Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Special Educational Needs and Disability (SEND) Policy and Information Report

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	Katie Warwick	Full Governing Board	March 2023	March 2024	

Our Mission

'Forward in Faith, following in the footsteps of Jesus'

Our Children's Aims

At Cheadle Catholic Junior School we:

Grow in Faith

Respect Everyone

Celebrate differences and goodness in others

Challenge ourselves

Engage ourselves and others through Jesus' example

Aims

At Cheadle Catholic Junior School, we pride ourselves on being an inclusive community. We promote high expectations for all pupils and value the skills, talents and aspirations of all children as individuals. We firmly believe that every teacher is a teacher of SEND and we are deeply committed to providing high quality teaching for all and removing any barriers to learning. Our school provides a broad and balanced curriculum, which is designed to enable pupils to fully participate in all areas of school life. Our whole teaching staff work alongside parents, carers, other professionals and the children themselves; in order to provide all of our pupils with the best education, regardless of need so that they all have the opportunity to reach their full potential.

As a school, this is achieved through:

- Ensuring all staff are teachers of SEND and are familiar with the procedures to be followed within school when dealing with a child with SEND.
- providing opportunities for all staff to develop their professional expertise with regard to pupils with SEND
- identifying a child with SEND within school as early as possible to ensure that the appropriate support is given in terms of resources and personalised learning
- monitoring, assessing and recording progress of all pupils with SEND continuously, in line with the school's assessment policy as well as the SEND Code or Practice.
- providing a wide variety of experiences in order to enable children to develop to their full potential in all aspects of their development and to provide for their special needs
- working co- productively with parents, ensuring all views are taken into account. (See the Co- production charter below for more information)
- liaising with outside support and agencies when appropriate.

Working with Parents- The Co- Production Charter

Cheadle Catholic Junior School are committed to working together with pupils, parents/carers, other professionals and volunteers. We actively listen to everyone involved in supporting pupils with SEND to achieve open, honest and transparent relationships to ensure mutual respect and trust in the child's education and well-being.
As a school, we follow the Stockport's Co- Production Charter, which outlines how we can all work proactively and productively with parents, carers and young people to ensure we are family focused.

Definitions of SEND
(Special Educational Needs and Disability Code of Practice 2014)

A child has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. This may relate to cognition and learning, communication and interaction, sensory impairment, physical/medical conditions or social, emotional and behavioural difficulties.

A child of compulsory school age has a learning difficulty 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 educational facilities of a kind generally provided for children of the same age in mainstream schools

For children aged two or more, special educational provision is educational provision that is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools. A child making slower progress may not have special educational needs. Where a child appears not to be making adequate progress, in the first instance the school should support through **quality first teaching**.
For further information on how we support all pupils including pupils with needs, please see the sections on **'Adaptive teaching and The School Offer'**.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

The Code of Practice identifies four broad areas of Special Educational Need, under which SEND can be classified:

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

The Special Educational Needs and Disability (SEND) Code of Practice 2014 uses the following definitions of each area:

Communication and Interaction
'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives'.

Social, emotional and mental health

'Children and young people may experience a wide range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self- harming, substance misuse, eating disorders or physical symptoms that are medically explained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Sensory and physical needs

'*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory (MSI) will require specialist support and/ or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'*

Cognition and learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disabilities or sensory impairments. Specific Learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

At Cheadle Catholic Junior School, we understand that most children with needs may not fit into one particular category, but may display needs across the four areas. Therefore, we aim to provide support based on the child's particular barriers, rather than a specific are of need.

Identifying pupils with SEND

Adaptive teaching

All staff at Cheadle Catholic Junior School ensure that we create a fully inclusive classroom environment through the use of 'Adaptive teaching'. Learning opportunities are scaffolded and adapted, so that all pupils have the opportunity to meet the high expectations set.

Some examples of the adaptations, which teachers may make in their classrooms to ensure the needs of all pupils are being meat, are:

- The use of scaffolds and models to enable access to the curriculum.
- Adapted and modified resources such as coloured overlays, using larger fonts, different background colours.

