

FRODSHAM WEAVER VALE PRIMARY SCHOOL



“An Exceptional School Without Exception”

Special Educational Needs and Disability (SEND) Policy

This policy was written in consultation with the staff and governors of Frodsham Weaver Vale Primary School and reflects the SEND Code of Practice, 2015

Updated: 5th February 2020
Review Date: Annually

SENDCo – Mrs Melanie Burkey

Signed Date:

Headteacher – Mr Peter Van Geffen

Signed Date:

Chair of Governors – Mr Colin Whelan

Signed Date:

Introduction

Frodsham Weaver Vale provides a broad and balanced curriculum for all children. Every teacher is a teacher of every child in their class, including those with a Special Educational Need (SEN). Each teacher is accountable for the progress their SEN children make.

The EYFS Statutory Framework and The National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Barriers to learning are likely to arise as a consequence of a child having special educational needs. Teachers and Teaching Assistants take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curricular activities.

Children may have special educational needs throughout or at any time during their school career; this policy endeavours to ensure that curriculum planning and assessment for children experiencing difficulties take account of the type and extent of the problem(s) experienced by the child, and that they have all the support and opportunities to enable them to reach their full potential.

Frodsham Weaver Vale is a mainstream school with a maintained and private provision for nursery children aged 2 to 4 years old. The school includes a Resourced Provision for children with Autistic Spectrum Condition (ASC). The school is currently funded for additional resources and staff to cater for 7 children with a diagnosis for ASC. **See Appendix 1** for an overview of the Resource Provision.

Currently, approximately 39% of children at Frodsham Weaver Vale Primary School have particular learning and assessment requirements that could create barriers to learning, although this varies from year to year.

Frodsham Weaver Vale is an Autism friendly school, providing an accessible environment throughout, as our children with ASC access their mainstream classes daily as well as the Resourced Provision.

Definition of Special Educational Needs

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 or mainstream post-16 institutions (SEND Code of Practice 2015).

Children may have Special Educational Needs in at one of four areas and many will have inter-related needs. These areas, as identified by the SEN Code of Practice 2015, are:

1. Communication and Interaction
2. Social, Emotional and Mental Health
3. Sensory and/or physical
4. Cognition and learning

Aims and objectives

The aims of this policy are:

- To work within the guidance of the SEND Code of Practice 2015.
- To ensure that the special educational needs of children are identified and assessed early, and information is effectively disseminated;
- To create an environment that meets the special educational needs of each child;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in making provision for children's special educational needs;
- To provide support and advice for all staff working with special educational needs pupils;
- To enable all SEND children to have full access to all elements of the school curriculum.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate knowledge at different rates;
- Need a range of different teaching approaches and experiences.

As stated in the SEND Code of Practice, the following four broad areas of need give an overview of the range of needs which are planned for. Identifying the child's broad need, allows school to work out what action needs to be taken. Frodsham Weaver Vale considers the need of the whole child, not just their special educational need. The four broad areas of need are:

1. **Communication and Interaction.** This includes children with speech, language and communication needs who have difficulties in communicating with others. This area also includes those children with ASC.
2. **Cognition and Learning.** This includes children whose learning difficulties mean that they learn at a slower pace than their peers, even with appropriate differentiation. This covers a wide range of needs including:
 - a. MLD – Moderate Learning Difficulties
 - b. SLD – Severe Learning Difficulties where children are likely to need support in all areas of the curriculum and may have associated mobility and communication difficulties.
 - c. PMLD – Profound and Multiple Learning Difficulties where children have severe and complex learning difficulties as well as a physical disability or sensory impairment.
 - d. SpLD – Specific Learning Difficulties which affect one or more specific aspects of learning.
3. **Social, Emotional and Mental Health Difficulties.** These difficulties may manifest themselves in many ways such as becoming withdrawn or isolated, displaying challenging behaviours, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

4. **Sensory and/or Physical Needs.** Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

Teachers respond to children's needs by:

- Providing support for children who need help with communication and language, often calling on the expertise of the Speech and Language Therapy Service (SALT) offered by the NHS. Within our Early Years Foundation Stage we have a WellComm trained teacher who delivers Speech and Language objectives through the play-based curriculum;
- Helping children to manage their behaviour, (with support from external agencies where necessary, i.e. educational psychologist) and to take part in learning effectively and safely;
- Planning to develop children's understanding through the use of all available senses and experiences; (resources include a variety of educational visits);
- Helping children to manage their emotions, particularly during times of trauma or stress, and to develop social skills; carefully considered lunch time support contributes to this in the form of a nurture group for those who require it; Emotional Literacy Support Assistant to deliver ELSA to identified children; trained Mental Health First Aider;
- Planning for children's full participation in learning, and in physical and practical activities; (a wide range of extra-curricular activities are offered);
- Planning for Literacy and Maths, with individual and small-group support being provided to maximise learning opportunities.

