



**St Chad's C E Primary and Nursery School
Special Educational Needs and Disability Policy**

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Title of Policy:	Special Educational Needs and Disability Policy
Date Policy adopted:	Autumn 2017
Date amended/reviewed:	September 2022, September 2023. September 2024, September 2025, February 2026
Committee:	Leadership, Management & Finance Committee
Written by/Author: (Job Title and name)	SENCo Clare Hunter
Review Cycle:	Annually
Review Date:	September 2027

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools (May 2014)

SEND Code of Practice 0 – 25 (July 2014)

Schools SEN Information Report Regulations (2014)

Children and Families Act 2014

Inclusion Team

Inclusion Leader (SENDCO and Senior Leadership Team member) – Clare Hunter

Safeguarding and Welfare Lead and Deputy Lead, Fiona Davis and Clare Hunter



1. Definition of Special Educational Needs (Code of Practice, 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

1.1 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

1.2 A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

2. Aims and objectives

- 2 To identify additional needs of individuals as soon as possible and provide interventions where needed
- 2.1 To narrow the gap between SEND and non-SEND children and ensure each child reaches their full potential
- 2.2 To actively involve parents, carers and the learners themselves in reaching decisions about education
- 2.3 To review and assess needs, strategies and progress on a regular basis
- 2.4 To develop partnerships and work cooperatively with a range of outside agencies and the Local Authority to support the additional needs of our children.
- 2.5 To monitor and evaluate the quality of what is provided for pupils with special educational needs.
- 2.6 To provide support and advice for all staff working with special educational needs pupils.
- 2.7 To ensure that resources are allocated appropriately and are shown and monitored through provision mapping
- 2.8 To work within the guidance provided in the SEND Code of Practice, 2014



3. Inclusion

3.1 In our school we aim to offer excellence of provision to all our children, regardless of their ability or level of need. We have high expectations of all stakeholders and we aim for all children with Special Educational Needs and/or disabilities to reach their full potential through the removal of barriers to their learning. We want all our children to feel that they are a valued part of our school community (see Inclusion policy for further details).

3.2 The Inclusion Lead is Clare Hunter and part of her role is Special Educational Needs Coordinator (SENDCO)

4. Partnership with Parents/Carers

4.1 The school works closely with parents to support children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings each term to discuss the progress of each child. We keep parents well informed of any interventions or involvement of outside agencies. Parents are welcome to meet with the Inclusion Leader or SEN governor, as and when required.

4.2 More information for parents can be found on the Live Well, Local Offer website and in the school SEN Information Report which is on our website (a paper copy can be requested if required via the school office).

4.3 For some children additional support may be required at transition times e.g. to High School or changing teachers and they will be given the support they require on an individual basis.

4.4 Access for examinations is also carefully planned. The school can provide a scribe or reader for children in some circumstances as well as early opening to adapt tests for visually impaired children for example.

4.5 The school recognises that children with medical needs should be properly supported so that they can access education fully. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 (see medical policy for further details).



5. Role of the Class Teacher

- 5.1 The class teacher is responsible for every child in his/her class and as such:
- Plans for every child in his/her class
 - Differentiates the work according to needs which are identified through a range of assessments (this includes children with EHC plans who may require individual planning).
 - Gives clear guidance to any Teaching Assistants supporting children with SEN.
 - Is responsible for setting Learning or Behaviour (Social, Emotional or Mental Health) targets and must ensure that they are worked towards.
 - Reviews the targets termly and sets new ones if met early.
 - Will seek the support and advice of the Inclusion Leader in order to deliver Quality First Teaching and act upon it.
 - Will follow all school policies and procedures.
 - Is responsible for keeping the class inclusion file updated and in good order.

6. Role of the Special Needs Co-Ordinator [SENDCO]

- 6.1 The SENDCO's responsibilities include:
- ✓ Over-seeing the day-to-day operation of the SEND policy
 - ✓ Liaising with and advising Teachers and Teaching Assistants
 - ✓ Monitoring pupils and strategies used to support them
 - ✓ Over-seeing SEN records: - Tracking assessments, progress and next steps
 - ✓ Analysis of data and planning next steps
 - ✓ Liaising with external agencies to co-ordinate provision
 - ✓ Liaising with and reporting to parents
 - ✓ Contributing to the in-service training of staff
 - ✓ Keeping the Head Teacher and Inclusion governor well informed of actions.



