

**Stockton Wood Primary School SEND Policy
2017-2018**

'Laying the Foundations for Life'.



Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- The Children's and Families Act (2014)
- Special Educational Needs Code of Practice 2015
- Teachers' Standards 2012
- Teaching and Learning Policy
- Safeguarding Policy
- Race and Equal Opportunities
- Behaviour Policy
- Assessment, Recording and Reporting Policy
- Whole School Marking Policy
- Disability Policy Scheme and Access Plan
- School Prospectus
- The Rochford Review (2016)

1. Aims and Objectives

- To create an ethos and educational environment that is child centred, personalised and has the views and needs of the child at its heart along with their families/ carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the new Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of children in their class, including access to support from teaching assistants or specialist staff.
- To adopt a graduated approach to ensure that all children with special educational needs and/or disabilities are identified early, assessed and catered for within the mainstream setting.
- To set high expectations for all children to ensure the best possible progress.
- To work with a 'person centred' approach fostering and promoting effective collaboration with children, their families and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes with regards to their provision.

- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for children with special educational needs and/or disabilities.
- To enable full access for children with special educational needs to all aspects of the school curriculum and wider school life activities.
- To develop self-esteem and promote a positive self-image with a 'can-do' culture and a long term goal of independence and preparation for adulthood.
- To regularly review and evaluate the progress of children with special educational needs, ensuring parents/carers and children are fully involved throughout the process.

2. Name and contact details for the SENCO

The SENCo at Stockton Wood School is Miss Alison Jones, who was accredited the National Award for SENCO in September 2014.

The SENCo can be contacted directly at the school on 0151-486-2471 or via email : a.jones@stocktonwood.liverpool.sch.uk.

3. The role of the SENCo

The main responsibilities listed in this policy fall within the role of the Special Educational Needs Co-ordinator. The SENCo role is outlined as follows:

- Having responsibility for, and overseeing the day-to-day operation of the SEND policy ensuring the policy is updated annually.
- Updating the school's SEND information report in line with statutory guidelines.
- Supporting the Head teacher, Senior Management Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND, drawing up further priorities and actions in the School Development Plan.
- Advising on a graduated response to the assessment and provision of SEND with a clear focus on early identification (Assess, Plan, Do and Review).
- Co-ordination of specific provision made to support individual children with SEND, including those who have Education and Health Care Plans.
- Advising and supporting all practitioners in the setting to understand their responsibilities to children with SEND, identifying and meeting their individual needs.
- Liaising with parents / carers of pupils with SEND.
- Ensuring close partnership with parents using their insights to inform action taken by the setting.
- Liaising with professionals or agencies beyond the setting, including health.
- Ensuring a smooth transition across key stages and phases.
- Co-ordinating and monitoring the impact of the setting's provision and intervention in collaboration with the school's Pupil Premium SAM.

- Liaising with Early Years providers, other schools, educational psychologists, speech and language therapists and health and social care professionals.
- Ensuring that the school keeps SEND records of children up to date.
- To ensure resources and support are allocated to children who require additional provision.
- Reviewing pupil progress and tracking assessments.
- Work closely with the school's Assessment Coordinator and Senior Management Team to interrogate school tracking data, RAISE online data and FFT.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not in line with age related expectations.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching.
- To follow Liverpool's Local Authority operational guidance to apply for High Needs 'Top-Up' funding for children with SEND whose education and/or behavioural provision is significantly 'additional to' or 'different from' the differentiated curriculum made generally for children with special, educational needs.

4. The role of the SEN Governor

While the full governing body remains responsible for SEND, the SEND Governor supports and promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the governing body.
- being familiar with key legislation and policy.
- fostering communication between parents/carers of children with SEND and the school.
- meeting regularly with the SENCo.
- ensuring they have an understanding of the role of the SENCO and how pupils are supported.
developing an awareness of the types of SEN present within the school cohort.
- reporting regularly to the Governing Body.
- understanding how funding received for SEN is allocated by the school.
- attending training in relation to SEND.
- reviewing and monitoring the effectiveness of the SEND Policy.

The SEND Governor at Stockton Wood School is Sue Roberts. She can be contacted via the Head teacher or Chair of Governors.

The Governing Body will report annually on the success of the policy under the statements listed in the 'Aims and Objectives' section of this policy.