Frodsham Weaver Vale's model of SEN provision

The SEN Code of Practice (January 2015) reminds us that all children may have special needs at some time in their lives. It defines SEN as:

“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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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
- For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.” (SEN Code of Practice January 2015)

An overview of Frodsham Weaver Vale's Special Educational Needs Offer, as published on our school website is included as **Appendix 2**.

SEN support is a single category of support which is broken down into steps. The school operates a graduated approach, with increasing levels of intervention where need is greatest, which decreases as the needs are met. Frodsham Weaver Vale follows a three-wave model:

- Wave 1 - quality teaching for all; high quality teaching, differentiated for individual pupils;
- Wave 2 - encompassing small group interventions, the curriculum is differentiated to ensure access for all. If targeted progress is not achieved, despite regular small group work, they will move onto wave 3 provision. This may be due to cognitive barriers to learning, speech and language difficulties, mental health issues and/or environmental factors.
- Wave 3 provision may be sub-divided into
 - School Support - again with a differentiated curriculum which may be additional to or different from that of others. At this point, a SEND Child Profile is started, a document which includes Termly Learning Goals for the child outlining specific targets for the individual and any involvement and advice from outside agencies. **See Appendix 3.**
 - Top-Up funding – often, but not limited to, giving specified additional hours of Teaching Assistant time to boost learning;
 - Statutory Assessment leading to an Education and Health Care Plan. This assessment and plan clearly lays out the conditions under which a particular child should maximise his/her learning opportunities. A Provision Map for the individual child is included within the SEND Child Profile ensuring that delegated funding and support is directly targeted to effectively meet special educational needs. The Provision Map within the profile is updated regularly to reflect the changing needs of the individual child.

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

The role of the Special Educational Needs Co-ordinator (SENDCO)

The named person working in this capacity is Mrs Melanie Burkey. She:

- Manages the day-to-day operation of the SEN Policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Supports class teachers in the completion of The SEND Child Profile documentation for all children receiving the third wave of support for special educational needs;
- Manages school-based assessment and completes the documentation required by outside agencies and the Local Authority;
- Links with parents;
- Acts as a link with external agencies and other support agencies, such as the Educational Welfare Officer (EWO), Parent Partnership, School Doctor, Social Services etc. These links to external agencies may also be supported by the school's Safeguarding, Pastoral and Inclusion Lead, and the EIP family support worker.
- Monitors and evaluates the special educational needs provision and reports to the governing body;
- Manages a range of resources, human and material, linked to children with special educational needs.

The role of the Governing Body

The named Governor with responsibility for special educational needs within the school is Mrs Rebecca Goldsmith.

The Governing Body secure the necessary provision for any pupil identified as having SEN. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and report annually to parents on the success of Frodsham Weaver Vale's policy for children with special educational needs.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school and within the Resourced Provision.

The Head Teacher informs the Governing Body each term of how the funding allocated to support special educational needs has been employed.

The Head Teacher, SENCO and Bursar meet to agree on how to use funds directly related to statements and Pupil Premium that is allocated to children with SEN.

Assessment

Early identification is vital. Assessment information is collated and recorded as appropriate.

Parents, Class teachers, Teaching Assistants (TAs) and other agencies express concerns where appropriate and enlist active help and participation; Parents' Meetings are a good vehicle for this although much informal discussion takes place elsewhere. The class teacher and SENDCO assess and monitor the children's progress in line with existing school practices.

The SENDCO works with parents and teachers to plan appropriate programmes of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Documentation of relevant assessments is communicated to the SENCOs of the succeeding schools as the children graduate to Key Stage 3. Additional visits with the children may be organised to ensure a smooth transition.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Termly Learning Goals as set out in the SEND Child Profile outline specific targets for the individual child, including behaviour targets where necessary.

These employ a small-steps approach, featuring significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success and give praise accordingly.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However, there are times when, to maximise learning, we ask the children to work in small groups or in one-to-one situations outside the classroom. The school building is fully accessible to all.

Class teachers allocate time weekly to work with all children, including those with Special Educational Needs. Frodsham Weaver Vale currently has a higher than average number of children with Special Educational Needs, with significant cognitive barriers to learning. Therefore it is not expected that they will all make the same rates of progress as their non-

SEN peers. Good progress is deemed to be different for those with a Special Educational Need, including those with an Education and Health Care Plan, and is therefore measured on an individual basis.

At Frodsham Weaver Vale it is important to provide the best learning environment for our pupils and in order to achieve this we have created Class 6, a class which caters specifically for those children who are identified as Autistic. The curriculum in Class 6 is designed to engage pupils at an accessible level. The class is a mixture of a multisensory and kinesthetic learning environment, with shorter, focused sessions, based on a personalised curriculum for each child whilst maintain some features of a traditional style teaching environment. Children in our resourced provision will access Class 6 for as much time as they need with inclusion into mainstream where it is appropriate. Some mainstream children who have an Education and Health Care Plan/Top up Funding will also access Class 6 for parts of the morning during Basic Skills, Maths and/or Literacy.

Supporting pupils with medical conditions

The school recognises that pupils at 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 SEN and may have a statement or Education and Health Care Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Partnership with parents/carers

The school website contains details of our policy for special educational needs and more details about what we offer.

