



Edleston Primary School
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Headteacher: Mrs R Bagni

Special Educational Needs (SEN) Policy and Accessibility Plan

Schools have a duty to report to parents annually on the provision for SEN and on compliance with the Public Sector Equality Act.

Children with special educational needs have additional needs to other children in their class. They need extra provision than that provided for children of the same age.

The Special Educational Needs Policy is the heart of the school's SEN policy and sets out procedures and processes that all organisations should follow to meet the needs of their pupils. The code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEN. At Edleston this is in the form of Initial Support/Monitoring, SEN/Behaviour Provision and Educational Health Care Plans.

Policies –

SENCo – Mrs Ruth Astles, SEN Manager – Mrs Kate Ferguson, SEN Governor – Mr L Simm

Pupils with SEN at Edleston

Numbers are changing regularly as children are added or removed from the SEN register but at present, there are 6 pupils at First Concerns, 4 pupils with an SEMH Plan, 21 pupils at SEN Support and 6 pupils with Educational Health Care Plans. The low number of pupils at First Concerns is due to Quality First Teaching and the number of specialised interventions in place in all classrooms.

All pupils are involved in their annual reviews in appropriate ways and are asked their opinions about their learning, provision, needs and progress.

Progress of pupils with SEN

The progress of pupils with SEN is generally below that of non-SEN pupils.

The interventions used in school are regularly monitored and include 1-2-1 reading 3 times a week for those children with a difference between a reading age and chronological age of 2 years and over, Literacy Box, Precision Teaching and especially tailored programmes of support.

2020-2021

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Education, Health and Care Plan	5	96.93	3.01	0.06	0.12	0.06
No Special Educational Need	12	95.64	2.01	2.35	0.35	0.47
SEN Support	37	91.49	5.75	2.76	0.58	0.77
No SEN Status	197	95.13	3.93	0.93	0.28	0.40

There have been no permanent exclusions in the last year.

A Lead Behaviour Specialist is employed to support children with Social Emotional and Mental Health Difficulties and to liaise with their parents and outside agencies. She is currently being trained as a Senior mental health lead.

Four Teaching Assistants support children with EHCPs during the day.

All classes have Teaching Assistants providing support within classrooms for SEN pupils throughout each week.

Identifying pupils with SEND

Pupils are identified as having an SEND in a variety of ways. This may be a concern raised by either their parent/carers, class teacher or through pupil progress meetings. They may be receiving support from an outside agency for example the Speech and Language Therapy Service or Sensory Support Team.

Pupils raised as a First Concern are discussed at an initial concern meeting with the school and parents. A short intervention of support is implemented and if the need continues the child is moved to SEN support. Likewise, if the child makes sufficient progress they will be removed from First Concerns. Pupils are not expected to stay at First Concerns for long periods of time but may need to move back on at a later stage of their school life.

Provision

Pupils with an EHCP are supported through a given number of hours/resources from the Local Authority. This provision is carefully planned through personalised timetables of support tailored to support their specific needs.

Pupils at SEN support are supported through Provision Plans which are reviewed and written 3 times per year. This may be following advice from an outside agency or from observations/assessment carried out in school and through discussion with their parent/carers.

The SENCo or other relevant staff attends group consultations with Cheshire East Autism Team (CEAT) and Educational Psychology (EP) to discuss concerns and gather advice.

Advice is also sought from outreach at Springfield School.

Other agencies involved are the Sensory Team, Community Paediatrics and Speech and Language Therapy. Charities such as Ruby's Fund, Autism Inclusive and the National Autism Society are also accessed where required.

A range of interventions are used throughout school. They are monitored for their effectiveness. We have 30 children across the school accessing Nessy Reading and Spelling which supports specific literacy difficulties. These are not all on the SEN register but may need a particular area of Literacy developed to promote greater independence in class. The Nessy Dyslexia screening tool has a licence for 15 pupils and those children who were raised as ongoing concerns by staff were assessed and additional

intervention delivered. Although this does not give a diagnosis, it does highlight areas of need.

