



Policy: SEND

Headteacher: Mrs E Bailey

SENDCo : Mrs T McCann

Chair of Governors : Louise Wood

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REVISION HISTORY

Revision history		
Revision	Date	Changes
1	Autumn 2014	New SEND Policy written & agreed to reflect the new Code of Practice
2	September 2015	Small amendments made to update content and cross references to safeguarding policies added
3	September 2018	Small amendments made to update content
4	September 2019	Small amendments made to clarify
5	September 2020	Amendments made to cover COVID-19, to change of SENDO details and email contact
6	September 2021	Small amendments made to update content
7	September 2022	Small amendments to update content, add in role and responsibilities and add flow chart as an appendix
8	September 2023	Small amendments made to update content

Please refer to national statutory guidance Keeping Children Safe in Education, DfE and Working together to safeguard children, DfE For Wirral policies, procedures and guidance go to: <https://www.wirral.gov.uk/schools-and-learning/special-educational-needs-and-disability>

Please refer to the following school policies for related information and guidance: Behaviour Statement, Volunteer Policy, Safer Recruitment Policy, Safeguarding and Child Protection Policy, Behaviour Policy, Anti-bullying Policy, Health & Safety Policy, First Aid Policy, Intimate Care Policy, First Aid Policy, RHSE Policy, E-safety Policy, Acceptable Use of ICT including Social Media Policy, Whistleblowing Policy, WLSCB Prevent Policy

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definition:

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age
- b) A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

NB: Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Role and responsibilities

The SENDCO

The SENDCO at West Kirby Primary School is Tracey McCann

SENDCO@westkirbyprimaryschool.co.uk

0151 625 5561

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

At West Kirby Primary School we have two SEN governors; Chris Gill and Paul Malone.

The SEN governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

Aims of Provision for SEND at West Kirby Primary School

We believe that all children should be equally valued and we strive to eliminate prejudice and discrimination. We aim to create an inclusive environment where everyone can feel safe, flourish and access all areas of learning; including those with special needs in communication and interaction, cognition and learning, those with social, emotional and mental health needs and sensory or physical difficulties.

At West Kirby Primary School we aim systematically to identify, assess, provide for and review the needs of pupils who have Special Educational Needs by adhering to the model set out in the DFE Code of Practice.

Objectives:

- To promote an early identification of children with Special Educational Needs
- To ensure children with Special Educational Needs are encouraged to fulfil their true potential, to develop self-esteem and to have full access to all elements of the school curriculum
- To foster good relations and co-operation between parents, school and support services and to share expertise where appropriate
- To ensure that parents are fully involved and well informed at each stage including the planning and reviewing of outcomes
- To involve, where possible, the child fully at every stage
- To implement current Government recommendations.
- To adhere to the graduated provision and EHCP arrangements as defined in the Code of Practice.
- To maintain a register of Special Educational Needs pupils and to review our SEND provision termly.
- To maintain a whole school approach to planning, showing differentiation, assessment and record keeping.
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To ensure that staff have the relevant, up to date training in Special Educational Needs
- To liaise with the special needs governor to discuss the provision for Special Educational Needs
- To keep the governors informed of SEND provision in the school

Identifying pupil with SEN and assessing their needs:

The school's system of regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at the expected rate for their ability and may have additional needs. A child may be identified as having SEN if, despite receiving differentiated learning opportunities and quality first teaching, they make little or no progress or they exhibit concerning social, emotional or mental health needs despite tailored pastoral support. Needs may fall into one or more of the following categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health needs
- sensory and physical difficulties

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed

Based on the school's observations and rigorous tracking of pupil progress and termly monitoring, combined with discussion between the class teacher, SENDCo, parents, child and any relevant outside agencies, a plan will be drawn up to address the child's needs. The impact of interventions and support will be monitored on a termly basis using an assess, plan, do, review cycle, involving the child and parents in this process.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support (see letter in appendix).