At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. We appreciate the wishes, feelings and knowledge of parents at all stages, encouraging parents to make an active contribution to their child's education. We offer regular termly meetings to share the progress of children with special educational needs with their parents. We inform the parents of the need for any involvement of outside agencies, and we share the outcomes of these interventions with them.

The SENDCO promotes Parent Partnership involvement and values its contribution to family support.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and Governors with regular summaries of the impact of the policy on the practice of the school. Pupil Progress/SEN review meetings are held each term Teachers and Senior Leaders meet to discuss the progress children have made and the impact of interventions. Minutes of these meetings are recorded.

The SENDCO is involved in supporting teachers in drawing up Child Profile documents, providing training where necessary. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named Governor with responsibility for special educational needs also hold formal and informal meetings.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full Governing Body.

APPENDIX 1

Resourced Provision for Autistic Spectrum Condition

Frodsham Weaver Vale has an established Resourced Provision for children with Autistic Spectrum Condition, known as Class 6 (Tawny Owl Class). There are currently 7 places within the Resource Provision that are allocated by Cheshire West and Chester to children who have received a diagnosis of Autistic Spectrum Condition. The children in the Resourced Provision are currently in a range of year groups, spending their mornings in Class 6. Depending upon their individual needs they also are able to spend a portion of time in their mainstream class each day.

Staffing

Working in Class 6 are one experienced teacher and 2 experienced teaching assistants with weekly support from a speech and language therapist. The staff work as a team alongside the mainstream class teachers in order to support the children within the resourced provision. We have a dedicated Midday Assistant who supports our resourced provision children both in the dinner hall and when playing outside.

Learning

Class 6 is a calm and happy environment where the children feel safe and ready to learn. Children within the Resourced Provision follow the Early Years Foundation Stage Curriculum and the National Curriculum, although it is highly differentiated to meet their needs. Children's progress is tracked using both the National Curriculum and Pre-Key Stage Standards and targets are set for them based on prior attainment. The children follow a personalised curriculum where progress is tracked daily.

The Resourced Provision teacher, teaching assistants, speech therapist and class teachers all work together to provide a highly differentiated and creative curriculum. The children's learning also includes recommendations made by other services such as occupational therapy, physiotherapy and educational psychologists. All staff make sure that children's sensory needs are met where necessary, through creative play, sensory circuits and the use of our quiet Sensory Room when a little time and space is needed.

During the morning sessions the Resourced Provision team work with the children in small groups or on occasions 1:1. The group sessions may also include children and friends from other classes in the school. Social skills are also taught through small group sessions each week. 1:1 delivery of programmes for speech and language therapy and occupational therapy take place weekly and as appropriate for the individual needs.

Inclusion

Inclusion is very important at Frodsham Weaver Vale. All of the children within our resource provision are involved in our wider school life. When the children in the Class 6 spend time in their mainstream class, they and their peers are very supportive towards each other. They work together on RE, Art, Science, History and Geography activities, take part in PE lessons with our sports coach and, for those in Year 5, participate in peripatetic music lessons. As well as taking part in educational visits with Class 6, they are also join in any trips or visits with their mainstream class, including residential visits.

Transition

Transition to new schools, such as a high school, can be daunting for all concerned. Children with Autistic Spectrum Condition are supported in an extended transition period to their new setting: meeting new staff in our familiar environment; visiting new schools with a member of our staff to support them; visiting on more occasions that

would normally be offered. This builds their confidence so that they are ready to take that next step independently and with great success. Equally, children joining Frodsham Weaver Vale are offered a transition to suit them and their circumstances. Children can be supported through a phased transition beginning with an informal visit building up to half days, introducing lunchtimes then full days in school.

Lunchtimes

Our dedicated Midday Assistant supports our Resource Provision children through their lunch times. We offer a lunchtime group in Class 6 to allow those children who benefit from it, the opportunity to have a quiet and calm time before they begin their afternoon learning.

Appendix 2 – Frodsham Weaver Vale Primary School – SEND Offer

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Introduction

It is very important to us that the children are happy and experience the best education possible. We value the strong links and a close partnership between home and school. This report has been written to help you as parents have a better understanding of how Frodsham Weaver Vale Primary School supports your child. It is our aim to identify any child with SEND as soon as possible in order for us to plan and support your child to ensure they achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school.

The broad areas of SEND are:

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

What is the Local Offer?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs, including education, health and social care. Knowing what is out there gives parents and carers greater choice and therefore more control over what support is right for your child.

You can view or download Frodsham Weaver Vale Primary School's Special Educational Needs Policy direct from our school website www.weavervale.cheshire.sch.uk.

