



Special Educational Needs and Disabilities policy

September 2021

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1. Aims

We will challenge children to achieve their very best; to make the right choices which keep them healthy and safe.

Mablins children will enjoy learning for life, develop a sense of responsibility for themselves and others and become independent members of the wider community, both locally and globally.

To do this we will:

- Provide opportunities to challenge children to think for themselves
- Provide a safe, inclusive and caring environment in which every child is valued, irrespective of age, ability, gender, race or belief.
- Provide an environment in which the individual can develop self-esteem through personal achievement in a wide range of activities.
- Embrace the needs of each child and respect their personal achievements which will be celebrated.
- Foster the acceptance of individual responsibility for work and behaviour
- Encourage all families and members of the community to contribute and participate in the education of the children.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have 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 other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support (through the use of the Cheshire East toolkit)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class – use of the Cheshire East Toolkit to provide a graduated approach
- Working closely with any teaching assistants or specialist staff (external agencies) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.5 Enhanced Maintained Provision (Rainbow Room)

The Rainbow Room staff will:

- Effectively lead the EP provision and shape its day to day functioning as well as strategic development as part of the whole school SEF.
- Undertake specialist assessments of pupils as required to accurately identify need, inform teaching and learning strategies and monitor progress
- Advise on improving the learning environment

- Understand the needs of the children in the EP and advise on strategies and support social and emotional impact of needs and advise on strategies to build self-esteem, resilience and develop social skills and friendships and independence

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

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

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We (class teacher) will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly).

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide a range of interventions including:

- Precision teaching, FFT Wave 3, BRP, SaLT
- SEMH – Resilient classroom, Social skills teacher, Cool Connections, Forest School, Smile Time Team, Individual counselling sessions when required
- ELSA – Emotional Literacy Support
- Additional reading, writing and mathematical support sessions
- Early birds, lunch club
- Amaven

5.7 Adaptations to the curriculum and learning environment

We make adaptations to our curriculum to ensure all pupils' needs are met such as:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- EMP Provisions will focus on addressing a range of SEN needs as identified on the EHCP or identified within existing SEN assessment information.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions e.g. FFT Wave 3, BRP, ELSA

Teaching assistants support pupils in a variety of ways including, on a 1:1 basis, in small groups and with personal care

We work with a range of external agencies to provide support for pupils with SEN including:

- Cheshire East Autism Team (CEAT)
- Educational Psychologists (EP)
- Springfield Outreach (Local Specialist provision)
- Community Pediatricians, Physiotherapists, Occupational Therapists
- Speech and Language Therapists (SaLT)
- Discover Social Skills (Adam Kirk-Patrick)
- DOVE, CLASP (counselling and bereavement support)

5.9 Expertise and training of staff

Our SENCO has 8 years of experience in this role, she is a member of SLT and does not have a teaching responsibility

We have a large team of teaching assistants, who are trained to deliver SEN provision.

The staff regularly attend a wide variety training courses including mental health, autism, SaLT, Inclusive education, understanding dyslexia, listening to young children, restorative practice etc

We use specialist staff to meet the individual needs of our children including social skills, SaLT, music, physiotherapy, social skills, counsellors etc

5.10 Securing equipment and facilities

In order to meet the needs of individuals the school the school has a mobile hoist, specialist seating, IT equipment and consumables such as pencil grips. Each child's needs are assessed individually.

We have provision to meet children's intimate care needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (during pupil progress meetings)
- Reviewing the impact of interventions each half term (or earlier if required)
- Using pupil questionnaires
- Monitoring by the SENCO and SLT
- Using provision maps and Plan, Do, Review (PDRs) for individual children
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan can be found on the school website under policies.

5.13 Support for improving emotional and social development

We are a Flagship School for Emotionally Healthy Children and Young People's Service, we work closely with other flagship schools to provide support across Cheshire East.

We are part of the Mental Health Support programme and have Mental Health Champions in school (6 children).

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of all our clubs including Butterflies, Forest School, Early Birds etc club to promote teamwork/building friendships etc.
- We employ a social skills teacher for two days each week

We have a zero tolerance approach to bullying and use Zippy's Friends (KS1) and KiVa (KS2) to support the teaching and learning in this area.

5.14 Working with other agencies

We refer to a wide range of agencies depending on an individual/family needs including: -

- The Early Help Team to offer family support from Family Service Workers.
- The Education Welfare Officer to support parents in improving their child's attendance.
- Cheshire East Consultancy Service (CHECS) for families needing support from Social Care.
- The Emotionally Healthy Schools (EHS) team for children and families requiring mental health support

- We are also able to access the following services should the family require CAMHS, DOVE (bereavement counselling), CLASP, VISYON, YMCA, NSPCC, CWA, Adult Mental Health, Safeguarding children in Education (SCIES), Virtual Schools, Community Pediatricians, CEAT, EP health services

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, SENCO and/or the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Our local offer is located on our website under Inclusion Policy

<https://mablinslanschool.co.uk/download/inclusion-policy/?wpdmdl=20130&refresh=5f52359aa32fc1599223194>

5.17 Contact details for raising concerns

The school telephone number is 01270 749908. There is an answerphone service available on this number and messages are checked regularly.

Or contact can be made via email

Headteacher: head@mablinslane.cheshire.sch.uk

Office: admin@mablinslane.cheshire.sch.uk

5.18 The Cheshire East local offer

Our local authority's local offer is published here: <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx>

6. Monitoring arrangements

This policy will be reviewed by the SENCO, staff and governors **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Next review due Autumn 2022

7. Links with other policies and documents

This policy links to other policies, please see our website