



Special Educational Needs and Disability Policy

September 2025

SENCO – Mr A Pownall (senco@weaver.cheshire.sch.uk)

This policy should be read in conjunction with Weaver's Special Educational Needs and disabilities School Report. This is available to parents on the school website.

The School report forms a contributory part of Cheshire East Local Offer. More information about the Local Offer can be found [here](#).

This update: September 2025

Latest Date for Review: September 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Working together to Safeguard Pupils (2013)
- Accessibility Plan
- Teachers Standards 2012
- Equality Act 2010: advice for schools DfE Feb 2013
- The Pupils Act 1989 and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)

Introduction

All teachers at Weaver are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

This policy was developed with the collaboration of Governors, parents and pupils and reflects the SEND Code of Practice 2014

SEND Definition

In this policy, special educational needs and disabilities (SEND) is defined as:

‘A pupil of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others the same age,
or
- have 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 or mainstream post- 16 institutions.’

In short, at Weaver we will identify a pupil as having Special Educational Needs if they require provision that is **different from or in addition to** what is expected of everyday classroom practice.

Many children and young people who have a SEN may also have a disability under the 2010 Equality Act. Children and young people with a disability do not necessarily have a SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition in this policy. *(SEN Cof P 2014 page 15/16)*

Aims and Objectives of the Policy

Our Aim at Weaver is to raise the aspirations of, and expectations for all pupils and young people with SEN. Our school provides a focus on outcomes for pupils and young people to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to High school and into adulthood.

Objectives:

- Opportunities are provided for every child to experience success and to develop an open mind to their learning.
- To accurately identify and provide for children who have special educational needs or a disability or additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the

SEN Inclusion Policy.

- To provide support and advice for all staff working with special educational needs pupils.
- Involve parents/carers in planning and supporting at all stages of their child's development.
- To ensure all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated.
- To ensure that pupils with SEND have a voice and are given opportunities to express an opinion about their learning, and that this opinion will be taken into account in any matters affecting them.
- To ensure staff and governors are accountable for the SEND Policy being implemented and maintained
- Use the Cheshire East 'SEND Toolkit' to identify and monitor students' progress and needs.

Admission Arrangements

The admissions policy for Weaver follows that of the Local Authority (LA). Allocation of places to the school is administered by the LA for Reception Year. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have a Statement or an Education, Health & Care Plan (EHCP) which names this school as the one they should attend. To see the admissions policy, [click here](#).

Identifying Special Educational Needs and Disabilities

The Code of practice 2014 identifies 4 main areas of need:

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

These 4 broad areas give an overview of the range of needs that should be planned for. However, individual pupils often have needs that cut across all areas and their needs may change over time. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Weaver, we identify the needs of pupils by considering the needs of the whole pupil and then matching the provision accordingly.

It is important to point out the circumstances which are not classed as SEN in their own right, but which may hinder progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium (or Pupil Premium Plus) Grant
- Being a Looked After Pupil
- Being a pupil of a Serviceman/woman
- Having behavioural difficulties where an underlying cause has not been identified.

A Graduated Approach to supporting pupils with SEN

At Weaver we follow the Cheshire East Graduated Approach to support pupils with SEND. Details of this approach can be found [here](#).

First Discussions/First Concerns

Regular assessment and monitoring of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

Progress also includes areas other than attainment - for example, a pupil may need more support developing social and emotional skills than his peers.

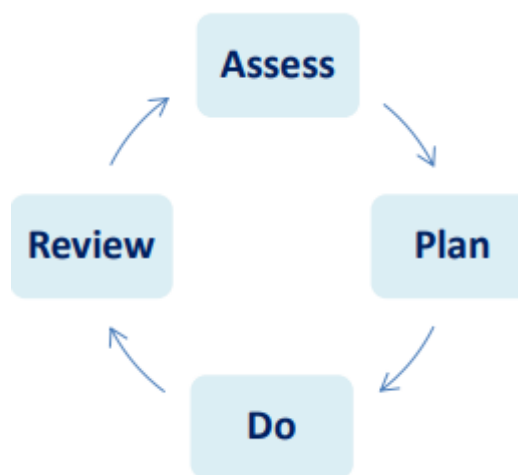
At Weaver, our first response when a pupil is not making the expected progress is to target Quality First Teaching at their area of weakness which is differentiated to meet their particular needs.

At this point of identification, parents will be notified and a **First Concerns Discussion Form** will be completed. This provides a record of any conversations taking place between staff and parents and will describe what strategies are to be put in place.

If progress continues to be less than expected, then a more formal **First Concerns Profile** will be completed. This provides clear targets and actions and will include a review date. Parents will again be invited to meet the class teacher and will be kept fully informed.

SEN Support

If the child continues to make little or no progress, then their level of need will be escalated to **SEN Support**. At this stage, staff will need to begin to record the steps taken on an **SEN Support Plan**. This is the beginning of the formal Assess, Plan, Do, Review cycle and a review will take place at least three times per year. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of progress and development. Changes to the support and outcomes will be done in consultation with parents and, where appropriate, the pupil.



