



# **Policy for Special Educational Needs and Disability**

## **2024/25**

Policy adopted in October 2024

Policy to be reviewed in October 2025

**Wavertree CE School SEND Policy 2024/2025**

‘Belong Believe Achieve’

## **Section 1**

**The SENDCo at Wavertree CE School is Miss L Vaughan (SENDCo since April 2000)**

**National Award for SEN Coordination (NASCO) Status – Not required as in post before 2009**

**She can be contacted directly at the school on 0151 733 1231**

**or via email at [senco@wavertree.liverpool.sch.uk](mailto:senco@wavertree.liverpool.sch.uk)**

The SENDCo will be contactable during school hours and will use their best endeavours to respond within 24 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

The role of the SENDCo at Wavertree CE School is a member of our Senior Management Team. The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Miss Parkinson advocates and works closely with the SENDCo to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND - Mrs Barbara Murray.

## **Section 2**      **Aims and objectives of Wavertree CE School in relation to SEND provision**

**School Mission Statement** - A place where everyone **belongs** to the family of Wavertree with faith in God at the centre. Where we **believe** in ourselves and others. Where we **achieve** our full potential. Where hope and love inspires all that we do.

*Philippians 4:13 I can do all things through Christ who gives me strength.*

### **Aims**

- To create an ethos and educational environment that is person centered and has the views and needs of the child person at its heart along with their families/carers;
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people 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 the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child including those with special educational needs or disabilities;
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children, parents/carers 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 regard to their provision;
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

### **Objectives**

At Wavertree CE School we will fulfil our aims through the following objectives:

- To identify and provide for children and young people who have special educational needs, disability and additional needs;
- To work within the guidance provided by the SEND Code of Practice (January 2015)
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with teachers, Support Staff and other key individuals or services
- To provide support and advice for all staff working with special educational needs pupils

### **Section 3      How Pupils with SEND are identified within Wavertree CE School**

At Wavertree CE School we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- 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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having a SEND. However, the school may

use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEND, the SENDCo will ensure joint working with staff and parents/carers to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The following areas are not SEN but may impact on progress and attainment:

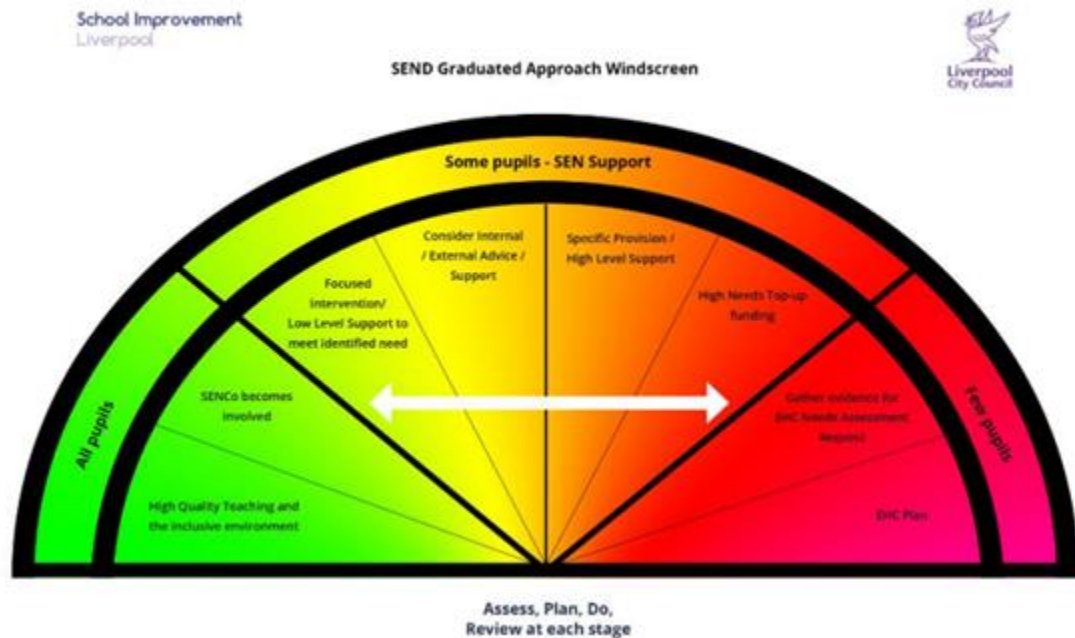
- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We consider concerning behaviours as an underlying response to a need which we will aim to recognise and identify effectively.

#### **Section 4**      **The Graduated Approach**

- Adjusted and adapted quality first teaching is a priority for all pupils in the school including those with SEND.
- High quality teaching, adaptations and personalised for individual pupils, is the first step in responding to pupils who have or may have SEND.

- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (Assess, Plan, Do and Review).
- All provision (and its impact) is recorded either on a play plan (Early Years) or a SEND one-page profile with regards to Intent, Implementation and Impact.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Children with higher levels of need may require more specialised assessments from external agencies and professionals via the consortia provision or those such as Alder Hey Paediatricians.
- Families that require multi-agency involvement will be offered a Family Help Assessment (formally EHAT).



The role of the SENDCo requires that they hold QTS. The Headteacher and Governors developed the role of the SENDCo in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

## **Section 5**      **Managing Pupils Needs on the SEND Register through the Graduated Approach and Exit Criteria**

- All pupils on our SEND register have one-page profiles that capture the child's needs and how best to support them.
- Each child with SEND has targets, which are reviewed termly.
- Each child with SEND will be monitored using PIVATs assessments which are reviewed each half term.
- Each one-page profile will state the intent, implementation and impact for each child.
- Provision Mapping is used to evaluate what works and what has changed in the support.
- Termly Pupil Progress Meetings are used to discuss strategies and next steps/actions.
- Continued CPD will be used to develop the skills of staff supporting children.

Some children identified as having SEND may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such as Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need.

This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision.

Children with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All children are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Class teachers will discuss the removal of a child from the SEND register with parents/carers and will share any future concerns if they arise.

## **Section 6**      **Supporting Pupils and Families Throughout the Graduated Approach to SEND**

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy at our Main Reception and is updated annually.

<https://ec7ogmyiz9n.exactdn.com/wp-content/uploads/2023/12/SEN-Information-Report-2023-24.doc.pdf>

We guide parents towards the LA Local Offer:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

for information about wider services which can be found across Liverpool and the wider Merseyside Area.

In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy (see website)
- Our links with other agencies (see SEN Information Report)
- Our arrangements for examination and assessment access
- Our transition arrangements (between classes and between schools)

We use Person-Centred Approaches and work with children and their parents/carers by:

- Sharing views with parents/carers at planned meetings
- Regular discussions with children to capture their views
- Termly contact with SEND governor
- Gathering updated information on each child's one-page profile

## **Section 7**      **Supporting Our Children/Young People with Medical Needs**

At Wavertree CE School we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website and via the link:

<https://ec7ogmyiz9n.exactdn.com/wp-content/uploads/2022/03/medical-conditions-policy.pdf>

## **Section 8**      **Monitoring and Evaluation of SEND**

Whilst the full governing body remains responsible for SEND, they often appoint a SEND Governor to support their work. The SEND Governor at Wavertree CE School is Barbara Murray. She can be contacted via the head teacher and is the Chair of Governors. The SEND Governor 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 SENDCo and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCo and how pupils are supported;
- developing an awareness of the types of SEND present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- reviewing and monitor the effectiveness of the SEND Policy.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and objectives of this policy' (pages 2 & 3).

The SEND Governor will also liaise with the SENDCo in relation to the SEND Information report.

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

- Reports presented by the Head teacher, SENDCo and Link SEND Governor
- Parents/carers
- Pupils
- 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 pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests, including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from evidence records and Annual Review meetings
- ASP (Analyse School Performance)
- Reports provided by outside agencies including Ofsted.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. This is linked to our use of Self-Evaluation Forms and the School Development Plan.