Frodsham Weaver Vale Primary School's Special Educational Needs (SEN) Information Report

SEN Code of Practice 2015 (Section 6.79)	Frodsham Weaver Vale Primary School
<p><i>What kinds of special educational needs do Frodsham Weaver Vale Primary School make provision for?</i></p>	<p>There are 4 areas of SEN outlined in the SEN Code of Practice. At Frodsham Weaver Vale Primary School we provide fully inclusive learning experiences for children with the following needs.</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
<p><i>How do Frodsham Weaver Vale Primary School identify children with SEN and assess their needs?</i></p>	<ul style="list-style-type: none"> • School have a mainstream and Resourced Provision SENDCo (Special Educational Needs and Disability Co-coordinator) – Mrs Melanie Burkey and an Early Years SENDCo, with responsibility for the children in our Nursery with SEND. • Our SENDCos liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their learning and progress. They will also work with class teachers, our Pastoral and Inclusion Lead and external agencies to accurately assess individual needs ensuring effective plans are in place to support learning and physical needs. • If a parent is concerned that their child has SEND, they are actively encouraged to talk to the class teacher. Meetings will then be set up to include parents, class teacher and SENDCo to discuss the concerns and pathways available.

<p>How do Frodsham Weaver Vale Primary School consult parents of children with SEND and involve them in their child's education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> • <i>Parent consultation meetings with class teachers and support staff at least 3 times a year.</i> • <i>Each child identified with SEND has their own individualised targets – this is shared with parents at least 3 times per year. Staff and Parents work in conjunction to explore if further support or an EHCP request is needed.</i> • <i>All support staff, the Pastoral and Inclusion Lead and Speech and Language Teaching Assistants also report back to the class teacher which is then fed back to the parents.</i> • <i>The SENDCo is available to meet with parents at mutually convenient times.</i> • <i>Annual reports provided to parents at end of summer term.</i> • <i>Annual and interim review meetings are planned to ensure parents' views are always shared.</i> • <i>Home/school communication is key and is shared between home and school regularly for children where appropriate. Each child with an Educational Health Care Plan has a verbal handover at the end of the day where practical and has access to regular communication with the SENDCo.</i> • <i>Parents have the opportunity to meet with staff should they have any questions or issues to raise or discuss.</i>
<p>How do Frodsham Weaver Vale Primary School consult with children with SEN and involve them in their education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> • <i>Pupil voice; gathered using a range of communication strategies suitable to the needs of the individual child.</i> • <i>Regular opportunities for children to be involved in setting targets and seeking views on how they have achieved them and recorded on the Pupil Profile child voice section.</i> • <i>Child involvement and consultation in the writing of Termly Learning Goals (included in the child's pupil profile)</i> • <i>Opportunities for our SEN children to talk about their learning experiences, through whole school monitoring (Learning Walks).</i>

<p>What arrangements do Frodsham Weaver Vale Primary School have for assessing and reviewing progress towards outcomes?</p>	<p>We will ensure the following:</p> <ul style="list-style-type: none"> • <i>Your child's progress is continually monitored by their class teacher.</i> • <i>Children's progress is reviewed formally every term.</i> • <i>School use an assessment tool called Insight to formally record progress.</i> • <i>At the end of each Key Stage (i.e. at the end of Y2 and Y6) all children are required to be formally assessed using Standard Assessment Tests (SATs).</i> • <i>Child Profiles are reviewed every term and provision and goals are then set accordingly. These are shared and discussed with parents at least termly.</i> • <i>The progress of children with an EHC Plan and additional Top Up funding is formally reviewed at least annually at an Annual Review meeting where all those involved with the child's education, health and care are invited to attend.</i> • <i>Teachers meet regularly with the Headteacher and / or members of the Senior Leadership Team, to review pupil progress.</i> • <i>The SENDCo will liaise with class teachers and the Headteacher to monitor progress and consider appropriate next steps.</i> • <i>School hold regular parents' evenings where information on your child's progress is shared.</i> • <i>Parents can also make appointments to see teachers, the SENDCo and / or Headteacher at a mutually convenient time.</i>
<p>What arrangements do you have for supporting children as they move to the next phase in their education?</p>	<p>We have in place the following:</p> <ul style="list-style-type: none"> • <i>Early Years SENDCo supports the transition of our very youngest children as they move into their Reception year, either within our school or at alternative setting.</i> • <i>Early Years SENDCo will meet with parents and the receiving Class Teacher and support staff to ensure all future adults have a good understanding of the child's learning/physical needs.</i> • <i>Mainstream and/or Resourced Provision School SENDCo will meet with the Head of Year and receiving High School SENDCo to ensure ALL parties fully understand the learning/physical needs of our Year 6 children.</i>

