



Special Educational Needs
And Disability

SEND CO-ORDINATOR: *Kerrie Shepherd*

LINK GOVERNOR: Hannah Stollar

DATE AGREED: November 2025

REVIEW: September 2026

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

INTRODUCTION

North Cheshire Jewish Primary School provides a broad and balanced, curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set challenging targets and respond to children's diverse, individual learning needs.

Some children have particular learning requirements that could create barriers to their progress. These requirements can arise as a consequence of a child having special educational needs and disability (SEND). Teachers 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 curriculum and assessment activities. Teachers liaise with the SENDCo and external agencies to obtain support for children with SEND as necessary. We follow a 'graduated response' towards SEND.

Children may have SEND either throughout, or at any time during, their school career. Their needs are reviewed on an ongoing basis through teacher assessment.

AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the individual needs of each child;
- to ensure that the special educational needs of children are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children, as far as possible, to have full access to all elements of the school curriculum;
- to ensure that achievement targets are set and reviewed on a regular basis to facilitate progress.

EDUCATIONAL INCLUSION

Through appropriate curricular provision, we respect that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- developing children's understanding by planning and delivering high quality teaching for all children including the use of multisensory approaches and providing a range of experiences
- providing differentiated support for children who require help with communication, language and literacy;
- planning for children's full participation in learning and physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or anxiety, facilitating participation in learning.

ROLE OF THE SENDCO

In our school the Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Shepherd

The SENDCO:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special educational needs
- supports and advises colleagues
- maintains the school's SEND register
- contributes to and manages the records of all children with special educational needs
- monitors the school-based assessment and completes the documentation required by outside agencies and the Local Authority
- organises and manages review meetings for children with SEND
- acts as the link with parents
- acts as the link with external agencies
- acquires and maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body
- provides opportunities for pupils to comment on their views regarding support for pupils with SEND available in school
- completes referrals to external agencies
- applies for additional funding for pupils with complex additional needs

THE ROLE OF THE GOVERNING BODY

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEND. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate.

The Governing Body has decided that children with SEND 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 needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCO work in partnership to ensure that the needs of all SEND children are supported within the school's budget. Resources are allocated based on need at the beginning of each academic year and reviewed termly to check review progress and impact.

IDENTIFICATION

Early identification of SEND is vital. The class teacher informs the SENDCO and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess, monitor and review the child's progress in line with existing school practices and Stockport Criteria.

The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

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

At NCJPS we support the children's needs through a tiered approach: monitored (emerging needs), SEND Support (increasing need) and Education and Health Care Plan (significant and complex needs).

Through use of dialogue, assessment and professional multi-agency meetings, it might be decided that a child will need 'additional to' support to enable them to achieve their full potential. This means that the child will have access to adapted teaching, interventions and use of different resources to support learning. The child may also take part in sessions lead by external agencies. The categories outlined in the Code of Practise considered SEND are: Cognition and Learning; Sensory and/or Physical needs; Social, Emotional and Mental Health; and Communication and Interaction.

Processing for gathering evidence in preparation for Education and Health Care Plan.

Our Step-by-Step Process for Support (Graduated Response)

Step 1 – Assess

- Teachers and staff look carefully at your child's learning and wellbeing.
- We gather information about what is going well and what your child is finding difficult.

Step 2 – Plan

- We hold **termly, child-centred meetings** with you and, where appropriate, your child.
- Together we discuss:
 - your child's progress and attainment
 - classroom adaptations and reasonable adjustments
 - any extra support or interventions in place
- A **co-produced plan** is written with clear actions, responsibilities and time frames.

Step 3 – Do

- Staff put the agreed actions and support from the plan into place in the classroom and around school.
- Any existing advice from reports (e.g. Speech and Language, Occupational Therapy, Inclusion Service) is used to enhance your child's support, where appropriate.

Step 4 – Review

- After the agreed time, we review the plan with you and your child.
- We talk about:
 - what has worked well
 - what still needs to improve
 - what changes we need to make to the support
- The cycle then repeats: **Assess – Plan – Do – Review**.

Collecting Evidence

Throughout this process, the school **collects evidence**, which may include:

- progress data and intervention results
- internal assessments and observations
- reports from professionals (e.g. Speech and Language Therapist, Occupational Therapist, Inclusion Service, Social Care)
- pupil voice (your child's views)
- parent/carer voice (your views)
- attendance records

(This is not a full list, but examples of what might be used.)

Requesting an Education, Health and Care Needs Assessment (EHCNA)

Step 5 – Submitting to the Local Authority

- When enough evidence has been gathered, professionals may decide that an **Education, Health and Care Needs Assessment (EHCNA)** should be requested.
- This request is sent to the **Local Authority (LA)** where your child lives, following their procedures.

Step 6 – Local Authority Decision

- The Local Authority has **up to 6 weeks** from receiving the request to decide whether to:
 - **go ahead with an EHC Needs Assessment**, or
 - **decline the request** (they will explain why and what should happen next).
- If they **agree to assess**, they will ask for further information from you, the school, and other professionals involved with your child.

