



# **Aston by Sutton Primary School**

## **Special Educational Needs and Disabilities (SEND) Policy**

This policy is a statement of the aims, principles and strategies used in making provision for pupils with special educational needs based on the SEND Code of Practice (Sep 2014).

At Aston by Sutton Primary School, we recognise all children as individuals and we are committed to developing an inclusive and supportive learning environment. We aim to remove as many barriers to learning as possible and allow all learners to achieve their full potential. We are committed to narrowing gaps in attainment between groups of learners and tailor our provision accordingly.

Our Special educational provision is additional to or different from the education provision that is offered to other pupils of the same age. Our provision goes beyond the teaching and learning that usually takes place in our classrooms. It may take the form of additional support from highly skilled teaching assistants or require involvement of specialist staff or support services that are well known to the school.

At Aston, our Special Educational Needs coordinator is Miss Kathryn Wright who is responsible for the day to day management of provision and/ or support for identified pupils with SEND. She works alongside teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. All staff at Aston value the inclusion of all children in their classrooms. We strongly believe that **all teachers** are teachers of SEND pupils and ensure that they provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

This document outlines our provision for different areas of additional needs. We aim to answer as many questions as possible about our school's graduated approach and give parents/carers an idea of the different outside agencies who work within school frequently. We believe that the best way to find out more is to come into school and discuss your child's needs and we can work in partnership to find how we can best support you. Please do not hesitate to contact the school to arrange an appointment.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

Part 3 of the [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

A pupil has SEN (Special Educational Need) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our SENCO will:

Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

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

Each class teacher is responsible for:

- The progress and development of every pupil in their 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) and will be supported by highly skilled members of staff. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability – see accessibility policy.

**Terms used in this document:**

In September 2014, a new SEN code of practice will be in place that identifies 4 areas where children/young people may have additional needs. These are:

<p><b>Cognition and Learning:</b></p>	<ul style="list-style-type: none"> <li>- low levels of attainment across the board in all forms of assessment, including, for young children, baseline assessments;</li> <li>- difficulty in acquiring skills (notably in literacy and - numeracy) on which much other learning in school depends;</li> <li>- difficulty in dealing with abstract ideas and generalising from experience;</li> <li>- difficulty with sequencing, ordering and independence</li> </ul> <p><b>A child may also have a specific difficulty such as dyslexia or dyscalculia.</b></p>
<p><b>Communication and Interaction:</b></p>	<p><b>Interaction:</b> May need reminders to keep on track in lessons. May struggle with interacting appropriately with peers. Struggles to form relationships with others. May not be able to initiate a conversation.</p> <p><b>Understanding/receptive language:</b> May need visual support to understand language, frequently misunderstands language. May need language repeated a few times to aid understanding.</p> <p><b>Speech/expressive language:</b> May have a limited vocabulary and ideas may be difficult to follow when speaking. Some immaturities in the sound system. Grammar and phonics may still be poor.</p>
<p><b>Social, mental and emotional health</b></p>	<p>May have difficulties with social and emotional development which stem from:</p> <ul style="list-style-type: none"> <li>- Behaviour difficulties</li> <li>- Attention difficulties (ADHD)</li> <li>- Anxiety and depression</li> <li>- Attachment disorders</li> <li>- Low self esteem</li> </ul>
<p><b>Sensory/Physical needs:</b></p>	<p>These pupils may have a medical or genetic condition that leads to:</p> <ul style="list-style-type: none"> <li>- Specific medical conditions</li> <li>- Gross/fine motor skills</li> <li>- Visual/hearing impairment</li> <li>- Toileting/self-care</li> </ul>

## How does the school know if a child needs extra help? What should I do if I think my child may have additional needs?

At Aston, we monitor all children's progress and attainment throughout every lesson and also through dedicated assessment weeks each term. We are aware that all children have different starting points and therefore track children systematically across the school using our whole school assessment system – iTrack. Some children that have additional needs are tracked using PIVAT's assessment tracker, this system enables us to measure smaller steps of progress that the child is making.

All of the lessons taught at Aston are differentiated to meet the needs of the children in the class and children are expected to make progress across all lessons.

When a teacher or a parent has raised concerns about their child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO. After assessment weeks, the Senior Leadership team, analyse data and identify children who are not making as much progress as we feel they should and interventions are planned to target specific children. The teacher will discuss your child's progress with you at our termly IEP Parents' Evening meetings or sooner, when you will be informed of your child's progress and any additional support being given.

If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. If you have any concerns, we would always recommend you speak to your child's class teacher initially, and at the earliest opportunity.