	<ul style="list-style-type: none"> • <i>Transition sessions/days for our SEND children will be organised to ensure the smooth transition from Frodsham Weaver Vale Primary School into their High School phase setting.</i> • <i>When moving classes in school all relevant information is passed on to the new class teacher in advance during organised meetings. This includes up-to-date Child Profiles.</i> • <i>When moving to a new school we will contact the receiving school SENDCo and ensure that they are aware of any special arrangements and support that needs to be made for your child. All school records will be passed to the receiving school as soon as is possible.</i>
<p><i>How do Frodsham Weaver Vale Primary School teach children with SEND and how do you adapt the curriculum for your SEND children?</i></p>	<ul style="list-style-type: none"> • <i>Our approach to supporting our SEND learners is dependent on the individual needs of each child. We are passionate about a fully inclusive approach to learning experiences no matter what the learning or physical needs of the children are.</i> • <i>Children with SEND at Weaver Vale access all aspects of the curriculum that is on offer to non-SEND children. This ranges from more the formal teaching of reading, writing, basic skills and science to engaging in off site visits, residential trips, swimming lessons and learning to play musical instruments.</i> • <i>We recognise that most children with SEND often learn more effectively in smaller groups and in ‘smaller’ chunks of time – whilst supporting the need for our SEND children to work with a level of independence too.</i> • <i>We have specific designated areas where SEND children can have minimal disruptions while they are learning.</i> • <i>Staff deployment is purely based on the needs of SEND children in each cohort.</i>
<p><i>What expertise do Frodsham Weaver Vale Primary School’s staff have to support the learning of children with SEN? How do you secure specialist expertise?</i></p>	<p>One of the SENDCo’s responsibilities includes supporting class teachers in planning for children with SEND and looking for opportunities for staff to receive appropriate training to ensure they are equipped to meet the needs of the individual children under their care.</p> <ul style="list-style-type: none"> • <i>The school identifies training needs for all staff to improve the teaching and learning of all children including those with SEND. This may be whole school training on SEND issues, it may be focused on supporting identified groups of learners in school (training on autism and dyslexia for example) or may be to develop skills in target areas – reading for example.</i>

- *Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care.*
- *In-house training is also organised by the SENDCo and delivered by experienced colleagues within school to teachers and support staff.*
- *The SENDCo organises/attends cluster meetings for professionals in the local area on areas such as Downs Syndrome.*
- *The SENDCo meets with lunchtime staff to up-date them on information passed on from class teachers regarding successful strategies to support the children in each class.*

As a school we have regular contact with

Speech and Language Therapists employed by the National Health Service

Private Speech and Language Therapists employed by individual families

Educational Psychology Service

Occupational Therapy

Autism Team

Sensory Service

Physiotherapy

School Nurse

Community Paediatricians

Early Years SEN Support Service

Cheshire West and Chester SEN Team

Health Visitor

Family Support Workers

Independent Advice and Support Centre (Parent Partnership)

Education Welfare

Education Access Team

Cheshire Down's Syndrome Support Group

Children Social Services

The Virtual School (LAC)

Learning Disability CAMHs

<p><i>How do Frodsham Weaver Vale Primary School evaluate the effectiveness of the provision made to children with SEND?</i></p>	<p>At Frodsham Weaver Vale Primary School we use a variety of assessment procedures to measure the success of all children with SEND. Each term we assess all children in the school – SEND children are equally involved with this. This enables the child’s class teacher to assess the effectiveness of the provision. With advice from the SENDCO, the class teachers can then identify next steps alongside the child and the parents. This is then evaluated on the ‘Child’s profile’ and new termly goals set where and when relevant.</p> <p><u>The child’s class teacher is fully accountable and responsible for assessing the needs of each child with SEN.</u></p> <p><u>Please see roles and responsibilities of key staff for more information about evaluation of the effectiveness of the provision made to children with SEND.</u></p>
<p><i>How do Frodsham Weaver Vale Primary School support the emotional and social needs of the children with SEND?</i></p>	<ul style="list-style-type: none"> • <i>Emotional and social interaction with mainstream peers is vital to support positive learning behaviours.</i> • <i>Each member of staff at Frodsham Weaver Vale is fully committed to listening carefully to our children with SEND along with observing them during lessons and playtimes.</i> • <i>Our skilled and sensitive staff (Teachers, Teaching Assistants, Pastoral and Inclusion Lead, and Mid-day Assistants) put the emotional needs of our children first.</i> • <i>We ensure that each SEND child has felt success each day through lessons.</i> • <i>Children identified as having emotional or social difficulties will be provisioned to work with school’s ELSA trained teaching assistant.</i> • <i>Our Pastoral and Inclusion Lead will deliver ad-hoc sessions for ‘time to talk’ when deemed necessary or appropriate.</i>

Key staff at Frodsham Weaver Vale Primary School with responsibility for SEND provision?

The Class Teacher

Responsible for:

- *Ensuring that all children have access to effective teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).*
- *Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources for example). They will liaise the Special Educational Needs and Disabilities Coordinator (SENDCo) and other colleagues within school if necessary.*
- *Writing a Child Profile which will identify goals; these will be shared with parents and reviewed regularly.*
- *Ensuring that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress.*

The SENDCo – Mrs Melanie Burkey

Responsible for:

- *Coordinating the support for children with SEND (mainstream, Resourced Provision and Early Years).*
- *Developing and reviewing the school's SEND policy.*
- *Involved in reviewing and planning child profiles.*
- *Liaising with other professionals to help to support your child's learning e.g. Community Paediatricians, School Nurse, Speech and Language Therapy Team, Educational Psychology Team etc.*
- *Updating the school's SEND register (a system for ensuring that the SEND needs of the children in our school are known and addressed).*
- *Liaising with colleagues to make sure that records of your child's progress and needs are kept up-to-date.*
- *Coordinating support teachers and support staff in the school so they can help children with SEND to make the best progress possible.*

