



Chorlton CE Primary School SEN & INCLUSION POLICY

Policy information and Review

Names person with designated responsibility

Academic Year	Designated Lead Person(s)
2025-2026	Katie Marsh (Maternity cover)
2026-2027	Claire Gunn

Policy is reviewed annually with the next review due 12 months after previous review.

Any amendments are listed below

Review date	Changes made	By whom
January 2023	Policy rewritten	Claire Gunn
June 2025	Policy reviewed with new section included in provision area.	Claire Gunn
June 2026	Policy reviewed with minor amendments in line with new government updates	Claire Gunn

‘Every teacher is a teacher of every child or young person including those with SEN’ (Code of Practice, 2014)

INCLUSION

Introduction

Chorlton CE Primary School, led by the Headteacher and Governing Body, adopt a whole-school inclusive approach to children with Special Educational Needs. At Chorlton CE we endeavour to empower pupils, provide them with opportunities to develop and to enable them to flourish irrespective of their individual learning difficulties.

Our inclusive vision is to ensure:

- That all learners receive meaningful quality first teaching and learning alongside their peers
- That all learners are challenged appropriately in relation to previous experience and present need
- As a school we foster enthusiastic, passionate and independent learners.

The policy was created by the school’s SENDCo, in consultation with the Headteacher, SLT and Governing Body. At this school, the SENDCo is also a member of the school’s Senior Leadership Team.

Definition of Special Educational Needs / Disability

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. As defined in the 2014 Code of Practice the school accepts that a young person has a learning difficulty or disability if they:

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

Aims

Our SEN policy and associated SEN information report aim to:

- Provide information around the provision available for SEND pupils and how the provision is mapped out
- Identify children with additional needs and/or barriers to learning and ensure procedures are known and understood by all
- Create a collaborative, challenging and achievement filled environment for all pupils through a broad and balanced curriculum which is delivered through flexible and responsive teaching and learning styles
- Facilitate good or outstanding progress for all through a graduated approach
- Record and review provision for children with special educational needs and/or disabilities (SEND) and ensure that records relating to SEND follow the child through the school, which are clear accurate and up to date
- Ensure regular monitoring of progress for children with SEND
- Raise staff awareness and expertise through carefully planned programmes of CPD
- Maintain close links with support services, professionals and agencies
- Encourage all staff, parents and stakeholders to aim for high but realistic expectations of their child(ren)/pupils and encourage them to work to the best of their ability
- As a Rights Respecting School (RRSA) encouraging understanding, awareness and compliance with the 42 children’s rights to ensure children feel:
 - Safer
 - Healthier
 - Happier
 - Able to form and maintain better relationships
 - Become active and involved within the school community and wider world

The aims of this policy are in accordance with the School’s Vision/Mission Statements and with the Equal Opportunities Policy, which should enable children with SEND to function on equal terms in both the learning and social life of the school. The school is fully committed to inclusion and to meeting the needs of all children and young people in our care.

This policy outlines our overall strategic vision and principles for SEND. The operational details of how this policy is implemented on a day-to-day basis are published separately in our annual SEN Information Report on the school website.

Legislation & guidance

This policy and associated SEN information report is based on:

1. The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
2. [Part 3 of the Children and Families Act \(2014\)](#), which sets out schools' responsibilities for pupils with SEN and disabilities
3. [The Special Educational Needs and Disability Regulations \(2014\)](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
4. [The Equality Act \(2010\)](#)
5. Guidance on [Supporting pupils at school with medical conditions](#) (2014)
6. [Teachers Standards](#) (2012)

This policy also complies with our funding agreement and articles of association; our Statutory Duties and local policies and procedures and this policy complements and supports other relevant school policies, local procedures and national legislation and statutory guidance.