At Aston, we have an open door policy and welcome and encourage liaison with parents/carers as partners with your child's learning.

## How will school support my child? What additional needs are provided for at Aston?

The SEND code of practice identifies 4 main areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical/ and or sensory needs.

At Aston, children are supported in all 4 areas of need and we strive to be an inclusive school. Staff regularly attend training and share their expertise when they return to school.

A child who wishes to join our school, who currently has an education and healthcare plan, will have their plan sent to the school and parents are usually invited in to discuss their child's needs. We will work alongside parents to identify whether we are the most suitable setting for their child and will take advice from both external professionals and the local SEN team. Children who enter school with an education and healthcare plan will take part in a detailed transition and usually a home visit in the early years.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that work is adapted to enable your child to access their learning as independently as possible.

Teaching Assistants implement the teacher's modified/adapted planning to support the needs

of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups if it is deemed that this is appropriate.

Children who have been identified as having additional needs are tracked and monitored vigorously by the Senior Leadership team through our normal assessment procedures. Individual and small group assessments are monitored by the SENDCo often with start and end assessments taking place along with open discussion throughout the course of the programme. Adaptations are made whenever needed to ensure that the full needs of the pupils are met.

The Governing Body receive a termly SEN overview and report from the SENDCO which details the provision and identifies the numbers of children with SEN in each cohort (year group). There is also a link SEN Governor (Sarah Williams) who meets regularly with the SENDCO during the school year to discuss and monitor the provision we provide is of high quality and consistent.

Occasionally, children will be identified as needing additional support above and beyond that provided in the classroom. School will provide additional support from the budget for a child using funding that is calculated on a range of factors including levels of FSM and achievement at the end of the Foundation Stage.

Some children may require further support and school can apply for additional funding to support your child. This funding will be a 'top up' to the school budget. This is decided by a panel of people who meet monthly and includes headteachers, SEN consultants and other professionals.

If it is decided that your child requires additional funding, school will liaise directly with parents to discuss the best approach to ensure that your child continues to be included in Aston by Sutton Primary School and we work together to reduce barriers to learning and achievement.

#### How will the curriculum be matched to my child's needs?

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that work is adapted to enable your child to access their learning as independently as possible.

Our SEND policy can be found on our school website.

#### How will both you and I know how my child is doing and how will you help me to support my child's learning?

All children at Aston are tracked using our school's assessment schedule; this takes place at least 3 times a year. Children are continually assessed through each daily lesson and areas for development are highlighted and worked upon. Progress is currently assessed using Track which carefully tracks individual children's progress towards the end of year expectations.

For children who identified additional needs, the class teacher will meet with parents/carers at least three times a year to discuss their needs, support and progress and the SENDCo can attend this meeting if required. This is usually to discuss progress towards targets that have been set on an Individual Education/Behaviour plan and using the Cheshire pupil profile. Targets will be reviewed alongside parents, and children as appropriate, and new targets discussed. Children who are in receipt of additional funding have both long and short term outcomes that are agreed at each annual review and these are regularly referred to, to ensure progression towards these targets is ongoing.

If children are not making expected progress, the SENDCo will identify why, alongside the class teacher, and new targets will be adjusted. We may seek external support to offer further

advice to support your child.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home depending on the individual needs of your child.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND, they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly review if changes to circumstances occur or concerns arise from school or parents.

Parents and children are always invited to an annual review and will be asked for their input both before and during the review process. We will look over your child's outcomes (both long and short term) and discuss the progress that has been made. Then we will look at what aspirations you have for your child for both the forthcoming year, and in the longer term. Cheshire West and Cheshire have also produced an 'Our Story' which is for parents to share the child's background and history and this is updated each year.

### **Evaluating our provision**

At Aston, we constantly strive to improve and support all children in achieving their full potential. Each child is viewed as an individual and our SEND provision is monitored closely by both our SENDCo and governors. We regularly evaluate all additional support that is in place, including intervention sessions, and analyse data to identify what has been successful. Teaching assistants feedback termly to the SENDCo about children they have supported and whether their needs have been addressed.

At the end of each term, data is analysed for all cohorts and individual children to identify those who have not made expected progress. Staff complete pupil progress grids which are evaluated with the senior leadership team and the SENDCo is regularly involved in these discussions.

### **What support will there be for my child's overall wellbeing?**

Aston is an inclusive school: we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being and we strive for children to feel safe and secure when in our care.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; this would be the parents' first point of contact. Children who are allocated a 1:1 teaching assistant through additional funding, will also work closely with them. If further support is required, the class teacher can liaise with the SENDCo for further advice and support.

