



SEND Policy and Information Report

Author: Helen Day

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Values and Ethos

The Lower Park values of curious, responsible, active, respectful, creative and brave form a golden thread through our curriculum and are at the heart of all we do. Through living these values we aim to:

Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence.

Provide knowledge in all subjects that builds sequentially through their time at Lower Park.

Reflect the needs and be specific to our local area and community.

Develop transferrable skills through their growing knowledge of the curriculum.

Be stimulating, fun and memorable for all children which is extended into an enhanced extra-curricular school life.

Have high expectations and aspirations inclusively for every individual, including academic, artistic, personal and sporting achievements.

Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.

Vision Statement

Imagine an inclusive school that is a community of people, where children, parents, governors and staff are inspired by teaching and learning. Individuals are energetic, responsible, caring and committed to achieving extraordinary results. Within a safe, secure and friendly environment, the school community celebrates diversity and change is embraced in order to prepare the children for the future. Special events, topics and rewards characterise life at this school. All age groups make connections with one another through the work they do, the problems they solve and the experiences, strengths and hopes they share. Together they are learning to live safely within the world's sustainable resources. In classrooms, the integration of current technology extends learning, underpins every area of the curriculum and promotes opportunities for global communication. The outdoor environment boasts stimulating opportunities for all children to engage in purposeful activities that encourage social and physical growth.

This school is Lower Park; a community that nurtures a life-long love of learning, enabling all its children to discover the champion within.

Inclusion is at the heart of our vision and ethos. We believe that children's needs should, in the first place, be addressed by quality first teaching and an adapted curriculum that meets the needs of all children.

We are keen that any special educational needs are identified and support put in place, but also that a child is not defined or limited by his/her SEND. Each child is unique, with diverse talents and abilities. Part of our approach to SEND provision within our school is to celebrate progress, in the widest sense, and treat each and every child as an individual.

This SEND policy works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Lower Park's part of the Local Offer can be found on Cheshire East local offer site. <https://livewellservices.cheshireeast.gov.uk/Services/89>

This includes information on Identification of SEND, Teaching Learning and Support, Keeping Students

Safe and Supporting Wellbeing, Working Together and Roles, Inclusion and Accessibility, and Transition. It details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. Teaching staff will endeavour to identify and provide for those pupils who have special educational needs, and to enable them to join in with the activities of the school, together with pupils who do not have special educational needs, so far as is reasonably practical and compatible.

The school will follow the Special Educational Needs and Disabilities Code of Practice: 0-25 years, January 2015 when carrying out its duties toward all pupils with special educational needs and ensure that parents are involved in discussions when SEND provision is being made for their child. In line with The SEND Code of Practice: 0-25 years (January 2015), we believe that there should be a strong focus on high aspirations and on improving outcomes for all children and young people with SEND. Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with SEND.

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition processes.

1. Aims

Our special educational needs and disabilities SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Have due regard to the Special Educational Needs and Disability Code of Practice.
- Identify pupils with special educational needs and disabilities as early as possible and that their needs are met.
- Have in place systems whereby teachers are aware of such pupils.
- Provide all our children with a broad and balanced curriculum that is adapted to the needs and ability of the individual.
- Have high ambitions and expectations for pupils with special educational needs and disabilities.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all pupils make effective progress and realise their full potential.
- Ensure all pupils take a full and active part in school life.
- Work with other schools and the Local Authority to share good practice in order to improve this policy.
- Create an environment that meets the special educational needs of each child.
- Ensure that parents are able to play their part in supporting their child's education.
- Ensure that our children have a voice in this process.

2. Legislation and guidance

This 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 SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors responsibilities for pupils with SEND.

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definitions

4.1 Special educational needs

A pupil has SEND 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.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1 The SENCO

The SENCO is:

- Mrs. Helen Day
- Lower Park Primary and School, Hazelbadge Road, Poynton, Cheshire, SK12 1HE
- 01625 872 560
- hday@lowerpark.cheshire.sch.uk.sch.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND 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 SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils.
- 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, and work with external agencies to ensure that appropriate provision is provided.
- 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 SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.

- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

5.3 The SEND link governor: Mrs. Kirsten Wolffsohn

The SEND governor 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 headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

5.4 The headteacher: Mrs. Amelia Lomas

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- 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 SEND policy.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEND information report

6.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory, medical and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes, asthma, downs syndrome and sickle cell.
- Moderate/severe/profound and multiple learning difficulties.

6.2 Identifying pupils with SEND and assessing their needs

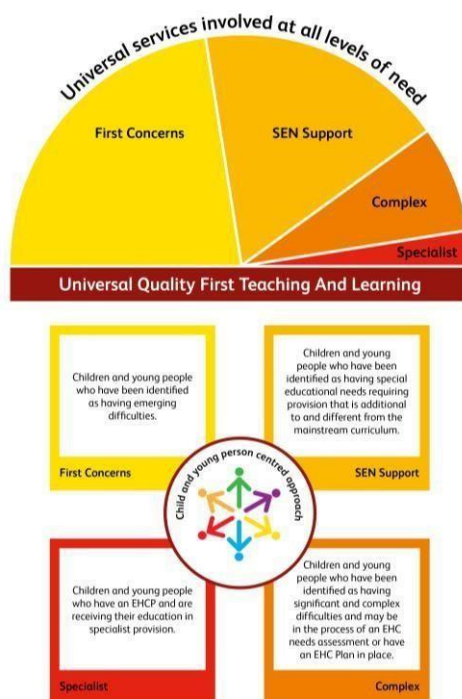
At Lower Park, the purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time, in terms of both type and level. The support provided to an individual child or young person will be based on a full understanding of their particular strengths and needs.

Where a child or young person is identified as having SEND, at Lower Park, we take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. The Universal level describes the support that is available to all children, including those with and without SEND. Within Lower Park's Graduated Approach, at the Universal Level, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people (e.g. GPs, dentists etc.). Universal services such as Quality First Teaching are provided to all children and young people, and continue to be provided to children and young people with SEND, who are also receiving additional support through other levels of the Graduated Approach. This means that all teachers are teachers of children with special educational needs. Support for children at both First Concerns and SEND Support levels is tailored to the needs of the individual child or young person, and provided through a variety of means, for example: assistive technology, individual or small group teaching, or in-class support. Some children and young people's needs will be more complex in some contexts, and the Graduated Approach describes additional support to meet these needs. When external agency evidence from Cheshire East specialists suggests that

children and young people may require additional support over and above the 'SEND Support' level provided by the educational setting, we conduct a multi-agency assessment (Education, Health and Care needs assessment) to determine what additional support they need. If following assessment, it is found that a child or young person will require provision in accordance with an Education, Health and Care (EHC) Plan, an EHC Plan will be written.

The Graduated Approach implemented at Lower Park can be found in the following document:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-SEND/ce-toolkit-for-SEND-final-v1.1.pdf>



We aim to identify children with particular needs on admission, firstly by carrying out pre-school visits and close communication with Foundation Stage staff. Assessment of children may include observation of children's social skills and learning experiences in all curriculum areas, teacher assessment and use of a number of tests which will enable peer group comparisons to be made. Our assessments often involve external professionals and are informed by the Cheshire East Toolkit.

Using the Cheshire East Toolkit, we will continue to assess each pupil's current skills and levels of attainment; these will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the nationally expected progress and attainment as well as the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Children with SEND will receive support that is additional to or different from the provision made for other children.

6.3 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and, in line with Cheshire East's guidelines, given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND Support Plan.

We consult with children regularly and encourage them to be fully involved in their provision. We talk to children about their learning needs - children complete their Support Plan (using Cheshire East Toolkit), expressing their views on education, learning support, likes and dislikes. We actively engage children in target setting and they contribute to an evaluation of interventions they have been part of.

