Sandstone Trust Special Educational Needs and Disabilities (SEND) Policy

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Sandstone Trust Values

The Sandstone Trust is committed to promoting excellence in education across all our schools. Through dynamic partnerships between our two high schools and two primary schools, we harness a wealth of expertise and exemplary practice across all key stages. Our collaborative approach ensures consistently high standards of achievement and personal development for every student.

We uphold our vision through inspirational partnerships, exceptional professional development, and unwavering educational rigour. These pillars are underpinned by our core values of respect, collaboration, honesty, and exploration.

Each school has a named Special Educational Needs Coordinators (SENCO) responsible for the inclusion of pupils

Trust Inclusion Lead

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The SENCO contact details for the individual settings are as follows:

Primary Schools

Eaton Primary School Mrs Sarah Cliffe SENCO 01829 732731 scliffe@eatonprimary.school	**Kings Moat Primary School** Mrs Sarah Cliffe SENCO 01244 906896 scliffe@tarvinprimary.school
Tarvin Primary School Mrs Sarah Cliffe SENCO 01829 740399 scliffe@tarvinprimary.school	

Secondary Schools

Tarporley High School and Sixth Form College Mr Matt Pringle SENCO 01829 732558 mpringle@tarporleyhigh.co.uk	**Weaverham High School** Mrs Joanne Farquhar SENCO 01606 852120 joanne.farquhar@weaverhamhighschool.com

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1. Legislation and Guidance

This policy is set out to provide information regarding the MAT's collective vision and ethos for supporting children with SEND in line with the Department for Education's (DfE) Special Educational Needs and Disabilities Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act (2014) which sets out school's responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disabilities Regulations (2014) which sets out a school's responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCO) and the SEND Information Report.

2. Key Definitions

The definition of Special Educational Needs (SEN) referred to within this policy and across the MAT is taken from the SEND Code of Practice (2015) as follows:

"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 / her. A child of compulsory school 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 of 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.*

Disabled children and young people

Young people who have SEND may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a considerable overlap. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

It should be noted that this definition of learning difficulty does not apply to students that have learning difficulties solely because his/her language is different from the language in which he/she will receive his/her education.

Many children and young people who have SEN may have a disability under the Equality Act (2010):

"… a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

Please note that 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (see each individual setting's Medical Needs Policy for further information about how the MAT'S schools support students with medical conditions).

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child required special educational provision, they will also be covered by the SEND definition.

The four broad areas of need outlined below are taken from the SEND Code of Practice (2015) and give an overview of the range of needs. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- 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. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others".

- 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 a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia".

- Social, Emotional and Mental Health Difficulties

"Children and young people may experience a wide range of social and emotional difficulties which 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 unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder".

- Sensory and / or Physical

"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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation 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".

3. Aims

Our aims are:

- For SENCOs to work collaboratively with each other and with colleagues across the MAT to improve outcomes for children / young people with SEND within each of our settings
- To create inclusive learning environments across the MAT that meet the special educational needs of each child / young person
- To ensure that the special educational needs of children / young people are identified at the earliest possible stage
- To ensure students with SEND are provided with access to a broad, balanced and differentiated curriculum. Staff across the MAT will use quality first teaching strategies in order to meet the needs of individual learners and will have high expectations for children / young people in their classrooms
- To provide support, advice and continuing professional development / training for all colleagues working with children / young people with special educational needs across the MAT
- To ensure students make holistic progress in line with their individual targets including academic, social and emotional progress
- The MAT will follow the graduated approach (assess, plan, do, review) to monitor the impact of any provision / intervention in place to support children / young people with SEND and adapt where necessary
- To work in collaboration with parents / carers and children / young people to ensure all views are considered through varied and effective channels of communication
- To maintain strong links with a range of specialist external agencies and seek support / advice where appropriate
- To ensure the mental health and well-being of all learners is at the heart of our practice
- To pledge a commitment to continually review our SEND provision in order to further strengthen what we do
- To fulfil our statutory duty with regards to the SEND Code of Practice (2015)

4. Roles and Responsibilities

The following sets out the roles and responsibilities of key members of staff within the MAT with regards to SEND provision:

SENCO

The SENCO has the responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision to support individual students with SEND, including those who have EHCPs.

- Work with key colleagues across the MAT to determine the strategic development of the SEND policy and provision for each school / setting
- Have day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children / young people with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the individual school's delegated budget and other resources to meet students' 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 that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- Ensure the school keeps the records for all students with SEND up to date.