- *Organising training for staff so they understand and are confident about how to meet the needs of children in our school.*
- *Keeping the SEND Governor up-to-date with the organisation and implementation of the SEND policy within school.*

The Headteacher – Mr Peter Van Geffen

Responsible for:

- *The day-to-day management of all aspects of the school, including the support for children with SEND.*
- *Ensuring that the needs of the children at Frodsham Weaver Vale Primary School are met, giving responsibility to class teachers and the SENDCo.*
- *Ensuring the Governing Body is kept up-to-date with issues relating to SEND.*

The SEND Governor – Mrs Rebecca Goldsmith

Responsible for:

- *Liaising with the Head teacher, SENDCo and staff to ensure the quality of SEND provision is continually monitored and the necessary support is given for any child who attends school who has SEND.*

All can be contacted via the school office. The class teacher and SENDCo are available to speak to at the end of the day.

School contact: 01244 981115

admin@weavervale.cheshire.sch.uk

mburkey@weavervale.cheshire.sch.uk

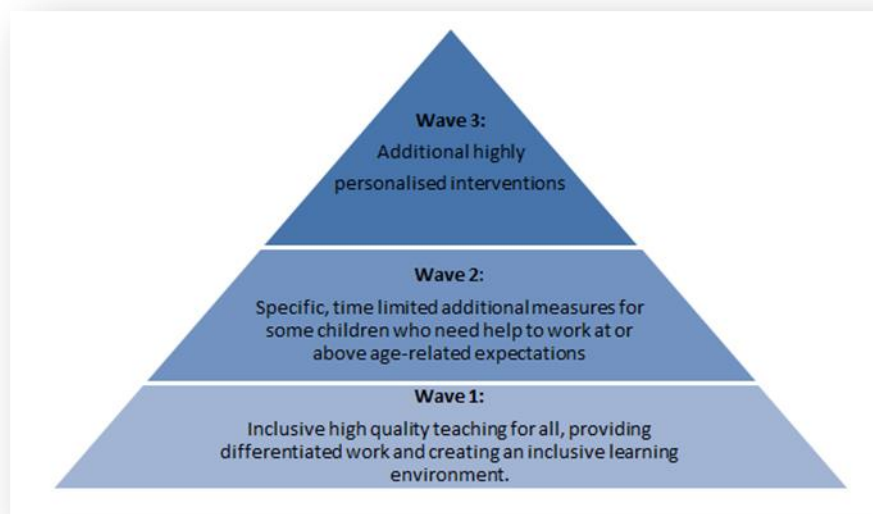
If you would like independent support or advice about any aspect of your child's Special Educational Needs please contact the **Independent Advice and Support Centre (IAS – previously known as Parent Partnership):**

Telephone: 0300 123 7001

iasservice@cheshirewestandchester.gov.uk

APPENDIX 3 – Child Profile (Blank)

The purpose of this SEND Profile (please only tick one option)	
Request Top-up funding	
Request an EHC Needs Assessment	
Annual Review of EHC Plan/Top-up	

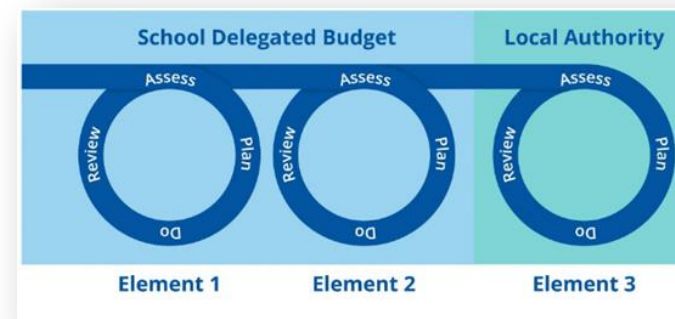


Special Educational Needs and Disability (SEND) Profile

To support a request for an Education, Health and Care needs assessment (EHCNA) or Element 3 Top-up Funding

Child or Young Person:	
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Year Group:	
Setting	



General Information

Child or Young Person Details			
Surname:		First name:	
Date of Birth:		UPN:	
Child in Care: (Yes/No)		Element 3 Band:	
Address:			Postcode:
Person(s) with Parental Responsibility			
Name :		Name:	
Address:		Address:	
Postcode:		Postcode:	

Relationship to Child:		Relationship to Child:	
Phone number:		Phone number:	
Email:		Email:	
Preferred method of contact: (Email/phone/Letter)		Preferred method of contact: (Email/phone/Letter)	
Medical or Health Information			
G.P. Name		NHS Number:	
G.P. Address			Postcode:

Summary of child or young person's special educational, health or social care needs (maximum 500 words). Please include a brief history and current context.