Parents will be invited to attend regular parent's evenings in addition to specific SENCO meeting opportunities. Termly SEND specific parent/teacher meetings will review and plan targets and parents will be kept updated on changes to SEND. Progress and outcomes are discussed during consultation meetings with the school's EP and parents are given a report prior to a discussion regarding the outcome of any EP assessments. The progress and outcomes of assessment by other agencies are also discussed during consultation meetings.

The progress of children with EHC Plans is discussed at their annual review. At their Year 5 annual review, transition to high school is discussed with parents and the LA. Parents may be invited into/ can visit school at any time to discuss their child's progress and may ask to see the SENCO at any point they feel they need to discuss their child.

6.4 Assessing and reviewing pupils' progress towards outcomes

Lower Park fully implement a graduated approach, which is the four-part cycle of Assess, Plan, Do, and Review. Initial concerns are discussed with the SENCO followed by meetings with children and parents. First Concern or SEND support plans, which outline the assess, plan, do review process, are subsequently drawn together. Referrals are made to outside agencies if and when it appropriate to do so.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.

- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

We track every child individually and review progress and achievement termly. This includes the effectiveness of the support and interventions and their impact on the pupil's progress.

All teachers and support staff who work with the pupil will be involved in planning and evaluating an individual's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We update Support Plans (in line with Cheshire East Toolkit) for individual children termly and in consultation with parents. The progress of children with SALT (Speech and Language Therapy) is assessed and reviewed regularly throughout the year. When necessary, we buy in specialist provision.

A cycle of consultation meeting, set targets and review targets take place for children with EP (Educational Psychologist) involvement when necessary. For children with an EHC (Education, Health and Care) Plan, an annual review takes place once a year.

Transition meetings involving pupil, parents, current staff and future staff take place and will include dialogue and visits.

When assessing SEND children, consideration is given to their needs e.g. a reader, a scribe, extra time or rest break may be necessary. Whatever support is provided in the classroom is provided as far as is permitted during tests.

Pupil Progress meetings take place twice a year with the Senior Leadership Team, which includes the SENCO.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work with our partner high schools directly to ensure effective transition from primary to high school. In the case of a child moving school to another primary school, we will liaise directly with that school. Where a child has a statement or EHC Plan the transition needs will be explored at the annual statutory review meeting.

6.6 Our approach to teaching pupils with SEND

We include and actively encourage all children with SEND in all aspects of school life. We value everyone equally. Every teacher is a teacher of SEND and provision for children with SEND is a matter for the school as a whole. We believe all children should realise their full potential.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils where necessary and appropriate.

Bespoke interventions for individual children include (but are not limited to), Precision Teaching, Power of Two, Motor Skills United, Code, Dyslexia Gold and RM Maths.

6.7 Adaptations to the curriculum and learning environment

We believe that quality first teaching and effective differentiation underpins all SEND provision.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We accept that gifted children often require additional resourcing to extend and fully develop their potential and we endeavour to respond to these particular needs.

School acts upon advice from all external agencies.

6.8 Additional support for learning

We have additional adults who may support children with SEND when needed. They are trained to deliver a number of interventions throughout the school. They also provide in class support and small group provision as well as one to one support for children with SEND.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Cheshire East Autism Team (CEAT).
- Educational Psychologist (EP)
- Occupational Therapy (OT).

Physiotherapy.

Social Services.

7. Expertise and training of staff

Our SENCO has three years' experience in this role and is due to complete the NaSENco qualification by end, 2023. Our previous SENCO, Mrs. Joanne Jones, completed the NaSENco qualification in Summer, 2022.

Mrs. Day is allocated one day a week to manage SEND provision.

We liaise with specialist staff for Speech and Language, Dyslexia and Processing Assessments.

