



Christleton Primary School

Be the best you can be

SEND Policy

Document Name		Reviewed by	
SEND Policy		Full Governing Body	
Author	Mr Mitchell	Version number	2.0
Date of Policy	Policy Reviewed	Next Review	
September 2026		September 2027	
Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

This is the property of Christleton Primary School and is not to be copied, reproduced or published in whole or in part without prior written consent.

© Christleton Primary School

SEND Policy

1. Definition of Special Educational Needs
2. Basic information about SEN provision
3. Identification, assessment and review- the graduated response
4. Staffing policies and partnerships with external agencies

Overview

This policy sets out Christleton Primary School's approach to identifying and meeting special educational needs and disabilities (SEND). It has been prepared for a local-authority-maintained mainstream primary school and must be read alongside the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 (as amended), the SEND Code of Practice: 0 to 25 years, the Equality Act 2010, current safeguarding guidance and Cheshire West and Chester Council's Local Offer. The governing body and staff will use their best endeavours to secure the special educational provision called for by each pupil's SEN and will make reasonable adjustments for disabled pupils.

Christleton Primary School is committed to inclusive education, high aspirations and access to a broad and balanced curriculum. Every teacher is responsible and accountable for the progress and development of every pupil in their class, including where support is provided by teaching assistants or specialist staff. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age. The four broad areas of need in the current SEND Code of Practice are:

This policy is supported by the school's current SEN information report, accessibility plan, equality information and objectives, child-protection policy, supporting pupils with medical conditions policy, admissions arrangements, behaviour policy, complaints procedure and data-protection policies. Where these documents differ, statutory duties and current statutory guidance take precedence.

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

1. Definition of Special Educational Needs

Children can be identified as having SEN at any stage in their school career:

Under section 20 of the Children and Families Act 2014, a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have 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 educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream settings in England.

A pupil may have SEN, a disability, both SEN and a disability, or neither. The school will not assume that a pupil has SEN solely because they have:

- slower progress or lower attainment, without assessment of the pupil's individual circumstances;
- English as an additional language; a medical condition; attendance difficulties; or behaviour that may be communicating an unmet need. These factors will be considered carefully and will not by themselves determine SEN status. A disabled pupil may require reasonable adjustments even where they do not have SEN.

The school reviews how well equipped we are to provide support across the following areas:

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

Basic information about SEN provision

Our Aims

All teachers are responsible and accountable for the progress and development of pupils in their class, including pupils with SEN. Teaching will be adapted through evidence-informed approaches, appropriate scaffolding, explicit instruction, formative assessment and reasonable adjustments.

- Pupils with SEN are fully integrated into the life of the school and all have access to a broad and balanced curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- We believe in equal opportunities and use our best endeavours to meet the physical, emotional and intellectual needs of all our children.

We monitor the progress, attainment, participation and wellbeing of all pupils. Slow progress or low attainment does not automatically mean that a pupil has SEN; equally, attainment in line with age-related expectations does not rule out SEN.

We will work in active partnership with parents and carers, and will seek and give due weight to the views, wishes and feelings of pupils in an age-appropriate and accessible way.

We set high expectations for every pupil, whatever their prior attainment to ensure that they can achieve the highest possible outcomes.

Management of SEN within the school:

We monitor the progress of all pupils as an ongoing process. This enables early identification of any children who may require additional or different provision to be made.

Parents and carers will be formally informed when the school identifies that a pupil has SEN and will be involved in planning and reviewing SEN support. The school will meet parents of pupils receiving SEN support at least three times each year, unless an alternative arrangement is agreed and recorded. Information will be provided in an accessible form.

Parents are encouraged to discuss any issues and concerns with their child's class teacher initially. SENCO advice will be sought if needed.

The school may seek specialist advice at any point in the graduated approach where this is appropriate. Parents and pupils will be involved. Consent will be sought where required; however, information may be shared without consent where there is a lawful basis, including where necessary to safeguard a child.

Some pupils with medical conditions also have SEN or disabilities. Their support will be coordinated with the school's Supporting Pupils with Medical Conditions Policy and, where applicable, an individual healthcare plan, reasonable adjustments and SEN support or an EHC plan.