- The use of physical resources such as counters/ Base 10/ plastic letters etc.
- Pre- learning vocabulary and use of word banks.
- The use of visual aids such as number lines, multiplication squares, flashcards.
- Adapted methods of recording such as writing frames and sentence starters and the use of technology.

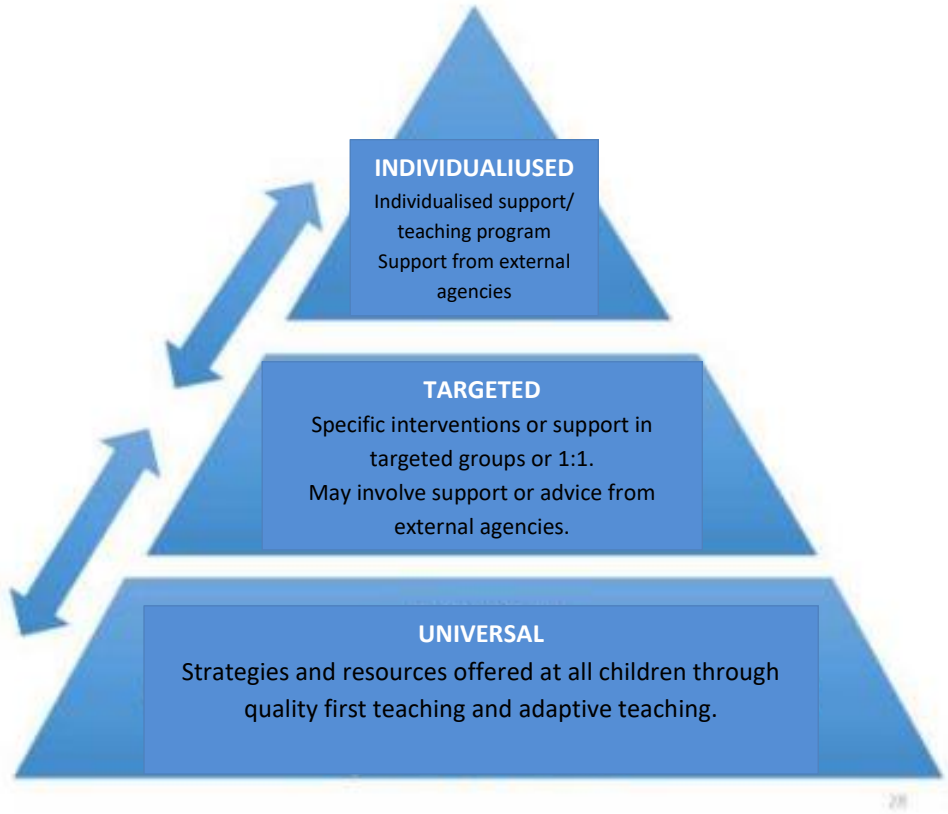
More information on the types of adaptations made to the teaching and learning in the classroom can be found in the **Teaching and Learning Policy, which** is available on the school website.

The School Offer

Our 'School Offer' is a document, which outlines the three levels of support provided for pupils, based on their needs. As a school, we use a graduated approach to identify which children may need support in any of the following four areas: cognition and learning, communication and interaction, sensory and physical, social and emotional and mental health.

The areas are detailed in a Provision pyramid (sometimes called a provision map), which shows the range of strategies used at a 'Universal' (offered to all children), 'Targeted' (specific groups of children) and 'Individualised' level (children who need support specific to their individual needs).

Provision pyramid



Copies of the Provision pyramids for each area of needs are available to download from the School Website at: https://www.cheadle-jun.stockport.sch.uk/the-school-offer/

SEND Support plan

The majority of pupils will have their needs meet at the Universal or Targeted level, which can include school interventions and group work. It may be that the need for additional support is identified by the Class teacher or by parents if the child is not making progress in any of the four main areas identified earlier. We would always communicate with parents if we felt a child needed extra support and we would invite parents to do the same. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding if a child requires special educational provision, we would start by looking at the views and aspirations of the child and their parents and the desired outcomes. We would then determine what support would be needed and whether this can be meet at the Universal level of the School provision through Adaptive teaching, or whether something different or additional is needed.