Objectives

The following objectives are vital for the successful implementation of this policy, Chorlton CE School will:

- Ensure that all stakeholders share a common commitment to inclusion
- Provide support and advice for all staff working with children with SEND
- Continue to develop partnerships with the LA around SEND advice, support and implementation of strategies
- Continue to work within the guidance provided in the SEND Code of Practice, 2014
- The SENDCo, teaching & support staff and SLT will use their best endeavours to identify the needs of children with SEN as early as possible in order to ensure that their needs are met. This will be done using a range of assessment strategies, data collated and individual observations

All teachers at Chorlton CE School are responsible for meeting the needs of our children with SEND:

- Staff will provide children with SEN with the greatest access possible to a broad and balanced curriculum taught using meaningful quality first teaching strategies within an inspiring environment alongside their peers
- All learners are challenged appropriately in relation to previous experience and present need
- All children with SEN will be supported to develop as enthusiastic, passionate and independent learners
- All staff will endeavour to ensure the participation of SEND children in all activities available in and outside of school to promote the highest level of inclusion, progress and attainment
- Staff work in partnership with parents/carers and families at all times
- SEN staff and SLT always seek the views of children and their parents/carers when making decisions about SEN provision which is additional to and different from that which is generally available in school
- Our SEN staff involve external support services and agencies where appropriate
- Continuing to develop links with other schools, including transition into secondary school in order to share good practice

Definition of SEND

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision, namely a provision that is different from or additional to that normally available to children of the same age. A disability is considered to be a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities

“It is vitally important that children with SEND are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all of the professionals involved with their development.”

(CoP, 2014, 2.14)

Children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability 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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Chorlton CE Primary School is an inclusive school, which is committed to offering all of its students a broad and balanced curriculum alongside their peers. Our focus is on generating advanced outcomes through tailored support and positive relationships. Adaptations to the curriculum are based on individual needs, creating tailored provision in order to include the young person with SEND academically, socially and emotionally in order to empower them to become the best they can be. Our approach at Chorlton CE will consider the needs of the whole child and not just a focus on attainment levels with due regard for the SEND Code of Practice: 0-25 (2014) when carrying out duties towards children with SEND.

Our teachers are fully accountable and responsible for the progress and development of the children in their class, including those accessing support from learning support assistants and specialist staff. We will provide high quality teaching and any potential adaptations to the curriculum as a first response to meeting the needs of all children, in particular those with SEND.

Types of SEND

To deliver an effective provision for children with SEND, a personalised approach is required in order to identify the relevant need(s) and the impact this has on both the child themselves and their education. Under the SEND Code of Practice (2014) there are four broad areas of need which are to be considered when planning effective support and provision. It is important to understand that pupils can have needs that may overlap between more than one area of need, and that these needs may change over time.

Cognition and Learning

Children with learning difficulties may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. A wide range of needs may come under this umbrella such as

- Specific learning difficulties (SpLD) such as: dyslexia, dyscalculia and dyspraxia (now commonly known as developmental coordination disorder)
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have a severe and complex learning difficulty as well as a physical disability or a sensory impairment

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing what they want to communicate (expressive language), understanding what is being said to them (inference) or because they struggle with social rules of verbal or non-verbal communication.

Pupils who are autistic often have needs that fall into this category as well as those children with a diagnosis of developmental language disorder (DLD).

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, display hyperactivity or lack concentration as well as displaying challenging behaviour as a result of a social or emotional need. Underlying difficulties or disorders which also come under this section include:

- 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 or early trauma

Sensory and/or Physical Needs

Some children require special educational provision because they have a physical or sensory/multisensory impairment or disability. These children may require specialist support and/or equipment to access their learning.

It is important to recognise the following:

- Behavioural difficulties do not automatically constitute a child having a special educational need and does not automatically require recording of SEND. This includes persistently disruptive or withdrawn behaviours. However, these will be investigated with the relevant support put in place before determining if there is an unmet need which needs further investigation.
- Slow progress and low attainment does not automatically constitute a child having a special educational need and does not automatically require recording of SEND.
- Identifying and assessing children whose first language is not English. Difficulties relating to limitations in English as an additional language are not SEND and will be supported appropriately. If SEND is then recognised as an additional difficulty, then we will follow the regular school pathway for SEND children.