Christleton Primary School applies a graduated approach through a continuous four-part cycle of assess, plan, do and review. Support is matched to need and intended outcomes; it is not dependent on completing a fixed number of interventions or "waves". Urgent needs, safeguarding concerns and requests for an EHC needs assessment will not be delayed by a rigid sequence.

Christleton Primary School's graduated approach comprises universal high-quality teaching, targeted SEN support and, where appropriate, specialist or statutory support:

Universal provision: high-quality teaching and reasonable adjustments for all pupils

All pupils will have access to high-quality teaching. This may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, careful use of technology, adaptations to language and communication, and reasonable adjustments. The class teacher will retain responsibility for the pupil even where additional adults are involved.

Where a pupil is not making expected progress, the class teacher will review teaching, assessment information, attendance, health, wellbeing, language, prior learning and any barriers to participation before deciding whether the pupil may have SEN.

Teaching and provision will be adapted to enable the pupil to access ambitious curriculum goals. Additional or different special educational provision will be used where assessment indicates that this is required.

Progress will be monitored through the school's ordinary assessment cycle and more frequently where the pupil's needs or agreed outcomes require it. Assessment will include progress towards individual outcomes as well as curriculum attainment, participation and wellbeing.

Behaviour will be understood in context. Staff will consider whether behaviour may indicate communication, sensory, social, emotional, mental-health, safeguarding or other unmet needs, while maintaining high expectations and applying the behaviour policy fairly and consistently.

SEN support: the assess-plan-do-review cycle

Where, despite high-quality teaching and appropriate adjustments, a pupil continues to make less than expected progress or presents other indicators of SEN, the class teacher and SENCO will assess whether the pupil has SEN. The class teacher remains responsible for provision. The school will record the pupil's needs, outcomes, provision, responsible staff, review arrangements and the views of the pupil and parents.

- a) Communication and Interaction
- b) Cognition and Learning
- c) Social, emotional and mental health
- d) Sensory and/or physical needs.

Specialists may advise on assessment, outcomes, strategies and provision. Their advice will be considered with the pupil and parents and integrated into classroom teaching. Staff implementing specialist programmes will receive appropriate guidance and oversight; responsibility for the pupil remains with the class teacher and school leaders.

Where a pupil receives SEN support, the school will agree clear, specific and measurable intended outcomes with the pupil and parents; record the teaching, adjustments and interventions to be provided; identify responsibilities and review dates; implement the plan; and review its impact. Pupils will be enabled to understand and contribute to their outcomes using communication appropriate to their age and needs.

The school will hold a structured conversation with parents of pupils receiving SEN support at least three times each year and will provide a written record of agreed actions and outcomes. The school's graduated-approach documentation will be shared with parents and the pupil in an accessible form, subject to lawful data-protection and safeguarding restrictions.

Specialist and statutory support

Where needs are complex, persistent or not responding sufficiently to support, the school may draw on specialist assessment and advice. This may include educational psychology, speech and language therapy, occupational therapy, paediatrics, school health, sensory services, social care, mental-health services and Cheshire West and Chester specialist teams. Parents and pupils will be involved; consent and information sharing will follow the relevant legal basis and safeguarding requirements.

The school will maintain clear evidence of assessed need, provision and impact, but completion of a prescribed number of cycles or interventions is not a legal precondition for requesting an EHC needs assessment. The school, parents, a young person or another person specified in law may ask the local authority to carry out an EHC needs assessment. Where a pupil has an EHC plan, the school will use its best endeavours to secure the specified provision, will cooperate with the local authority's review, and will contribute to a review at least every 12 months. Local top-up funding arrangements do not change the pupil's legal entitlement or replace the graduated approach.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions must be properly supported so that they have full access to education, including school trips and physical education. The governing body will have regard to the statutory guidance Supporting pupils at school with medical conditions and will comply with the Equality Act 2010. Detailed arrangements are set out in the school's separate Supporting Pupils with Medical Conditions Policy.

A medical condition does not automatically mean that a pupil has SEN. Where a pupil also has SEN or a disability, the school will coordinate the relevant SEN support, reasonable adjustments, individual healthcare plan and any provision specified in an Education, Health and Care (EHC) plan.

