Special Educational Needs and Disability (SEND) and Inclusion Policy
Scholar Green Primary School

Confirmation that this SEND Policy, in respect of Scholar Green Primary School, has been discussed and approved by the Governing Body.

Date: October 2026

Committee: FGB

Date for review: October 2027

The SEND Team

Headteacher: Mrs Lyndsey Colman
Deputy Headteacher and SENCO: Caroline Yarwood
SENCO: Mrs Charlotte Moran
Designated Mental Health Lead: Mrs Colman (Interim)
SEND Link Governor: Mrs Laura Chamberlain

'Every teacher is a teacher of every child including those with SEND'
(Code of Practice September 2014)

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015, updated September 2024)** and the following legislation:

- Part 3 of the **Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities;
- The **Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCOs) and SEND information reports;
- The **Equality Act 2010**, which sets out schools' duties towards disabled pupils.

Scholar Green Primary and Nursery School provides a broad and balanced curriculum for all children. A carefully planned curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, the teachers set suitable learning challenges and respond to children's diverse learning needs and/or disability. A minority of children may have specific learning and assessment requirements which could surmount to barriers to learning. These requirements are likely to arise because of a child having special educational needs. Teachers take account of these requirements and make provision where necessary, through adapting their teaching, having flexible groupings, to support individual or groups of children; thus, enabling them to participate effectively in curriculum and assessment activities.

Children may have special educational needs and/or disability (SEND) either throughout or any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND, or suspected SEND, takes into account the type of and extent of the difficulty experienced by the child.

At Scholar Green, and in compliance with the Children and Families Act 2014, we ensure that the views, wishes and feelings of the child and the child's parents are highly valued and accounted for to ensure a firm partnership between school and families and to facilitate the child's development and encourage them to achieve the best education and outcomes for the child.

Definition of Special Educational Needs

A pupil has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil 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
Have a disability which prevents or hinders them from making use of facilities 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 other children or young people of the same age.

Areas of Need

The SEND Code of Practice: 0 to 25 years identifies four broad areas of need and support:

- Communication and Interaction
  Speech, Language and Communication Needs (SLCN)
  Autism Spectrum Condition (ASC)

- Cognition and Learning
  Moderate Learning Difficulties (MLD)
  Severe Learning Difficulties (SLD)
  Profound and Multiple Learning Difficulties (PMLD)
  Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia

- Social, Emotional and Mental Health (SEMH)
  Difficulties managing emotions and behaviour
  Anxiety and other mental health needs
  Attention Deficit Hyperactivity Disorder (ADHD)
  Attachment and trauma-related needs

- Sensory and/or Physical Needs
  Visual Impairment (VI)
  Hearing Impairment (HI)
  Multi-Sensory Impairment (MSI)
  Physical Disabilities (PD)

The purpose of identifying a pupil's needs is to ensure that the school can provide appropriate support and remove barriers to learning, enabling each pupil to achieve their full potential.
In line with the SEND Code of Practice we will:

- Ensure that the needs of pupils with SEND are identified, assessed, provided for and their provision reviewed to evaluate its impact
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil
- Endeavour to provide the support needed for our pupils with SEND to achieve
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision- a SENDCO
- Ensure the SEND governor is fully involved in the development of policy and practice for SEND and reports annually to parents
- Seek external advice where appropriate

<u>Aims of Policy</u>

The aim of this policy is to outline the inclusive practice and high-quality provision that provides to meet the needs of children and young people with Special Educational Needs and Disabilities (SEND). We are committed to removing barriers to learning, enabling all pupils to access a broad, balanced and ambitious curriculum, and ensuring they can participate fully in school life.

We maintain high aspirations for all pupils and are committed to securing the best possible outcomes for children and young people with SEND, and those who may be at risk of developing SEND. Through early identification, effective support and partnership working, we strive to ensure that every pupil achieves their full potential academically, socially and emotionally.

This policy explains how we:

- Identify and assess pupils with SEND.
- Implement a graduated approach to support through the Assess, Plan, Do, Review cycle.
- Provide high-quality teaching and appropriate interventions.
- Involve pupils and their parents/carers in decision-making at both an individual and strategic level.
- Work collaboratively with external agencies and professionals.
- Monitor and evaluate the effectiveness of SEND provision.
- Support pupils through key transitions.