Children with a diagnosis will be recorded on our SEND register, however this does not always relate to a requirement of a high level SEND provision, but constant monitoring using our Assess, Plan, Do, Review (APDR) process is required to ensure they are receiving the support required, tailored to their needs, at all times. This also ensures that accurate recording of children with SEND is in place for key transitional points when required.

The following are not considered SEND but may impact on progress & attainment:

- Attendance and punctuality
- Health and Welfare
- EAL
- Pupil Premium (PP)
- Being a looked after or an adopted child (PP+)
- Being a child of a serviceman/woman

MEETING INDIVIDUAL SPECIAL EDUCATIONAL NEEDS

Staff at Chorlton CofE School will work together in partnership with parents and other agencies (implementing the graduated approach of APDR) to ensure that when a special need has been identified, the correct provision and support is put in place.

This does not mean that a *diagnosis* is required in order to implement appropriate support, but an *identified difficulty/need* that requires a provision to be put into place.

The graduated approach to SEND

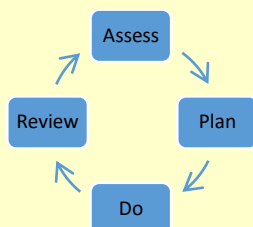
The SEND Code of Practice (2014) outlines a requirement for schools to recognise children who have an identified learning difficulty in one or more of the four areas of SEND. The four-part cycle is a graduated response (APDR) of recognising a need and matching this with appropriately planned provision and resources that are **additional to** or **different from** the provision that is available to their peers. This provision that is put into place is regularly revisited, refined and revised with a growing understanding of the child's needs and securing good outcomes. An Educational Psychologist, Occupational Therapist, Speech and Language Therapist or other professional may be involved in the process depending on the area of need.

At Chorlton CE early intervention is imperative when supporting children with appropriate involvement with agencies depending on the area and level of need. We adopt a quality first teaching approach which focuses on high quality and inclusive teaching for every child in the classroom. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Learning Support Assistants (formally known as TAs). All quality support for children with SEND begins with quality first teaching, which includes relevant adaptations for identified pupils: additional intervention cannot compensate for a lack of high quality teaching and we encourage our children to keep up rather than

catch up. Regular reviews of the provision of our quality first teaching is monitored throughout the school by the Senior Leadership team (SLT) to ensure adaptations are effective to improve the outcomes for all.

THE FOUR PART CYCLE OF SEND SUPPORT

SEND support should take the form of a four-part cycle which provides a growing understanding of the child's aspirations and needs which are supplemented by measurable, planned outcomes that are revisited, refined and revised to ensure the child is supported to reach their potential. This is known as **The Graduated Approach** and focuses on successive cycles of support, appropriately planned, in order to match interventions to the SEND of children. The four elements of the approach are:



Assess

In identifying a child as needing SEND support a clear analysis of the child's needs will be carried out by the class teacher, supported by their phase leader and SENDCo, if appropriate. This will include the teacher's assessment and understanding of the child, previous attainment, thoughts and views from the parent, the pupil's own views and, if relevant, advice from external support services. If parents identify a concern at this stage, they are encouraged to share this with their child's class teacher. Assessment will be reviewed regularly to ensure support and intervention are matched to need, so planned outcomes and barriers to learning are identified and consequently there is a clear picture of development and progress.

Plan

Where it is decided to provide a pupil with SEND support, parents will be notified of the relevant adjustments, intervention and provision that is in place in order to improve their child's development, progress and/or behaviour. This may be done in conjunction with any other educational, health or social care professionals if required. A review date will be set so that the effectiveness of the intervention can be determined and the plan will clearly identify the areas of need, desired outcomes, support and resources provided.

This plan and provision will be recorded on a SEND support plan or EHCP support plan which will be shared with all staff who work with the child so that there is a wider understanding of the individual's need and actions required. The support and interventions within the plan will be based on reliable evidence of effectiveness and can involve a contribution by parents/carers to reinforce learning at home.

Do

The class teacher remains responsible for child progress, and will work closely with any LSAs or specialist staff involved. Planned learning experiences, interventions, individualised teaching and use of specialist resources will be implemented fully by the teacher and specialist support staff with the class teacher taking full responsibility for the progress of the pupil. The SENDCo will support teachers in any further assessment of the child's needs, in problem solving and advising on implementation of plans.

