND Information Report
 - Cheshire East Inclusion Toolkit
 - Accessibility Plan
 - Safeguarding & Child Protection Policy
 - Teaching, Learning & Assessment Policy
 - Behaviour Policy
 - Equality & Diversity Scheme

Appendix 1

The four areas of need

Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: · Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia · Moderate learning difficulties · Severe learning difficulties · Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: · Mental health difficulties such as anxiety, depression or an eating disorder · Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder · Suffered adverse childhood experiences

	These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: · A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment · A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.