The policy also outlines the process for requesting and implementing an Education, Health and Care (EHC) Needs Assessment for children and young people whose needs are severe, complex and long-term, and who may require provision beyond that ordinarily available through SEND Support. This process is carried out in accordance with the SEND Code of Practice: 0 to 25 years and relevant legislation.

School Vision for Inclusion

At Scholar Green Primary School, we believe that every child matters, every child belongs and every child can succeed. We are committed to creating an inclusive environment where differences are valued, strengths are celebrated, and all pupils are supported to become confident, independent learners who are fully prepared for the next stage of their education and future lives

Implementation, Identification, Provision and Assessment of SEND

Implementation

The overall aim of this SEND Policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2014). This will be achieved by:

- Making SEND provision an integral part of each school's annual School Development Plan
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Providing high-quality professional development opportunities for teaching and support staff
- Following a consistent and structured approach to assessing, identifying and responding to individual pupil needs
- Listening to the views of everyone involved in a SEND pupils' provision- the stakeholders
- Maintaining a register of children with SEND and ensuring that pupil records are kept up to date
- Regularly monitoring the progress and development of pupils with a SEND and adapting their provision as needed
- Providing high-quality teaching that is differentiated and personalised to meet individual needs
- Removing barriers to achievement and offering alternative provision to meet the needs of the individual
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical
- Taking steps to ensure the successful transition of SEND pupils at key points in their personal and school life

Identification

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs and those requiring SEND Support.** It requires regular monitoring and evaluating to evidence the impact of strategies put into place.

At the heart of the work of every EYFS and primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. With **quality first teaching** (what is ordinarily available inclusive practice) where most children will learn and progress within these arrangements (please see appendix I for our Gold Standard Provision). Those children whose overall attainments or attainment in
In the initial stages, where teachers have endeavoured to address any barriers to children's learning and quality first teaching strategies are showing little impact on a child's progress and attainment, teachers will then seek the advice of the school's Special Educational Needs and Disability Lead (SENDCO) through a clear referral process. It would also be at this point when parents will be consulted, and views valued. This initial process will be noted on the year groups provision map by the class teacher.

The school will have regard to the **Special Educational Needs and Disability Code of Practice: 0-25** (July 2014) when carrying out its duties toward all pupils with SEND, or suspected SEND, and ensure that parents are notified and included when SEND provision is being made for their child. Children will have needs and requirements which may fall into at least one of four broad areas of need, and many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

Partnership with parents plays a key role in enabling children and young people with SEND achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Communication at Scholar Green Primary School is seen as a vital part of supporting children with special educational needs and expected from staff and parents alike.

Please refer to our school's information report for further information of this process. It can be accessed through our school website, http://www.scholargreen.cheshire.sch.uk/ and please follow the school information link where you will find the information report under SEND.

Provision

> *'Every school is required to use their best endeavours to make sure children and young people with SEND get the support they need- this means doing everything they can to meet children's and young people's SEND' (The SEND Code of Practice, 2014: 92)*

The school will assess each child's current levels of attainment on entry to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through a carefully thought-out transition where the SEND Support will be reviewed in conjunction with the Early Years setting, possibly an Area SENDCO, our schools SENDCO and class teacher. The school SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action on how the child is best supported and what strategies to employ.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special education needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. The teacher will establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the barriers to learning that a child may be experiencing. The school will record the steps taken to meet the needs of individual children and the impact that it has had. The school's SENCOs will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an Education Health Care Needs assessment (EHCNA), they will provide the LA with a detailed record of their work with the child including the arrangements they have already made and the impact that this work has had.

At Scholar Green Primary School, there is a range of strategies and resources that the staff can use to include children with special educational needs. These include provision for pupils with emotional, social and behavioural needs as well as academic. Nurture is embedded throughout the school curriculum and where required, some pupils with high levels of need may follow a more personalised curriculum based on individual need.

Additional support for pupils on the SEND register may take place within the classroom setting, or where appropriate in small group and individual settings within learning bays around school, or located within 'The Hub', an area designated for SEND and SEMH work, intervention and quiet time.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. In line with the school's assessment policy, the class teachers keep a track of progress and attainment throughout the year. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires support from which is 'additional to and different from' that which is normally available within the particular class or subject and where pupils' attainment is well below the expected levels (age related expectations). Adequate progress can be defined in several ways. It might be progress which:

- Narrows the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Procedures for identification, assessment, monitoring and reviewing children with SEND

Initial support

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those identified as having SEND concerns.