7. Individual Learning and Behaviour Targets

7.1 Children on the SEN register are offered support, where needed, through a Learning Passport. These contain the next steps a child has to achieve to make progress. The LP includes information about:

- ✓ Strengths and weaknesses
- ✓ Two or three short term SMART targets set for the child
- ✓ Teaching strategies and resources to be used
- ✓ Group or individual support
- ✓ Additional differentiation of work
- ✓ Date of review
- ✓ The child's own perceptions of strengths and difficulties.
- ✓ Parental views and areas for support at home

Plans are reviewed termly, though targets might be achieved earlier and therefore altered in the interim, where progress is more rapid. These targets may be used as the child's English and Mathematics class targets, in accordance with school's individual target setting.

8. A Graduated approach to SEN Support

8.1 If a child is not making expected progress through Quality First Teaching from the class teacher, then adjustments to provision are made. This may be additional support in class, use of specific resources, assessments by the Inclusion Leader or an additional intervention.

8.2 Progress is monitored closely and if expected progress is not seen despite the extra support given the child may be placed on the school's SEND register. At this point the Inclusion Leader may refer to an outside agency for additional advice or guidance. This can include an Educational Psychologist, Speech and Language therapist, School Nurse, CAMHS or The Autism Team, for example. This information will begin to be recorded on a Child Profile and shared with parents.

8.3 School will implement and review the impact of this guidance over a period using the ASSESS- PLAN – DO- REVIEW approach and if significant concerns remain, we may consider applying to the Local Authority for additional funding or an Education, Health and Care plan. Parents/carers are fully involved in this process, which is led by Clare Hunter, the Inclusion Leader.



9. The SEN Register

9.1 The SENDCO maintains an accurate list of children with SEND. It is updated at least termly. It includes the areas of need for each child. The SENDCO also tracks each pupil's target successes and SEN assessments that are made in addition to the school's regular assessments.

9.2 If children have made sufficient progress on review and have narrowed gaps with their peers they may be removed from the register and parents informed. Those children are closely monitored to ensure that they continue to make good progress.

9.3 Each SEN pupil has an individual file which includes a variety of important and relevant information that is updated at each termly review, these may include:

- ✓ Child Profiles
- ✓ present Learning/ Behaviour Targets and past Learning Targets
- ✓ correspondence with parents and outside agencies
- ✓ other relevant tracking [E.g.: from previous schools or on transfer]
- ✓ relevant notes from observations of the child, telephone conversations etc.
- ✓ TAF minutes

At Review, teaching staff and SENDCO:

- ✓ discuss targets with children
- ✓ discuss individual cases
- ✓ update Child Profiles
- ✓ note progress, including assessment results
- ✓ Check and advise on outcomes and next steps

Following Review:

- ✓ SENDCO draws up a list of actions relating to specific needs [including liaison with other agencies]
- ✓ SENDCO discusses outcomes with the Head Teacher
- ✓ Teachers invite parents to discuss outcomes and share new targets.



10. Allocation of Resources

10.1 The Head Teacher and Inclusion Leader are responsible for the resourcing of Special Needs provision within the school, including the provision for children with Statements of Special Educational Needs or Education, Health and Care plans.

10.2 Provision maps are used to demonstrate the level of support and intervention for each year group. These are adjusted following pupil progress reviews each term.

10.3 The Head Teacher informs the governing body of how the allocated funding to support SEN has been employed.

11. Staff Development

11.1 The Head Teacher and the Inclusion Leader will review the needs of the teaching and support staff and provide training and support where needed. A yearly audit of skills and needs is carried out by the Inclusion Leader which helps to target training where needed. This is also addressed through staff appraisals.

The needs of pupils will also be considered when planning INSET day training and this will be linked to the objectives in the Inclusion action plan.

11.2 The Inclusion Leader regularly attends Local Authority network meetings to keep up to date with local and national trends in SEND.

12. Policy Review

12.1 The policy will be reviewed on an annual basis or sooner if there is a need to respond to any Local Authority or Government requirements.

13. Additional information

Further information is available on the school website or from the office upon request.

SEN Information Report: <https://www.stchadsce.cheshire.sch.uk>

Local Offer from Cheshire West and Chester Local Authority:

<https://livewell.cheshirewestandchester.gov.uk/>

Date Approved by Governing Body: 4th February 2026