



Lindow Community Primary School

School Policies

Control Sheet

Policy: **Special Educational Needs & Disability**

Policy Type: **Statutory**

Author: **SENDCo**

Owner: **Headteacher**

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Policy: Special Educational Needs & Disability

1. Introduction

Many pupils experience a learning or behavioural difficulty at some point in their school career; for some this may be a transient problem rectified by specific input and support, for others a longer term approach may be required. Other pupils may have a temporary or permanent disability that could impact their ability to access education.

In all cases, the approach at Lindow is to recognise pupils as individuals and to cater to the specific needs of each child – for example, we implement a practice of early intervention within the first years of school but also recognise that a continuum of provision is necessary to respond to the child-specific Special Educational Needs or Disability (SEND).

This policy is reviewed regularly by the Governing Body and staff to maintain its alignment with all changes to the [Department for Education's SEN Code of Practice](#) and the School's Local Offer.

It also ensures it complies with the DfE and Special Educational Needs and Disability Regulations 2014 requirements with regards to information that schools must publish on their website as set out in paragraphs 6.79 to 6.82 of the [special educational needs and disability code of practice: 0 to 25 years](#)

All aspects of this policy are applicable to children who are looked after by the local authority and who have SEND.

2. Aims of the SEND Policy

- To ensure that the special educational needs or disabilities of children are identified early and assessed quickly.
- To ensure that all pupils have full access to a broad and balanced curriculum.
- To ensure that individual pupils are provided with a curriculum that is relevant to their needs and appropriate to their age and ability.
- To secure appropriate provision for pupils with SEND through use of resources and expertise within the school, seeking advice and assistance from outside agencies where appropriate.
- To achieve equality of opportunity in learning for all pupils.
- To give children the opportunity to be involved in setting their own targets and reviewing their own progress.
- To develop a partnership between the Class Teachers, Support Staff, the SEND Coordinator (SENDCO) and other specialists in developing effective programmes of study for pupils with SEND.
- To enable staff within the school to work in partnership with parents to meet the needs of their children.

3. Admission Arrangements

The admission of all pupils is determined by the local authority's admissions policy and reflects Lindow's Pupil Admissions Number (PAN) and the capacity of the school's Hearing Impaired Resource Base (HIRB). Under that policy, the particular needs of all pupils with an EHCP is given due consideration by the local authority in liaison with parents and the Headteacher.

4. Educational Inclusion and Integration

The school aims to ensure that all pupils, irrespective of SEND, have equal access to the National Curriculum.

In the planning of programmes of work, Class Teachers take into account the range of ability within their class and aim to provide appropriate work through an adapted approach to the planning and teaching of their lessons (e.g. certain children may be provided with a version of a worksheet with simpler language, the task may be shortened or scaffolded, additional support may be available by a classroom assistant or parent helper, etc.).

All SEND pupils are therefore fully included into the life of the school, only withdrawing from mainstream classes on occasions when they will benefit from targeted individual and small group work in quieter conditions, or provision that is linked to their Education Health Care Plan.

The school has a six-place Deaf Resource Base (DRB), staffed by a qualified Teacher of the Deaf and classroom assistants/support staff experienced with hearing impaired pupils. The HIRB offers specialist provision and support for the full spectrum of hearing impairment, including profoundly deaf children.

All deaf pupils at Lindow integrate into their mainstream classes for the majority of the timetable, withdrawing for periods of time to receive specialist tuition provided by the DRB. See DRB Information document.

5. Facilities and Resources

The school building is on one level, with ramp access at several external doors, affording DDA access to all parts of the building. DDA-compliant toilet facilities are provided.

The DRB has a soundproofed withdrawal room which is used mainly for small group teaching and speech therapy. All classrooms and teachers are equipped with specialist sound equipment to assist hearing-impaired pupils to overcome any problems associated with background noise. Other locations around the school are used for the provision of individual or small group support (e.g. the Multi Purpose Room (MPR), intervention rooms, practical areas).

SEN resource materials are located in cupboards in the DRB and in the Bollin Room. Resources for pupils with EHCP's are made available in accordance with the specifications of their plans. These can be accessed at any time for any child.

Further information can also be found in the school's accessibility plan, which is available on the website or from the school office.

6. A Graduated Response

In accordance with the Code of Practice and the Cheshire East Toolkit for SEND (www.cheshireeast.gov.uk) Lindow implements a graduated approach to SEND focusing on the 4 broad areas of need and levels as outlined below:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

Ordinarily Available Inclusive Provision: Meeting the needs of all the children is the responsibility of the Class Teacher. A range of strategies will be used to ensure that all children achieve their full potential (e.g. adaptation of work, flexible grouping systems, additional adult support, additional resources, etc.).

Definition of Progress: Adequate progress is defined in a number of ways (5:42 Code of Practice):

- closing the attainment gap between the child and their peers;
- preventing the attainment gap growing wider;
- attainment similar to that of peers starting from the same baseline but less than that of the majority of peers;
- matching or bettering the child's previous **rate** of progress;
- ensuring access to the full curriculum;
- demonstrating an improvement in self-help, social or personal skills; and
- demonstrating improvements in the child's behaviour.

The progress of each pupil is regularly monitored by the class teacher and discussed at Parents' Evenings and Pupil Progress meetings with SLT. If children are not making progress or the class teacher is concerned about a child's difficulties they can meet with the SENDCo who will suggest further strategies or observe the child to gain a better insight into their barriers to learning. A decision may be made to move the child to First Concerns to allow the child to be observed more closely and review progress and resources frequently. Any decision to move the child to First Concerns would be discussed with the parents.

First Concerns: Alongside quality first teaching the child receives resources or interventions that are additional to, or different from, the school's adapted curriculum adding up to 5 hours of targeted support.