High-quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. These are outlined in our 'gold standard approach'.

If a child is identified as having a much lower attainment than those of children of the same age and is showing lack of progress (not keeping up with the rate of teaching), then the class teacher will complete a number of actions to support the child and measure the impact of the provisions effectiveness. The teacher would explore the use of in class support, where children may be involved in a target group, or further adapting our quality first teaching strategies which will enable the child to be successful and achieve ambitious targets set by the class teacher. There may be a time where the child needs low levels of class support, sometimes in the form of support from a teaching assistant as part of an intervention in order to narrow the attainment gap and allow the child to catch up. The class teacher will record this via the class provision map as well as beginning a case study for the child.

If concerns remain after a period time, the class teacher, with support from the SENDCO, will refer to the **Graduated Approach** and which begins an **Assess, Plan, Do and Review** cycle. The Graduated Approach has a clear and structured approach to identifying and responding to Special Educational Needs. At Scholar Green we adopt the graduated response devised by Cheshire East and we follow the guidelines in the Cheshire East Toolkit for Inclusion. https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf

Assess
In line with school procedures, the Class Teacher will carry out or request additional assessments of a pupil to identify an area of need.
Plan
Once the assessment part of the process has been completed, the pupil's needs are determined in a consultation meeting with staff and parents. Actions will be agreed and, if appropriate, the case will be escalated to SEND support and an SEN Support and Inclusion Plan (SSIP) will be created and the pupil will be placed on the school's SEND register.
Do
The Class Teacher will take responsibility for ensuring any agreed actions are carried out and any annotations to the plan are made. The Special Educational Needs and or Disabilities Coordinator (SENDCo) will support all staff in implementing the agreed plan.
Review
The effectiveness of support and intervention is reviewed regularly throughout the year. Impact will be measured through progress, parent, pupil and staff feedback. Where a pupil continues to make less than expected progress, the school will offer alternative intervention and will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

SEND Support -SEN Support and Inclusion Plans

If, following the graduated approach of **Assess, Plan, Do, Review**, a pupil continues to make less than expected progress and the attainment gap remains or widens despite high-quality inclusive teaching and targeted interventions, the class teacher, in partnership with parents/carers and the SENDCo, may determine that the pupil would benefit from being placed on a **SEND Support Plan (SSP)**. This reflects the principles of the Cheshire East Inclusion Toolkit, which emphasises the early identification of barriers to learning and the implementation of increasingly personalised support where universal and targeted provision has not secured sufficient progress.

At this stage, the pupil may require provision that is additional to or different from that ordinarily available through adaptive teaching and high quality first teaching. The school may seek advice and involvement from external professionals, such as the Cheshire East Autism Team (CEAT), Educational Psychology Service, Speech and Language Therapy, or other relevant specialists. These professionals can help to identify barriers to learning, recommend appropriate strategies, and support the development of provision that promotes participation, progress and inclusion. This will be sought through the Inclusion Forum and the 'experts at hand' model.

The SSIP will capture the pupil's strengths, needs, aspirations and views, alongside the views of their parents/carers. It will clearly outline the provision, interventions, reasonable adjustments and intended outcomes to support progress and overcome identified barriers. Review dates will be agreed, and the plan will be monitored through the graduated approach. The SSIP will be formally reviewed and shared with parents/carers at least three times within a twelve-month period.

Where a pupil continues to make less than expected progress despite evidence-informed interventions and appropriate support, the school will involve relevant specialists to provide further guidance on effective teaching approaches, resources, strategies and interventions. Parents/carers will be fully informed and actively involved throughout this process, in line with Cheshire East's commitment to co-production and inclusive practice.

If a pupil's needs remain significant and enduring, and evidence demonstrates that the level of support required is beyond the resources ordinarily available through SEND Support, the school, in collaboration with parents/carers and relevant professionals, may consider whether the pupil's needs meet the threshold for requesting an **Education, Health and Care Needs Assessment (EHCA)**. This decision will be informed by the evidence gathered through the graduated approach and the impact of provision implemented over time.