Graduated Approach to SEN Support

- High quality teaching, differentiated for individual pupils and targeted at their area of weakness, is the first step in responding to pupils who have or may have SEN.
- When a child is identified as having additional needs, the class teacher meets with the parents to discuss possible reasons for the child's difficulties and to agree strategies for supporting the child in school and at home. A profile is drawn up following discussions between the teacher, parents and child outlining how best to support the child in the classroom. This profile is shared with all adults working with the child. The class teacher remains responsible for working with the child and for planning, delivering/ overseeing and reviewing the agreed interventions including any support from Teaching Assistants. Support needs are reviewed and discussed termly at parents meetings
- If, despite this intervention, the child continues to make less than expected progress or, if additional assessments suggest a higher level of need, parents will be invited to become involved

in drawing up an Additional Support Plan. This will involve identifying the short and long term aspirations of the parents and child, translating these into agreed desired outcomes and outlining the provision that needs to be put in place to achieve these outcomes. Progress towards these outcomes will be reviewed termly at a meeting involving school staff, parents and the child where appropriate. The SENDCo, in collaboration with any outside agencies involved, will take the lead in any further assessments and will maintain an overview of provision working closely with the class teacher, parents and any outside agencies to monitor the support plan using the assess, plan, do, review cycle.

- Arrangements for children with complex SEN who are statemented or have an EHCP are as outlined in the Local Authority Offer and the DFE Code of Practice Chapter 9

Foundation Stage:

Special Educational Needs in the Foundation Stage follows the same pattern as in Key Stages One and Two. All children in Foundation Stage are monitored closely and assessed using the Early Years Outcomes Guidance and progress reviews are carried out termly. Where a child appears to be behind expected levels, or where a child's progress gives cause for concern this will be shared with the SENDCo and parents and advice sought from external agencies where appropriate.

The trigger for early years action is concern that a child may have difficulty in one of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health needs
- sensory and physical difficulties

Monitoring and Evaluation of the process as a whole:

The SENDCo monitors the movement of children within the SEN system in school and discusses progress regularly with the Assessment Coordinator, Headteacher and class teachers.

The SENDCo supports teachers with the drawing up of appropriate interventions for children.

The SENDCo monitors and evaluates the overall effectiveness of the interventions in place to support children with SEN

External services

School works closely with the following professionals to support the needs of our children:

- School Nurse
- Doctors
- Autism, Social and communication Team (ASC)
- Speech and Language Therapy Services
- Occupational and Physiotherapy Services
- Child and Adult Mental health Service (CAMHS)
- Educational Psychologist
- SEN Area Officer
- Special Educational Needs Assessment and Advice Team (SENAAT)

Supporting Transition:

We work closely with local preschool settings to ensure that transition into West Kirby Primary school is successful for our children entering Foundation Stage. Staff attend transition meetings for children already identified as having SEN to share information and agree strategies to ensure that children are happy and able to learn and thrive at our school.

School begins to look at secondary school choices in Year 5 to ensure that parents and children have time to prepare for transition. West Kirby Primary works closely with the secondary schools to ensure that they have all the information they need in order for our pupils to make a successful transition to Key Stage 3. Additional transition arrangements are made where appropriate to ensure that both parents and children feel prepared for the transfer into secondary school.

Specialist equipment and facilities:

We are an inclusive school and are committed to ensure equal opportunities for all. We encourage all children to participate fully in school life including clubs and other extra-curricular activities. We aim to ensure that children with additional needs have the resources and equipment that they need to fully access the curriculum and seek advice and resources from external agencies if required.

Expertise and Training of Staff:

All teaching staff are trained to deliver quality first teaching to all pupils including those with SEND. Staff differentiate to suit the learning needs of all pupils whilst remaining inclusive to all.

Teaching assistants are well trained to support all groups of pupils and in particular those with additional learning needs. A number of teaching assistants are trained to deliver multi-sensory English and maths interventions.

