



Special Educational Needs and Disabilities (SEND) and Inclusion Policy

Reviewed by Full Governors	Spring 2023
Next review date	Spring 2024

Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#) "I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life." We are committed to ensuring children encounter and achieve the highest possible standards through partnership with our entire school community. We provide a happy, stimulating environment rooted in Christian values. Our aim is to equip individuals with the Christian Values (courage, love, friendship, hope, forgiveness, and respect) and life skills needed to "Live in peace with each other" (Romans 12:16-18), to take their place in the wider world and to make a contribution to it. Mark 9:37 "Whoever welcomes one of these little children in my name welcomes me."

- Christian values and compassion are cherished and are the heartbeat of our actions.
- Every aspect of school life is centred around how to make a positive impact on every child.
- Children are nurtured to help them feel safe and happy.
- Everyone in our school is valued and respected
- We intend for every child to be able to grow, reach their full potential and develop a lifelong love of learning
- Everyone's efforts and achievements are celebrated
- We help each other to make healthy lifestyle choices.
- Everyone is encouraged to make a positive contribution to their future in a diverse world.

Our Christian Values

COURAGE LOVE FRIENDSHIP HOPE FORGIVENESS RESPECT



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This policy should be read alongside our SEND offer which is available on our school website. This will expand upon and explain terms used below in more detail.

Introduction

Lostock Gralam Church of England Primary School is committed to ensuring that all children in our school community can access an appropriate and high-level education in order to fulfil their potential.

At Lostock Gralam CE Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and to enable a safe and fully equipped learning environment, which caters to the needs of every child as an individual.

We believe that all children, including those identified as having Special Educational Needs or a Disability, (SEND) have an entitlement to a broad and balanced academic and social curriculum. As a school, we are committed to inclusive practise, making this curriculum accessible to all, to ensure that all children can be fully included in all aspects of school life. We achieve this through differentiated provision of a broad and balanced curriculum, based on the National Curriculum that came into law in September 2014. Our teachers plan differentiated activities that respond to the diverse needs of all children within our school. This is known as Quality First Teaching (QFT).



Children accessing differentiated support as part of QFT are identified as being supported at Element One.

We believe that educational inclusion is about equal opportunities for all groups of learners. We monitor and track closely the provision for and the achievement of:

- Learners with English as an additional language (EAL)
- Learners who have identified Special Educational Needs and/or a Disability (SEND)
- Learners who are looked after by the local authority (LAC)
- Learners who receive additional funding as part of the Disadvantaged Grant (Pupil Premium)
- Learners who have other barriers to learning (SEND Support)

Our school is a 'No Outsiders' school which also forms a key part of our inclusive make up.

This policy outlines the ways in which we identify and help to overcome these barriers to learning, whether it relates to communication and interaction difficulties, sensory or physical impairment, learning difficulties or social and emotional development.

Aims and Objectives:

- We will ensure that the SEND Code of Practice (Department for Education, 2015) and local authority guidelines are implemented effectively across the school and will seek to work alongside the local authority to implement this Code of Practice.
- We will ensure equality of opportunity for all children in accessing the academic curriculum and wider aspects of school life.
- We will continually monitor the progress of all pupils, identifying those for whom extra support is required as early as possible.
- We plan and differentiate lessons according to the needs of the children within our classes and encourage all children to reach their full potential.
- We work in partnership with parents and external agencies to ensure all learners' needs are met.
- We will inform parents at every stage in planning to meet their child's educational needs.
- We will provide child friendly targets for children who require them.
- We will ensure that children are able to recognise how well they are doing and how to improve.
- We will ensure that children have a voice, and that they are included when making decisions about their learning and provision.



- We provide specific input to children identified as needing additional support and will use the terms SEND, Element One, Element Two, Element Three, Top-up funding, and Education Health and Care Plans (EHCP).
- We will work alongside the local authority to ensure that children's EHCPs are reviewed annually, and that they are appropriate and effective in enabling positive outcomes.