If it were decided that a child does need additional or different provision then they would require a more individualised plan called an SEND support plan (Special Educational Needs and Disabilities support plan). This would involve teachers and parents working together to create plan which identifies specific targets and strategies for the child. This level of support may require involvement from outside agencies such as The Inclusion Team or The Children's Therapy team.

Educational Health Care Plan (EHCP)

If a child has more complex needs and all other areas of support have already been explored, then an application to the Local Authority for an Education and health care plan (EHCP) may be required. An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. An EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

A school may choose to apply for an EHCP when a child receiving support at the Universal and Targeted level, is still not making the expected progress. They may require more Individualised support and provision. The application process requires evidence to show that the Targeted support outlined on the SEND support plan has been reviewed and adapted to try to meet the child's needs.

Parents can also apply for an EHCP through the Local Authority themselves.

Further information about this can be found by speaking to the SENDCo or by following the link below.

Children with special educational needs and disabilities (SEND): Extra help - GOV.UK (www.gov.uk)

The levels of need and the provision put in place to support this are all responsive to the child's needs at the time. As a result of this, a child's level of SEND can be fluid. Parents would be fully consulted before any changes were made as our SEND support plans are produced in collaboration with parents and carers.

The Local Offer

Since 2014, all Local Authorities must publish information about provision they expect to be available for children and young people from 0-25 years of age who have Special Educational Needs and/ or disabilities. This is called the Local Offer. The Stockport SEND

Local Offer provides advice, information and services to children and young people with Special Educational Needs or Disabilities (SEND) and their families.

The Stockport SEND Local Offer can be found on the link below:
https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0

How are the additional needs of a child reviewed?

SEND support plans

At Cheadle Catholic Junior School, we understand that all teachers are responsible for the progress and development of all pupils in their class. As mentioned in the section above, we use a graduated approach to identify what level of provision is needed for our pupils.

For any pupils on an SEND support plan, we use the 4- part cycle of Assess, Plan, Do, Review to review the pupil's progress towards outcomes. These cycles evaluated co- productively with parents termly. During these meetings, the teachers and parents will review the child's progress using:

- Their knowledge of the child
- The results of any academic assessments
- Any advice from external support services
- The child's development and progress in relation to their peers
- As well as progress in relation to their own personal targets.

New targets or provision will be decided on and a new plan drawn up.
The use of the Stockport SEND tracker is also used in Maths and English to help identify and track pupils small steps towards their outcomes where needed for those pupils with targets for cognition and learning.

Education and Health Care Plans (EHCP)

In addition to the termly SEND support plan reviews, a child with an EHCP will also have an Annual Review meeting. In this meeting, all adults working with the child will review the child's progress towards the outcomes outlined on their EHCP document.

Roles and Responsibilities

Responsibility of the SENDCo

The Co-ordinator the Special Educational Needs and disabilities is Mrs Katie Warwick. She can be contacted at the SENDCo email at: senco@cheadle-jun.stockport.sch.uk

The SENDCO will:

- Have day-to-day responsibility for the operation of this SEND policy
- To co-ordinate provision for children with SEND to ensure their individual needs are being met.
- Liaise with and advise staff on the adaptive teaching, the graduated approach and the support offered at each stage of the School Offer.
- Provide professional guidance to colleagues and work with staff, parents, and other
- agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with High Schools to ensue all relevant information is correctly communicated.
- To contribute to the in-service training of staff around the area of SEND
- Liaise with the Infant School and any other feeder schools to ensure that the needs of any child who has been identified as needing extra support are discussed
- Ensure the school keeps the records of all children with SEND up to date
- To liaise with the Headteacher regarding the progress of children with SEND and to liaise with the Governor responsible for SEND and report to the Governing Board on an annual basis.

Responsibility of the Class Teacher

We are all teachers of children with SEND.

All staff must be aware of, and comply with, procedures to identify, assess and make acceptable provision for their pupils with SEND and must record how they address the needs of children in their care.