SEND Funding

Total income to the school budget allocated specifically for SEN (Element 2) is £87,973 and £32,115 (High Needs Allocation).

It is difficult to say the overall amount spent on SEN each year as all the TA's have some SEN time in class to support children with their individual targets. Approximate budget spent on SEN during last year was £180,000 - additional expenditure was met from the school's main budget.

Duties of the SENCo

The SENCo has one afternoon per week management time to complete SEN duties and attends a ½ day consultation for CEAT and ½ day consultation for Educational Psychology Service every half term. SENCo duties include the following;

- Update SEND Information Report/Local Offer
- Support staff knowledge and training/CPD
- Share LA/local charity events with parents
- Support SSDP (SEN Actions)
- Update and share SEN Register with staff
- Carry out environmental audits for specific needs
- Complete baseline assessments (with support of SEN Manager)
- Organise and check timetables for pupils requiring support
- Organise annual reviews, multi-agency meetings and liaise with outside agencies and the SEN Team
- Complete necessary review paperwork on liquid logic prior to and following reviews
- Check any necessary access arrangements
- Ensure Census data is correct
- Prepare consultation paperwork with parents and teachers, attend half termly Educational Psychology and CEAT Consultation Meetings, complete action plans following meetings and share with parent/carers and class staff
- Transition to High School (with support of Y5 and 6 staff)
- Write referrals, reports and complete questionnaires for Paediatricians as requested
- Collate and share outside agency reports/action plans
- Update all SEN files
- Support teachers in writing provision plans and subsequently monitor these
- Where appropriate, complete Learning walk/book scrutiny/pupil voice to monitor impact of support
- Collect parental voice and meet with parents when required

- Support staff at key transition times
- Meet with SEND Governor
- Attend SENCo Network/Cluster/LA SEND transition meetings

Staff Development

Staff training needs are identified at the start of the academic year and necessary training is sought if not available from within school.

This year:

- 4 members of staff have accessed CEAT training on the Autism Progression Framework via Teams and are now implementing this assessment with EHCP pupils who have a diagnosis of Autism.
- All staff have had/are having access to Teams training from Springfield Outreach on Makaton Level 1-4, Sensory and Behaviour Support, Communication Support.
- 3 members of staff will be receiving Sensory support from the Sensory Therapy Service in December.
- ½ termly direct support has been given to EHCP staff from Farida Begum at Springfield Outreach.
- 1 TA has now been trained as an Emotional Literacy Support Assistant through the Educational Psychology Service. 3 pupils have been supported through this in the last academic year.

Outside Agency Support

The following agencies have been/are involved with pupils in the past year.

- Cheshire East Autism Team
- Educational Psychology Service
- Speech and Language Therapy Service
- Sensory Support Service
- Consultant Paediatrics
- Community Paediatrics
- Springfield Outreach Service
- Adelaide Outreach Service

Equality Act – Accessibility and Future Plans

Under the Equality Act 2010 schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other users of the school are treated equally. Schools are required to establish an Accessibility Plan to promote equality of opportunity for disabled pupils, which sets out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Accessibility Plan

- The Accessibility Plan was last reviewed in November 2021 and will be evaluated for progress against actions in November 2024.

Information gathered over the year and how it was used to inform planning and action

- All pupils and parents are consulted throughout the year in a variety of ways including interviews, questionnaires and consultation.

Numbers of pupils with disabilities and medical needs within the school

- Some pupils are classed as having a disability or medical need. Pupils with a need have a Care Plan which is drawn up and reviewed with parents and professionals.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- The school is accessible to disabled pupils. Every effort would be made to include pupils with disabilities on trips and residential visits, where required.

Parents and Carers involvement in the provision for pupils with special educational needs, and those with disabilities and/or medical needs

- Edleston Primary School has clear policies and practices that include all pupils and treats all pupils equally. Parents/carers are involved in reviews of care plans and provision maps. Parents are directed towards the Parent Partnership Service for support and guidance.
- The school complaint procedure is available from the school office.