All teachers, teaching assistants and mid day supervisors have first aid qualifications and are able to administer medication to children that has been prescribed by a doctor. This medication must be labelled clearly with the child's name and the date on which it was prescribed. If medication is to be given in school, a form must be completed in the school office. Medication that has been delivered is recorded and securely kept in school.

Children who have asthma keep their inhalers in their classroom. This is given to the children by the teaching assistant within their classroom or they may self-medicate if this has been

previously approved.

### **Mental Health and Wellbeing**

School can make referrals to CAMHS.

<http://www.mymind.org.uk> is an NHS website run by Cheshire and Wirral Partnership CAMHS. This site has been developed for everyone interested in the mental health and well being of children and young people across Cheshire and Wirral.

### **What specialism services, experience, training and support are available at or accessed by the school?**

- In the first instance, the SENDCo will support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- As a school, we work very closely with a wide range of outside specialist agencies and have a very good working relationship with all of these. We currently work with:
  - Teaching Assistants
  - Breakfast club / After school club
  - School clubs
  - Educational Psychology Service
  - Local Authority Provision
  - Parent Partnership Service
  - Health Provision
  - Speech and Language Therapy
  - School Nurse
  - Occupational Therapy
  - Physiotherapy
  - Community Paediatricians
  - CAMHS
  - Autism Team
  - School Nurse
  - Family Caseworkers
  - Family Support Worker
- If your child needs referring to these agencies, the SENDCo will liaise closely with them to refer and you will be given a copy of this referral. Your permission will always be sought before a referral is made and we will always explain why we are seeking advice from an outside agency.

Usually, a report is then written and the advice is followed in school on a programme of work to support your child. This is often administered by teaching assistants in school and monitored by the SENDCo.

### **How are staff trained to support children with SEND?**

We are part of a partnership of schools - Frodsham and Village Schools - that are committed to providing a wide range of training for both teachers and teaching assistants to ensure our children have access to a range of high quality support materials.

We have signed up to the CLTA teaching alliance therefore our SENCO attends half-termly cluster meetings to further develop her skills.

Through regular staff meetings, all staff ensure their own professional development is kept up to date and access training on SEND issues such as autism spectrum disorder and dyslexia.

Individual teachers will also access training specific to children in their class such as the use of British Sign Language as a means of communication.

Our teaching assistants are also trained in a range of small group and 1:1 interventions including reading, writing, maths and social and emotional.

#### How will my child/young person be included in activities outside the classroom including school trips?

All children are included in all elements of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful whether this be through a parent/carer supporting with a child or their 1:1 support assistant coming along with us.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety is considered and this will often be shared with parents.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

We will always liaise with parents in the first instance about forthcoming trips and residential visits. All children at Aston, from Year 2 upwards, have the opportunity to go on overnight trips for a differing amount of time.

#### How accessible is the school environment?

- Our school is built on one level. There are 2 disabled toilets within the school building.
- We have 2 ramps to aid access by wheelchair users.

#### How will the school support my child to join the school, transfer to a new school or onto the next stage of education and life?

##### **Starting at Aston in Reception:**

We would always encourage children and families/carers to visit any school before applying for a place and even more so if your child has additional needs. We recognise that moving to a new school can be difficult for any child and we will take all steps possible to ensure that any transition is smooth.

If your child has been allocated a place in our Reception class via the local authority, and they have a special educational need and/ or disability, please contact us as soon as you receive the offer.

Before your child starts, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before their first day. Your child's teacher may make a home visit and also visit your child if they are attending another provision; this will automatically happen if your child is starting in the Reception class.

We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the initial meeting. If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group. The class teacher will arrange an early meeting with you to review your

child's learning, following the settling in period.

The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

## **Entering or leaving Aston during Reception – Year 6**

### **If your child joins from another school:**

- We will contact the previous school's SENDCo and ask for detailed information about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are received as soon as possible and a meeting will be arranged between parents/carers and the SENDCo as soon as possible.

### **If your child is moving to another school:**

- We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. Parents may be also invited to this meeting as appropriate.
- If your child would be helped by a book to support them understand moving on then it will be made for them. This has happened for children with additional needs frequently and is a highly successful way of preparing children for the next stage.