5. Arrangements for the co-ordination of SEND provision

Stockton Wood has a collective responsibility and collaborative approach to identify children with SEND. The main methods of provision made by the school and co-ordinated by the SENCo are:

- Differentiated quality first teaching for all children in the school including those with SEND.
- Provision mapping of intervention and support to ensure that all children experience success.
- A graduated approach to remove barriers to learning with effective special educational provision, resources or specialist equipment.
- Full time education in classes, with additional support planned by the class teacher, including access to a teaching assistant if required.
- Tailored intervention that is regularly evaluated for impact and progress monitored.
- Support from specialists professionals (Support Plus) within class or as part of an agreed and monitored withdrawal programme.

The school's procedures for SEND support takes the form of a graduated approach ensuring decisions and actions are revisited, refined and revised. This **Assess, Plan, Do** and **Review** cycle supports children to make good progress and secure outcomes.

6. Identification of pupils with SEN

The school's arrangements for assessing and identifying children as having special educational needs also forms a part of our published **Local Offer** with due regard to promoting disability equality.

The four broad areas identified within the SEN Code of Practice (2015) are:

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

These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision.

Stockton Wood recognises the definition of SEND as stated in the Code of Practice (2015):

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision 'different from' or 'additional to' that is normally available to pupils of the same age". (p.83)

- When identifying children with special educational needs, the school will consider the needs of the whole child and not just the special educational needs of the child.
- Early identification of pupils with special educational needs is a crucial factor in overcoming barriers to learning.
- The school will not assume that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case. This information can be shared by parents / carers.

At Stockton Wood School we use a number of indicators to identify pupil's special education needs. Such as:

- Close analysis of data including: EYFS, Speech and Language assessment tools (BVPS, RAPT, 100 words checklist), SATs, standardised scores and scale scores, CATS analysis, Sandwell numeracy assessments, Salford reading ages, Vernon spelling ages, half-termly pupil assessments using National Curriculum key learning criteria / objectives, PIVAT Milestones, miscue analysis and assessment tools used by outreach providers.
- Consulting the Liverpool South 1 Consortia 'Step Assessment Tools' for literacy and behaviour, alongside a 'Desirable Behaviour Checklist.'
- Individual Education Plan diary sheet.
- Teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual progress over time.
- Liaison with feeder schools on transfer.
- Information from previous settings / schools.
- Information from other services, including Outreach professionals.
- Close liaison at the outset with EYFS staff, SENCo and parents.

This assists SENCO and class teachers to:

- identify SEN and adapt teaching in response to the diverse needs of children.
- support the child within the inclusive classroom environment.
- continually assess children to identify strengths, additional barriers to learning and targets.
- provide regular feedback about the child's achievements and experiences to form the basis of planning next steps.
- inform ongoing observation and assessment of each child.
- involve parents/carers in supporting their child at school and at home.

Additional barriers to learning, which are not SEN, but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC (Looked After Child)

- EAL (English as an Additional Language)

With regards to EAL children being identified as having special educational needs, the school will consult with parents to ascertain whether the pupil is developing in their home language in line with peers and siblings. School can then seek support from EMTAS to provide assessment additional support, resources and/or interpreters.

7. Assessment and review of pupils with SEND

Assess

- The school will carry out an analysis of the child's needs, using teacher assessments and observations, experiences of the child, their previous progress and attainment across the curriculum.
- Baseline assessments are completed using the school's procedures for assessing the four areas of need as identified in the Code of Practice (2015).
- The child's own views are sought in respect of personalised provision.
- The school works in partnership with outside agencies who are conducting assessments to seek guidance.
- Any concerns by parents are actively listened to and recorded.
- Assessments are reviewed every half term and analysed by the Senior Management Team and Standards and Achievement Managers.

Plan

- The school will formally notify parents if their child is being provided with SEN support.
- The class teacher and SENCo agree in consultation intervention and/or provision which will have the greatest impact on progress to achieve planned outcomes.
- An Individual Education Plan is written, including specific and measureable next steps for the child's learning and/or behaviour.
- A review date will be agreed and set inviting parents / carers to attend, including any annual reviews.