Accessibility

Safeguarding and SEND

Pupils with SEND or certain medical or physical health conditions can face additional safeguarding challenges. Staff will avoid attributing possible indicators of abuse, neglect or exploitation solely to a pupil's condition; will consider communication barriers, isolation, bullying and the pupil's understanding of risk; and will follow the child-protection policy immediately where concerns arise. The SENCO and designated safeguarding lead will liaise as appropriate, while maintaining role clarity and confidentiality.

Information sharing, records and confidentiality

SEND records will be accurate, relevant, secure and accessible only to those with a lawful need to know. Information will be shared in accordance with the UK GDPR, Data Protection Act 2018, safeguarding law and the Education (Pupil Information) (England) Regulations 2005. Parents' and pupils' rights of access are subject to lawful exemptions, including the protection of third-party information and safeguarding interests. Records transferred to another school will be sent securely and promptly.

Under the Equality Act 2010, the school must not discriminate against disabled pupils and must make reasonable adjustments, including the provision of auxiliary aids and services where reasonable. The governing body must prepare and implement an accessibility plan covering increased access to the curriculum, the physical environment and information. Christleton Primary School's current accessibility plan is published on the school website and is available in accessible formats on request.

Co-ordination of SEND provision:

SEND provision is coordinated by the special educational needs co-ordinator (SENCO). In a maintained mainstream school, the SENCO must be a qualified teacher working at the school or the headteacher and must hold, or complete within the statutory period, the mandatory SENCO qualification applicable to their appointment. The SENCO is part of or works closely with the senior leadership team and provides strategic as well as operational leadership for SEND.

SENCO – Mrs Roz Bingham, qualified-teacher status and **ADD SEND Qualifications**
Headteacher – Mr Oliver Mitchell

The SENCO is responsible for:

overseeing the day-to-day operation of this SEND policy and coordinating its implementation with the SEN information report and accessibility plan

coordinating provision for pupils with SEN and maintaining accurate, proportionate records, including the school's SEN register and provision information

working with parents, pupils, the headteacher, teachers, the designated safeguarding lead and relevant professionals

advising and supporting teachers and other staff, while reinforcing that class teachers remain responsible and accountable for pupils in their classes

identifying and supporting continuing professional development and induction needs across the staff team

supporting the assess-plan-do-review cycle and ensuring that intended outcomes, provision, responsibilities and review arrangements are recorded and evaluated

ensuring that relevant assessment, provision and review information is collected, recorded, updated and shared lawfully

liaising with Cheshire West and Chester Council, early-years providers, other schools, health and social-care services and external specialists, including during transitions and EHC processes

supporting the governing body to prepare and publish the statutory SEN information report, including the SENCO's school contact details, and maintaining a link to Cheshire West and Chester Council's Local Offer; the report must be reviewed annually and updated promptly when information changes

All teachers are responsible and accountable for the progress and development of the pupils in their class. High-quality teaching, differentiated and adapted for individual pupils, is the first step in responding to possible SEN. Where progress remains less than expected, the class teacher, working

with the SENCO, will assess the pupil's needs. Appropriate support will not be delayed while assessment is underway, and its impact will inform the next assess-plan-do-review cycle.

The school will cooperate with education, health and social-care partners where this is necessary to meet a pupil's needs. Specialist advice may be sought at any point in the graduated approach. Advice will be translated into clear classroom practice and reviewed for impact. Information sharing and consent will follow legal, professional and safeguarding requirements.

The role of the governing body:

- The governing body's strategic lead for SEND is: **WHO IS THE NEW GOVERNOR**

The governing body must, and where indicated should as good practice:

use its best endeavours to ensure that the special educational provision called for by pupils' SEN is made;

ensure that teachers and relevant staff know the needs and agreed provision of pupils they teach or support, subject to lawful confidentiality;

ensure that staff understand their responsibilities for early identification, high-quality teaching, reasonable adjustments and the graduated approach;

cooperate with Cheshire West and Chester Council and relevant partners in carrying out statutory SEND functions and in developing the Local Offer;

ensure that pupils with SEN and disabled pupils can engage in the activities of the school alongside pupils who do not have SEN, so far as this is reasonably practicable and consistent with statutory duties, including reasonable adjustments and the efficient education of other pupils;

publish the statutory SEN information report, review it at least annually and update it promptly when information changes;

have regard to the SEND Code of Practice and current statutory safeguarding and medical-conditions guidance;

ensure that parents are formally informed when the school identifies that their child has SEN and are involved in decisions and reviews;

establish and monitor the school's SEND policy and strategy; appoint a strategic SEND lead governor or committee; ensure that the SENCO has sufficient time, resources and access to leadership; oversee the use and impact of resources; and obtain assurance about staff expertise, legal compliance and outcomes;

monitor the quality and impact of SEND provision, including pupil and parent experience, attendance, suspensions, exclusions, safeguarding, curriculum access, progress, destinations and the experiences of groups who may face additional barriers. The governing body remains collectively accountable even where a lead governor carries out monitoring.