A trained librarian is employed by the school to encourage active reading and support individuals and groups who find reading challenging.

Staff have regular SEN update training through staff meetings and INSET days.

The SENDCo attends local SENDCo cluster meetings and training regularly to keep abreast of changes to SEND provision and to share examples of good practice. The SENDCo holds the National Award for Special Educational Needs Co-ordination.

Governing body involvement:

The Governor with special responsibility for SEND liaises with the SENDCo termly to monitor provision. The Governing Body reviews this policy every two years or earlier if legislation or a review by the SEND team deems this necessary.

Success Criteria:

Children with Special Educational Needs are thriving in school have good self-esteem, and are well integrated into their peer groups.

Assessment shows that children with Special Educational Needs are making good progress.

All staff are involved in planning and providing children with a curriculum which meets diverse individual needs.

Regular monitoring and reviews of individual needs are clear and records are up to date.

Good home/school communication is established and maintained.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their objectives each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO
- Using Target Tracker to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips and educational visits

All pupils are encouraged to take part in sports day/school assemblies and productions/educational workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability

Complaints Procedure:

If a parent or guardian has a grievance or complaint, they should in the first instance contact the child's class teacher. If there is still cause for concern the complaint or grievance should be referred to the SENDCo. See School Complaints Policy for further information.

The Local Authority Offer

Our local authority's local offer is published here: <https://localofferwirral.org/>

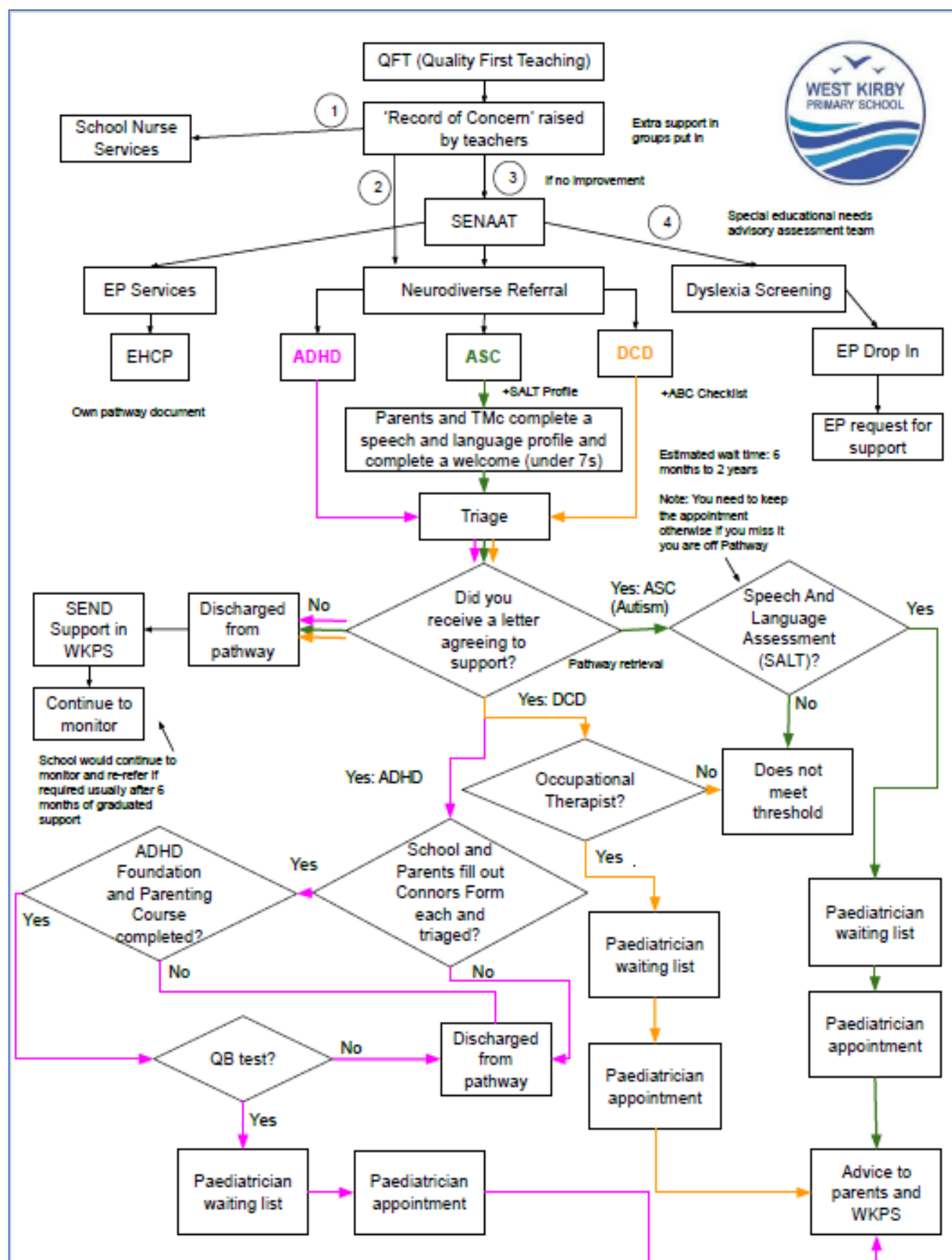
For Further Information:

