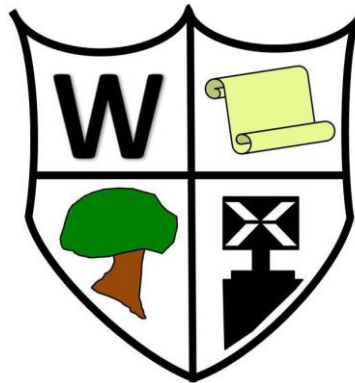
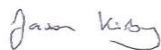





Woolton Primary School



Policy for Pupils with SEND 2022 – 2023

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| Written By | WPS |
| To be ratified by Governors | Wednesday 2 nd November 2022 |
| Date for Review | November 2023 |
| Signed (Governor) |  |
| Signed Headteacher |  |



Woolton Primary School Policy for Pupils with SEND

At **Woolton Primary School we** are committed to meeting the special educational needs of pupils and ensuring that they make consistently good progress.

Aims and Objectives of the Policy

- To identify pupils with SEND as early as possible and to make appropriate intervention
- To identify pupils of all ability who are underachieving and to act upon this;
- To support pupils to make optimum progress;
- To maintain appropriate records and to monitor pupil progress, ensuring all teachers, non-teaching staff and appropriate external agencies are involved in planning and meeting the learning needs of the pupil;
- To provide full access to the National Curriculum for all pupils;
- To encourage success and participation for all pupils, whatever their level of ability;
- To develop partnerships with parents in the education of their child and to involve parents and pupils in the review process;
- To continue to develop a whole school approach to meeting the needs of pupils.

Roles and Responsibilities

The SEND Team and the Headteacher will work closely with the SEND Governor and staff to ensure the effective day-to-day operation of the school's special educational needs policy. The SEND Team and Head teacher will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision for pupils with additional needs and for pupils with a Statement of special educational needs.

SEND Team

Miss O'Connor – Assistant Head for Safeguarding and Inclusion-FS and KS1 Senco

Mrs. J. Eagleton- KS2 Senco

SEND Governor – Mr A. Cocklin

The Governing Body

The Governing Body has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full Governing Body is kept informed of how the school is meeting the statutory requirements.



SEND Team

The SEND team is responsible for keeping a register of pupils with SEND and updating this termly ; supporting pupils with SEND in class; supporting teachers in assessing pupil progress, and writing Pupil Profiles; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into secondary school; liaising with the SEND Governor and preparing appropriate reports; supervising non-teaching staff.

School Staff

All teaching and non-teaching staffs are fully aware of the school's policy and procedures for making SEND provision, and monitoring and reviewing that provision in line with the guidance in the Code. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SEND TEAM to ensure that provision for SEN pupils is effective and appropriate records are maintained.

Admissions

Pupils with special educational needs will be admitted to Woolton Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs. If the school is alerted to the fact that a pupil may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled Pupils

Pupils with an Education, Health and Care Plan will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001. The school building enables full access to pupils with physical difficulties, including those in wheel chairs. Reference should be made to the school's Disability Equality Policy and Accessibility Plan.

Pupils with Other Needs

At WPS we consider what is NOT SEN but may impact on a child's progress and attainment and ensure that this is recognised and identified effectively, such as:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a child of Service Person
- Mental health needs within the family



Medical Needs

Pupils who have medical needs may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with the Health Service and the parents. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate, a Medical Information Card with the pupil's photograph, stating emergency procedures and contact details will be displayed in the classroom and office.

Looked After Children

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Personal Education Plan (PEP) written for them, in liaison with the Social Services.

These plans will be reviewed by Miss O'Connor (LAC teacher,) carer and social worker each term.

Identification, Assessment, Reviews

At WPS, we have adopted the graduated approach as outlined in the Code of Practice 2014-and follow the new Liverpool Graduated Approach Document-March 2021

ASSESS: In assessing a child the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded and assessments are reviewed every term.

PLAN: We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

DO: The SENCO supports the class teacher and support assistants in problem solving and advising on the effective implementation of support and further assessment. Teachers remain responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: Reviews are carried out termly. Some children have an EHC (Education, Health and Care Plan). These are reviewed by the local authority in partnership with



the school at least annually. These reviews are arranged at school and are part of the SENCO's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The SENCO will revise the support in the light of the pupil's progress and development and any changes to provision and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions and enable them to be involved in planning next steps. If children transfer to another setting, information is passed on and shared with parents and pupils.

Identification and Assessment

The school places significant emphasis on the early identification of pupils who experience difficulties accessing learning and general school life opportunities. This is achieved through continual use of formative and summative assessment of all pupils.

