

# Guilden Sutton Church of England Primary School



*'Love and Justice for All'*

*'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'*  
*Micah 6:8.*

*through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life,  
living out love and justice for all.*

## Special Educational Needs & Disability (SEND) Policy

<b>Staff member responsible</b>	Mrs. T. Rainford
<b>Governor/Other</b>	Mr. M. Owen
<b>Date of Policy</b>	November 2025
<b>Reviewed</b>	Annually

## Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014), The Special Educational Needs and Disability (Amendment) Regulations 2024, the Local Education Authority and other policies current within the school. As such, we hope to ensure that no learners, especially those with special educational needs or a disability (SEND), are discriminated against and that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Guilden Sutton Church of England Primary School provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. Our core values arise from our Christian ethos and are summarised in our school motto 'Love and Justice for All.'

All teachers are responsible for planning a differentiated curriculum that meets the needs of specific groups of children and responds to their diverse learning needs. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice.

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

<b>Cognition and Learning</b>	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
<b>Communication and Interaction</b>	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.
<b>Social, mental and emotional health</b>	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

	<p>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.</p>
<b>Sensory/Physical needs</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <p>A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</p> <p>A physical impairment</p> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### **Special Educational Needs or Disability**

Children can be identified as having SEND at any stage in their school career. These children have learning difficulties that call for special provision to be made.

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for him or her. A learning difficulty or disability is defined as a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally, for others of the same age in a mainstream setting in England.

Early Years Foundation Stage profiles and links with preschool settings often give us the first indication that a child may have SEND. After that, regular teacher assessment that indicates low attainment in comparison to peers or lack of progress may result in children being placed on the SEND register.

### **Aims and Objectives:**

- To create an inclusive environment that meets the special educational needs of each child.
- To ensure all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given access to a broad, balanced relevant curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process, ensuring parents are able to play their part in supporting their child's education.
- To ensure that our children and parents have a voice in this process and know that their concerns will be acknowledged and acted upon.

## School Practice

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If assessments show that a child may have a learning difficulty, in the first instance, all teachers will refer to the Graduated Approach for advice on strategies to use to cater for the specific needs of individuals or groups of children. This is known as High Quality First Teaching and generally means that in order for a child to access the curriculum, the work will be differentiated appropriately so as to enable them to understand concepts and apply skills at their level and pace of learning.

If regular assessments show that a child is not making expected progress, then small group intervention programmes are delivered. These programmes are delivered by a ~~trained~~ teachers and teaching assistants and are supported by current teaching.

The support programmes begin with a pre-assessment of individual or group needs. This will give a base line assessment and will help to decide the appropriate level at which to start such programmes. The programmes run for approximately 12 weeks (1 term) and are evaluated at the end of the term. These groups may then be adjusted, with some children returning back to whole class teaching groups and other children replacing them.

For the small minority of children who fail to make satisfactory progress the class teacher, involving the child (when age appropriate) will begin to build a Child Profile identifying specific targets, teaching strategies and success criteria. Outside agencies such as Speech and Language specialists and Educational psychologists will be consulted wherever possible and their advice will be incorporated into the plan. These plans are reviewed termly and **where appropriate** a new one written in consultation with the child. A draft copy of each Child Profile and review information is shared and agreed with parents and carers and a finalised signed copy is kept by the class teacher in the child's record files as well as a copy being stored in the secure area of the work store for reference by the SENDCo.

Once a plan is written it is the responsibility of the class teacher to set up and update a pupil trackingsheet. This will record information on assessments made, interventions delivered and outside agency involvement as well as parental discussions and concerns.

The SENDCo, along with the Headteacher, will use this information to produce year group provision maps. These identify intervention programmes being delivered as well as showing the deployment of teaching assistants and the management of SEND funding both at Level 1 (school budget) and individual pupil funding (IPF). The SENDCo will then collate this information into a whole school provision map.

If, despite all of the above-mentioned support mechanisms, a child still fails to make the progress needed to meet their individual potential and work at age related expectations or better, then the SENDCo will consult further with outside agencies and ensure that their recommendations are incorporated into the Child Profile. School has funds the first £6000 of support for any child identified as in need of IPF from the main budget.

For a small group of children, it may then be necessary to request a top up to IPF. A range of paperwork including assessments, parental views and at least 2 reviewed termly personalised plans within the Child Profile is submitted to the funding panel for consideration. These panels meet regularly and if their approval is given, a sum of money (top up funding) will be paid to the school so that appropriate staffing levels and resources can be put in place to accommodate the needs of the child.

### **Specified Individual Support - Statutory Assessment or Education Health and Care Plans**

This type of support is usually provided for children whose learning needs are more severe, complex and lifelong. This is provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means a child will have been identified by professionals in specific areas as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and/or disabilities, any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous personalised learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents and the child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral via both staff within school and the Cheshire West and Chester Education Health and Care hub. Parents will be invited to meetings to discuss and review the targets and progress of their child each term, in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENDCo from the high school will meet with parents, the class teacher and other professionals as appropriate

Strategies employed to enable the child to progress will be recorded within the Education, Health and Care Plan, which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.
- Mid-point review sheets are stored on the school system and updated regularly by teacher and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

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.

### **Training**

The SENDCo attends cluster meetings and relevant training offered by the Local Authority.

The SENDCo leads professional development for staff on new initiatives and effective classroom practice to support special needs e.g. dyslexia friendly classrooms and support for children on the Autistic Spectrum.

All staff are able to access advice and support from specialist teachers through the outreach program and our close ties with the Education Improvement Partnership.

### **Role of the Governing Body**

The governing body has appointed two governors, who has a specific role to oversee the school's provision for pupils with special educational needs. This governor liaises regularly with the SENDCo to discuss, and at times observe, the work of the school. She then produces a report each term which is presented at the Full Governing Body meetings.

SEND Policy