

Wincle CE Primary School

Wincle
Nr Macclesfield
Cheshire
SK11 0QH

Tel: 01260 212592

Headteacher: Mrs S. Smith
head@wincle.cheshire.sch.uk
www.wincleprimaryschool.org



SEND Pathways at Wincle CE Primary School

"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."

- SEND Code of Practice (2015)

Support Level	A child may be placed at this level when:	The child should be supported by:	A child may be removed from this level of support if:
Monitor	<ul style="list-style-type: none">- They have not made progress in a subject this term, are appearing to struggle to complete work in lessons, or are exhibiting some <i>new, low-level</i> concerning behaviour.	<ul style="list-style-type: none">- Quality-first teaching.- Consultation with the child's parents to establish possible causes for the concern.	<ul style="list-style-type: none">- The initial cause for concern improves.- The situation worsens and more intervention is needed.

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First Concerns	<ul style="list-style-type: none"> - They have not made progress against the EYFS. - Concerns are evident in their age 2 progress check. - Concerns about development are raised by their parents or external professionals (e.g. health visitor). - School staff notice concerning behaviours or see evidence of a child struggling in a certain area of development. - The child meets most of the criteria for <i>first concerns</i> on the Cheshire East SEN toolkit. 	<ul style="list-style-type: none"> - Quality-first teaching in an inclusive environment, supported by well-trained staff. - Carefully targeted, progressive activities to develop core skills. - Deliverance of programmes advised by external professionals. 	<ul style="list-style-type: none"> - After a period of additional support, the child makes sufficient progress to achieve in line with age-related expectations. - Following support, staff, professionals, and parents' concerns are no longer evident. - The child no longer meets the criteria for <i>first concerns</i> on the Cheshire East SEN toolkit.

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SEN Support	<ul style="list-style-type: none"> - They have been on <i>first concerns</i> and, after at least a term of intervention and enhanced support, the barriers to learning and development have persisted or worsened. - The gap between the child and their peers is widening. - The child begins their time at the setting with a diagnosis of SEND or attains a diagnosis during their time at Wincle. This also includes children awaiting a diagnosis, where external professionals agree that the child is likely to be diagnosed. - When the child meets the criteria for <i>SEN support</i> on the Cheshire East SEN toolkit. 	<ul style="list-style-type: none"> - Quality-first teaching in an inclusive environment, supported by well-trained staff. - Carefully targeted, progressive activities to develop core skills. - Deliverance of several programmes advised by external professionals. - 1:1 support in some activities to promote inclusion and differentiate activities appropriately. - Adaptions to the setting to promote inclusion, independence, and development. 	<ul style="list-style-type: none"> - After a period of additional support, the child makes accelerated progress, and their needs can now be met through quality-first teaching only. - Following support, staff, professionals, and parents' concerns are less evident. - The child no longer meets the criteria for <i>SEN support</i> on the Cheshire East SEN toolkit.

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EHCP	<ul style="list-style-type: none"> - When a 1:1 is needed to support the child to safely attend the setting. - When a child needs extensive support to make progress and this support is above that expected for a child on SEN support. - When at least 2 cycles of SEN support have been completed and little or no improvements are evident. - When a child meets the criteria for <i>complex</i> on the Cheshire East SEN toolkit. 	<ul style="list-style-type: none"> - Quality-first teaching in an inclusive environment, supported by well-trained staff. - Carefully targeted, progressive activities to develop core skills. - Deliverance of several programmes advised by a wide range of external professionals. - 1:1 support in all activities to promote inclusion and differentiate activities appropriately. Backward chaining, intensive interaction, and hand-over-hand should be the norm for children at this level of support. - Some significant adaptations to the setting to promote inclusion, independence, and development. - In some cases, the child's needs may only be met when they attend provision outside of the setting e.g. NHS physio or SALT appointments. 	<ul style="list-style-type: none"> - Local Authority decision in conjunction with parents and all associated professionals.

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Relationships with parents of children with SEND at Wincle CE Primary School

When staff have concerns about a child's progress and development, the class teacher and/or SENCo will hold discussions with the child's parents promptly, providing evidence to support the concerns and seeking further evidence or discrepancies from the family.

When staff or the child's parents feel that a diagnosis should be sought, or where it is evident that a child requires a needs assessment, the SENCo will meet with the parents to complete the referral.

When a child is placed on *first concerns* or higher, the class teacher should meet with the child's parents to share any paperwork and discuss progress at least once per term. Where a child's needs are particularly complex or significant changes need to be made to provision, the SENCo should also attend these meetings.

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Internal assessments

All children are assessed, and their progress is measured against the EYFS or the National Curriculum. Where a child's needs require further investigation, the SENCo and class teachers may use additional assessments, including, but not limited to:

- The Birmingham Profile
- The Communication Trust's child-language assessment tool.
- The EYFS "when to refer" document produced by Cheshire East SALT
- The Communication Trust's SALT RAG.
- Speech sounds screening tools.
- SPOTTS – Cheshire East template
- Sensory profile
- The AET Progression Framework
- Strengths and Difficulties Questionnaire.
- Dyslexia Checklists
- Task-related behaviour screening tool
- Autism Good Feeling Questionnaire
- Coventry Grid
- Nisonger Child Behaviour Rating
- SCAS

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Roles and Responsibilities

- All staff are responsible for:
 - Promoting an inclusive, respectful environment in which all children are given equal opportunities and are supported to develop and thrive.
 - Understanding the needs of all children in the school.
 - Identifying potential barriers to participation and accessibility in the school environment and taking steps to remove them.
 - Prioritising high standards in the development and progress of all children, irrespective of whether they have SEND.

- The 1:1 support (where applicable) of a child with SEND is responsible for:
 - Implementing the interventions and strategies identified in the child's plan-do-review documentation.
 - Contributing to the plan-do-review cycle for the child.
 - Continually assessing the child's responsiveness and progress and altering provisions to suit their needs.
 - Communicating with the class teacher to ensure that planning is suited to the child's needs.

- The class teacher is responsible for:
 - Ensuring that the physical setting, and the daily routines in their classroom, are supportive of all children's developmental needs.
 - Planning the teaching and learning activities for pupils with SEN and assessing pupil progress to ensure that these activities are appropriate.
 - Communicating with parents, including meeting on a termly basis to discuss SEN paperwork.
 - Using assessment for learning and their relationships with pupils to identify potential SEN needs and targets.
 - Communicating with the SENCo where concerns require further investigation.

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- The headteacher is responsible for:
 - Inspiring staff to promote inclusion and respect and leading by example. This includes creating an inclusive culture.
 - Employing and training staff to provide suitable support for pupils with SEND.
 - Ensuring that the school vision is enacted in a way that supports the personal, social, spiritual, and academic development of all pupils, including those with SEN.
 - Using the employee appraisal process to ensure that all staff enact their responsibilities in relation to pupils with SEN.
 - Ensuring that the school's wider policies, including the behaviour and exclusion policies, are suitable for the needs of all children, including those with SEN.

- The SENCo is responsible for:
 - Meeting with staff to discuss concerns about individuals or groups and conducting the necessary observations and assessments to investigate concerns further.
 - Working with all children in the setting to maintain a sound understanding of their needs and progress.
 - Communicating with parents to ensure that needs are fully investigated and supported.
 - Completing referrals to external agencies for assessment and support.
 - Liaising with external professionals to ensure that children's needs are met.
 - Managing the transition of children with SEND from pre-school to reception, and year six to secondary school.

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