The SENDCO and/or Class Teacher may carry out further assessments. The child will be placed on the First Concerns register and appropriate paperwork completed to record strengths and difficulties and small measurable outcomes. A date for review will be agreed. The plan will be shared with parents. The plan may include:

- adapted or different learning materials;
- special equipment; and

- individual or group support.

As the outcomes are met, the child's First Concerns plan may cease. However, if there are still concerns, further outcomes may be set. If a child continues to make little or no progress in learning or behaviour, the school will follow the Toolkit Graduated Approach and it may be appropriate for the child to receive an increased level of support to more than 5 hours per week or if funding for the child is more than £6,000 for the child to have an individualised SEN Support plan and be placed on the SEND Register as agreed in a discussion with the child's parents/carers.

SEN Support: All those involved will now review the interventions already implemented and consider the strategies tried, the outcomes set and any progress made. Advice and targets from outside agencies (such as Cheshire East Autism Team, Educational Psychology, Speech and Language, Occupational Therapy) are written into new termly plans. Again this is discussed with parents and consent would be gained.

The Toolkit will be used to identify needs in any of the 4 broad areas where the child's needs are additional to and different from as stated in the Code of Practice. Children on SEN Support will be receiving more than 6 hours of targeted support per week through interventions, resources, tailored programmes etc.

If, over time, the strategies employed at this stage do not result in satisfactory progress and the level of need and support increases then a statutory assessment may be sought.

Needs Assessment: Evidence from school and the other professionals involved will be submitted to the panel. While awaiting an outcome, the school should continue to support the child as at SEN Support.

Education Health and Care Plan (EHCP): If a statutory assessment results in a child having an EHCP the Governors are legally responsible for ensuring, via the Headteacher, that the funding provided through the plan is used for the named child. Despite the EHCP being in place, the school must continue to monitor and review the child's progress, write and review SEN Implementation plans, report to parents etc. For those children with an EHCP, the progress of each child is discussed at an Annual Review Meeting with all outside agencies involved.

The progress of each pupil is regularly monitored by the class teacher, SENDCO, etc. and discussed at Review Meetings. The SENDCO monitors all SEN Support and SEN Implementation Plans to provide feedback to the Class Teacher, typically in February, June and October.

At all stages of the Graduated Response, the voice and view of the child will also be incorporated into all paperwork & decisions regarding their education, via pen portraits.

7. Transfers

All documentation relevant to a child's SEND support should pass with that child when transferring between schools, both when arriving at Lindow or leaving to join another school. Any funding provided through an EHCP all passes with the child.

8. SEND Roles and Responsibilities

The response to SEND within Lindow is provided by a combination of personnel working collaboratively, each having particular responsibilities to fulfil:

- the SENDCo
- the SLT/Headteacher
- the Teacher of the Deaf
- the Class Teachers
- SEND support staff
- the SEND Governor

The **SENDCO** has responsibility for the day-to-day implementation of the SEND Policy within the school, including:

- liaison with staff concerning the individual needs of particular pupils;
- liaising with the Teacher of the Deaf regarding hearing impaired children;
- co-ordinating arrangements for monitoring and review of action taken with pupils;
- providing guidance and support for Class Teachers with SEN Support Plans and SEN Implementation Plans.
- maintaining the First Concerns and SEND register and other SEND records;
- liaising with external bodies (eg Speech and Language Services, Social Services, Educational Psychology Service, Educational Welfare Services, etc);
- maintaining appropriate SEND resources, advising staff about the suitability of these resources and supporting staff to evaluate their effectiveness;
- the organisation and provision of in-service training, where appropriate;
- liaising with parents concerning the needs of their child; and
- developing the intervention provision map for the school.
- organising, collating information and leading Annual Review meetings and reporting to LA
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SLT

The **Teacher of the Deaf** is responsible for:

- all programmes of work for deaf pupils;
- liaising with the SENDCO and other mainstream staff;
- consulting with parents of deaf pupils and liaising with outside agencies;
- maintaining the equipment and creating a stimulating environment;
- managing the time of the DRB staff;
- co-ordinating arrangements for monitoring and reviewing actions taken with pupils; and
- liaising with class teachers with writing SEN Implementation Plans.
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SLT

The **Class Teachers** are responsible for:

- initial identification of pupils at First Concerns and liaising with the SENDCo;
- writing and implementing SEN Support Plans and SEN Implementation Plans;
- adapting the curriculum to meet the specific needs of the child;
- reviewing progress within the classroom situation;
- liaising with parents; and
- maintaining pupil records in the child's SEND file.

The **SLT/Head teacher**, supported by the **SEND Governor** and Wider Governing Body, are responsible for:

- determining the school's general SEND policy and approach;
- reflecting these perspectives in the overall staffing and funding arrangements; and
- maintaining a general oversight of the SEND provision.
- supporting/ensuring SENDCo/Teachers fulfil SEND responsibilities
- evaluating the effectiveness of the provision made for children and young people with SEND, alongside the SENDCO/ToD

All staff who work with children with SEND are responsible for:

- improving SEND emotional and social development, for example by providing extra pastoral support arrangements for listening to the views of children and young people with SEND and implementing measures to prevent bullying, in accordance with the school's behaviour and anti-bullying policy
- ensuring that they fulfil their safeguarding requirements, in accordance with the school's child protection and safeguarding policy, when working with any child with SEND, recognising that this group of children can be particularly vulnerable with regards to staying safe.

9. Complaints & Concerns

If a parent of a child with SEND has a complaint or concern about the provision made at the school, they may wish, in the first instance, to request an informal meeting with either the child's class teacher or the SENDCO, depending on the nature of the complaint/concern. If a parent feels this is not appropriate, they should follow the School's Complaints procedure, which can be found on the school website or obtained from the school office.