Education Health Care Plan Assessment

When a child's needs are greater and more complex and requiring intervention that is additional to and different from those of children of the same age and greater than what the provision indicated on their SSP, then an Education Health Care Plan (EHCP) would be the next pathway. In collaboration with parents, the SENDCO will initiate the Education Health Care Needs Assessment (EHCA). Once the request for a needs assessment is sent the decision as to whether the assessment proceeds or not is made by multi-agency panels, comprising or representatives from across health and social care, school representatives, an educational psychologist, and a SEND management representative.

Should it be a agreed that a needs assessment should be conducted, a 20 week process begins. The LA will request information from different agencies to information gather for the required evidence.

Should the needs assessment outcome determine that an EHCP is required, and EHCP will be drawn up via the LA. EHCP plans will include details of the following:

- what is important to and for the child/young person and their family
- needs and priorities identified by relevant professionals through recent assessments
- the agreed outcomes for the child or young person
- the provision that will be made to address agreed needs, actions to be taken, responsibilities for action, provision and resources
- arrangements for reviewing actions and outcomes, including the formal annual review

The plans are based on person centered assessment and planning process which puts the child or young person and their parents at the centre of decision making. EHCP's are focused on outcomes for the child or young

person across education, health and care, and set out how services will work together to meet the child or young person's needs in support of those outcomes

SEND and the Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS) we set realistic and challenging expectations that meet the needs of our children.

We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities; children from all social and cultural backgrounds and children of different ethnic groups.

We believe that early identification is pivotal in supporting our children and their families. We understand that when children first enter our school nursery, it could be the first setting they have attended. We ensure we have information gathered and worked collaboratively with parents before any identification of SEND is broached. Child Centered Planning Meeting (CCPM) may be held for us to gain advice and support from outside agencies. With parents' permission, we may also refer to the Cheshire East Early Years Team, whilst referring to the SEND code of practice (2014) and the Cheshire East SEND Early Years Toolkit.

Our paperwork reflects that of the main school's recording system and is compliant with the recommendations of the SEND Code of Practice (2014) and the Cheshire East SEND team. We aim to make it as clear as possible for all stakeholders to understand a child's needs, barriers to learning and SMART targets for them to work towards. Targets are reviewed on a regular basis to ensure the work being completed is purposeful and has impact on the child's area of need. We aim to provide a range of strategies to support children, which may be in the form of resources already available to us, adapted resources or something bespoke and individualised for the child.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary

We may call upon the advice of outside agencies to support us in catering for children's specific needs. The agencies we may request support from are:

- Speech and Language (dependent on area of residence and which doctors registered will determine which area we refer to);
- Cheshire East Early Years SEND Team- Portage, Quality and Inclusion Practitioner (PQIP)
- Community Paediatrician
- Occupational Therapists
- Sensory Team
- Physiotherapist
- Cheshire East Autism Team (CEAT)
- Specialist Outreach

Where children require support, which is additional to and different from their peers, and in collaboration with the parents and possibly the Early Years Team, we would look to apply for the Early Years Intervention Grant. The aim of this grant is to support children who are at severe risk of delay to development and require a more bespoke approach for them to reach their outcomes. If a child is in receipt of this funding and is due to move into our Reception class, we may possibly look into applying for an EHCP (if not already done so). This would follow the graduated approach as recommended by Cheshire East.

When children make that transition into our Reception class their SEND needs are catered for by the main school policy and actions. However, there may be instances where a child's needs are more complex and persistent which have a significant impact on their experience within our setting. This may then require a step up to **complex needs** and an alternative setting may be better suited to cater for the child's individual needs. This would be discussed in collaboration with parents, and possibly other agencies.

The management of SEND of Children Outside of the Cheshire East LA

At Scholar Green, some of our children live over the Cheshire East boarder and into Stoke and Staffordshire boarders. This requires us to work within another authority's system. This can present with challenges however the principles of the code of practice remains the same, but access to some of the services will be different.

Managing SEND Provision and Stakeholders

Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures, Governors monitor effectiveness of the school's SEND policy and provision. All Governors will have an up-to-date knowledge of the school's SEND provision.
- The Governing body will report to parents annually on the school's SEND policy through the school prospectus.