SEND Governor

The SEND Governor will:

- Help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within MAT and update the governing body on this
- Work with the headteachers and SENCOs of the MAT to determine the strategic development of the SEND policy and provision in school.

Headteacher

The headteacher will:

- Work with the SENCO 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 students with SEN and / or a disability.

Teaching Staff

"Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff" (SEND Code of Practice, 2015).

Each class teacher is responsible for:

- The progress and development of every student 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 SENCOs in each setting to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching Assistants

Teaching Assistants will:

- Work closely with the SENCO and teaching staff in each setting to ensure students with SEND are fully supported across the MAT
- Contribute to the graduated approach cycle of support
- Work positively and collaboratively with the team around the family including the children / young people they support, their parents / carers and any external agencies involved
- Maintain up to date records of any support / interventions / outcomes for the students they are supporting across the MAT

5. Additional information about SEND

Identification and Assessment of SEND

A student's needs may become apparent through:

- Admission procedures. This process usually starts through liaison with our local nursery settings that feed into the primary schools. Information is shared with our Reception staff and we may organise to meet with the Nursery and its staff as part of this transition.
- Teacher observation
- Parental/carer concerns
- GP / Paediatrician consultation
- Further specialist assessment made by SENDCO or external agency.

It is recognised that SEND may manifest themselves at any stage during a student's time in school. These needs may be temporary or long term.

Students who give cause for concern are screened using a range of assessments according to the nature of the concern. Staff have a responsibility to identify students in their groups whom they feel have any unidentified SEND and refer to the SENCO if appropriate. Timeframes for identifying need may vary from student to student and is dependent on different pathway referrals and changing NHS wait times. However, school will act promptly to make any requests for information from any external agencies. Any health concerns raised are referred to the School Health Service.

Diagnosis

A diagnosis, such as autism, ADHD, or dyslexia, does not automatically place a child on the SEND register. Instead, the school may initially place the child on a Monitoring Register that enables us to track pupils and their progress. This register records their diagnosis and helps staff remain aware of their potential needs.

4-tier level of support

We support children within a 4-tier support system.

Universal – Through quality first teaching, this is the universal offer of support to all pupils.

Targeted – Targeted approach to support specific identified needs through adaptations beyond the universal offer, including but not limited to evidence based interventions

Targeted Plus – The same as targeted but with the addition of support from outside agencies

Specialist – Children who require long-term and intensive intervention and support who are also supported by an Education and Health Care Plan.

SEN Register

The SEN register (Special Educational Needs register) is a record maintained by schools that lists all students identified as having special educational needs (SEN). It is **not a formal government register**, but an internal school document used to ensure appropriate support is provided.

The **SEN Register** is reviewed **three times per academic year**, in line with the school census. Students may be added to or removed from the register based on their current level of need.

Monitoring Criteria

Students, supported at the universal level, are typically placed on the **Monitoring Register** when they meet the following criteria:

- Have a diagnosis but are coping well with high-quality, inclusive (Quality First) teaching.
- Access general support available to all students, such as time-out cards, interventions, or regular check-ins.
- Are identified through concerns raised by staff, parents/carers, the student, or during the transition process.
- May require certain information to be shared with staff (e.g., the student prefers not to be asked questions without prior warning).
- The Monitoring Register is reviewed three times a year in accordance with the school census.

SEND K Criteria

Students receiving targeted or targeted plus support are categorised as **SEND K** and placed on the SEN Register if they meet one or more of the following:

- They are **not making expected progress** compared to peers and show a significant gap in learning.
- **External agencies** are involved in their support (e.g., Autism Team, SPOTTS, School Nurse).
- They require **physical adaptations** in the school environment (e.g., modified papers or specialised equipment).
- They receive **targeted, evidence-based interventions** tailored to their individual needs.

SEND E Criteria

Students receiving specialist support may be moved to **SEND E** status (Education, Health and Care Plan - EHCP) if:

- They require **long-term, intensive interventions** delivered with regularity.
- Their difficulties are persistent, significant, and remain despite the school's best efforts using high-quality interventions.
- The **cost of their provision exceeds the school's allocated core SEN funding**.

SEN Budget

Schools receive a **notional SEN budget** based on the school census to support students with special educational needs. This funding is **not ringfenced** and is used flexibly across the school; it is not directly allocated to individual students or specific interventions.