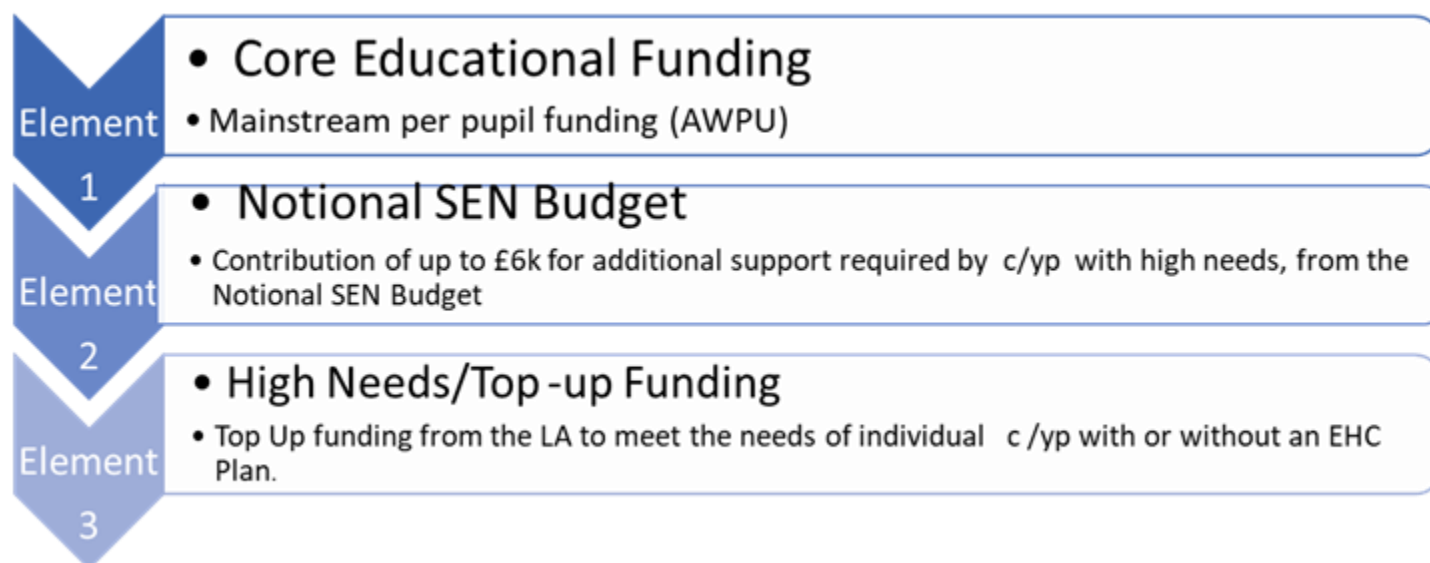
Our school's SEND Information Report is published on the school's website detailing how SEND policy has been implemented and what the outcomes have been.

## **Section 9**      **Resources and Training**

### **Funding for SEND in Mainstream**

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENDCo.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

### **Workforce Development and CPD**

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCo that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this (specify any training relating to SEND). The school's SENDCo regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENDCos and Schools.

## **Section 10**      **Roles and Responsibilities**

As previously stated within the SEND Policy, we promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENDCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Wavertree CE School these include;

- The SEN Governor is Mrs Barbara Murray, she meets regularly with the SENDCo and monitors the progress of pupils/students with SEN
- The school employs a number of support staff. They carry out a range of roles across the school and are line managed by Mr P Woods (Deputy Head Teacher). They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teachers for Safeguarding are Miss C Parkinson (Head teacher) and Mr P Woods (Deputy Head teacher)
- The member of staff responsible for Looked After Children is Miss C Parkinson (Head teacher)
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Miss C Parkinson (Head teacher)

## **Section 11**      **Storing and Managing Information**

- The SENDCo is responsible for maintaining and storing all SEN records.
- SIMS is used to electronically log all events and reviews for all children on the SEN list.
- CPOMs is used to record and share all child protection concerns.
- Paper records of SEND information are maintained and stored securely in the upstairs office.
- Electronic records of SEND information are maintained and stored securely on the school network.
- Class teachers maintain SEN records of children in their class.
- When a child is removed from the SEN list, their records are securely kept separately.
- When a child transfers to another setting (including to a secondary setting), SEND records are securely transferred in line with school policy.
- All paper SEN records for pupils no longer attending our setting are archived and securely stored in the upstairs office until the pupil reaches 25, when the records will be destroyed.

- All SEN records are shared on a 'need to know' basis, in line with our school's confidentiality policy.

## **Section 12**      **Reviewing the Policy**

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

## **Section 13**      **Accessibility**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

All pupils at Wavertree CE School have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupils' Special Educational Needs. Lessons have clear learning objectives and success criteria, are adjusted and adapted appropriately and assessed to inform the next stage of learning.

The school's Learning and Teaching Policy promotes best practice towards students with SEND.

Provision Mapping features significantly in the SEND provision provided by the school. SEND one-page profiles contain intent and impact to ensure that all pupils experience success.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils at Special Educational Needs Support or with an Education Health and Care Plan (EHCP). They receive relevant updates on the agencies 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.

## **Section 14**      **Other Policies Relating To SEND**

Policies referenced in this policy are available on the school website:

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Policy for Remote Education

## **Section 15**      **Emergency Planning**

See Policy for Remote Education on school website and via link:

<https://ec7ogmyiz9n.exactdn.com/wp-content/uploads/2022/03/remote-education-policy.pdf>

## **Section 16**      **Dealing with Complaints**

Any complaints should first be raised with the SENDCo, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor. All complaints will follow the school's complaints procedure.

### **Compliance**

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Authored by – Miss L Vaughan

Contributions by – Miss C Parkinson