Admissions:

Christleton Primary School is a community/voluntary-controlled maintained school, for which Cheshire West and Chester Council is the admission authority. Admission arrangements must not discriminate because of disability or SEN. Where the school is named in a final EHC plan, the governing body must admit the pupil. The school will work with the local authority and parents to plan reasonable adjustments and provision; the existence of SEN, an EHC assessment or an EHC plan is not in itself a lawful reason to refuse admission outside the statutory admissions framework.

3. Identification, assessment and review

Resources:

The governing body and headteacher will establish the resources needed to support pupils with SEN, taking account of the school's whole budget, the notional SEN budget and any additional funding. The notional SEN budget is not a separate ring-fenced allocation to individual pupils.

Resources will be deployed according to assessed need, agreed outcomes, statutory duties and Cheshire West and Chester Council's current funding arrangements. Funding decisions will be transparent, lawful and monitored for impact.

We use assessment information and provision mapping to identify, provide and develop our resources to support children with SEN.

An EHC plan specifies provision but does not automatically guarantee a fixed staffing allocation or funding proportion. The school will secure the provision for which it is responsible, and the local authority will determine any top-up funding under its published arrangements. Funding disputes must not delay provision required by law.

Identification and Assessment:

We are committed to the early identification and intervention of children who may have SEN.

The school recognises a continuum of need and uses the assess-plan-do-review cycle required by the SEND Code of Practice. The response is proportionate, evidence-informed and personalised rather than a fixed ladder of interventions.

SEN support – When a pupil is identified as having SEN, the class teacher and SENCO will agree with the pupil and parents the intended outcomes, provision, adjustments, responsibilities and review date. The school may use an individual support plan, pupil profile or equivalent school format; the legal requirement is for clear, accessible records and effective review, not a particular document title. Reviews will take place at least termly for parent meetings and more frequently where needs require.

Specialist advice may be sought whenever assessment indicates that it is needed; it is not necessary to wait for a fixed period or for attainment to fall to a particular level. Parents and pupils will be involved in decisions. The school will explain the purpose of referrals, how information will be used and any limits to confidentiality.

The impact of support will be reviewed against agreed outcomes. The class teacher, working with the SENCO, pupil and parents, will revise the plan where support is not having the intended impact, where needs change or where outcomes have been achieved.

Education, Health and Care (EHC) needs assessments and plans

An EHC plan is a statutory plan issued and maintained by the local authority following an EHC needs assessment where it is necessary for special educational provision to be made in accordance with a plan. It is not limited to pupils who need individual or small-group teaching. The school, parents and other eligible persons may request an EHC needs assessment; the school will provide evidence promptly and will not require completion of a fixed number of intervention cycles. Where a final EHC plan names the school, the pupil must be admitted. The school will secure the special educational provision for which it is responsible and cooperate with annual and phase-transfer reviews. Current information is available in the school's SEN information report and Cheshire West and Chester Council's Local Offer:

Review:

This SEND policy will be reviewed by the governing body at least annually as recommended for maintained schools, and sooner where legislation, statutory guidance, local arrangements or the school's provision changes. The statutory SEN information report will be reviewed annually and updated as soon as possible when information changes.

The SENCO will ensure that appropriate SEND records are accurate, current, secure and available to authorised staff when needed. Parents and pupils may exercise rights of access in accordance with the Education (Pupil Information) (England) Regulations 2005, UK GDPR and Data Protection Act 2018, subject to lawful exemptions and redaction. Information required for transition will be shared securely, proportionately and in sufficient time to support continuity.