The Headteacher

The Headteacher has responsibility for

- Day-to-day management of all aspects of the school's work including provision for pupils with SEND provision.
- Informing the Governing Body.
- Working closely with the SEND co-ordinator

Special Educational Needs co-ordinator (SENDCO)

Mrs Yarwood, the SEND lead (SENCO) and Mrs Moran (SENCO), is responsible for the operation of the school's SEND policy, including efficient use of resources in making the appropriate provision for pupils with special needs, and co-ordination of all special needs activity within the school, including co-ordination with other subject and aspect leaders. She is responsible for liaising with outside agencies and seeking further support and advice when needed. Mrs Yarwood will also coordinate all applications of Education and Health Care Plans (EHCP) and their reviews.

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The Role of the SENCO in Mainstream Primary Schools

SEND co-ordinator (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Creating provision maps for literacy and numeracy support.
- Co-ordinating provision for children with special educational needs – through SEND support- School Focused Plans and SEND support- EHC
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Supporting the recruitment and selection of teaching assistants.
- Overseeing the records of all children with special educational needs and ensuring that appropriate and aspirational targets are in place for children with Special Educational Needs.
- Alongside class teachers, liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Delivering new initiatives and specific training to staff.

Designated Mental Health Lead (DsMHL)

Mrs Ashworth is the schools Designated Mental Health Lead. She works, in collaboration with Mrs Yarwood to cater for the SEMH needs of pupils within our school.

jashworth@scholargreen.cheshire.sch.uk

The Role of the Designated Senior Mental Health Lead

- To oversee and monitor the provision of mental health and wellbeing strategy, resources, and interventions for young people across the setting, including those in special groups, such as young carers or who have special educational needs or disabilities.

(Please see our school's Emotional Resilience, Wellbeing and Mental Health Policy.)

The Role of the Teacher and Teaching Assistants

Teachers

Teachers have responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum, ensuring **good** outcomes for all pupils.
- Keeping class provision maps up to date- including where they have adapted QFT, interventions, low level support and any outside agency advice given- noting their impact
- Developing an individual provision map for instances where a child's barriers are requiring strategies which are additional to and different from their peers in order to monitor the effectiveness and impact of those strategies already employed.
- Referring to the school's SENDCO and completing the relevant information to ensure that well informed decisions are made and that parents are kept in the loop at all stages.
- Drawing up School Support plans (SSP) which are reviewed in October, February and June. This may be more or less frequent if agreed with the SENDCO.
- Sharing and discussing SSP objectives with children and parents.
- Ensuring that pupil electronic SEND records are maintained where there has been input from the class teacher, e.g. class teacher meetings with parents are detailed on Pupil History documents and linked as 'Events' on SIMs.
- Working with the pupil and providing further help on a daily basis as per SSP/ provision map.

- Planning and delivering an individualised programme as per SSP.
- Liaising closely with teaching assistants so that class work reinforces group or individual teaching and that work completed with another person other than the teacher is monitored.
- Ensuring that the children identified with SEND needs, for which the teachers are accountable for, have up to date case studies providing a clear synopsis of their needs and pathways of provision.

Teaching Assistants

Teaching Assistants support the effective teaching and learning of individuals and groups of pupils throughout the school, particularly:

- Supporting pupils in achieving targets identified in SSP's and EHC's.
- Differentiating provision for groups of pupils as identified in school support strategies e.g. amending teacher plans.
- Delivering high quality group and individual interventions which allow children to succeed.
- Ensuring that timetabled provisions are accurately recorded and evaluated.
- Providing clear and precise feedback to the class teacher facilitating clear next steps to move learning forwards within other areas of the curriculum
- Ensuring that provisions are carried out as per timetables agreed with the SENDCO and Senior Leadership Team.

Partnership

Partnership with Parents

Scholar Green Primary School actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Ensuring positive communication with parents and encouraging the same in return.
- Acknowledgement of the parent's role as a partner in the education of their child.
- Recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff. As a school we actively seek parental views and opinions to ensure that the provision provided suits the needs and views of all stakeholders.

Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

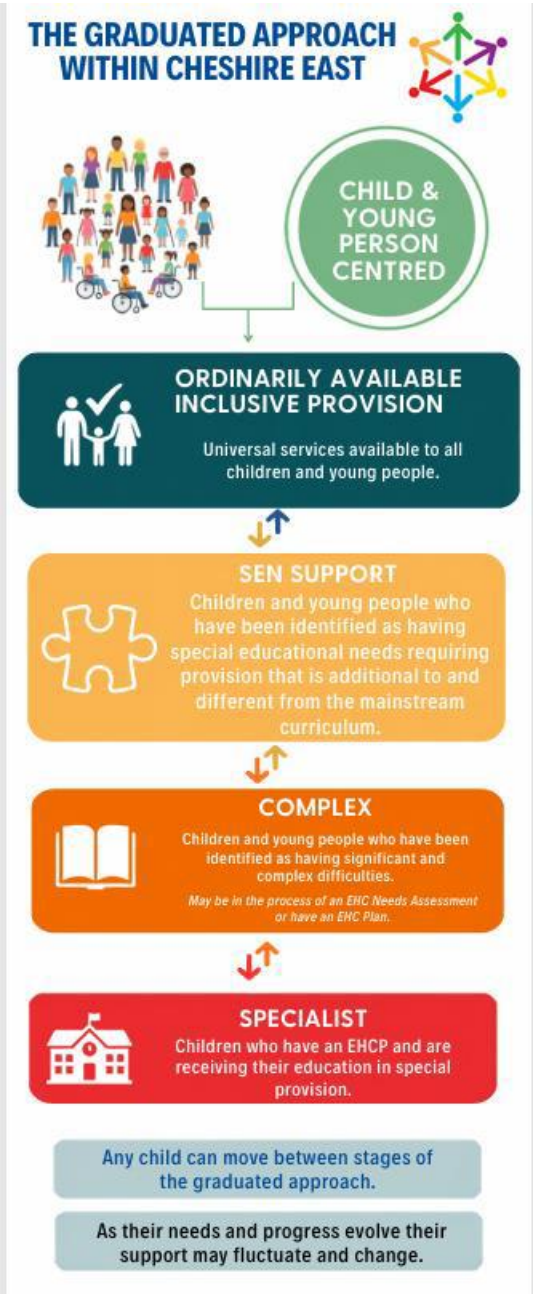
- Listening to and valuing their views.
- Involving pupils in Review Meetings (where appropriate) to discuss progress and future provision.
- Involving pupils in target setting
- Recording pupils' views as part of any review procedure.
- Effective communication
- Monitoring pupil assessment of learning and attitude to group intervention

Admission Arrangements

We adopt the Cheshire East Admission Arrangements as set out via the School Admissions Code 2012 Section 1.47

Data Protection & Confidentiality

Scholar Green Primary School will provide information to approved outside agencies, such as Educational Psychologist, NHS, Mental Health, Family Support Worker and Cheshire East only with agreement of the parents of the child concerned. For discussions with outside agencies written parental consent will be obtained. The children on the SEND register have a file containing all their information and this is kept in a locked filing cabinet which the Headteacher and SENDCO has a key to. Any members of staff that require information on a child in their class must liaise with either of the two members of staff for access to the filing cabinet.



Appendix I

SGPS Gold Standard Provision

Agreed by members of teaching staff during staff meeting 02.09.26

Area of SEN: Cognition and Learning

QFT Teaching	Group/ Personalised	Individual/ Bespoke
• Class visual timetable • Class Now and next boards • Daily readers • Clear routines • Yellow/ cream / blue/green/purple • Visual timetables • whiteboard backgrounds not white for visual stress • Groupings and cooperative groupings • Instructions- clear and concise, put into manageable chunks • Visual aids to prompt- good listening etc. • DUMTUMS/ PIGS etc. to reminders • Wordbanks, dictionaries, other learning resources created in a pack • Individualised goals • Brain breaks • working towards their interests • Small but meaningful praise/ rewards • Modelling • Explicit instruction/ direct instruction • Scaffolds • Deliberate practice • Computers to write up any tasks. • AI to create visuals. • Ipads	• Fresh Start • Talking Partners • RWI phonics intervention • Every child counts • Support with word reading- common exception words • Individual readers (IPR) • Red words reader for Reception and Year 1 • Pre-teach/ Immediate feedback- live marking • Early literacy (Accelerated Reader programme) • Hot listing (phonics) • 1:1 tuition • Dynamo • TTRS daily (YEAR 4) • Precision teach • Ipad dictation tool • Reading Pens • Coloured overlays • Individual pupil spell • Touch typing • Adapt WAGGOL to be appropriate to their reading age • Over lays.	• Beat Dyslexia • Toe by Toe • Spelling Wasp • Active Literacy Kit • Dyslexia friendly reading books • Ace dictionaries • Individual pupil reading • Electronic spell checks • EP support/ assessment • Phonics hot listing • Coloured overlays • Use of cream paper/ lightly colours paper • Colours text to chunk information • Access to quiet space / being able to read out loud