7.1 Securing equipment and facilities

We will endeavour to provide any additional information, equipment and facilities to meet the needs of any individual (under the Reasonable Adjustment Duty). We will seek the advice and recommendations of external professionals with specialist knowledge in these cases. We will explore various funding streams to support in this area, as well as using our own school budget.

7.2 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing our policy and practice annually, using the Cheshire East ToolKit as our reference.
- Consulting with parents of children and young people with SEND through regular formal and informal meetings.
- Reviewing pupils' individual progress towards their goals each term via their Support Plan.
- Monitoring and reviewing the impact of interventions regularly (usually every six weeks).
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Using ICT to support pupils with SEND.
- Providing all equipment, facilities and necessary intervention to maximise outcomes from Individual Support Plans.
- Monitoring of provision by Senior Leadership team and SENCO.
- Monitoring and update meetings with SEND Governor.

7.3 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

School trips are planned on the basis that all pupils are included. All pupils are encouraged to go on our residential trips to:

- Tattenhall – Y4
- Robinwood – Y5
- Menai – Y6.

All trips involve a two night stay.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

7.4 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- A comprehensive PSHE programme for whole class delivery.
- Emotionally Healthy Schools (Cool Connections and Resiliency Bucket) and Time To Talk for targeted pupils.
- A safe space for targeted pupils - Bubble Room.
- Emotional Literacy Lessons taught in class and delivered by class teachers. We have a zero tolerance approach to bullying.
- My Happy Minds delivered school-wide.
- Lunchtime 'Bubble Club'

7.5 Working with other agencies

We have excellent links with outside agencies and will frequently consult other professionals for advice and guidance.

We meet regularly with external professionals and follow up on advice obtained at such meetings. Support and sign posting is provided to parents when navigating and liaising with services (such as attending appointments, understanding reports, procedures, etc.).

Referrals are made and followed up when necessary.

8. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher and SENCO, in the first instance. They will then be referred to the school's complaints policy. Complaints will be dealt with speedily and respectfully. The parents of pupils 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.

8.1 Contact details of support services for parents of pupils with SEND

The contact details of support services for the parents of pupils with SEND are available on the following websites:

Cheshire East Local offer: <https://livewellservices.cheshireeast.gov.uk/Services/89>

Cheshire East Website:

[Special Educational Needs and Disability \(cheshireeast.gov.uk\)](https://www.cheshireeast.gov.uk/special-educational-needs-and-disability)

Cheshire East Information Advice & Support:

<http://www.ceias.cheshireeast.gov.uk/home.aspx> Child and Adolescent Mental Health Service (CAMHS)

[CAMHS 0-18 - Cheshire East :: Cheshire and Wirral Partnership NHS Foundation Trust \(cwp.nhs.uk\)](#)

Cheshire East Autism Team (CEAT) [CEAT: Cheshire East Autism Team | CheshireEast MarketPlace](#)

Speech and language [Paediatric Speech and Language Therapy Service | CheshireEast MarketPlace](#)

Educational Psychologist [Educational Psychology Service \(cheshireeast.gov.uk\)](#)

8.2 Contact details for raising concerns

Concerns should be raised with the SENCO in the first instance as follows:

Mrs. Helen Day,

Lower Park Primary and School, Hazelbadge Road, Poynton, Cheshire, SK12 1HE

01625 872560

hday@lowerpark.cheshire.sch.uk

8.3 The local authority local offer

Our contribution to the local offer is: [www.lowerpark.cheshire.sch.uk.docx \(live.com\)](http://www.lowerpark.cheshire.sch.uk.docx)

Our local authority's local offer is published here: [Local offer for children with SEN and disabilities \(cheshireeast.gov.uk\)](#)

9. Monitoring arrangements

This policy and information report will be reviewed by SENCO, Helen Day, annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

10. Links with other policies and documents

This policy links to our policies on:

- Equality Policy and Objectives
- Accessibility Plan.
- Complaints Policy.
- Supporting pupils with medical conditions
- Admissions policy