Inclusion:

We aim to create a strong sense of belonging for every pupil. Pupils with SEN and disabled pupils will be supported to participate in the full curriculum, trips, enrichment, clubs, leadership opportunities and wider school life. Decisions about curriculum access or withdrawal from learning will be based on individual need, reviewed for impact and never used as a default substitute for inclusive classroom teaching

Evaluation procedures:

The senior leadership team, SENCO and governing body will review the effectiveness of SEND provision at least annually and will amend the policy where required. The governing body will receive sufficient evidence to provide strategic challenge and assurance.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

Evaluation will include, as appropriate: pupil and parent voice; quality of teaching and provision; progress towards individual and curriculum outcomes; attendance and persistent absence; behaviour, suspensions and exclusions; safeguarding and bullying; curriculum and wider participation; timeliness of identification and reviews; transition; complaints; staff confidence and training; use and impact of resources; and equality between groups. Data will be interpreted carefully and will not be used to create inappropriate targets for identifying SEN.

The senior leadership team, SENCO and subject leaders will monitor classroom practice, curriculum accessibility and pupil outcomes. Monitoring will focus on whether pupils receive effective teaching and provision and whether barriers are being removed. Ofsted expectations will inform self-evaluation but do not replace the school's legal duties or prescribe the wording of this policy.

Procedures for concerns:

Concerns about SEND provision should normally be raised with the class teacher and/or SENCO. A parent may then contact the headteacher. Formal complaints will be handled under the school's published complaints procedure; complaints about the headteacher will follow the route specified in that procedure. Nothing in this policy limits rights to disagreement resolution, mediation, appeal to the First-tier Tribunal (SEND), a complaint to the local authority or other legal remedy where applicable. Safeguarding concerns must be reported immediately under the child-protection policy rather than waiting for the complaints process.

Parents, carers and pupils may obtain impartial information, advice and support from Cheshire West and Chester SENDIASS: telephone 0300 123 7001; email iasservice@cheshirewestandchester.gov.uk. The school will check these details and the Local Offer link at each review.

4. Staffing policies and partnership with external agencies.

Professional development for staff:

The headteacher and SENCO will identify staff knowledge and training needs through school self-evaluation, pupil needs, statutory changes and the school development plan. Training will be evaluated for its impact on classroom practice and pupil outcomes.

We have regular staff/pupil progress meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Early career teachers, new staff, supply staff, volunteers and relevant contractors will receive role-appropriate induction on SEND, reasonable adjustments, safeguarding, information sharing and school procedures. Staff will know how to contact the SENCO and designated safeguarding lead.

Support services available:

The school may seek advice from relevant education, health, social-care and voluntary-sector services, subject to eligibility criteria, lawful information sharing and available local arrangements. The SENCO will coordinate referrals and ensure that advice is implemented and reviewed.

Partnership with parents:

The school is committed to meaningful participation by parents and carers in decisions about their child. Meetings, documents and communication will be made accessible through reasonable

adjustments, interpreters, translated information, alternative formats or other support where required. Participation is a core principle and will not be limited to what is merely convenient for the school.

Parents and carers will be invited to structured reviews to discuss progress, agree outcomes and provision, share what is working at home and school and identify next steps. Support at home may be discussed but parents will not be made responsible for delivering the school's statutory provision.

The ethos of the school is very welcoming and parents are encouraged to arrange further meetings if they wish to discuss the progress of their child at any time during the school year.

For transition to another class, phase or setting, the SENCO and class teacher will plan with the pupil, parents and receiving staff. Relevant records will be transferred securely and lawfully in sufficient time, with additional visits, communication aids or joint planning where needed. For pupils with EHC plans, the school will cooperate with statutory phase-transfer review timescales.

Pupil participation:

Pupils will be enabled to participate in decisions about their support, including assessment, outcomes, provision and review. Their views will be sought directly and in ways suited to their age, communication and understanding. The school may use pupil profiles, support plans or other records; "IEP" is not a required statutory document title.

Transfer arrangements:

Transition arrangements will be planned early and personalised to reduce anxiety, maintain provision and support a positive experience. The school will evaluate transitions with pupils and families and will use records to inform future planning

Where pupils transfer, relevant information will be shared securely, accurately and proportionately with the receiving setting, in accordance with safeguarding and data-protection law. The school will confirm receipt where information is sensitive or essential to safety and continuity of provision.