Review

Reviews of a child's progress will take place regularly in order to evaluate the impact and quality of the provision in place which will feed back into the analysis of the pupil's needs. Outcomes from the review will be used to inform next steps in the planning process and ensure the updated plan is accurate in relation to the evaluated needs. Where appropriate, other agencies, parents and children will be asked to contribute to this review and development and changes will be discussed and implemented.

SUPPORT LEVELS

Children at 'Monitoring level'

Through our regular APDR cycles, there may be children who are flagged up by parents, teachers or other staff as requiring additional monitoring and supplementary support. These children are placed on the schools monitoring list whereby the SENDCo will have regular check ins with relevant staff in terms of progress and support. There is no set time a child will be on the monitoring list; they will only be moved should they make better than expected progress in the area of concern or require additional support which may lead to them being placed on our SEN register.

Children at 'SEN Support'

The majority of children with a special educational need can be effectively supported from within the school's current resources and are on the SEN register as 'SEND support'.

Once the need for SEND support has been identified, our first step in responding to a child's identified needs is to ensure that targeted provision (provision that is **additional to** or **different from** that which is made for the majority of children in school) is in place for those at SEND support. Our use of the graduated approach will help to pinpoint the kind of provision that is likely to be most effective in meeting the child's needs.

Schools may involve specialists at any point to advise on effective support and interventions required. Parents will always be a part of the consent and referral process and the specialist outcomes will be recorded and shared with parents and teaching staff to holistically support the child.

Education, Health & Care Plans

If a child at school has complex and/or severe difficulties which impact on learning and progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of an individual, then the school or parents may consider requesting a EHC needs assessment.

The decision to make a referral for an EHCP will be taken at a review or 'Team Around the Child' meeting which will involve the voice of the child, parents/carers, the SENDCo and Head teacher (if applicable). Application for the plan will encompass information and advice from various sources including:

- Parents/carers
- The young person
- Teaching staff
- Educational psychologists
- SENDCo
- Social care
- Health professionals
- Any other professional working with the child

The evidence gathered through the regular review of interventions alongside school advice and specialist advice will help the Local Authority (LA) to determine whether this statutory assessment of needs is required. If agreed, the assessment process will lead to an Education, Health and Care Plan (EHCP). The plan will outline how services will work together to meet the child's needs in order to support him/her to achieve planned outcomes.

The LA in partnership with school, must review the plan at least every twelve months. The annual review meeting will be held within school where parents/carers and children, alongside the SENDCo, relevant school staff and external agencies will participate in the review and will agree next steps in provision. All Annual Review documentation will then be submitted to the relevant Local Authority and any updates/amendments required will be the responsibility of the Local Authority.

Supporting pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

The school has a policy for supporting pupils at school with medical conditions. A copy of this can be found on the school website.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with Special Educational Needs.

Head teacher – Mr Phil Trohear

The head teacher will ensure that all school staff, children and parents/carers are aware of and pay due regard to this policy. The head teacher will work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school. Our Headteacher also holds the NASENCo qualification in addition to NPQH.

The Head Teacher will oversee the leadership and management of all aspects of the school's SEND provision, including:

- Having a strategic overview of policy and practice in school, including coordinating the formulation of the SEND policy, the effective use of budgets regarding SEND provision and planning, and ensuring the effective provision for SEND children
- Working closely with the SENDCo to ensure the effective day to day management of SEND provision throughout all aspects of school life
- Setting clear guidance for the monitoring and assessment of progress towards agreed outcomes for children with SEND
- Ensuring effective communication of key information regarding the needs of and provision for individual children to staff, parents/carers and to other schools at times of transition
- Developing effective working relationships with parents/carers of children with SEND
- Procuring and implementing effective professional development for the SENDCo (including the LA SENDCo Network Meetings) and for all staff in response to the needs of children with SEND
- Reporting to the Governing Body on the success, implementation and development of this policy
- Working in partnership with the LA to ensure school's best endeavours re: a fully inclusive SEND provision and policy