## **Leaving Aston in Year 6**

- Prior to the decision of which high school attend, the SENDCo will meet with parents/carers and members from Cheshire West and Chester SEN team to discuss the best choice of high school based on your child's needs.
- The SENDCo will liaise carefully with the high school your child is transferring to and usually arrange a meeting to discuss needs and strategies that are used.
- Your child may do additional work to prepare them for high school. Where possible, your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

## **Admission Arrangements for pupils with disabilities:**

The arrangements for the admission of pupils with disabilities who do not have an education and healthcare plan/statement are the same as those applied to pupils without disabilities. Parents of children who have an education and healthcare plan will be asked to select a school based on their own preference and we are then approached by the local SEN team to identify whether we feel we can meet your child's needs. As detailed, you will usually be asked to come into school to discuss your child along with seeing the environment and area.

The parents/carers of any pupil refused admission can appeal to the Admissions Appeal panel. Where discrimination has been alleged to have occurred, parents/carers have a right of redress through the Special Educational Needs and disability Tribunal System (SENDIST - <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>).

**How is the decision made about what type and how much support my child/young person will receive? How are disabled pupils supported and treated fairly in school?**

At Aston, we aim to involve parents and carers in all decisions that are made regarding provision for their child. Through regular meetings, we will discuss our plans and thoughts, taking into account those of parents. Initially, the class teacher alongside the SENDCo, will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. For example – some children may require support in English lessons whereas others may require support during less structured times of the school day.

### **Children with disabilities**

Schools have a duty under the Equalities Act 2010 to make reasonable adjustments in relation to children and young people with disabilities. This means that where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

Some of the ways in which we currently support pupils with disabilities:

- Providing visual timetables
- Classroom audits by the Educational Psychologist to provide advice about seating in the classroom, then implemented by school
- Providing a separate introductory visit when the school was quieter
- Auxiliary aids such as sloping desk for visual impairment, special pencils/pens, speech readers, personal FM systems (for deaf children) – under the guidance of the occupational therapy team
- Separate room with fewer distractions provided for a child with sensory needs
- Laptop, ipads and specialist software provided
- Coloured lenses/overlays provided

The Early Years Specialist Support Service (EYSSS) provides training for Early Years settings to support them in making good access arrangements for young children with disabilities.

**How are parents involved in the setting / school / college? How can I be involved?**

Your first point of call in school, for any question, is your child's class teacher. Most are available after school on any day other than Wednesday (staff meeting) and will welcome you in to discuss your child and any questions you may have. Miss Wright regularly meets with parents/carers to discuss provision and identify any changes that may need to take place.

We strongly believe in a partnership between home and school and welcome parents input and

guidance on their child's progress both academically and generally. We welcome regular contact and also any other information you believe will help us in supporting your child.

Parents of children with Special Educational Needs are invited into school for a longer parents' evening session to allow time to talk about their IEPs (Individual Education Plans) and for parents to review and contribute to their child's One Page Profile.

All outside information we receive – such as from the speech therapist – will be discussed with parents/carers and a copy of the report is also sent directly to your home address.

### Who can I contact for further information?

If you are considering applying for a place at Aston by Sutton Primary School and your child has SEND, please pop in for an informal discussion and visit. Our SENDCo is Miss Kathryn Wright who is based in Year 5/6 but can be contacted via her direct email:

[senco@aston.cheshire.sch.uk](mailto:senco@aston.cheshire.sch.uk)

### What do I do if I am unhappy with the provision for my child?

We always ask that you talk to us in the first instance. Miss Wright can be contacted through the school office and will meet with you to discuss any concerns that you may have. However, if our parents are unhappy with the provision for their children, then they can refer to the Complaints Policy and procedure which can be found on our school website.

The Governor at Aston by Sutton, responsible for SEN provision is Sarah Williams who can be contacted through making an appointment at school.

If you are thinking about registering an appeal, we would always welcome the opportunity to meet with you to discuss why the Local Authority has reached its decision.

The **Cheshire West** SEN Team can be contacted:

[senteam@cheshirewestandchester.gov.uk](mailto:senteam@cheshirewestandchester.gov.uk)

Telephone: 0151 337 6505

IASS (Information Advice and Support Service) 0300 123

7001 [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk)

<https://livewell.cheshirewestandchester.gov.uk/Services/1279>

The **Halton** SEN Team can be contacted:

[senat@halton.gov.uk](mailto:senat@halton.gov.uk)

Telephone: 0151 511 7405

Parent Partnership 0151 511 7733 [sendpartnership@halton.gov.uk](mailto:sendpartnership@halton.gov.uk)

[www.haltonparentpartnership.co.uk](http://www.haltonparentpartnership.co.uk)

For **Halton and Cheshire West** Residents

KIDS <https://www.kids.org.uk/mediation-info>

(Mediation Service)

SENDIST <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

First-tier Tribunal (Special Educational Needs and Disability)

Kathryn Wright  
SENDCo

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