- The SENDCo, Tracey McCann, can be contacted by phone: 0151 625 5561 or by e mail: SENDCO@westkirbyprimaryschool.co.uk
- To view the Local Authority Offer visit www.localofferwirral.org
- For contact details of external professionals please contact the school SENDCo
- For independent advice on SEND issues please contact WIRED (Wirral SEND partnership)
Tel: 0844 880 1500 e mail: contact@wired.me.uk

Appendix

1. Referral process flow chart
2. Glossary of acronyms and abbreviations
3. One Page Profile
4. School support plan
5. On SEND register letter to parents

1. Referral process



Glossary of SEND Acronyms and abbreviations.

ADD	attention deficit disorder	MARAG	multi agency referral action group
ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
AS	Asperger syndrome	ODD	oppositional defiant disorder
ASC	autistic spectrum condition	OT	occupational therapist
ASD	autistic spectrum disorder	PDA	pathological demand avoidance
BESD	behavioural, emotional and social difficulties	PEP	personal education plan (for looked after children)
CAF	common assessment framework	PLP	Personal learning plan
CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
CIN	Child in Need	PP	pupil premium
CoP	Code of Practice	PSHE	personal, social and health education
CP	child protection	RAD	reactive attachment disorder
CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
DDA	Disability discrimination act	SALT	speech and language therapy
EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
EHCP	education health care plan	SEAL	social and emotional aspects of learning
EP	educational psychologist	SEND	special educational needs and disabilities
EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
EWO	educational welfare officer	SLCN	speech, language and communication needs
FAS	Fetal Alcohol syndrome	SLD	severe learning difficulty
FASD	Fetal alcohol spectrum disorders	SLT	school leadership team
FSM	free school meals	SM	selective mutism (formerly known as elective mutism)
GLD	Global learning delay	SpLD	specific learning difficulty
HI	hearing impaired	SPDs	sensory processing disorders
HLTA	higher level teaching assistant	START	Statutory Assessment Resources Team
IEP	individual education plan (at Thorndown we use PLP)	TA	Teaching assistant / teacher assessment
IRP	independent review panel	TAC	team around the child
LAC	looked after children	TAF	team around the family (when CAF is about whole family)
LARM	locality allocation and review meeting	TFF	Together for Families
LDD	learning difficulties and disabilities	VI	visually impaired
LO	local offer		
LSCB	local safeguarding children board		



My One Page Profile

Welcoming Kind Polite Successful

Name

What people admire about me...



How best to support me...



Things that make me happy...



I might feel worried when...