The Governing Body – led by chair Rev Kenneth Flood

They will ensure that the necessary provision is made for children with SEND. The board, led by the chair, has responsibility for the strategic overview and implementation of the SEND policy and associated SEN information report and it must report its findings annually to parents/carers. The SEND governor will help to raise awareness of SEND issues at governing board meetings. He will monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

Governing Body duties include:

- Determining policy and provision for children with SEND alongside the SENDCo, parents/carers, children and the Head teacher
- Ensuring that children with SEND are fully included and involved in all school activities wherever possible, and that school uses its best endeavours to make appropriate adjustments for full inclusion at all times
- Ensuring that the SENDCo is a qualified teacher who has the National Award in Special Educational Needs Coordination.
- Ensuring that the school's SEND requirements are adhered to, with reference to the Code of Practice for Special Educational Needs (2014)
- Establishing appropriate staffing and funding arrangements for SEND provision
- Appointing a member of the Governing Body to monitor and report back on the school's work with SEND provision and policy (Rev Kenneth Flood - SEND Governor)

SENDCo – Miss Claire Gunn

She will lead the strategic development of SEND policy, practice and provision, as an integral part of the school improvement plan, with the aim of full inclusion for all children with SEND. The SENDCo holds the NASENCo qualification.

The principle responsibilities for the SENDCo include:

- Taking day-to-day responsibility for the implementation of the SEND policy
- Coordinating provision for children with SEND (including those at SEND support-intervention by the school and with an Educational Health Care Plan) and reporting on progress and attainment
- Advising on the graduated approach for those children at 'SEN support', i.e.: 'assess, plan, do, review'
- Leading on inclusion and challenge for children with SEND, ensuring that 'all teachers are teachers of SEN' (CoP 2015) through quality first teaching in school
- Advising on the deployment of the school's delegated budget and other resources to meet individual child's needs effectively
- Monitoring relevant SEND Continuing Professional Development and contributing to the in-service training for staff ensuring that opportunities are provided for staff to extend their knowledge and understanding of SEND
- Managing the SEND professionals deployed by the school and all support staff
- Overseeing the records of all children with SEND and ensuring they are up to date
- Liaising with parents/carers of children with SEND
- Working with key agencies, parents and class teachers to produce RAMP (Reduce anxiety management plan) behaviour plans and safety plans to respond to health and safety risks when identified as appropriate.
- Liaising with external agencies, including outreach support, educational psychologists, health and social care professionals and independent and voluntary bodies
- Liaising with potential next providers of education to ensure a smooth transition for both children and parents/carers
- Monitoring and evaluating the impact of interventions provided for children with SEND
- Working with the Head teacher and the school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and school's best endeavours

Class teachers

Each class teacher is responsible for the progress and development of every pupil in their class. They must work closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers must work with the SENDCo to review each pupil's progress and development and decide on any changes to provision. Teachers must ensure they follow this SEN policy.

Quality First Teaching is in place in all curriculum areas in every lesson; teachers will deliver a graduated response to those children and young people with special educational needs.

In addition, teaching staff will:

- Have high expectations for children with SEND
- Follow school policy for the identification and assessment of children with SEND
- Identify children who are experiencing difficulty in making adequate progress and endeavour to find out what those difficulties are
- Manage and direct learning support assistants and support staff, ensuring that support is clear, purposeful and has a measurable impact
- Differentiate learning experiences within the classroom and provide appropriate resources, adjust timetables (when necessary) to support the progress of all children
- Provide appropriate opportunities to stretch and challenge all children including those with SEND
- Monitor and record the progress of children as an on-going process
- Inform the SENDCo of areas of concern around possible SEND
- Liaise with the SENDCo to ensure early identification of need and appropriate response and provision

- Contribute to team around the child (TAC) and review meetings for children with SEND where appropriate
- Record and assess all interventions on Edukey
- To monitor and record in-class paperwork to support parents understanding of any difficulties facing a child so a holistic approach can be taken and strategies are clearly identified.

