



# Special Educational Needs and/or Disability Policy

- Effective: November 2023
  - Review: November 2024
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## Policy Statement

Bosley St. Mary's CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are inspired by the words in Philippians 4:13, "I can do all things through Him who strengthens me." Our Christian values create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love.

Our Special Educational Needs and Disability Policy (SEND policy) is based on the Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2014 (Code of Practice) and related legislation. The Code of Practice can be found by following this link:

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our policy is compliant with Cheshire East County Council's Local Offer 0-25 (Local Offer). The Local Offer can be found following this link:

- <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

Bosley St. Mary's CE Primary School is a member of the Chester Diocesan Academies Trust (CDAT) family of schools. Our policy is informed by the trust's Statement on Special Educational Needs and Disability. This statement is published on our website and can be found via this link:

- <https://www.bosleyschool.co.uk/page/policies/128998>

Our SEND Policy details the ethos, practise and procedures in place in our school to ensure that all children can achieve their academic, social and emotional progress.

We aim to support pupils with all types of SEND, of which the four broad areas are:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health issues

- Sensory and/or physical disability

## Objectives of Our SEND Policy

We aim to always have regard to the views, wishes and feelings of the child, and the child's parents/carers. Our approach is child centred.

Our objectives are:

- the early identification of children's needs and early intervention to support them
- a focus on inclusive practice and removing barriers to learning
- high quality provision to meet the needs of children including intervention programmes appropriate to the individual child
- the participation of children and their parents/carers in decision making is essential at every stage to ensure success
- to support parents/carers in their understanding of their child's needs in order to enable them to best support their child at home and at school
- to work in collaboration with other agencies, when required, to provide support to an individual child

## Definition of Special Educational Needs and Disability

Children have special educational needs if they have difficulties that call for provision to be made, which is additional to or different from expectations of their age group.

The Code of Practice states that:

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

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
- widens the attainment gap

(Code of Practice, 2014, paragraph 6.17)

It is important to note that academic progress is not the only indication of SEND. The Code of Practice states that there may still be SEND present when a child's learning is consistent with their chronological age (paragraph 6.23). Children with English as an Additional Language should not be regarded as having a learning difficulty.

## What Should I Do if I Have a Concern About My Child?

If you are concerned about your child's learning and/or social development, please talk to your child's class teacher in the first instance. Should the difficulties continue, and you wish to have further guidance, you can contact our Special Educational Needs Disabilities Coordinator (SENDCo) to arrange an appointment.

The school contact details are:

- Telephone: 01260 223280
- Email: [admin@bosleyschool.co.uk](mailto:admin@bosleyschool.co.uk)

Our SENDCo is Rebecca Hadfield. Our Governor responsible for SEND is Lynsey Needham.

## SENDCo Responsibilities

The responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCo) are set out in the Code of Practice.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of our SEND policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of resources to meet children's needs effectively
- liaising with parents/carers of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

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Philippians 4:13

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- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned
- working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- monitor and evaluate the effectiveness of interventions and conduct annual reviews for children with Educational, Health, and Care Plans (EHCP)
- attending external agency meetings to support a child's individual needs
- ensuring that our school keeps the records of all children with SEND up to date and secure in line with the General Data Protection Regulations (2018).

## How Special Educational Needs are Identified, Monitored and Reviewed

All our teachers are responsible for the special educational needs of the children in their class, supported by the SENDCo. We regularly assess the academic attainment of all children to monitor their progress against age-related expectations. Where a member of staff feels a child may be having difficulties in accessing learning they will inform the SENDCo and parents/carers of the child. Initially, support will be through differentiation and intervention work within the classroom.

Should the difficulties continue, the teacher will inform the SENDCo who will initiate the Graduated Response:



An individual Pupil Profile and/or SEN Support Plan will be created to monitor and evaluate the effectiveness of intervention. We actively seek to understand the

wishes and feelings of children and their views are central to the success of the plan.

