**Tattenhall Park Primary School**

****

**SPECIAL EDUCATIONAL**

**NEEDS POLICY**

**Incorporating**

**Special Educational Needs Information Report**

**in compliance with**

Statutory Instrument : Special Educational Needs (Information) Regulations (Clause

65) and

Special Educational Needs and Disability Code of Practice (2014)

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| --- | --- | --- |
| **Managed by:** | L.Cragg, N. Bolton, R Morgan |  |
| **Last reviewed on:** | March 2025 |
| **Next review due by:** | March 2026 |

**Tattenhall Park Primary School Special Educational Needs (SEN) Policy**

**Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

* SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014.
* Ofsted Section 5 Inspection Framework April 2014
* Ofsted SEN Review 2010 “A Statement is not enough”
* Equality Act 2010
* Children and Families Act 2014

**Key Personnel:**

**SEN Govenor:**

The Governing body appoints a member of the Governing Body who is responsible for the oversight for the school’s arrangements for SEN as part of the Governing body’s continuing drive to improve the quality of whole –school provision.

**Headteacher:**

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

**Special Educational Needs Coordinator (SENCO)**

The SENCO is responsible for reporting regularly to the headteacher, the SLT and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

**Senior Leadership Team Team (SLT)**

The headteacher in consultation with other members of the Senior Leadership Team (SLT) has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The senior leadership team (SLT) comprises:

* Headteacher,
* Deputy headteacher
* SENCO

**The Designated Teacher for Looked After Children**

The Headteacher has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**Class teachers**

All teachers are teachers of pupils with special educational needs and EAL. Staff members are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**Teaching assistants**

Teaching assistants work under the day to day guidance of the class teacher. All staff members in school have a responsibility for maximising achievement and opportunity of all pupils with whom they are involved including vulnerable learners.

**The name and contact details of the SEN co-ordinator.**

Lewis Cragg,

Tattenhall Park Primary School, Chester Road, Tattenhall, Chester, CH3 9AH

Tel: 01244 667 500

lcragg@tattenhallpark.cheshire.sch.uk

**The name and contact details of the Ethnic Minority Achievement co-ordinator and of the Designated Teacher for Looked After Children**

Nicola Bolton,

Tattenhall Park Primary School, Chester Road, Tattenhall, Chester, CH3 9AH

Tel: 01244 667 500

head@tattenhallpark.cheshire.sch.uk

**The name and contact details of the SEN Governor.**

Ruth Morgan

Tattenhall Park Primary School, Chester Road, Tattenhall, Chester, CH3 9AH Tel: 01244 667 500

admin@tattenhallpark.cheshire.sch.uk

**Other relevant inclusion policies**

Other policies that relate to the school’s inclusion approaches are:

* Looked After Children
* Anti-bullying
* Asthma
* Attendance
* Behaviour and Discipline
* Racial Equality Disability and Gender
* Safeguarding
* Medicines in schools

**This policy was updated by Nicola Bolton (Headteacher) and Lewis Cragg (SENCO) with Ruth Morgan (SEN Governor) in liaison with all staff and parents of pupils with SEND.**

**“Every teacher is a teacher of children with SEN”**

**SECTION 1 – Aims**

At Tattenhall Park Primary School, we aim to raise the aspirations and expectations for all pupils with SEND. We believe in focusing on outcomes for children rather than just hours of provision or support.

The aims of our SEND policy and practice in this school are:

* To provide curriculum access for all.
* To secure high levels of achievement for all.
* To meet individual needs through a wide range of provision.
* To attain high levels of satisfaction and participation from pupils, parents, and carers.
* To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation, and choice of intervention lead to positive learning outcomes.
* To ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development.
* To work cooperatively and productively with the Local Authority and other outside agencies, ensuring a multi-professional approach to supporting all vulnerable learners.
* To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

**SECTION 2 – Identifying Special Educational Needs**

The SEND Code of Practice (2014) describes the four broad categories of need:

* Communication and interaction
* Cognition and learning
* Social, emotional, and mental health difficulties
* Sensory and/or physical needs

These broad areas provide an overview of the needs that should be planned for. The purpose of identification is to determine the most effective action the school needs to take, rather than to fit a pupil into a category.

At Tattenhall Park Primary School, we identify pupil needs by considering the whole child. We acknowledge that other factors may impact progress and attainment but are not classified as SEND.

These include:

* Disability (where reasonable adjustments can enable full access to learning)
* Attendance and punctuality
* Health and welfare
* English as an additional language (EAL)
* Being in receipt of a Pupil Premium Grant
* Being a Looked After Child
* Being a child of a Serviceman/woman

**SECTION 3 – A Graduated Approach to SEN Support (as of September 2025)**

We adopt a graduated approach to identifying and managing pupils with SEND.

Parents are engaged in discussions with teachers and the SENDCO at each stage.

**Wave 1: Quality First Teaching (QFT)**

All children at Tattenhall Park Primary School are entitled to high-quality, well-differentiated teaching. This is the first step in responding to pupils who may have SEND. Teachers regularly assess and track progress, using this data to adjust teaching approaches accordingly.

**EYFS:**

* The SENDCO will attend transition meetings for new starters to discuss early life and other important background information relevant to a child’s development.
* Teachers track child progress throughout the first two terms.
* Emerging concerns are raised to the SENDCO, and support strategies are implemented efficiently.
* If concerns persist after two terms or require immediate intervention, an EYFS Inclusion Plan is created and shared with parents. This document tracks the child's support and progress and can be used to make referrals or request professional support if needed.