Learning Support Assistants and Support Staff

They work closely with the class teacher and SENDCo to plan, support and develop learning experiences.

Monitoring child response and tracking progress and impact in order to contribute effectively to the graduated response, (APDR).

Learning support assistants and support staff will:

- Have a clear understanding of their role in the classroom; including a knowledge of any agreed outcomes for children with SEND
- Work under the direction of the class teacher and SENDCo/SLT
- Provide effective support for individuals or groups of children, either inside or outside the classroom
- Monitor child progress and share their knowledge and understanding of children in order to assist with planning
- Contribute to reviewing targets, planned outcomes and written assessments where appropriate
- Access CPD opportunities and training around SEND which should then be implemented into daily practice
- Record and assess (where appropriate) all interventions on Edukey

Support staff are responsible to the SENDCo who devises timetables with staff according to the priorities identified in the school's development plan, improvement priorities and as a response to the changing needs of children.

PROVISION AT CHORLTON CE PRIMARY

Meeting SEND throughout the curriculum

- Termly SEND Reviews
- SEND Learning walks
- Identifying and implementing appropriate adaptations to the curriculum as set out in curriculum and class action plans
- Teachers accessing relevant SEND CPD opportunities
- Teaching and assessment of children with SEND
- Focused targeted group sessions with pupils
- Lesson observations focused on the teaching of children with SEND
- Monitoring of the tracking and progress made by pupils with Additional Needs
- Scrutiny of SEND support plans and EHCP support plans
- Observations of interventions and the evaluation of interventions
- The Senior Leadership Team monitor impact of intervention through pupil's progress meetings. Eg Edukey, Bsquared.
- All children have access to a range of curriculum areas
- TAC meetings as appropriate
- Multiagency meetings where appropriate to support the writing and implementation of RAMP (reduce anxiety management plans) behaviour plans and safety plans to respond to health and safety risks.

Access to the full life of the school

All children whether they have a special educational needs or not will be involved in the full life of Chorlton CE School.

- Individual needs are always taken into account in the teacher's planning and delivery of the curriculum
- A range of teaching styles and approaches are used, taking into account children's strengths
- The support and understanding of other children is fostered through the school's ethos of diversity and inclusion
- Children's individual needs may require an adjustment to the timetable so that a more personalised approach is adopted to meet their needs

- All children access mainstream class as much as possible with individual timetables identifying those who may need some time out of the room to support any of their identified needs

Interventions provide support for small groups of children who require a more intense focus on an area. This could be: cognitive support interventions (Phonics, SpLD groups, targeted Maths and English support); professional's recommendations; 1:1 intervention on conflict resolution or a specific therapeutic approach in our 'Space 2 Thrive' room.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. A programme of ongoing CPD is established for all staff and training is a high priority. Both teachers and support staff are made aware of training opportunities that relate to working with children with SEND and are provided with in-house training opportunities as well as external training. All teachers and support staff undertake induction on taking up a post and this includes extensive information regarding systems and structures in place around the school's SEND provision and practice.

The school's SENDCo regularly attends the Manchester Local Authority SENDCo network meetings as well as chairing the local South Manchester SENDCo network meetings.

Funding for resources

Funding for SEND in mainstream primary schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their students with SEND from their general budget. Where a child requires an exceptionally high level of support, leading to an EHCP, the school can make a request for an additional resource. In certain circumstances parents/carers may wish to apply for a 'personal budget' to commission provision for their child.

Appropriate resources are allocated to support children with identified needs and this is recorded in the school's budget plan. A child's provision can change during the academic year in response to the changing needs of the individual at review. This support may take the form of adapted work in class; support from a Learning Support Assistant (LSA); a focused group/individual intervention or specialist staff/equipment/resources to support individual needs. All additional interventions are recorded, reviewed and assessed on our system 'Edukey'.

LSA's are rotated and appropriately placed to support children based on their skill set. Children are supported so they can reach their full potential and a LSA is used in order to support and promote the child's individual journey. Our LSA's give children choices so they can reflect on their own interests and preferences; encourage group work so they can learn from each other and support opportunities to collaborate with other children. These skills are modelled and role-played by both the LSA and teacher, giving the child the structure and confidence to develop these skills, as they are vitally important when supporting the child to become an independent individual.