The SEND Team liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Baseline information, Foundation Stage Profiles, Early learning goals , SATS, PIVATS, formative/ summative assessments, Standardised Scores are all used to inform the school of pupils who may require early intervention strategies.

The class teacher discusses any concerns with the Senco from their school department. If further action is deemed necessary, the parents will be informed immediately.

SEN Concerns/EYFS Concerns

Despite appropriate education and differentiated learning experiences, taking into account the child's age and stage of development triggers for intervention through EYFS and SEN concerns could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment;



- Persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school.

SEND Support

Triggers for intervention at SEN SUPPORT, despite appropriate interventions identified within the graduated approach, could be:

- Little or no progress in specific areas over a substantial (e.g. 2 terms) period when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Continuing to work substantially below that expected for children or young people of a similar age within the framework or curriculum and in developing literacy and mathematic skills from Key Stage 1;
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning;
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service;
- Emotional or behavioural difficulties, which substantially and regularly interfere with the child's, own learning or that of the group despite an individual plan to manage behaviour safely.

Formal Assessment

For a very small minority of children with significant special educational needs there may be a need to consider an Education, Health and Care plan assessment. A child needing an EHC plan assessment would have clearly identified long term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a significant impact upon their ability to access the Early Years Foundation Stage / National Curriculum. Some children may have additional needs as a result of late onset or deteriorating conditions or following significant physical or sensory trauma / illness.

In these cases, the Senco Team member responsible for the appropriate school Key Stage will apply for a formal Education Health and Care needs assessment to the LA.

If the LA believes additional resourcing is required to fully support the pupil's needs, an EHC plan will be issued outlining the provision to be made.

Provision and Review Procedures

It is the responsibility of all class teachers to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SEND Team and integrated into the whole process. For all children with SEND, Pupil



profiles will be written in the first term and reviewed and monitored in February and May. Targets set on the Pupil profiles will be monitored regularly- by the teaching assistant and class teacher. New targets can be set earlier than the termly reviews(Feb and May) if achieved.

EYFS/SEN concerns The class teacher and Department Senco will liaise closely and make special arrangements in class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention. The class teacher and Department Senco will make more detailed arrangements for a programme of support, which will be written by the class teacher, with support from the Senco when required.

Pupils at School Support will be monitored monthly and formally reviewed 3 times per year.

Parents, the pupil, class teacher and TA will be invited, if appropriate. Progress will be discussed and new targets set. In all cases, evaluated Pupil Profiles and new targets will be shared with parents.

SEN SUPPORT

Provision should involve the expertise of external professionals and agencies who may be regarded as a Team Around the School. Any advice (written or verbal) will be included in the pupil's support programme. There may be some direct input and advice from a specialist teacher from within the LA or from other agencies such as the Educational Psychology Service, Speech and Language Therapy etc. The Pupil Profiles will be more detailed and include targets/strategies from other agencies if appropriate.

For pupils who require additional SEN support Pupil profiles will be monitored monthly and formally reviewed 3 times per year, including an annual review. Parents, the pupil, class teacher, TA and external agencies will be invited, if appropriate. In all cases, evaluated profiles and new targets will be shared with parents.

Education, Health and Care plans

For pupils with an EHC plan, provision will be made in accordance with their plan. Targets will be monitored regularly and formally reviewed during TAC Meetings (twice a year). Children in Early Years (under 5) will have 6 monthly reviews of their EHC Plans and KS1/2 children will have their plans reviewed annually.

Curriculum

With reasonable adjustments where appropriate, all pupils with SEND have a full entitlement to a broad and balanced curriculum as provided for all other pupils, including after school activities and educational visits. The school's main aim is to provide a variety of teaching and learning opportunities, differentiated planning opportunities, appropriate support and resources within the pupil's classroom.

In order to maximise their access and participation, some pupils may be taught in withdrawal groups or on a 1:1 basis for short periods of time.



Success Criteria

All staff will have the opportunity to be involved in discussions regarding future policy and provision; the progress of pupils on the stages of the register will be reviewed and parents invited to comment;

Governors will discuss progress and an annual report will be made available in the autumn term to all parents via the school website.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils are identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Complete and appropriate records exist and are maintained for all pupils and progress is monitored regularly;
- Support staff and appropriate external agencies are integrated into the school;
- Some pupils move to lower phases on the register, or off the register altogether as a result of intervention;
- Where formal assessment is undertaken, pupils receive an Education Health and Care Plan
- Pupils enjoy their schooling and are proud of their success;
- Parents express satisfaction with what is provided.

Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher/ SEND Team.