Do

- The school SENCo supports the class teacher with planning provision and intervention to ensure outcomes will impact on learning and attainment.
- The class teacher remains responsible for working with the child and takes responsibility for the planning of group or one-to-one teaching additional to the core curriculum.
- Teachers work collaboratively with teaching assistants to plan and assess the impact of interventions and how basic skills can be applied within the classroom.

- PIVAT Milestones are used to assess the progress of children working at 'Support Plus.' These children will be working 'at significant risk of delay' approximately two years below their chronological age.
- SENCo, Foundation Stage Manager and Nursery Nurse may carry out speech and language assessments to identify communication and language needs, some of which will lead to a referral to the Speech and Language Team.

Review

- Individual Education Plans are reviewed termly with class teacher, SENCo, Head teacher, individual child and parent.
- Targets, outcomes and next steps are agreed and revised in light of the child's progress and development. The change of outcomes will be made in consultation with the parent and child.
- The school provides clear information to parents about the impact and support of interventions provided, enabling them to be involved in planning next steps.
- On transition to another setting information will be shared with the relevant professionals, including the handover of documents relating to the child and/or family.
- Education Health and Care Plans are reviewed by the Local Authority in partnership with the school at least annually.

8. Specialist SEND provision

Stockton Wood has a whole school approach with special educational needs and/ or disability. All teaching staff are teachers of children with special educational needs, receiving specialist guidance from the Head teacher, SENCo, the Governing Body, Health and Outreach professionals.

The SEND List is a fluid document that is regularly updated and therefore the numbers of children on the list will be subject to change.

The SEND List has children identified as working as:

- 'SEN Support' which includes school based intervention programmes, support and provision. Or,
- 'SEN Support Plus' which includes High Needs 'Top-Up' funding , multi-agency support EHAT, Consortia Outreach, Looked After Children, SEN diagnosis, Health and Speech and Language Therapy.

Monitoring

- Children who are not on the SEND List or are vulnerable learners, will have their progress and attainment monitored. These children may undertake intervention or receive additional support and/or provision using school resources.

- Ongoing discussions with class teachers and SENCo will take place to evaluate the outcomes of monitored children.
- Parents/ carers are informed if their child's progress and development is being monitored.
- A child can either be removed from monitoring on account of expected or accelerated progress, or escalated to SEN Support if school continue to have concerns around progress, achievement or social and emotional wellbeing.

SEN Support

- These are the children who are **not making progress in line** with age related expectations despite targeted interventions / adjustments and good quality personalised teaching.
- This requires the initial use of classroom and school resources before bringing specialist expertise (if deemed necessary in the future).
- Class teachers and the SENCo will work closely with parents / carers and children to produce an Individual Education Plan (I.E.P), outlining specific, measurable targets, interventions and resources to meet them. The child's progress will be carefully monitored and targets are reviewed termly.
- Where interventions have not made the expected impact over the time frame allocated, alternative support and/or provision may be sought with individual targets and outcomes modified.

Support Plus

- The progress of these children will **continue** to cause concern as they remain working **significantly below age related expectations**. The school may request support and advice from external agencies, accessed via the Liverpool South 1 Consortia.
- Parents will always be informed and involved in the decision to access specialist support and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).

Stockton Wood School accesses support from the following providers/agencies/professionals:

- Abbot's Lea Outreach (Sensory, Social, Communication & Interaction)
- Hope Special School (Social, Emotional & Mental Health)
- Childwall Abbey School (Cognition and Learning)
- Liverpool Educational Psychology Service
- Child & Adolescent Mental Health Service (CAMHS)
- Young Person's Advisory Service (YPAS)
- ADDvanced Solutions
- Special Educational Needs Integrated Support Service (SENISS)
- Speech & Language Therapy
- Occupational Therapy
- Early Intervention Team

- The School Family Support Service
- EMTAS
- A Quiet Place (Therapeutic & Emotional Intelligence)
- Springwood Heath Outreach (Sensory & Physical)

High Needs Top-Up Funding

Liverpool City Council define **High Needs** as those children whose development/learning and or behaviour needs are:

"Significantly 'additional to' or 'different from' the differentiated curriculum and educational provision made generally for children or young people of their age in mainstream schools."

At Stockton Wood we appreciate that there may be some cases where children need **highly individualised** interventions and **personalised provision** in order access their mainstream or differentiated curriculum.

