



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Intent

At Waverton Primary School, we are proud to promote enquiry and creativity through a challenging progressive curriculum where learning enables all children to fulfil their potential. We value the abilities and achievements of all pupils, and are committed to providing the best possible environment for learning. All children have equal opportunity to access the curriculum and environment, including those with special educational needs and disability, so they can develop physically, intellectually, and emotionally at a pace which is suited to their individual needs and disability in order to realise their full potential.

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1. Definition of Special Educational Needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines Special Educational Needs and Disability (SEND) as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) 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 or mainstream post-16 institutions.”

The four broad ‘areas of need’ are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

2. Policy Aims and objectives

- To ensure that the arrangements made for pupils with SEND are in line with the requirements from the Children and Families Act 2014, SEND Regulations 2014, Equality Act 2010 and the SEND Code of Practice 2014.
- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or special need and disability.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development of all staff.
- To ensure that all staff are responsible for meeting the needs of children with SEND.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices, involving them in target setting, where appropriate, and providing regular feedback on their child’s progress.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resources for SEND.
- To identify as early as possible those pupils with SEND and the nature of their needs.
- To make referrals, work with and follow guidance from outside agencies when the pupil’s needs cannot be met by the school alone.



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- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision (assess, plan, do, review).
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work with the SEND Governor.

3. Admissions

The school does not discriminate against the admission of pupils on the grounds of SEND. The admission arrangements of all pupils are in accordance with National Legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education Health Care Plans and those without.

4. Supporting Pupils with Medical Conditions

- Pupils with medical conditions will be supported ensuring they have access to a broad and balanced curriculum, including educational trips, physical education and after school clubs. School will comply with the Equality Act 2010.
- For further information, refer to School Policy for Supporting Pupils with Medical Conditions and the Inclusion Policy.

Implementation

5. Identification of Pupil's Needs

A Graduated Approach:

- **Quality First Teaching**
 - Any pupils who are falling significantly outside the range of age-related academic achievement will be carefully monitored and a plan of action will be implemented, this is recorded on the whole class intervention list.
 - The class teacher will take steps to provide differentiated learning opportunities that will aid pupil's academic progress and enable the teacher to better understand the provision and teaching styles that suit the child's needs. Appropriate strategies will be implemented and monitored.
 - The SENCo will be consulted as needed for support and advice.
 - Once a pupil has been identified as *possibly* having SEND they will be closely monitored and supported by staff in order to overcome their barriers to learning. Teachers will discuss concerns with parents and a strengths and difficulties questionnaire will be completed by parents and teacher.



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- **SEND Support**

- The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. These children will be placed on the SEND register with the consent of parents.
- The support provided consists of a four-part process, this is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupils grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and desired outcomes.

- **Assess**

This involves assessing the pupil's progress alongside comparisons with peers and National data. Drawing on specialised assessments from external agencies and professionals, where appropriate, as well as, information gathered from pupils and parents.

- **Plan**

Planning will involve consultation between the teacher, SENCo, parents and pupil to agree the desired outcomes and support required.

- **Do**

The class teacher remains responsible for ensuring the child's needs are being met, even where the interventions may involve group or 1:1 teaching away from the main classroom.

- **Review**

Review of the child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions; it will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, when appropriate, will revise the support and outcomes based on the pupil's progress and development.

- **Education Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The application of an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo



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- Social Care
- Health professionals

A decision will be made by a panel of people from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a Statutory Assessment leading to an EHC Plan, or the contents of an EHC Plan. Once the EHC Plan has been completed and agreed it will be reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil's needs to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Access to the Curriculum

Pupils with SEND will be given access to the curriculum through specialist SEND provision provided by the school, as is necessary, taking into account the wishes of their parents and the needs of the individual. Reasonable adjustments will be made ensuring access for all.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. Individual or group work is available if it is felt pupils would benefit from this provision.

Individual targets are set to motivate pupils to do their best and celebrate achievement at all levels.

Impact

7. Evaluating the Success of Provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Children receiving SEND Support will be tracked using a Pupil Profile format provided by Cheshire West and Chester Local Authority. This is a personalised plan outlining the child's needs, targets, desired outcomes and how these will be achieved within an agreed time frame. These are updated by the class teacher and reviewed with pupils and parents on a regular basis, at least termly.

A child who has made good progress and has closed the attainment gap with their peers may be removed from the SEND support register.

8. Staff Development

Our school SENCo has the National SENCo Award and has a diploma in Dyslexia Research and Practice. It is the SENCo's responsibility to support the class teacher in meeting the needs of children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. Whole staff training on SEND issues is provided by the SENCo and staff also attend courses run by outside agencies that are relevant to the needs of specific children in their class. On-going professional development is key to ensuring all staff remain updated and skilled.



9. APPENDIX

- Criteria to aid the identification of children with SEND
- Inclusion Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Medical Conditions Policy
- SEND Information Report