



SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

Person responsible for the Policy:	Special Educational Needs and Disabilities Co-ordinator (SENDCo)
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ASHDENE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

September 2026

Related Policies and Documents

This policy should be read alongside:

- Admissions Policy
- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- School SEND Information Report (Local Offer)
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Cheshire East Local Offer
- Cheshire East Inclusion Toolkit and Graduated Approach
- School Inclusion Strategy
- Inclusion Funding Strategy (if you are calling it this)
- Cheshire East Inclusion Strategy 2025-2028

Our Vision, Values and Aims

At Ashdene Primary School, we are committed to providing a high-quality education that enables every child to achieve their potential, regardless of need or disability. We believe that all pupils are entitled to a broad, balanced and ambitious curriculum and should be fully included in every aspect of school life.

We strive to create a culture where diversity is celebrated, barriers to learning are identified and removed, and all pupils feel safe, respected and valued.

We adopt a **person-centred and strengths-based approach** to SEND. Children, young people and their families are central to decision-making. We work in partnership with parents, carers and external agencies through a process of **co-production**, ensuring that support is meaningful, outcome-focused and responsive to individual needs.

We aim to:

- Implement the SEND Code of Practice and Equality Act effectively.
- Promote high aspirations for all pupils.
- Identify SEND at the earliest opportunity.
- Ensure all pupils have access to high-quality teaching and inclusive practice.
- Remove barriers to learning and participation.
- Enable pupils to develop independence, resilience and self-confidence.

- Involve pupils and families in all decisions affecting them.
- Work collaboratively with outside agencies.
- Support successful transitions between classes, phases and educational settings.
- Prepare pupils for future learning and adult life by developing skills for independence, community participation, health and wellbeing, and future employment aspirations.
- Ensure SEND provision is regularly reviewed and evaluated for effectiveness.

Definition of SEND

The SEND Code of Practice states that a child or young person has SEND if they have:

"A learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is additional to, or different from, what is made generally available to children of the same age.

Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need:

1. Communication and Interaction

Including speech, language and communication needs and Autism Spectrum Condition (ASC).

2. Cognition and Learning

Including specific learning difficulties, moderate learning difficulties and difficulties acquiring literacy and numeracy skills.

3. Social, Emotional and Mental Health (SEMH)

Including difficulties with emotional regulation, relationships, anxiety, behaviour and mental wellbeing.

4. Sensory and/or Physical Needs

Including hearing impairment, visual impairment, physical disability and sensory processing needs.

These areas of need are not mutually exclusive and many pupils experience difficulties across more than one area.

Identification of Need

We are committed to identifying pupils' needs as early as possible through:

- Ongoing teacher assessment.
- Progress monitoring.
- Classroom observations.
- Pupil voice.
- Parental concerns.
- Information from previous settings.
- Advice from external professionals.
- Standardised assessments where appropriate.

We recognise that slow progress or low attainment alone does not necessarily indicate SEND.

The following do not automatically constitute SEND:

- Attendance concerns.
- English as an Additional Language.
- Disadvantage or Pupil Premium eligibility.
- Looked After status.
- Medical conditions alone.
- Disability where reasonable adjustments sufficiently meet need.

Ordinarily Available Inclusive Provision (OAIP)

The majority of pupils' needs can be met through high-quality teaching and inclusive classroom practice.

At Ashdene Primary School we are committed to delivering:

- Adapted teaching.
- Scaffolded learning opportunities.
- Flexible grouping.
- Visual supports.
- Curriculum adjustments.
- Assistive technology where appropriate.
- Inclusive classroom environments.
- Positive behaviour support.
- Effective assessment for learning.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

SEND support supplements and enhances classroom provision but is not a replacement for high-quality teaching.

The Graduated Response

We follow the Cheshire East Graduated Response and the Assess, Plan, Do, Review cycle. Provision is delivered using a graduated approach that increases in response to identified need.

Stage 1: One Page Profile

Alongside Ordinarily Available Inclusive Provision (OAIP) and Quality First Teaching, some pupils may require some small additional adaptations, resources or short-term support to address emerging concerns.

Where appropriate, a child may be supported through a One Page Profile and included on the school's First Concerns monitoring register. This does not necessarily indicate that the child has Special Educational Needs, but allows school staff and parents to monitor provision and evaluate whether further assessment or support may be required.

The One Page Profile provides a concise overview of:

- the child's strengths and interests
- what is important to the child
- what helps the child to learn and thrive
- any emerging barriers to learning or participation
- classroom adaptations and support strategies
- any agreed provision being implemented

The One Page Profile is developed collaboratively with the child, parents/carers and school staff and reflects a person-centred approach. It is reviewed regularly and updated as needs change.

Where concerns are resolved and progress is secured, the One Page Profile may be discontinued. If concerns persist despite appropriate support and adaptation, the school may move to a more formal Assess, Plan, Do, Review process through SEN Support and place the child on the SEND Register.

Stage 2: SEN Support

A pupil may be placed on the SEND Register when they require provision that is additional to and different from ordinarily available provision over time.

At this stage:

- A SEN Support Plan is developed.