Step 7 – Education, Health and Care Plan (EHCP)

- If, after the assessment, the Local Authority decides an **EHCP is needed**, they will:
 - write a **draft Education, Health and Care Plan (EHCP)**
 - share the draft with you and the professionals involved
- Once everyone is happy with the contents and any changes are made, the EHCP is **finalised**.
- Once the plan has been finalised, meetings called Annual Reviews will be held annually to discuss the child's progress and provision, using this information to amend the plan accordingly.

The request for an EHCNA can be made by school or parents. Parents can utilise support from SENDIASS to support this process (please see school website for contact details).

ACCESS TO THE CURRICULUM

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

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that facilitates feelings of success and achievement and that children can achieve their potential
- To feel included within the curriculum

The school operates a system where by all children in the school can access Universal Support (please see Provision Pyramids to see our planned approaches). In some cases, children may need to access more targeted support such as group/ individual interventions but within the schools offer to all. To further support children we may offer a more bespoke provision plan to support specific needs (this would usually be in conjunction with a multi-agency approach). These strategies are utilised to support all children where thus providing an inclusive environment for all. We review our provision offer continually and ensure that we utilise staff training to offer a wider range of strategies and support to all.

Teaching staff use a range of strategies to meet children's needs. Lessons have clear learning objectives; work is adapted appropriately according to pupil needs, and assessment is used to inform planning for the next stage of learning.

Support Plans (Passport) feature significantly in the provision for children who received 'additional to' and are categorised at SEND Support. Passports support with breaking down areas of need into measurable outcomes, supporting pupils in achieving their potential. The Passports are completed in conjunction with school, child and parents/ carers and have a co-produced approach.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible children are taught within the classroom situation. However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom. This support may be given by a teacher, outside agency or trained teaching assistant.

Children with SEND enjoy the same opportunities for extra-curricular activities/clubs as those without SEND.

MONITORING AND EVALUATION

The Headteacher and Senior Leadership Team (including the SENDCO) monitors the progress of children within the SEND system in school. The SENDCO provides the Headteacher and governors with summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers in planning provision and with writing measurable outcome for children. The SENDCO and the Headteacher regularly review the work of the school in this area. The named governors with responsibility for special needs are also kept informed.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

COMPLAINTS PROCEDURE

Any complaints regarding the SEND Policy or the provision made for children with special educational needs and disability should be addressed in the first instance to the class teacher. If parents need further advice, the SENDCO and/or Headteacher will meet by appointment. If, however, parents are still concerned, they may contact the Governors responsible for SEND. Further advice can be gained from the Stockport Parent Partnership Service. The school can provide contact information for this service.

PARTNERSHIP WITH PARENTS

North Cheshire Jewish Primary aims to promote a culture of coproduction with parents, schools, LAs and external agencies through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and the SENDCO.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the child's needs and approaches to address them, using a Passport where appropriate.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Education and Healthcare Plans.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

Regular meetings with parents and relevant staff are held to share and review the progress of children with SEND. Parents are informed of any outside intervention, and share the process of decision-making and measurable target-setting. Parents are provided with clear information relating to the education of children with SEND.

STAFF DEVELOPMENT

- SENDCOs, teachers and teaching assistants will attend SEND courses which have a particular bearing on children they are supporting.
- SENDCO will lead staff training where necessary
- All school staff are given regular professional development opportunities during to develop confidence and skills in working with children with SEND. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, which promote Whole School approaches to SEND.
- ECT's will access specific training and induction programmes.

WORKING IN PARTNERSHIP WITH OTHER AGENCIES EXTERNAL SUPPORT SERVICES

The school has arrangements for securing access to external support services for pupils with SEND. This may include liaison with special schools and other specialist provision e.g. The Inclusion Service, Educational Psychologists and Child and Adolescent Mental Health Service. There is regular liaison and exchange of information between the SENDCO and these services.

For children with Education and Health Care plans, a multi-agency meeting is held annually to enable parents, teachers, outside agencies and the SENDCO to liaise and effectively plan support.

THE VOICE OF THE CHILD

In this school we encourage pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.
- Encouraging self-advocacy and independence.
- Circle Times/PSHE
- School Council
- Contributions to SEND reviews (in an age appropriate manner)

LINKS WITH OTHER SCHOOLS

- We will ensure that all transfers between schools are planned, monitored and supported to facilitate successful outcomes for children.
- We will consult the LA and governing bodies of other schools, when it is necessary or desirable in the interest of the co-ordinated special educational provision in the area.
- We will collaborate with all other support services and agencies involved with the child and parents and, where appropriate, make joint planning arrangements.

Referrals

The school SENDCO will make referrals into services in a timely manner. The time frame will be communicated within the initial meeting to discuss the referral. School ask that all referrals be followed up by both parents/ carers and school to ensure correct information has been submitted by both parties.

Private reports

Whilst we acknowledge that some families will conduct reports privately, it may not always be possible to fulfil all recommendations. We will endeavour to ensure we provide recommended strategies or similar and will hold professional discussions between families and school to ensure that the provision we can meet, is purposeful and appropriate for the child and our setting.

This policy will be reviewed and updated annually. The SENDCO will also report annually to the Governing Body concerning the effectiveness of the policy.