Our school can draw upon a range of outside agencies for advice and support where appropriate. Permission from the child's parents/carer will always be sought before referral. The agencies we work with are:

- Health and Wellbeing
- Family Service
- Play Therapist
- Physiotherapist
- Occupational therapist
- Dyslexia specialist
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- School Nurse
- Social Care
- Educational Welfare
- Educational Psychologist
- Cheshire East Autism Team
- Cheshire East Borough SENDCo

This is not an exhaustive list and other agencies may be asked to support as appropriate to a child's needs.

## Education, Health, and Care Plan

Where a child has a high level of need, an application may be made to Cheshire East local authority for an education, health and care assessment. Following the outcome of the assessment, an Education, Health, and Care Plan (EHCP) may be issued. Our school will endeavour to meet the recommendations and implement the special educational provision identified within the plan. We will invite parents/carers in three times a year including an Annual Review of the EHCP.

## Working with Parents/Carers

We believe that parents/carers are important partners in supporting a child's academic, social and emotional progress. We will work closely with parents/carers to promote their child's academic development. We do this by keeping

parents/carers informed about their child's progress and the impact of any intervention will be reviewed on a regular basis. This will then inform our next steps. We will record our discussions with parents/carers on a First Concerns Proforma.

Cheshire East provides a free impartial service for young people and children who have SEND and their parents/carers. Details for CEIAS (Cheshire East Information Advice and Support) can be found by following the link below.

CEIAS: <http://www.ceias.cheshireeast.gov.uk/home.aspx>

## Provision to Meet a Child's Needs

Our school strives to meet the needs of all children as fully as possible, including those with SEND and medical conditions. We aim to support children within the classroom using a range of strategies and interventions to remove barriers to learning. For example, lessons and resources may be differentiated.

Where a child requires more specific support, a teaching assistant may work alongside them or they may be withdrawn from class to work in small groups or one-on-one. We endeavour to put in place support for the child's needs within the resources of the school. These may include:

- Practical activities
- Smaller, step-by-step activities
- Additional support from a member of staff
- Small group work
- Differentiated tasks
- Visual timetables and resources
- Work stations

## Transition

Transition between key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

When a child joins Bosley School, the SENDCo will work closely with their previous school to ensure a smooth transition.

When a child moves to another school, we work closely with the new school to ensure a smooth transition. A Year 5 child with an EHCP will have a Transfer Review

Plan. We will invite the SENDCo in from their planned secondary school to support their transfer. Where appropriate, we will arrange additional visits to the new school so that the child can feel confident in their new environment.

For every child who has had a support plan during their time at Bosley School, arrangements will be made to transfer their records appropriately to their new school. This transfer will be in line with GDPR requirements.

## Staff Training

We recognise that staff have different training and experiences of teaching children with SEND. We therefore offer a rolling programme for staff. When we admit a child with a difficulty or disability that we have not experienced or supported before, the SENDCo will call a meeting of relevant agencies and parents/carers before the child is admitted so that we can ensure that the school can meet the child's needs appropriately.

We have a rolling programme of staff training and development which is included in our SEND Information Report on our website and updated annually.

## Accessibility

In line with current legislation, an accessibility plan is published and reviewed regularly. Due to the age of the building, access to some parts is limited. We will endeavour to accommodate physical disabilities within the constraints of our building. We have a disabled toilet located on the ground floor next to the school hall.

## Complaints Procedure

We take all complaints seriously and will work with parents/carers to put things right. Should you have any concerns or complaints about your child's provision then please contact your child's teacher in the first instance or, if you are still concerned, the Headteacher using the contact details below.

- Telephone: 01260 223280
- Email: [admin@bosleyschool.co.uk](mailto:admin@bosleyschool.co.uk)

If you feel that we have not resolved your issue, then we have a complaints procedure. This can be found on the school website and is available using the link below.

- <https://www.bosleyschool.co.uk/page/policies/128998>