Additional Learning Provision 'The Carousel'

Here in school we have an additional learning support offer through our 'carousel' provision, which is an additional resource provision for children with significant additional learning needs. This is based within our Key Stage 2 corridor at the centre of the school and is led by our provision leader, Mrs Ahmed who plans the curriculum in line with the schools planning materials.

The creation of the carousel provision enabled us to provide a more bespoke curriculum targeted at core learning skills in the areas of phonics, maths, handwriting and spelling as well as encouraging independence within learning tasks and providing sensory support. All pupils who are allocated a place within our carousel provision will have an EHCP and/or are working at a minimum of three years below their academic age.

The carousel runs daily between 8.45 and 10.45 and is set up for a maximum ratio of 1:5 (adult:children). There are two staff members who are present within the carousel, which include the provision leader and an LSA. Both staff work daily with the pupils, parents/carers and staff to ensure the best possible support for the pupils allocated a place within the provision. This is all overseen by the SENDCo who ensures that it continues as a high quality provision for all. Reviews of the children within the carousel are undertaken in line with our APDR process and if a child makes above average progress with their learning (taking them out of the carousel criteria) then they will

transition back into the whole class inclusive learning environment.

Evaluating the effectiveness of provision

Chorlton CE school encourages consistent improvement of SEN provision and staff expertise through feedback from stakeholders. Any changes and actions will be included in the annual update of the SEN information report.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the SENDCo
- Monitoring by the Key Therapist
- Using provision maps to measure progress
- Using IEPs to identify effectiveness of strategies and recommendations to support outcomes
- Using the RAMP/behaviour and therapeutic plan/safety plan as proactive measures to support engagement and respond to health and safety risks
- Holding annual reviews for pupils with EHC plans

Admissions

In line with the Equality Act (2010), the school operates an inclusive policy for admissions within the guidelines of Manchester Local Authority and gives equal priority to all children regardless of disabilities. The school team will work together to ensure that each child makes a smooth transition to school. We will use our best endeavours to provide effective educational provision for all children with SEND. Chorlton CE welcomes all children and works to ensure that all learning needs are met whilst following Manchester City Council's admissions procedure.

At Chorlton CE School, we expect parents/guardians, previous settings, schools and other agencies to inform us about any particular needs the child has in order to plan for a smooth transition. The SENDCO/member of SLT/class teacher complete home visits for our nursery setting to gather information and meet children. Parents are encouraged to meet the SEND Coordinator and the class teacher at transition meetings before the new intake.

Transition support and procedure

"SEN support should include planning and preparation for transition between phases of education and preparation for adult life."

(Code of Practice 2015 6.57)

At Chorlton CE school, we recognise that transition can be very challenging for some children with SEND. We endeavour to make sure these periods of change managed carefully in a sensitive way to provide continuity of high-quality provision and reassurance to children and families.

Our processes for effective transition support include:

- A SENDCo who oversees and quality assures all aspects of transition between phases and schools, working alongside the SLT/Class teacher for the effective transfer of SEND information and bespoke support for children with SEND
- LSAs/HLTAs who support children from KS2 through to KS3 including transfer of information, additional visits for children and parents/carers and parental information meetings and special liaison days for new children;
- Close liaison with parents/carers re: bespoke transition needs using a range of tools to ascertain transition support needs
- SENDCo visits to link schools to develop and continue robust plans and provision for new SEND or returning children
- Early contact with link schools to support early identification of SEND and have long term strategic transition plans in place
- Annual Review process identifies further support needed

CO-PRODUCTION – WORKING IN PARTNERSHIP

"At a strategic level, partners must engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes."

(Code of Practice 2014 3.18)

Parents/Carers

Chorlton CE School fully involves parents and children in planning and reviewing progress, through SEND reviews, meetings and updates in line with the Code of Practice 2014.