This plan will clearly define the level of support that is needed and on what basis any interventions will take place. With the parents' permission, advice may be sought from other agencies such as the Educational Psychologist, Cheshire East Autism Team, Nantwich Education Partnership SENCo, Community Paediatrician or CAMHS. All of this information will also be recorded.

Where a pupil is identified as needing an SEN Support Plan, action will be taken to remove all barriers to learning and to put effective special educational provision in place.

Complex

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) Needs Assessment.

To inform their decision about whether an EHC needs assessment is necessary, the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. To aid the Local Authority in making this decision, the school will provide the information from at least three full cycles of the Assess, Plan, Do, Review process contained in the

SEN Support Plan. In addition to this information, the school will also supply:

- a costed Provision map to illustrate that the school has already put in place support from its own resources and that the school is unable to fully meet the needs of the pupil without additional resources.
- any reports obtained from outside agencies including, but not limited to, Educational Psychologists, Cheshire East Autism Team, SALT services, Health reports.
- signed consent from parents
- up to date pupil and parent contact details

Monitoring Pupils with SEN

The following outlines the procedures in place to monitor students on the SEN Register:

- Parents of students at SEN Support will be invited to meet not less than three times a year to discuss their child's progress towards agreed outcomes and review the SEN Support Plan. The review will assess the effectiveness of the support and interventions and feedback into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support and outcomes will be done in consultation with parents.
- The SENCo will undergo classroom observations, book scrutinies and interviews with pupils.
- When requested, the SENCo will attend the review meetings alongside the class teacher in a supportive role.
- The School's Offer documents the provision offered to students.
- Parental permission will always be obtained before any other professional advice or opinions are sought.

Education, Health and Care Plan

The process of being granted an Education, Health and Care Plan (EHCP) begins with a request for a Needs Assessment (NA). To apply for a NA, there will usually be a minimum of three cycles of the SEN Support Plan Assess, Plan, Do, Review process, and should only take place if the child is still not making adequate progress despite a range of interventions and support being in place. The main body of the application will be the three cycles of the SEN Support Plan. Alongside this will be a costed provision map, any relevant reports from outside agencies (Educational Psychologist, CEAT etc.) and a parental consent form.

If a Needs Assessment is granted, and subsequent EHCP is approved, the SEN Support Plan paperwork will be continued as a record of the interim reviews. These reviews will form the basis

of the Annual Review where provision for the coming year will be discussed.

Fluidity on the Graduated Approach

It is hoped that once targeted interventions are in place, the pupil will begin to make accelerated progress. At points of review it will be discussed whether to keep the child at the same point or to move them up or down the continuum. If, following a review of the SEN Support Plan, it is agreed that they are making significant progress then the plan will cease. Pupils who are removed from an SEN Support Plan will initially remain at First Concerns to ensure progress is sustained in all areas.

Supporting pupils at school with medical conditions

At Weaver, we recognise that students in school with medical conditions should be properly supported so that 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.

Some may also have special educational needs (SEN), or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

If a child is diagnosed with a medical condition or disability, or is due to start school having significant medical needs, the school will participate in any multi-disciplinary meeting to bring together all the professionals involved in the care of that student, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into school life.

Monitoring and Evaluating of SEND

At Weaver, provision for pupils with SEND in the classroom is the responsibility of class teachers. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training, development and regular CPD.

- All teachers and support staff undertake induction on taking up a post and this includes a

meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

- The school's SENCO regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENCO attends training where it is beneficial to the SEND pupils at Weaver Priamry School
- The school has access to an experienced SENCo who visits the school regularly and is available for support and CPD.
- The school SENCo holds the National Award for SEN Leadership. He has also completed NPQH training.

Roles and Responsibilities

The governing body will ensure that:

- SEND provision is an integral part of the school development plan
- necessary provision is made for any student with SEND
- staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the SEND Code of Practice 2014
- they are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- they set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- the quality of SEND provision is regularly monitored
- a governor is identified to be the person responsible for SEND and for this person to link with the SENCO.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- ensuring that the implementation of this policy and the impact on the school is reported to governors

The Special Educational Needs Co-Ordinator is responsible for:

- overseeing of the day-to-day operation of the SEND policy
- overseeing the provision for students with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- supporting teachers in devising strategies, completing appropriate paperwork, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's First Concerns and SEND registers
- assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information
- contributing to in-service training of staff
- liaising with SENCOs in other schools to help provide a smooth transition from one school to another
- ensuring the school's SEND Information Report is maintained and up-to-date

Class teachers are responsible for:

- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum
- making themselves aware of the policy and the procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents/carers of students with SEND

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in Learning Development
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

Storing and managing information

At Weaver, the protection of sensitive information is taken very seriously. Confidential documents are stored in a locked filing cabinet. Any electronic documents are kept by the SENCo on an encrypted USB memory stick.

Accessibility

Weaver School has a detailed Accessibility Plan which can be found on the website.

Dealing with Complaints

There is a clear procedure for parents to follow if they are unhappy about any provision provided for their child(ren). Details of the Complaints Procedure can be found by clicking [here](#).

Reviewing the policy

This policy is kept under review by the SENCO and will be reviewed annually. Next review – September 2026

Approved by and Signed on behalf of the Governing Body:

Date:

Headteacher:

Date:

SENCo:

Date: