



Meeting the needs of pupils with Special Educational Needs (SEN) and Disabilities (SEND)

SEND Policy

Approved by: N.Walsh

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1. Introduction:

As with all our students, students with SEND are valued members of the school community and make a strong contribution to its success.

SENDSCOPE complies with the Special Educational Needs Code of Practice (2014).

Our policy outlined below shows the action we take to provide a secure and positive environment for students with SEND, in which all can achieve their full potential. Our policy describes the responsibilities of our staff and the partnership we seek to establish with parents in providing a positive transition to Secondary Education and a successful school experience for pupils with SEND.

As a school we believe that students may, at various times and in various ways, have SEND. It is our duty to provide for these needs. They may be physical, emotional, behavioural or academic. Each need and each student will be treated individually. All staff are aware of the variety of needs that students may have and will do their utmost to assist students to reach their full potential.

2. Legislation and guidance

This policy has been written as guidance for staff, parents or carers and students with reference to the following guidance and documents:

- Special educational needs and disability code of practice: 0 to 25 years January 2015
- Children's and Families Act 2014
- Supporting pupils at school with medical conditions 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010

Liverpool's SEND Local Offer is published on Liverpool Council's <https://liverpool.gov.uk/localoffer>

The Local Offer is information about the education, health and social care services available to children and young people with special educational needs and/or disabilities.

The Early Help Directory, which is also known as the Family Services Directory (FSD), provides a wealth of information about local services available to children, young people and families across Liverpool and can be accessed using the following link: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

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3. Definitions

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

Learners have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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

In considering whether or not a young person has SEND the SENDCo will consider the four categories of SEND: (as outlined in the new Code of Practice 2014)

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

We recognise the definition of SEND as stated in the Code of Practice 2014:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (p83)

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEND Support’.

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4. Roles and responsibilities

4.1 The SENDCo

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator.

The SENDCo role is outlined as follows:

They will:

- Ensure that all learners have access to a broad and balanced curriculum
- Oversee the day to day operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Report the effectiveness to the Headteacher and governors to determine the strategic development of SEND provision in the school.
- Coordinating provision for pupils with SEND and those who are recognised as underperforming
- Liaise with and advise all colleagues
- Foster and promote effective working partnerships with parents/carers, pupils and outside agencies
- Conducting reviews for students with an Education, Health Care Plans (EHCPs), Early Help Assessment Tool or enhanced provision
- Contribute to whole school CPD/ training
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensuring Pupil Profiles, IBPs, Group Plans or Provision Maps are in place and regularly reviewed
- Follow a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Assessing students and applying for Access Arrangements for examinations
- Support the Principals, Senior Leadership 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
- Ensure a smooth transition across key stages and phases. Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Build the school's capacity for developing an inclusive approach particularly to teaching and learning

- Monitor, assess and evaluate interventions and provision and progress of all learners on the SEND register through liaison with teachers and by using school data
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

4.2 The SEND Governor

They will:

- Help to raise awareness of SEND issues at governing board meetings and reporting regularly to the Governing Body
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.
- 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
- 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 monitoring the effectiveness of the SEND Policy.

4.3 The Principals

They will:

- Work with the SENDCo and SEND governor and SLT Lead to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Teaching within the school reflects The Code of Practice (2014) 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 or young person including those with special educational needs or disabilities.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants (LSAs) 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

All Faculties within the school will have a SEND Advocate who liaises with the SENDCo in order to produce suitable work for all students and in order to assist staff to cater for such students.

5. Admission arrangements.

The Governing Body at SENDSCOPE believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice:

'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33)

When a student with SEND is admitted, be it with or without an EHCP, liaison is made with the child's former school.

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6. Links with other schools and clusters

Prior to admission to SENDSCOPE, contact is made between the SENDCo and/ or class teacher at the previous school, and/or Local Authorities in order to contribute to a transition plan should one be required. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the SENDCo at the receiving school

7. Links with other policies and documents

This policy links to our policies on:

- Equality
- Behaviour
- Teaching and Learning
- Assessment and Reporting
- School Development Plan
- LA Local Offer
- SEND Information Report

8. SEND provision

Provision for pupils at SENDSCOPE with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENDCo, the Governing Body, SLT Lead and the Principals. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities:

First Response

Where progress is a concern the first response is **high quality teaching** targeted at the area of weakness. An **“Assess, Plan, Do, Review”** approach is adopted, in accordance with the requirements of the Code of Practice 2014/Redraft January 2015. If the progress continues to be less than expected, the teacher working with the SENDCO, begins to assess whether or not the student has SEND.

ASSESS:-In Assessing a young person 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

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conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed annually in our school.

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 SENDCo 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 SENDCo supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child. 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.