When school has **exhausted** their provision/ support /resources/ intervention they will make an application for 'top-up' funding from the 'High Needs Funding Panel.' A request for high needs funding will be made prior to the request for a statutory assessment of a child's education, health and care needs. This is to adhere to the school's graduated approach to meeting the diverse needs of all children.

- An application for high needs funding is to address underlying; learning, social and emotional, behaviour, sensory, physical and/or communication and interaction needs.
- Stockton Wood will consult Liverpool City Council's **operational guidance** and **level descriptors** to make applications which are appropriate of the school's notional SEN budget.
- The SENCo, Head teacher and SEND Governor will create a detailed costed provision map to evidence additional support/provision/intervention given to the child over time and corresponding outcomes.
- The SENCo, Head teacher and SEND Governor may document an action plan (which might be part of an Education, Health and Care Plan) which outlines how high needs funding would enable specific, measurable and achievable outcomes for the child.
- Children with an Education Health and Care Plan who are accessing high needs funding will have their needs considered against Liverpool's '**Banding Criteria**'.

Education and Health Care Plan

In some cases where expected progress has not been made, and the child demonstrates a **significant cause for concern**, the school, in partnership with parents, will consider requesting an Education, Health and Care needs assessment. In applying for this, the school presents evidence of the action taken as part of their SEND Support in line with the graduated approach.

Some children may require **multi-agency involvement**. School will consult the Liverpool's 'Responding to Need Guidance and levels of Need Framework' to decide whether an Early Help Assessment Tool (EHAT) is appropriate.

Further information is detailed in the School's published Local Offer. The local offer can be accessed on the school's website and through the Liverpool Family Services directory.

9. Curriculum and Learning Environment

The school's 'Teaching and Learning' Policy promotes best practice towards children with SEND helping to remove barriers to learning, raise self-esteem and develop confidence. Examples include:

- Equal access to a broad and balanced curriculum.
- Differentiated activities, resources and outcomes.
- Learning objectives and success criteria are shared, clearly displayed and differentiated appropriately. Lesson outcomes are then assessed to inform the next stage of learning.
- Individual Education Plans feature significantly in the SEN provision provided by the school. They contain SMART targets to ensure that all children experience success.
- Relevant information is shared with parents/carers of children on the SEND List.
- 'A Guide to Parents' leaflet outlining the school's graduated response to SEND, creative curriculum parent information leaflets, a school website and newsletters keep families up to date with school policies, events and access to interactive resources to support their learning.

10. Inclusion and facilities for vulnerable children and those with SEND

The school increases the inclusion and access for disabled children by:

- Ramps to all entrances and exits.
- Disabled toilets in all areas of the school.
- Encouraging participation in after-school clubs, extra-curricular activities and school visits and/or residential.
- Purchased physical aids to access the curriculum (as appropriate).
- Fostering positive relationships and promote equality of opportunity so that barriers to learning are removed.
- Ensuring written information is on the school website and also through newsletters, timetables and parent information leaflets.

Relevant information is shared with parents/carers of children receiving SEND support or with an EHC Plan. They receive regular details about the agencies/ outreach

professionals involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

11. Allocation of resources for vulnerable pupils and those with SEND

The Governing Body oversees the expenditure to ensure resources are directed to support SEND provision as outlined throughout this policy.

The school allocates SEND funding in the following ways:

- Teaching assistants to support in class, small group intervention or individual children (as needed).
- Training for all teachers and teaching assistants so that they have acute awareness and meet the needs of all children more effectively.
- Specialist books and equipment.
- In class and withdrawal support from the SENCo, SEN teacher or specialist professionals from outside agencies accessed via the Liverpool South 1 Consortia.

12. Emotional, Mental and Social Development of SEN pupils

Stockton Wood recognises that some children may experience a wide range of social and emotional difficulties. These may include:

- Becoming withdrawn or isolated.
- Displaying challenging, disruptive or disturbing behaviour.
- Attention Deficit Disorder (ADD).
- Attention Deficit Hyperactive Disorder (ADHD).
- Attachment Disorder (AD).
- Autistic Spectrum Disorder (ASD).
- Demand Avoidance (PDA).

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

The school provides support for pupil's emotional, mental and social development using:

- A Quiet Place
- Sanctuary Space
- Ready Steady Learn
- Breakfast Club
- Social, Emotional Aspects of Learning (SEAL) curriculum.