**KS1 & KS2:**

* If concerns arise, teachers complete a Teacher Concerns form to inform the SENDCO.
* The teacher and SENDCO discuss the child's needs and plan appropriate support. Parents are informed of this discussion if additional support is required.
* A One Page Profile is created with the child, highlighting their strengths, likes, and interests.
* The teacher develops a Provision Map, documenting interventions, adjustments, and progress tracking.
* Parents are informed of each step, shown the Provision Map, and required to sign it for school records.

**Wave 2: Timed and Targeted Interventions**

The Provision Map continues to be used to evidence the level of support and track progress.

* If, after two terms of targeted support, concerns persist, the teacher, SENDCO, and parents will discuss whether to maintain the Provision Map at Wave 2 or progress to Wave 3.
* Referrals to professional agencies will also be considered at Wave 2 to thoroughly investigate the child’s needs.
* If a child’s needs are significant and require a high level of support they will receive a SEND Profile, outlining strengths, needs, and targets.
* The SEND Profile tracks interventions and adjustments in place.

**Wave 3: SEN Support**

* Children at Wave 3 may remain on a Provision Map or transition to a SEND Profile, depending on their specific needs and the level of support being implemented.
* Following discussions between the teacher, SENDCO, and parent/carer, the child is placed on the SEND register.
* Teachers complete termly Plan-Do-Review cycles, which are discussed with parents at least once per term.
* If the child's needs and support requirements are significant, the school may apply for Top-Up funding or an Education, Health, and Care Plan (EHCP) to ensure appropriate support is provided.

**SECTION 4 – Managing Pupils' Needs on the SEND Register**

The graduated approach is monitored and regularly reviewed by class teachers and the SENDCO.

* Each class teacher maintains an intervention log to track pupils and their ongoing interventions (Wave 2).
* Pupil targets are updated termly, allowing for progress analysis and adjustments to support as necessary (Wave 2).
* If additional professional support is needed, external agencies are engaged, and their recommendations are implemented (Wave 2 or 3).
* If a child's needs require additional funding or support, evidence from interventions and support provided is used to request Top-Up funding or an EHCP (Wave 3).

**SECTION 5 – Supporting Pupils and Families**

* The LA Local Offer is available on the school website, alongside the school's contribution.
* The school maintains links with a variety of support agencies, including Educational Psychology, the Autism Service, Early Years Specialist Teaching Service, the LA SEND Team, Speech and Language Therapy, and CAMHS.
* Assessment procedures ensure that children with SEND receive appropriate accommodations, such as extra time, a scribe, or the use of assistive technology.
* The school supports transitions between year groups and key stages, ensuring pupils with SEND have a smooth and well-planned transition.
* Year 5 and 6 pupils attend secondary transition days, and those with SEND participate in Action for Inclusion meetings to facilitate a smooth transfer to secondary school.

**SECTION 6 – Supporting Pupils with Medical Conditions**

Tattenhall Park Primary School ensures that pupils with medical conditions receive the necessary support to access education fully. Some pupils may have both SEND and medical needs, which are managed in line with the Equality Act 2010 and the SEND Code of Practice (2014).

The school’s policy for supporting pupils with medical conditions can be found on the school website.

**SECTION 7 – Monitoring and Evaluation of SEND**

The quality of SEND provision is regularly monitored through:

* Subject leader monitoring.
* Lesson observations by the Headteacher, SENDCO, and subject leaders.
* Work scrutiny across subjects.
* Pupil, parent, and governor feedback.

These evaluations ensure a process of continuous review and improvement in SEND provision.

**SECTION 8 – Training and Resources**

* The school promotes ongoing professional development related to SEND.
* All staff undertake SEND training as part of their induction and receive regular updates.
* The SENDCO attends LA SENDCO network meetings to remain informed about local and national developments in SEND.

This policy ensures that Tattenhall Park Primary School provides inclusive, high-quality education for all pupils, with clear processes to identify, support, and track SEND provision effectively.

**SECTION 10 – ROLES AND RESPONSIBILITIES SEN**

**Governor – Ruth Morgan**

Role – To liaise closely with the Headteacher and SENCO to discuss issues of progress, attainment and inclusion. To challenge the school’s provision for children with SEND. To monitor the progress and attainment of pupils with SEND.

**Teaching Assistants – Mrs K Roberts, Mrs A Mason, Mrs S Heath, Mrs M Gibson, Mrs H Harding, Mrs S Hart, Miss M Hughes, Mrs V Tomlinson, Mrs L Bebe**

Line Manager – Lewis Cragg

Role – To support designated pupils with SEND, working with the class teacher to implement and monitor specific interventions, reporting to the line manager.

Designated Teacher with Safeguarding responsibility – Nicola Bolton, Anna Comish, Lewis Cragg Amy Turner

Member of staff responsible for managing PPG/LAC funding – Nicola Bolton

Member of staff responsible for managing the school’s responsibility for meeting the medical needs of pupils – Nicola Bolton

This Policy to be approved: 18/3/25

Signed: Nicola Bolton Headteacher

Signed: Ruth Morgan SEN Governor

Signed: Lewis Cragg SENCO

Date:

Checked and updated by Lewis Cragg