

GREAT SANKEY PRIMARY SCHOOL



Special Educational Needs and Disability (SEND) Policy



'Together We Learn and Grow'

Version	Date	Action
1	September 2014	New Document, approved by Governing Body, Autumn 2014
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3	September 2016	Agreed at Autumn Governing Body 2016
4	September 2017	Agreed at Autumn Governing Body 2017
5	September 2018	Agreed at Autumn Governing Body 2018
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12	September 2026	

Great Sankey Primary School

Special Educational Needs and Disability Policy

Great Sankey Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

Warrington's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. This is available from the website: [Local offer - SEND | warrington.gov.uk](http://warrington.gov.uk)

In addition, the website is also for children and young people with additional needs and disabilities. It includes information about activities and breaks available for children with SEND as well as information for parents about benefits, and how Warrington aims to support children through education, health and social care.

It is our aim, as part of the Warrington Local Offer, that our SEND provision will be constantly improved through ensuring that we work together to identify how the offer can continue to ensure we are meeting the needs of children and young people with additional needs and their families.

SEND Information is available from our website under the SEND tab. The website also includes a link to Warrington's Local Offer for parents and children with SEND.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at Great Sankey Primary School

Enquiries about an individual child's progress should be addressed at first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to Nia Williams, SENDCo. Please make an appointment if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice. From September 2014

- Statements have been replaced by **Education, Health and Care Plans (EHC Plans)** which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as **"Special Educational Needs Support" (SENS)**. All children are closely monitored, and their progress tracked each term. Those SENS are additionally tracked by the SENDCo.
- There are four broad categories of SEN:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Physical and sensory.

We have children in all these categories of SEN.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child. Parents are invited to be involved at every stage of planning and reviewing SEN provision for their child.
- All children benefit from "Quality First Teaching": this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. As compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from 2014 SEN Code of Practice: 0 to 25 Years – introduction x111 and x1v

SEND at GSP

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Around 11% - excluding nursery and 10% - including nursery (July 2026 data) of our children are either at SENS (SEN support) or have EHCPs (Educational Health Care Plans). This is below the national average (14.8%) but means that all teachers expect to have children with SEND in their classes.

Categories of children with SEND supported in school during 2026-2027 will include:

Communication and Interaction

- Autistic spectrum, ADHD and language/communication needs

Cognition and Learning

- Dyslexia; moderate learning difficulties (plus the above)

Social, Emotional and Mental Health

- Attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Hearing and visual impairment

Medical Needs

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of the three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress - despite accessing Quality First Teaching - they are discussed with the SENDCo and Head teacher and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on the SEN register.

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to visit the Advanced Solutions website to seek support, information and advice prior to work closely with the SENDCO to complete a referral to various outside agencies who can offer assessments to further support the identification of children's specific learning needs. These agencies include:

- Educational Psychologist
- Visual and auditory support team
- Occupational Therapist
- Speech and Language support service
- School Health Advisor
- Early Help team
- Child Development Team

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at Parents' Evenings meetings (autumn and spring terms) or during an informal meeting to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. Once a child has been identified as having SEND, the class teacher and/ SENDCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEND register
- Discuss assessments that have been completed
- Agree a plan and provision for the next term and share an ILP (Individual Learning Plan) if appropriate

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice.

Depending on their age, interest, the child may be invited to attend all or part of the meeting. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Paperwork for children at SENS (SEN Support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Annually, a one-page plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Termly at progress meetings new ILP targets are identified which then are discussed with children and parents and agreed.
- The child's class teacher or teaching assistant records short comments about progress made towards each of the targets within their own planning and class assessments.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, despite receiving high quality, targeted support at SENS and support from outside agencies, we may feel that the child needs additional support in the form of an EHCP. Prior to applying for an EHCP, the school would provide the required amount of financial support necessary for the children to continue to access mainstream provision. Then the SENDCO will complete the necessary documents to request an EHCP assessment to ensure provision of all additional financial support. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively

- The child's achievements are so far below their peers that we think it likely the child may at some point benefit from special school provision

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of autism, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, the LA will produce a provisional plan which is shared with parents. Once the plan has been agreed, the school receive the final draft and the funding to put in place all actions.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND are entitled to be taught by their teacher, not always by the TA. Teachers aim to spend time each week working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes: we aim to put sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher who monitors progress towards the targets during the intervention and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in accordance with the guidance specific to the intervention and reviewed regularly
- Children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention or to allow a period of consolidation in class

The SENDCo monitors interventions to identify "what works".

Adaptations to the curriculum teaching and Learning Environment

Great Sankey Primary School is disability friendly. The school is on two floors, with lift access, corridors are wide and we have three easy access toilets and a medical room.

Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curricular content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Staff Expertise

All of our teachers receive support from the SENDCo and regular training in order to work effectively with children with SEND. Some of our TAs have Speech and Language training which helps them to support children with communication difficulties. Other TAs have expertise and training on other areas or specific interventions such as Team Teach, Precision Teaching etc.

Children with social, emotional and mental health needs

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be in response to a trauma or from home-based experiences, (e.g. bereavement, parental separation) we would support the child through that process and if necessary, making an Early Help referral.

If parents and school are concerned that the child may have mental health needs, for example with anger management, the school offers a range of social skills or therapeutic interventions. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero tolerance to bullying, especially to children with SEND and disabilities. We will actively investigate all allegations and if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school.

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, including from pre-schools and nurseries as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Jane Hardman. She meets with the SENDCo at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

N. Williams

September 2026