History of professional involvement at SEN Support – Education, Health and Social Care





Team or Service	Named Professional	Dates Involved	Recommendation, Diagnoses and Outcome (please summarise or highlight key actions)

Child or Young Person's views

Name:	
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This is about what is important to the child or young person. Where possible, this should be completed by the child or young person themselves. Where support has been given or where it has been completed on behalf of the child or young person, it should be made clear in each section whether the child has directly quoted the statements or if they have been summarised.

 <p>Things that are important to me</p>	
 <p>Things that are working well at home and school</p>	
 <p>Other information I think is important to know about me</p>	

 <p>Important things to know about my past</p>	
 <p>Things that I enjoy doing</p>	
 <p>How to communicate with me</p>	
 <p>My hope, dreams and aspirations for the future</p>	



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Please note: The content from this form may later be included in Section A of the EHCP if the Local Authority decide to issue one.

Completed by:		Date:	
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Parent or Carers Views


Name:	
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This is for the child or young person's parents / carers to give their views.



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 <p>Things that are working well at home and school</p>	
 <p>Things that are not working well and we would like to change</p>	
 <p>Our hopes and aspirations for the future</p>	

 <p>Other information we think is important</p>	
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Please note: The content from this form may later be included in Section A of the EHC Plan if the Local Authority decide to issue one.

Completed by:		Date:	
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SEND Provision Map

Area of need: Communication and Interaction						
Strengths related to learning in this area?		Special educational needs related to learning in this area				
Outcome (long Term): (To be achieved by the end of Key Stage or Course)		Steps to Achieve Outcome (short term):				
1. By the end of ?, (child name) will.....		1a. Over the next 12 months, (child name) will.....				
		1b. Over the next 12 months, (child name) will.....				
2. By the end of ?, (child name) will.....		2a. Over the next 12 months, (child name) will.....				
		2b. Over the next 12 months, (child name) will.....				
Element 2 & 3 High Needs Provision	Provision Type (Support needed)	To be provided by: (Teacher, TA, Small Group)	How much? (Quantity/ Time)	How often? (Frequency per week)	Staff to Pupil Ratio	Cost (£)
	1.					
	2.					
	3.					
	TOTAL:				----	----

Evaluation (What has been the effect of any support or strategies). Length of review cycles may vary between a term or half term.

	Review period: Term YYYY	Review period: Term YYYY	Review period: Term YYYY
Cycle targets (Assess, Plan, Do, Review)			
What has gone well & what have you learnt?			
What hasn't worked well?			
What do we need to do next?			

Area of need: Cognition and Learning						
Strengths related to learning in this area?		Special educational needs related to learning in this area				
Outcome: (To be achieved by the end of Key Stage or Course)		Steps to Achieve Outcome:				
1. By the end of ?, (child name) will.....		1a. Over the next 12 months, (child name) will.....				
		1b. Over the next 12 months, (child name) will.....				
2. By the end of ?, (child name) will.....		2a. Over the next 12 months, (child name) will.....				
		2b. Over the next 12 months, (child name) will.....				
Element 2 & 3 High Needs Provision	Provision Type (Support needed)	To be provided by: (Teacher, TA, Small Group)	How much? (Quantity/ Time)	How often? (Frequency per week)	Staff to Pupil Ratio	Cost (£)
	1.					
	2.					
	3.					
	TOTAL:				----	----

Evaluation (What has been the effect of any support or strategies). Length of review cycles may vary between a term or half term.

	Review period: Term YYYY	Review period: Term YYYY	Review period: Term YYYY
Cycle targets (Assess, Plan, Do, Review)			
What has gone well & what have you learnt?			
What hasn't worked well?			
What do we need to do next?			

Area of need: Social, emotional and mental health						
Strengths related to learning in this area?		Special educational needs related to learning in this area				
Outcome: (To be achieved by the end of Key Stage or Course)		Steps to Achieve Outcome:				
1. By the end of ?, (child name) will.....		1a. Over the next 12 months, (child name) will.....				
		1b. Over the next 12 months, (child name) will.....				
2. By the end of ?, (child name) will.....		2a. Over the next 12 months, (child name) will.....				
		2b. Over the next 12 months, (child name) will.....				
Element 2 & 3 High Needs Provision	Provision Type (Support needed)	To be provided by: (Teacher, TA, Small Group)	How much? (Quantity/ Time)	How often? (Frequency per week)	Staff to Pupil Ratio	Cost (£)
	1.					
	2.					
	3.					
	TOTAL:				----	----

Evaluation (What has been the effect of any support or strategies). Length of review cycles may vary between a term or half term.

	Review period: Term YYYY	Review period: Term YYYY	Review period: Term YYYY
Cycle targets (Assess, Plan, Do, Review)			
What has gone well & what have you learnt?			
What hasn't worked well?			
What do we need to do next?			