At Chorlton CE School, the partnership between parents/carers and school plays a key role in promoting a culture of high expectations for children with SEND. At school we actively seek to work with parents/carers and we value their contributions, knowledge and experience. Parents/carers are always notified and involved from the outset when children are felt to have special educational needs. Parents/carers are encouraged to seek advice and support if required (for example through SENDIASS/IPSEA), and to raise any queries and questions they may have regarding provision for their child. Parents/carers are also invited to informal and formal meetings during the year to ensure that information and updates are shared, and that there is a collaborative approach to supporting progress and wellbeing for their child.

Children and young people

Chorlton CE School consults with all children through pupil voice activities via the school council and monitoring and through conversations. Staff and child representatives work together on strategic SEND implementations through:

- Rights Respecting Schools/Ethos Group
- School Council
- Pupil Survey
- End of year reflection for reports
- Pupil voice as part of classroom monitoring

Children with SEND contribute to their graduated approach cycle, SEND support plans and person-centred reviews as appropriate to their level and type of need and provision. Chorlton CE supports children to recognise their strengths and to identify future targets and agreed outcomes. Personal interests, strengths and aspirations are identified and discussed and these are used to inform provision, future training needs and transition at all stages. The child is at the centre of all of our work and development around SEND.

Links with professional external agencies

The school recognises that it may not be able to meet the needs of every pupil without external support.

Whenever necessary the school will work with external support services such as:

- Speech and Language Therapists
- Specialist teachers such as tutors or dyslexia teachers
- Play Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- General Practitioners or Paediatricians
- School Nurses
- CAMHS
- Education Welfare officers
- Social Services

Chorlton CofE School welcomes and considers external reports provided by privately commissioned specialists, such as Educational Psychologists, Clinical Psychologists, Speech and Language Therapists and Occupational Therapists.

Please note that while external reports provide valuable insights, any recommendations made within these reports are treated as advice for consideration rather than direct instructions. The school reserves the right to determine how best to support pupils within our provision. Recommendations will be evaluated against our internal Special Educational Needs and Disabilities (SEND) processes, available resources, and the overall wellbeing and learning environment of all pupils. Recommendations that conflict with school policy, or that negatively impact other students or staff, will not be implemented.

Safeguarding & managing complaints

If parents/carers have a concern or complaint regarding the SEN provision made for their child, they should first contact the class teacher or SENDCo. If unresolved, parents are able to make a formal complaint in accordance with the school's Complaints Policy. Parents may also access independent advice via Manchester SENDIASS or other SEN advisory services.

Please see the following links to the school behaviour and relationships policy and the school complaints policy.

<http://www.chorltonce.co.uk/behaviour-safeguarding-policies/>

<http://www.chorltonce.co.uk/complaints-policy-1/>

The school has a non-negotiable statutory duty to comply with national SEN and Safeguarding legislation, including local authority multi-agency threshold guidance. Where a concern or complaint relates to actions taken directly to comply with mandatory statutory duties, those actions will be reviewed against statutory guidance.

While all parent concerns will be heard through our standard Complaints Procedure, raising a complaint will not pause or prevent the school from executing its statutory safeguarding or SEN obligations. Repeated attempts to reopen complaints regarding mandatory statutory actions that have already been fully investigated will be managed in line with the school's Policy for managing serial and unreasonable complaints.

EXTRA INFORMATION

This policy has been produced with regard and reference to:

- The SEN Code of Practice 2015
- Local Offer Arrangements for Manchester Schools
- National Equality Act 2010 and Accessibility Plan
- Children and Families Act & Legislation 2014
- Manchester's Local Offer (www.manchester.gov.uk/sendlocaloffer)
- National Careers Education, Information, Advice and Guidance (CEIAG)
- Statutory guidance on supporting children with medical conditions (April 2014)
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Other relevant legislation and statutory guidance

It should be read in conjunction with the following school policies:

- Safeguarding Policy
- Supporting pupils with medical conditions policy
- Anti-Bullying Policy and Guidelines
- Admissions Policy
- Equality Policy
- Accessibility Plan
- Complaints policy
- Positive Handling Policy/ safety plan
- Behaviour and Relationships policy
- SEND School report
- The Local Offer