The SEND Team and Head teacher will keep fully up-to-date with special educational needs issues through attendance at training, as necessary. In addition, the SEND Team will develop their skills through attendance at termly SEND briefings and training discussions with outside specialists, as appropriate.

Teaching and support staff will be kept up-to-date informally by the Head teacher/SEND Team and formally at staff meetings, training sessions and briefings.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. Training for Teaching Assistants will be regularly updated by INSET training or relevant courses being booked for them by the Head teacher or SEND Team, in line with school priorities.

Outside Agencies

The school is involved with many external agencies, with the aim of providing comprehensive support for all pupils in school. All external colleagues are made to feel part of our school community and work closely with pupils, parents and staff. People who assist in our school include:

- Health – School nurse, Community Paediatrician, Occupational and Physio Therapists, Speech and Language Therapist,
- Agencies accessed through Consortium meetings (CAMHS/SENISS)



- Educational Psychologists (service level agreement)
- Educational Welfare Officer (EWO)
- Children's Services (Social Care)
- School Family Support Service (service level agreement)
- MHST (service level agreement)
- High Needs Funding team
- ADHD Foundation
- ASD and ADHD Pathways
- YPAS –Seedlings

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide, in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework', that an EHAT (Early Help Assessment Tool) is appropriate. If the school has taken relevant and purposeful action to identify, assess and meet the needs of a child and they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this, the school presents evidence of the action taken as part of SEN Support.

Parents

At WPS we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school and the particular knowledge that parents/carers have of their child.

There are also other systems to encourage communication such as parental and pupil questionnaires and drop in sessions. In creating the School's Local Offer, parental consultation was crucial and parent's views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the SENCO if they have any concerns regarding their child. Where a pupil is receiving SEN Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

In addition, regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential.

Parents/carers are encouraged to make a full and active contribution to their child's education.



Secondary transfer information is given to all pupils in Year 5 during the Summer term. Early in the Autumn term Year 6 parents and carers are invited to attend a meeting with teachers where they receive additional information about local Secondary schools.

Parents /carers of SEND pupils have the opportunity at the end of this meeting for a 1-1 discussion with their child's class teacher providing them with an opportunity to discuss their child's individual needs and the Secondary schools which would best meet those needs. Parents and carers are also encouraged to visit several schools' Open Evenings so that an informed decision is made.

SENDIASS (SEND information and Advice Support Service) **formerly known as Parent Partnership**) is a combined service for residents of Liverpool and Knowsley providing high quality services for children, young people, parents and carers.

<http://www.search3.openobjects.com/kb5/liverpool/fsd/service.page?id=bPa4bJNDWDo>

<http://www.wired.me.uk/Parent-Partnership.asp>

Support for SEND pupils during the COVID-19 Lockdown Period (March 20 - July 20)

During the school closure period owing to the COVID-19 pandemic, the following actions were undertaken by the SENDCO to ensure that all families were supported appropriately:

- Risk assessments carried out for all SEND and vulnerable pupils.
- All parents/carers of pupils with an EHCP contacted to ascertain whether additional resources, equipment or provision was required to support their child at home.
- Funding applied for, to ensure that ICT equipment was available to those pupils who required it.
 - Parents/carers contacted regularly via email, zoom, skype and telephone to ensure their needs met appropriately.
- All vulnerable families contacted regularly to ensure safe and secure provision for the children.
- Following conversations with families, referrals made to appropriate agencies.
- The SENDCO offered consistent support and advice throughout this period.



Links

Particular attention is given to ensure that at Woolton Primary School we are aware of any new pupils identified as having special educational needs so that appropriate arrangements can be made in advance of their admission.

When pupils with special educational needs transfer to Secondary or another primary school, their records will be passed on to the Senco at the new school.

Normally Year 6 children's SEND records are transferred to Secondary School Sencos during the annual transition event, arranged by the Local Authority.

Alternative arrangements were made Summer 2020 due to C19 pandemic-files were delivered to each Secondary setting by WPS SEN team.

Reviewing the effectiveness of this SEND Policy the Governing Body will report annually on the success of the policy and will consider the views of:

- Reports presented by SENCOs
- Parents/ carers
- Pupil Voice
- Outside Agencies

Complaints

If a parent of a pupil with special educational needs is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or the department Senco.

Every effort will be made to work with parents/carers collaboratively to ensure that the pupils' needs are met.

If further action is deemed necessary, reference should be made to the school's Complaints policy.

We aim to deal with any complaints at the earliest opportunity (within 20 working days at the latest).

Implemented - November 2020

Updated-Sept 2022

Review Date- February 2023