- Outcomes are agreed collaboratively.
- External advice may be sought.
- Provision is targeted and personalised.
- Reviews occur at least termly.

The SEN Support Plan includes:

- Strengths and aspirations.
- Identified needs.
- Desired outcomes.
- Provision and interventions.
- Responsibilities of staff.
- Review arrangements.

Pupils receiving SEN Support will have identified outcomes or targets that are specific, measurable, achievable, relevant and time-bound (SMART). These are reviewed regularly through the Assess, Plan, Do, Review cycle and inform future planning and provision.

Stage 3: Education, Health and Care Needs Assessment

Where the school is unable to meet a pupil's needs through its available resources and graduated response, a request for an Education, Health and Care Needs Assessment may be made.

Evidence may include:

- Assessments.
- Outcomes achieved.
- Support plans.
- Review records.
- Professional reports.
- Pupil and parent views.

This evidence demonstrates the graduated response over time and the impact of provision already implemented.

Education, Health and Care Plans (EHCPs)

Where an Education, Health and Care Plan is issued, the school will:

- Deliver the provision specified within the plan.
- Monitor progress towards outcomes.
- Hold an Annual Review.
- Continue termly reviews through the Assess, Plan, Do, Review process.
- Work closely with parents and external professionals.

Assess, Plan, Do, Review

All SEND provision follows this cycle.

Assess

Information is gathered from:

- Teacher assessments.
- Previous attainment.
- Pupil voice.
- Parent views.
- Outside agencies.
- Observation and assessment data.

Plan

Desired outcomes and support arrangements are agreed with all relevant parties.

Do

Teachers remain responsible for pupil progress on a day-to-day basis while working closely with teaching assistants, SENDCo and specialists.

Review

Progress and impact are evaluated and future actions are agreed.

Reviews occur at least termly.

Person-Centred Planning and Co-Production

Pupils are encouraged to contribute to planning and review meetings wherever possible.

We seek to understand:

- What is important to the child.
- What support works well.
- Their hopes and aspirations.
- Their views about school.

Parents and carers are recognised as equal partners in the process.

We work collaboratively with families and professionals to identify needs, agree outcomes and evaluate the effectiveness of support.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Lesson observations.
- Learning walks.
- Pupil voice.
- Parent feedback.
- Progress data.
- Work scrutiny.
- Provision mapping.
- Intervention tracking.
- SEND reviews.
- Governor monitoring.
- SENDCo monitoring activities.

The SENDCo and senior leaders evaluate outcomes regularly to ensure provision remains effective and responsive.

The Cheshire East Local Offer

The Cheshire East Local Offer provides information about services, support and opportunities available for children and young people with SEND and their families.

The Local Offer can be accessed through Cheshire East Council's website.

Ashdene School SEND Information Report

The school's SEND Information Report (School Local Offer) provides detailed information about:

- Identification of SEND.
- Provision available.
- External support services.
- Arrangements for consulting pupils and parents.
- Accessibility arrangements.
- Transition arrangements.

This document is available via the school website and can be obtained from the school office.

Inclusion Strategy

Ashdene Primary School maintains an Inclusion Strategy which outlines how the school develops and sustains inclusive practice for all learners. The strategy details how Ordinarily Available Inclusive Provision (OAIP), targeted support, staff development, reasonable adjustments, partnership working and additional inclusion funding are used to improve outcomes for children and young people. The strategy should be read alongside this SEND Policy and the School SEND Information Report. Funding allocated through local authority inclusion programmes is used to enhance inclusive provision in line with identified needs and the priorities outlined within the school's Inclusion Strategy.

Admissions

Children with SEND are admitted in accordance with the school's Admissions Policy.

We welcome applications from families of pupils with SEND and will make reasonable adjustments to facilitate successful admission and transition.

Where appropriate, enhanced transition arrangements will be planned and implemented.

Supporting Pupils and Families

We value strong partnerships with parents and carers.

We will:

- Listen to concerns.
- Share information openly.
- Involve families in decision-making.
- Review provision regularly.
- Provide advice and signposting where appropriate.

Parents of pupils receiving SEND support will be invited to participate in regular review meetings.

Complaints

Any concerns should initially be discussed with:

1. The class teacher.
2. The SENDCo.
3. The Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Inclusion Commitment

Ashdene Primary School is committed to developing a truly inclusive culture where every child is valued, respected and enabled to achieve their full potential.

We believe that barriers to learning should be identified and removed wherever possible through effective teaching, inclusive practice, collaborative working and a graduated response to need. We will continue to develop our provision in line with the SEND Code of Practice, Equality Act 2010 and the Cheshire East Local Offer and Inclusion Toolkit.

Monitoring and Review

This policy will be reviewed annually by the SENDCo and approved by the Governing Board. It will also be updated whenever significant changes occur in legislation, local authority guidance or school practice.

Key Contacts

SENDCo – Mrs Laura O’Brien

Designated Safeguarding Lead – Mrs Laura O’Brien

SEND Governor – Mr Tim Billington

The above can be contacted via admin@ashdene.cheshire.sch.uk or via telephone on 01625 917335.