Definition of SEND as detailed in the SEND Code of Practice (2015):

A child and young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

As a school, we identify SEND Support children as those children who have not been diagnosed as having a specific learning difficulty or disability but who present with barriers to learning, and whom require additional provision to be made in order to support their learning and enable access to the curriculum.

Identification of Need

The four broad areas of need, described by the SEND Code of Practice, are as follows:

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

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take. Targets set and interventions delivered aim to address needs as identified within these categories. At Lostock Gralam CE Primary School we identify the needs of pupils by considering the whole child.

The following describes the processes in place at Lostock Gralam CE Primary School to identify and manage pupils with SEND:

The SEND Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make a good level of progress once they have received good quality personalised teaching and specialised provision (Quality First Teaching). Indeed, pupils who are underachieving are not automatically classed as having SEND.



Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from additional adults. High quality teaching (known as Quality First Teaching), which is differentiated to suit individual needs, is the first step in responding to pupils who have or may have SEND. **This is known as Element One.**

Lostock Gralam CE Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. Children are regularly assessed at Lostock Gralam, both formally each term and informally as part of regular classroom practice. The progress of every child is monitored at termly pupil progress meetings.

If children are identified as not making progress in spite of Quality First Teaching at Element One, the class teacher and SENDCO will then assess and monitor the progress in line with the school assessment schedule and work closely together to set differentiated targets and agree on specific interventions to be delivered to meet the needs of the child. This is then recorded on a class provision map. **This is known as Element Two.**

At this stage, parents will be informed of changes to the child's provision and an individual Pupil Profile will be written in partnership with the child and their parents to show the support children are accessing in school.

If a good level of progress is still not being met and specialised provision is required beyond Element Two, a meeting with the SENDCO, class teacher and parents will be arranged and all information, evidence and data gathered will be considered. At this time, a child may be identified as SEND or SEND Support and referrals will be made to invite SEN specialist agencies (Community Paediatrics, Speech and Language Team, Autism Team, Occupational Therapy, Educational Psychology service, or Outreach Support) to support provision for the child. In addition, applications may need to be made for top-up funding or an Educational Health Care Plan. **This is known as Element Three.**

As part of Element Three, a review of the pupil's progress since the initial assessment will take place termly, according to the SMART target review date. These will assess the impact and effectiveness of the provision. The class teacher will work collaboratively with the SENDCO to create new targets and make adjustments to provision to suit the outcomes. Parents/carers, the pupil and any other involved professionals will be consulted throughout this stage.

The above processes outline how Lostock Gralam CE Primary School follows a four-part process of:

1. Assess
2. Plan
3. Do
4. Review



This is known as the Graduated Approach and is an ongoing cycle to enable the provision of SEND to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Individual Pupil Profiles

Each pupil identified on the SEND register (that is children identified at Element Two or Element Three) has a highly individual profile which contains all important information and implications for learning. This is known as the 'Pupil Profile' and is a working document which the class teacher is responsible for.

The Pupil Profile captures both the strengths and challenges for pupils to ensure they have realistic and appropriate expectations set by staff. The Pupil Profile contributes to the social and emotional wellbeing of individuals, recognising stressors, strategies, and motivators as well as outlining the child's unique skills and special interests.

Within the Pupil Profile, class teachers set long term aspirational targets for the child. These targets are agreed in conjunction with children and parents and are measurable for the duration of the child's current stage of learning. These long-term targets then inform short-term learning outcome goals. These short term targets are Specific, Measurable, Achievable, Timely and Realistic (SMART) targets, and are aimed to remove barriers to learning and enable success towards long term aspirations. All targets are recorded and reviewed termly. A baseline assessment shows clear starting points and a similar assessment is completed after target work has been carried out; evidence of outcomes and impact is also recorded in this section.

Pupil profiles are signed by the child, class teacher and parent each year and are reviewed as needed during parent-teacher meetings. All records are kept electronically on the School's Secure Drive.

Any additional information, such as letters from other professionals including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and/or other medical professionals will be filed electronically alongside the Pupil Profile. Some of this information may be shared with other professionals. Parental consent will be obtained for this.

The above systems are regularly monitored by the SENDCo to ensure they are up-to-date and effective.

Additional support and funding

In certain circumstances, additional support or specialist services are required. This is organised by the SENDCO who contacts the relevant agencies and arranges referral. The Local Offer provided by Cheshire West and Chester presents more information for schools, families and children regarding further support. This can be found here: <https://www.livewell.cheshirewestandchester.gov.uk/Categories/4850>



If Lostock Gralam CE Primary School identifies that additional funding is required, the following process will begin:

1. SENDCO and class teacher to invite Parents/carers to a meeting to discuss child's needs.
2. SENDCO to complete either Top Up Funding application or a request for an Educational, Health and Care Needs Assessment (EHCNA) to be carried out.
3. Parents/carers to complete parent views document
4. Pupil to complete pupil views document
5. SENDCO to send all relevant paperwork to the SEND team using the processes instructed in the local offer.
6. Await response from the Local Authority and support parents through this process.

Parents/carers are able to request the above process and this will be documented on the request form.

If Top Up Funding is granted, this must be reviewed annually and a decision made during this review as to whether Top Up Funding should continue or an Education Health and Care Needs Assessment (EHCNA) be completed.

If the Local Authority agrees to carry out an Education Health and Care Needs Assessment, all relevant agencies will be requested to assess a child's level of need. This may result in a child being allocated an Education, Health and Care Plan (EHCP). The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against panel's decision and/or the content of the EHCP. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. It is the responsibility of the SENDCo to arrange and host these meetings and to report the meeting outcomes to the Cheshire West and Chester SEND team. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Exiting the SEND Register

If school feels that a pupil on the SEND register is making sufficient progress and is now able to access the curriculum with Quality First Teaching approaches (Elements One and Two), it may be decided that the pupil no longer needs to be on the SEND register. In this case, relevant staff will meet with the SENDCO and parents will be informed of the outcome.

Working in Partnership with Parents

Parental engagement is a key focus of our school's ongoing development and we provide many opportunities for parents and carers to visit school and share children's learning and progress.

The school works closely with parents in the support of those pupils with identified SEND. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central



to this. Parents have much to contribute to our support for their child. The SENDCo holds parent's evenings specifically for SEND children and their families twice a year and parents are invited to drop in sessions with the SENDCo following transition to a new year group.

Parents have the right to dispute decisions made by the Local Authority, regarding their child's educational provision for SEND. This can be done by referring to the local offer and contacting IPSEA,

Parents/carers can access the following for further support:

- SEND Information Report
- Local Offer – <https://www.livewell.cheshirewestandchester.gov.uk/Categories/4850>
- Other school policies available on the School Website

Leadership and Management

Role of SENDCO

In our school the SENDCo will:

- Meet with each class teacher regularly to discuss the progress of children and highlight any additional needs arising.
- Monitor the setting of targets for children on their Pupil Profiles, and ensure they are appropriate.
- Liase with external agencies for children requiring further support. This may include making new referrals to external agencies and/or arranging assessments and reviews of care plans.
- Communicate with parents to keep them informed about their child's learning and progress.
- Maintain the school's SEND register termly.
- Manage resources with teaching assistants to ensure that they are complete and are being used effectively.
- Plan and support interventions for groups of children and monitor their effectiveness on a half-termly basis.
- Work with the headteacher to evaluate interventions, plan teaching assistant timetables to ensure that correct provision is in place, and to plan forthcoming interventions so that the needs of all children are met fully.



- Collate children's Pupil Profiles and reports annually and store in each child's personal folder.
- Work alongside the safeguarding team to reduce barriers to learning for all pupils.

Role of the governing body

In our school the governing body will:

- Have a named governor to oversee SEND and inclusion.
- Ensure that the school secures the necessary provision for any pupil identified as having SEND.
- Make sure that the policy and its related procedures and strategies are implemented.
- Ensure that the school achieves its mission and vision statements.
- Make access arrangements to support the admission of children with SEND.