Area of need: Sensory and/or physical needs						
Strengths related to learning in this area?		Special educational needs related to learning in this area				
Outcome: (To be achieved by the end of Key Stage or Course)		Steps to Achieve Outcome:				
1. By the end of ?, (child name) will.....		1a. Over the next 12 months, (child name) will.....				
		1b. Over the next 12 months, (child name) will.....				
2. By the end of ?, (child name) will.....		2a. Over the next 12 months, (child name) will.....				
		2b. Over the next 12 months, (child name) will.....				
Element 2 & 3 High Needs Provision	Provision Type (Support needed)	To be provided by: (Teacher, TA, Small Group)	How much? (Quantity/ Time)	How often? (Frequency per week)	Staff to Pupil Ratio	Cost (£)
	1. Example					
	2.					
	3.					
	TOTAL:				----	----

Evaluation (What has been the effect of any support or strategies). Length of review cycles may vary between a term or half term.

	Review period: Term YYYY	Review period: Term YYYY	Review period: Term YYYY
Cycle targets (Assess, Plan, Do, Review)			
What has gone well & what have you learnt?			
What hasn't worked well?			
What do we need to do next?			

Total hours of personalised intervention per week:	
Total spend per year (Element 2 and 3):	£

Attainment or Progress Tracker

Early Years Foundation Stage Prime Areas of Learning		Baseline (on entry)		Review	
		Child Age (Year/month)	Age / Stage of Development	Child Age (Year/month)	Age / Stage of Development
Personal, Social and Emotional Development	Making relationships				
	Self-confidence and self-awareness				
	Managing feelings and behaviour				
Communication and Language	Listening and attention				
	Understanding				
	Speaking				
Physical Development	Moving and handling				
	Health and self-care				
The specific areas	Reading				
	Writing				
	Numbers				
	Shape, space and measures				

Assessment of Progress (end of year or current term)

Please attach a Key to demonstrate what the assessment levels used mean as these will vary from setting to setting.

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Reading						
Writing						
Mathematics						
Science						
	Year 7	Year 8	Year 9	Year 10	Year 11	
English						
Mathematics						
Science						

Standardised National Assessments

Assessment	Subject	Result	GCSE		A Levels	
			Subject	Result	Subject	Result
Key Stage 1	Reading					
	Writing					
	Mathematics					
	Science					
Key Stage 2	Reading					
	Writing					
	Mathematics					
	Science					

Date of Test	Age Years/months at time of test	Name of Test	Result (Age / standardised score)

Post 16 Tracker			
Year	Subject	Qualification / Target	Progress (RAG)

SEND Profile completed by: (name and position)	
Date SEND Profile completed or finalised:	

Confirmation of parental consent

Name of child / young person:			
Declaration of Consent	Printed Name	Signature	Date
I am the parent of the above named child and have *parental responsibility, I have been made aware of my data protection rights and I understand that by providing my information my application will be sent to the SEND Team. I agree that the SEND Profile is a true representation of my child's history and I understand that that it may be shared with other education, health & social care professionals as appropriate (please refer to the SEN Team Privacy Notice).			

Please ensure that you have read the [privacy notice](#) available on the Council website. We take your privacy seriously and will only use your personal information to administer the service you have requested from us.

***Parental responsibility is defined** under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced).
- mothers who were not married to the father at the time of the child's birth.
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.
- Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.
- Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Upon receipt of the completed applications the Local Authority has 6 weeks to respond.

PLEASE NOTE: A referral can only be accepted if ALL sections are completed and written consent from the parent/carer with parental responsibility or a young person (aged 16+) is included. Evidence of the original signature must be provided.

Please record any limitations expressed by the Parent, Carer, Guardian or Young Person (over 16) to the gathering and sharing of information (i.e. are there any individuals or organisations with whom information should not be shared? Please give state reasons)

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For information:

Where possible, to ensure new assessments or changes in placements requests made by schools are completed in time for the beginning of a new academic year **applications must be made before 31st May.**

Please ensure you have provided the following supporting documentation:

Child or Young Person Views	<input type="checkbox"/>
Parent/carer views and aspirations	<input type="checkbox"/>
Action Plans where appropriate: Action Inclusion Plan; Year 9+ YPS Action Plans; Child in Need Plan; Health Care Plan etc.	<input type="checkbox"/>
Professional Reports: any dated in the last 12 months plus any significant diagnoses:	<input type="checkbox"/>

Where and EHC needs assessment is agreed, SEND Code of Practice 2015: 9.13 - Where the local authority considers that special educational provision may need to be made in accordance with an EHC plan and is considering whether an EHC needs assessment is necessary, it must notify:

- the child's parent or the young person (and must inform them of their right to express written or oral views and submit evidence to the local authority)
- the health service (the relevant Clinical Commissioning Group (CCG) or NHS England where it has responsibility for a child or young person)
- local authority officers responsible for social care for children or young people with SEN
- where a child attends an early years setting, the manager of that setting
- where a child or young person is registered at a school, the head teacher (or equivalent)
- where the young person attends a post-16 institution, the principal (or equivalent)

Helpline: 0151 337 6505

Postal address: SEN Team, Tarvin Professional Centre, Meadow Clos, Tarvin, Chester, CH3 8LY