<u>The Graduated Approach</u>

Target setting - Assess, plan, review, do

Following advice from relevant staff and external agencies, strategies are put in place and implemented as much as possible in the classroom. Student strategies are held on SEND Passports or SEND Profiles (for children with EHCPs, or additional funding) that staff access on our shared sever.

Outside agencies, students, parents and the SENCO monitor and review progress each term at parents' evenings/progress evenings.

1. The short-term targets set for the student
2. The actions (including teaching strategies and provision to be used)
3. The outcomes of the action taken

Types of Intervention:

Intervention within these levels of SEND may include:

- Adaptation of activities and materials for curriculum access
- Appropriate setting and review of targets
- Targeted support by Teaching Assistants, under guidance from the class teacher and SENCO
- Access to ICT or other specialist equipment/materials as necessary and available
- Opportunity to attend appropriate group work sessions as deemed appropriate by SENCO e.g. ELSA, pastoral support, social skills groups, dyslexia support, extra literacy or numeracy

Involvement with External Agencies

The Sandstone Trust supports a multi-disciplinary approach to maximise the provision for SEND students. Many agencies and support services can help identify, assess and provide support for SEND students. Parents/carers are informed in order that they can fully understand the measures school takes. Parents/carers are always required to give their consent for the SEND department to consult with relevant professionals and other agencies. Parents/carers are encouraged to discuss any problems or concerns with the school.

Staff currently work with the following services:

- Speech and Language Therapy Service
- Occupational Therapy
- Specialist teams within Cheshire West and Chester supporting students with autism team, cognition and learning team, visual impairment and hearing impairments
- Child and Adolescent Mental Health Service (CAMHS) or Child Young Person Mental Health Service (CYPMHS)
- Educational Psychology service
- Educational Welfare Service
- Medical Needs Service
- Physiotherapy
- Police School Liaison Officer
- Social Care
- Young Carers

Monitoring and Assessment of the Progress of SEND Students

SEND students' progress is monitored and assessed through:

- Termly monitoring of progress made in Reading, Mathematics and Spelling, grammar and punctuation
- Verbal feedback from staff, parents/carers and students.
- Support plans are drawn up and targets set for some SEND students. These targets refer specifically to areas of SEND. Progress is monitored termly and new targets set accordingly.
- The monitoring of classroom practice and quality first teaching approaches that are inclusive for all learners.

6. Transition Arrangements

Children / young people are supported during important transition phases as follows:

Early Years Transition

School staff contact nurseries, pre-schools or parents of new starters to ensure correct up to date information is shared before the child starting a place within the primary school. Children are offered transition days to meet reception teaching staff before they begin in September. Any key information is passed to the SENCO.

Key Stage 1 – 2

Transition meetings take place between teaching staff to ensure continued and correct support for children identified with special educational needs. this is to ensure a consistent approach for the child as they transition to Year 3. Children are given transition days in the summer term to meet with their new teacher. If the child needs additional time to adjust to changes in key stage, then they are given opportunities to meet informally with and share good work with their next teacher in readiness for transition.

Key Stage 2 – 3

Vulnerable students prior to admission are identified by the class teachers and the SENCO – Inclusion Leader of Tarporley High School and Sixth Form College through working in close collaboration with partner and non-partner primary schools as well as key members of the transition team. These students may need academic, emotional, physical or social support. Alongside the MATs whole school transition programme an extended transition will also be offered to those students who require it and where appropriate, additional meetings / visits will also be arranged to enhance this process. Key transition information will be distributed to colleagues working with these students to ensure awareness of any additional needs and how best to support them.

7. SEND Information Report

The SEND Information Report for each individual setting is available on each of the MAT's school websites and provides further details about provision and support available at each school. The SEND Information Report is updated annually.

Eaton Primary School

https://www.eaton.cheshire.sch.uk/send

Kings Moat Primary School

tbc

Tarvin Primary School

http://www.tarvin.cheshire.sch.uk/page/sen-provision-at-tarvin-school/7060

8. Monitoring Arrangements

The SEND Policy will be reviewed annually by the MAT's SENCOs and headteachers and approved by the governing body.

9. Links to other policies and documents

This policy document has made references to / has links with other key policies / documents within each individual setting including:

- Medical Needs Policy
- Behaviour Policy
- Admissions Policy
- Accessibility Plan