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 teacher working with the SENDCo will revise the support in the light of the pupil's progress and development and any changes to support 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 provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

Wave 1 of Action:

This requires the initial use of classroom and school resources with the possible addition of small group intervention within the classroom. The SENDCo will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCo will work closely with the parents/carers, teacher and pupil and produce a Pupil Passport, outlining specific, measurable targets and strategies to meet them. The pupil's progress will be carefully monitored and reviewed regularly using the Assess, Plan, Do, Review Method, as required by the new Code of Practice (September 2014)

Wave 2 of Action

Intervention delivered by a Learning Support Assistant and monitored by the SENDCo. For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach). Advice on new targets and additional strategies will be implemented based on the advice received from outside agencies.

Wave 3 of Action

Personalised SEND Provision. Where a student needs more than one agency involvement, an Early Help Assessment Tool (EHAT) is commenced. High needs funding will be applied for. In some circumstances the

school, working closely with parents, will feel it necessary to request Statutory Assessment for An Education, Health and Care Plan.

Education, Health and Care Plan

Where a request for an Education health and Care Plan is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

We aim to work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies. We actively encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.

9. Inclusion and Facilities for vulnerable pupils and those with SEND

At SENDSCOPE we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Provision of lifts
- Provision of ramps
- Disabled toilet facilities
- Flexible classroom seating
- Provision of IT equipment as required
- Flexible specialist equipment/stations

We also carefully monitor the extended out of school provision accessed by pupils with SEND, ensuring it is fully inclusive. Where students have high needs, the school applies for High Needs Top-up Funding and any budgets allocated are used to provide additional support including the provision of 1:1 LSAs where this is necessary.

10. Allocation of resources for vulnerable pupils, those with SEND.

The Governing Body oversees the expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Provision of smaller teaching groups
- Learning Support Teachers and 1:1 LSAs
- Training for all Teachers and LSAs so that they can meet pupils' needs more effectively
- Specialist books and equipment
- Purchasing and maintenance of ICT and electronic equipment.

The school works with a number of external agencies to see advice and support to ensure that the needs of all children are fully understood and met. These include:

- Liverpool Inclusion Service
- Liverpool Educational Psychology
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Young Person's Advisory Service (YPAS)
- Speech and Language Therapy (SALT)
- Community Pediatricians
- School Nurse
- Advice Sought for pupils with ASD, ADHD and attachment: (Hope School, ADHD Foundation, Autism in Motion)
- Support for pupils with SPLD dyslexia: SENISS

11. Identification and review of pupil needs.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCo works closely with the school assessment coordinator to interrogate the school tracking data. P scales are used in accordance with QCA guidance and are integrated with whole school assessment and moderation. P scales are only used to monitor the progress of pupils working below National Curriculum Level 1. We also use a number of additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of data including: SATs, Optional SATs, reading ages and annual pupil assessments
- Any teacher or support staff concerns.
- Following up parental concern
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer
- Information from previous schools.
- Information from other services.

This assists the SENDCo and class teachers to:

- Provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- Build a Pupil Passport and Provision Map through Provision Mapper
- Support the pupil within the classroom environment
- Continually assess pupils to identify strengths and areas for development
- Provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps
- Inform on-going observation and assessment of each pupil
- Involve parents/carers in supporting pupils at school and at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers.

Pupil Profiles are reviewed termly and any necessary changes made. Parents/carers are invited to attend any Annual Reviews and have access to the SENCO through Parents' Evening/Academic Review Day events.

12. Evaluating the success of provision.

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of Pupil Profiles, data and Annual Reviews.

The progress of SEND students is monitored by analysis of termly subject Assessments. Students falling below expected progress are spoken to and additional support provided as necessary, with parents/carers kept closely involved.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered. The success of provision is considered in more detail in the SEND Information Report.

13. CPD and training of staff.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan.

14. Working in partnership with parents/carers.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and 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.

The school prospectus contains details on special educational needs and parents/carers may request a copy of this policy.

15. Monitoring arrangements

This policy and information report will be reviewed by The SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board. The Governing Body will report annually on the success of the policy. In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCO and Link SEND Governor

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- 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 Pupil Profile targets
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings.
- ASP
- Reports provided by outside agencies including Ofsted

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus
- LAC
- Being a child/young person of servicemen/women
- EAL

How SENDSCOPE handles complaints from parents/carers of pupils with SEND about SEND provision.

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

This SEND Policy was produced in September 2024 and will be reviewed in March 2027

16. Guidance and Contacts

Whom should I report to if I have any concerns about my child?

Special Educational Needs and Disabilities Coordinator (SENDCo) Miss Walsh
Email: n.walsh@sendscope.co.uk

Assistant SENDCo Mrs Bebbington
Email: J.bebbington@sendscope.co.uk

Enquiries dealt with by:

E: office@sendscope.co.uk

SEND Governor: Clare Marsh