SGPS Gold Standard Provision

Area of SEN: Communication and Interaction

QFT Teaching	Group/ Personalised	Individual/ Bespoke
• Keep language simple- address the child and then the command "Bobby, coat" • Keep language to the minimum • Short bursts of learning • Instructions- clear and concise, put into manageable chunks • Pairings/ buddies • Visual aids • Thinking time • Show and tell • Mini-plenaries • talking time • No hands up- random selector's and lollipop sticks, phone a friend • Pair up, QQT, All round write etc. cooperative learning structures • Peer marking/ peer coaching • Level of questioning • Use of concrete resources- concrete, pictorial, abstract. • Thinking time/ time to answer questions (can be an uncomfortable amount of time) • Photographs of staff displayed • Social story before the trip/event.	• Social Skills groups- Time Talk, Socially Speaking • Social stories • Talking Partners • Now and Next boards • Oracy Roles – can be used to fit individual needs for example, if a child is struggling at first they may be the timer) • Bucket time • Traffic lights (on lanyards also)	• Work station • Meet and greets • Circle of Friends • Auditory memory games • Barriers Games • Reading for meaning • Social stories • Comic strip conversations • 'Busy' box • Meet and greet times/ debrief time at the end of the day • Scripts to support play • SALT work- supported by a care plan. • Copy boxes • Sharing games • Pre-visit for residentials • Attention tool for regulation time at 8:45/after lunch if needed. • Communication books • Communication board on lanyard

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Area of SEN: Social, Emotional and Mental Health

QFT Teaching	Group/ Personalised	Individual/ Bespoke
• 'movement'/ brain breaks • The use of 'thank you' instead of please • Advance warning of any consequences • Group work and Kagen structures • Behaviour policy – visuals • Reward Charts • Consistency in visual aids etc • Quiet/ concentration stations • Golden time • Time out • Play leaders • Helping hands • Teams, privilege cards and team points • Clear consequences and expectations • Check-in boards- responsive to pupils feelings. • The use of different techniques to support individual worries, for example write worry down, scrunch it up, throw in bin. • Consistency with Golden Rules throughout school. • Language of choice • Worry box	• The Hub • Playground buddies/ Peer mentors • Extra steps in the behaviour system- clear and presented visually- pupil edition • Lunch clubs • Playtime support • Check in sheets for more detail of issues or a more private way of communicating. • Lego intervention	• SUMO • Social stories • Comic strip conversations • Circle of Friends • Health and Wellbeing • Time out/ brain break cards • ELSA • Use of the Hub Area • Volcano in my tummy • The Red Beast book • Cool down corner (white area) • Low stimulus areas • Sensory room • Triumph books- collection of work to celebrate achievement includes breadth of curriculum and outside of curriculum. • The hub – EMP. • Adaptions to coming into school and going home. • Tasl to encourage into the classroom.

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Area of SEN: Sensory/ and or Physical

QFT Teaching	Group/ Personalised	Individual/ Bespoke
• Use of the Soundfield system (apart from Reception) • Pencil grips (different types to suit the child) • Slope boards • ICT- computers for touch typing • Flash cards • Recording equipment • Adapting seats etc. • Changing board backgrounds to subtle colours • Clear/ not cluttered learning environments • Accessibility plan • Own individual space/ concentration stations • Fiddle toys • Fine motor activities • Handwriting support and practice • Equipment use in PE, for example bigger ball/bean bag. • Scribing • Digital Boards	• Fine motor skills activities • Write Dance • Write form the Start • Self-care help sheets • Roll and write (EYFS) • Motor Skills United • Use of an Ipad • Adaptive seating • Theraband	• Adapted resources e.g. rulers with handles on • Social stories • Sensory diet, often supported by OT, but equipment available in school e.g. deep pressure touch, enclosure, light touch • Chair instead of carpet if needed. • Step to support posture when needed. • Support with rails in the bathrooms to help with independence with hygiene. • Automatic hand soap.