Support Plan 2022/2023

Welcoming Kind Polite Successful



Area/s of support (please highlight)		Reading		Writing		Maths		Other: e.g SEMH SALT	
Name		DOB		Year Group				Reading	Writing
Hoped for Outcomes by the end of EYFS/KS1/LKS2/UKS2 (delete): Reading - Writing – Maths- SEMH:						Sum 2 2022			
						Aut 2 2022			
						Spr 2 2023			
						Sum 2 2023			
						Other assessments if relevant			
						Sum 2 2022	e.g phonics Sandwell, IDL		
						Aut 2 2022			
						Spr 2 2023			
						Sum 2 2023			
						Autumn Steps towards outcomes and provision		Spring Steps towards outcomes and provision	
<u>Reading</u> Provision:		<u>Reading</u> Provision:				<u>Reading</u> Provision:			
<u>Writing</u> Provision:		<u>Writing</u> Provision:				<u>Writing</u> Provision:			
<u>Maths</u> Provision:		<u>Maths</u> Provision:				<u>Maths</u> Provision:			
<u>SALT</u> Provision:		<u>SALT</u> Provision:				<u>SALT</u> Provision:			

How to support at home:		
Progress measure and outcomes	Progress measure and outcomes	Progress measure and outcomes
<u>Reading</u>	<u>Reading</u>	<u>Reading</u>
<u>Writing</u>	<u>Writing</u>	<u>Writing</u>
<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
<u>SALT</u>	<u>SALT</u>	<u>SALT</u>
Parents comments on review:		
Changes for Spring term following review	Changes for Summer term following review	Changes for Autumn term following review



Dear [Parent/Carer],

I am writing to let you know that your child, **Name**, has been added to the Special Educational Needs and Disabilities (SEND) register at our school. This means that we have identified that your child may have some additional needs that require extra support to help them reach their full potential.

In order to ensure that your child receives the appropriate support, we use a system of four categories of need to help us identify their needs and plan appropriate interventions. These categories are:

Communication and Interaction: This category includes students who may have difficulty communicating or interacting with others, such as those with speech and language difficulties, autism, or social communication difficulties.

Example of intervention: Speech and language therapy, social skills groups, visual aids, communication devices.

Cognition and Learning: This category includes students who may have difficulties with learning, such as those with dyslexia, dyscalculia, or general learning difficulties.

Example of intervention: One-to-one support, small group interventions, differentiated instruction, assistive technology.

Social, Emotional and Mental Health: This category includes students who may have emotional or mental health difficulties that impact their behaviour or ability to learn, such as anxiety, depression, or challenging behaviour or be on the pathway for or have a diagnosis of ADHD/ADD.

Example of intervention: Counselling, behaviour plans, mindfulness activities, social and emotional skills groups.

Sensory and/or Physical Needs: This category includes students who may have physical or sensory difficulties that impact their ability to learn, such as hearing or vision impairments, physical disabilities, or medical conditions.

Example of intervention: Accessible materials, assistive technology, sensory breaks, physical therapy.

We will work with you and your child to create a School Support Plan (SSP) that outlines their specific needs and interventions, as well as goals and progress monitoring. We will also involve you in the review process to ensure that your child's needs are being met and to make any necessary adjustments to their plan. Support plans are reviewed each term; in the autumn, spring and summer. This is when we will assess your child against the targets on their school support plan and measure their progress against the targets. We will also send you a FORMS link to ask you for your comments on their review. From the information gathered, we will produce a new support plan for the following term. Both the review and the new plan are then shared with you.

Please be assured that our goal is to always provide the best possible education and support for your child, and we are committed to working collaboratively with you to achieve this. If you have any questions or concerns, please do not hesitate to contact me, or your child's class teacher.

Thank you for your cooperation and support.

Yours sincerely,

Mrs T McCann

SENDCo- West Kirby Primary School.

0151 625 5561

SENDCO@westkirbyprimaryschool.co.uk