- PSHE Curriculum
- Drugs and Sexual Health Policy
- Learning Mentor
- School Council and Peer mentors
- 'Passports for Learning' - a personalised approach to meeting the needs of children.
- Referrals made to Outreach therapeutic programmes, such as ADDvanced Solutions, CAMHS, YPAS and Exploring Futures (Mindfulness).

13. SEND Funding

The SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for children. It can for example, be aligned with other funding, such as pupil premium to optimise impact.

The Governing Body oversees this expenditure and ensures resources are directed to support SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways

- Interventions for targeted support.
- Teaching assistants.
- Staff training to support professional development.
- Specialist equipment.
- In class and withdrawal support from the SEN teacher or support staff.
- A Quiet Place
- Behaviour and motivation coach
- Learning Mentor
- Reading Recover teacher.
- Every Child a Counter teacher.

14. Working in partnership with parents/carers

At Stockton Wood we recognise that the impact of SEN support can be strengthened by **increasing parental engagement** to encourage children to achieve their full potential. Therefore, the school keeps parents/carers fully informed and involved in all stages of the school's graduated approach to meeting the needs of SEND children.

Parents/carers are encouraged to make an active contribution to their child's education by:

- attending regular, scheduled meetings throughout the academic year to share progress and attainment outcomes.
- sharing views through parent meetings, coffee mornings and questionnaires.
- being welcomed to an open door policy.

- actively involved in the SEN support process, setting clear outcomes and reviewing progress towards them.
- attending our school's 'Parent Group' organised by the school's Parent Governors, including workshops delivered by specialist professionals (e.g. First Aid), Outreach (e.g. Abott's Lea) and parents within the local community.
- attending annual review meetings and multi-agency meetings (EHAT).

The school's website and Local Offer also details Stockton Wood's graduated approach to meeting the needs of children with SEND. Parents/carers may wish to download a copy of this policy from the school's website or request a copy from the school directly.

15. Complaints procedure for parents/carers

Any complaints should first be raised with the SENCo, then if necessary with the Head teacher and finally if unresolved with the SEN Governor.

Managing parental complaints related to SEND:

- All SEND complaints must follow the school's formal complaints procedure.
- The SEN Governor is consulted.
- External advice may be sought.
- Key legislation regarding the matter is identified.
- Communication with the parents/carers is maintained throughout the process.
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership.
- Key issues are identified including where there is agreement.
- Discussions will take place with the SENCo.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining which targets the child has achieved.
- I.E.Ps are reviewed examining what progress the pupil has made.
- Any behaviour logs, including strategies are shared with parents/carers.

16. CPD and training of staff

- Stockton Wood Primary School is an active member of the Liverpool South (1) Consortia that shares best practice and expertise within its members.
- Training can be accessed via the consortium with the support and involvement of the services within the locality.
- School training is linked to school development plan needs. Specific training can be provided for the SENCo and whole school.
- The SENCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with children with SEND.
- The SENCo attends Local Authority Briefings and an annual SENCO Transition Forum (KS2) in June to discuss the transition of children with SEND and / or vulnerable learners so that a transition plan can be put in place.
- SENCo regularly accesses Ednet to identify training opportunities for the school or specific teaching staff.

17. Reviewing the effectiveness of this SEND Policy

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCo and Link SEN Governor.
- Outcomes of regular monitoring activities as planned within the School Development Plan.
- External moderation via the SEND Consortium and Outreach Services
- Parents/carers.
- Children / Pupil voice.
- Reports and specialist assessments from outside agencies.

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each child's success in meeting agreed outcomes.
- Use of standardised tests including reading, spelling and numeracy ages.
- An analysis of external tests including SATS, scale and standardised scores.
- Close termly monitoring of children's individual targets and outcomes.
- The school's tracking systems and teacher assessments.
- Evidence generated from I.E.P. reviews or annual review meetings.
- Evidence generated from the outcomes of EHC Plans and EHATs.
- Feedback from monitoring.
- Raise online.
- Evaluation of successful outcomes using Senior Leadership, Standards and Achievement Managers or Co-ordinator monitoring.
- Reports provided by outside agencies or professionals, including Ofsted.

This policy will be reviewed November 2018