Each class teacher is responsible for:

- The progress and development of every child in their class
- Ensuring effective support strategies are utilised in the class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo and parents/ carers to review each child's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Attending staff training to learn more about different areas of Special Educational Needs and Disabilities

The responsibility of the Headteacher

The Headteacher is Mrs Rachel Fender and she will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a Disability

The SEND governor

The SEND governor is Mrs Debbie Burnett and she will:

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

<u>Additional support and staff expertise</u>

All staff at Cheadle Catholic Junior School are committed to improving their ability to provide quality first teaching to all children, including those with SEND. There is regular whole staff training on a range of SEND issues. The SENDCo attends appropriate courses,

including termly SENDCo network meetings, in order to keep updated with new developments and initiatives in the leadership of SEND.

All Teaching assistance's attend relevant courses and regular in house training sessions. These are focused on a range of different needs and provision. This enables them to support adaptive teaching in the classroom as well as implementing high quality interventions. Interventions delivered by Teaching Assistant's may focus on improving Maths, Reading and Writing, for children who are not progressing at the expected rate. Interventions may also focus the other areas of need such as motor skills, emotional well- being and emotive literacy, social communication, dyslexic strategies and Motor Skills united etc.

Both the class teachers and teaching assistants will support children in the classroom when required. This may in in the form of 1:1 support or small group work when their learning needs are similar and a targeted approach is required.

Regular planning meetings are held with our Educational Psychologist and Inclusion service to plan for children with different needs. When needed, meetings are also held with our SEND Education Officer concerning new paperwork regarding EHCPs.

We also work with a selection of outside agencies to provide support for children with SEND. These agencies provide either direct teaching/programs for school to implement, assessment and/or advice.

These agencies may include:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Educational Psychology (EP)
- Sensory Support Service (SSS)
- The Inclusion Team
- Physiotherapy
- Parents and Carers Stockport (PACT)
- Social Services
- School Aged Plus Worker
- School nurse
- Children and Adolescent Mental Health Service (CAMHS)
- Autistic Spectrum Disorder Partnership (ASD)
- The Independent Advice and Support Services (IAAS)
- Stockport Families

Pupil voice

The views and aspirations of our children are the focal point of our SEND process. All staff at Cheadle Catholic are commitment to listening to the views, wishes and experiences of all our pupils. We use One Page Profile (Sometimes referred to as Pupil Passports) to collect the children's thoughts and experiences of school, their aspirations for the future as well as how they feel school can best support them. Their aspirations are also included on their SEND support plan to ensure that these drive the chosen outcomes for the pupil. By having

the pupils involved in the process, they are given some personal responsibility for their own progress and a voice to share how they can be best supported. It also contribute to an improved self-image and greater self-confidence.
Pupils with an EHCP may also be invited to attend their Annual review meeting if parents and staff feel it is appropriate. This gives them the opportunity to share their ideas and views in person and be part of the process. If the child does not want to attend then an adult will share their views on their behalf.

Parent voice
As previously stated, all parts of the SEND process are produced Co- Productively with parents. In line with the SEND Code of Practice, we will use a 4-part cycle, Assess, Plan, Do, Review (outlined in the earlier section) to support children with Special Educational Needs and Disabilities. Each individual child's program is evaluated and reviewed termly with parents to see if the objectives set have been met.

Transition to secondary
For children with EHC Plans transferring to secondary school, a provisional recommendation regarding the child's future education will have been made at the Year 5 annual review, so that parents can consider options at the same time as other parents. During this time and then subsequently through Year 6 there are opportunities to liaise with the secondary schools about children with SEND and their needs. In Year 6, we invite the secondary school to attend the Annual Review of pupils with an EHCP as well as the SEND support plan meeting for any child on an SEND support plan. This gives the secondary school the opportunity to fully understand the child's needs and for pupils and parents to ask them any questions prior to transition.

Complaints about SEND provision
Complaints about SEND provision in our school should be made to Mrs Rachel Fender in the first instance. She can be contacted on Headteacher@cheadle-jun.stockport.sch.uk
They will then be referred to the school's complaints policy.

The parents of children 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

Contact details of support services for parents of children with SEND

SENDIASS- Send information and advice service- together trust:
Phone 0161 240 6168
Email: stockportsendiass@togethertrust.org.uk
Website: Together Trust: SENDIASS

Parents and Carers of Stockport together (PACT)
Phone: 07786 101 072
Email: info@pactstockport.co.uk
Website: https://pactstockport.co.uk/