



Daven Primary School

New Street, Congleton, Cheshire, CW12 3AH
01260 228 088 admin@daven.cheshire.sch.uk



Information Report 2020-21

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1. Aims

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles and needs. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for Quality First Teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Date agreed by Governors:

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Aims of our school

- To reach high levels of achievement for all.
- To be an inclusive school.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To share a common vision and understanding with all stakeholders.
- To give transparent resourcing to SEND.
- To provide curriculum access for all.
- To work towards inclusion in partnership with other agencies and schools.
- To achieve a level of staff expertise to meet pupil needs.

2. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.
- This policy also complies with our funding agreement and articles of association.

3. Definitions

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.

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4. Roles and responsibilities

4.1 The SENCO

The SENDCo is [Mr S Seddon](#) (*National SENDCo Award*).

The Deputy SENDCo is [Mrs K Edwards](#) (*National SENDCo Award*).

☎ 01260 228 088

✉ admin@daven.cheshire.sch.uk

They will:

- Work with the Headteacher and SEND LAB Member (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 SEND, 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.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and LAB (Governing body) 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.

4.2 The SEN LAB Member (Governor)

The SEN governor will:

- Help to raise awareness of SEND issues at LAB (Governing body) meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the LAB on this.
- Work with the Headteacher and SENDCo / Deputy SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCo / Deputy SENDCo and SEND LAB Member to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

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4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo / Deputy SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEN information report

5.1 The kinds of SEND that are provided for

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

Delete as appropriate:

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

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which 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 expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this and [Cheshire East County Council's SEN Toolkit](#) 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.

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5.3 Consulting and involving pupils and parents

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 given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of [assess, plan, do, review](#).

The class or subject teacher will work with the SENDCo / Deputy SENDCo 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

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school 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 will:

- Liaise with receiving setting to discuss / hand-over required information / understanding.
- Organise appropriate transition to meet the agreed needs of the individual pupil and the receiving setting.
- If appropriate, organise 'enhanced transition' where a bespoke transition plan will be drawn up to best support the individual child's needs.

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5.6 Our approach to teaching pupils with SEND

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

High quality teaching (*Quality First Teaching*) is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide appropriate interventions to support the individual pupil or small group of pupils.

5.7 Adaptations to the curriculum and learning environment

See also: [Daven Primary School Disabled Access Plan](#).

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver agreed interventions.

Teaching assistants will only support pupils on a 1:1 basis when the needs of the pupil at that time deem this appropriate.

Teaching assistants will usually support pupils in small groups when additional support is required and targeted pupils will benefit from wider interactions / social involvement.

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

- Educational Psychology Team (EP)
- Cheshire East Autism Team (CEAT)
- Speech and Language Therapy Services (SaLT)
- Child and Adolescent Mental Health Team (CAMHs)
- Play Therapy Service
- SWANs Therapy Service
- Occupational Therapy Service
- Visual Impairment Service
- Cheshire East SEN Team
- School Nurse
- Paediatric medical services

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5.9 Expertise and training of staff

Our SENDCo has the National SENDCo Award; has 4 years of experience in this role, has worked for different local authorities and has worked across both Key Stage 1 and 2.

Our Deputy SENDCo has the National SENDCo Award; has 1 year of experience in this role and has worked across both Key Stage 1 and 2.

We have a team of teaching assistants, including a higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil / parent questionnaires / pupil voice
- Monitoring by the SENDCo, Deputy SENDCo, SEN Team, Learning for Life Partnership (LfLP) SEN Team
- Using provision maps to measure progress
- Holding regular reviews for pupils with statements of SEND or EHC plans

5.11 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.

All pupils are encouraged to go on our residential trip(s), with parental agreement.

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

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

See also [Daven Primary School Disabled Access Plan](#).

5.12 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
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork / building friendships etc.
- We have a zero tolerance approach to bullying.

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5.13 Working with other agencies

We involve a wide range of other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families, including:

- Educational Psychology Team (EP)
- Cheshire East Autism Team (CEAT)
- Speech and Language Therapy Services (SaLT)
- Child and Adolescent Mental Health Team (CAMHs)
- Play Therapy Service
- SWANs Therapy Service
- Occupational Therapy Service
- Visual Impairment Service
- Cheshire East SEN Team
- School Nurse
- Paediatric medical services

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo / Headteacher in the first instance. They will then be referred to the school's complaints policy.

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

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

See Cheshire East's Local Offer:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

5.16 Contact details for raising concerns

SENDCo - [Mr S Seddon](#) / Deputy SENDCo - [Mrs K Edwards](#)

📞 01260 228 088

✉ admin@daven.cheshire.sch.uk

Headteacher - [Mrs S Whitehead](#)

📞 01260 228 088

✉ head@daven.cheshire.sch.uk

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5.17 The local authority local offer

Our local authority's local offer is published here:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/what-is-the-local-offer.aspx>

6. Monitoring arrangements

This report will be reviewed by Daven's staff and LAB (Governors) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by LAB.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

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