

Special Educational Needs and Disabilities (SEND) Policy and Information Report

Well Lane Primary School
September 2023

Contents

1. Aims and Definitions	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. SEND information report	4
5. Monitoring arrangements	9
6. Links with other policies and documents	9

1. Aims

1.1 Our Philosophy

At Well Lane Primary School our aim is to give all children every opportunity to reach their full potential through the provision of a rich, inclusive curriculum which recognises their social and emotional development. The achievement and well-being of every child matters and inclusion is the responsibility of everyone within our school. We recognise that all children are unique and we value the diversity within our community.

At the heart of excellent teaching is a continuous cycle of assessment, planning, teaching and reviewing. At Well Lane, we believe in planning for the individual needs of our children so that all learning needs and interests are fostered and developed. The majority of children will thrive within these arrangements, but a minority will fall outside the expected range and these children may have a Special Educational Need and/or a disability.

1.2 Definitions

A pupil has SEND (Special Educational Needs and/or disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1.3 Our Objectives

We aim to achieve the best outcomes for all pupils with SEND. In practice, this means that we:

- Promote and support equal opportunities for all children so that they can achieve their potential.
- Put the child and their family at the heart of all SEND provision.
- Identify Special Educational Needs and/or disabilities early.
- Work with a range of professionals in health, social services and education.
- Know the strengths of all our children and foster these within a broad and balanced curriculum.

1.4 Aims of our SEND Policy and Information Report

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We also recognise the importance of supporting children at school with medical conditions and including them in everything that we do.

For more information, please see our policy on Supporting Children with Medical Conditions.

2. 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

3. Roles and responsibilities

3.1 The SENDCo

The SENDCo (Special Educational Needs and Disabilities coordinator) is Mr Lambe and he can be contacted by telephone or email via the school office. He is also on the gate on Wednesday and Thursday mornings.

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Pupil Funding Agreements (PFAs) and Education, Health and Care Plans (EHCPs).
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on and implement the Graduated Approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board 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 SEND updated.

3.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- 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.

3.3 The headteacher

The headteacher is Mrs Daniels. She will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through Quality First Teaching (QFT).
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

4. SEND information report

4.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties.
- Cognition and learning such as Dyslexia and Dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety.
- Sensory and/or physical needs, for example, visual impairments and Sensory processing difficulties.

4.2 Identifying pupils with SEND and assessing their needs

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 SEND.

The SENDCo or Class Teacher will carry out a variety of assessments and a decision will then be made as to whether the child's needs can be met through careful classroom differentiation, an intervention or whether advice should be sought from an external agency. If these assessments lead to the identification of SEND, the pupil will be placed on the SEND Register and receive a Personal Support Plan (PSP). The PSP will be reviewed and new ones drawn up at least once per term.

In most cases, this will be sufficient support. In a small number of cases, an application for an Educational, Health and Care Plan or a Pupil Funding Agreement will be considered if support beyond what the school can offer is required.

4.3 Consulting and involving pupils and parents/carers

We will have an early discussion with parents/carers about any concerns we have about their child's attainment and progress. We will ensure that:

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

We will formally notify parents/carers if it is decided that their child requires SEND support.

All parents/carers will be involved in setting and reviewing targets on PSPs. If a child has made such good progress that they no longer require SEND Support, this will be discussed and agreed with parents before they are taken off the SEND Register.

4.4 Assessing and reviewing pupils' progress towards outcomes

We follow the Graduated Approach and the four-part cycle of **assess, plan, do, review**.

When a child is first identified as having SEND, we will carry out a clear assessment of the pupil's needs and carefully plan accordingly. All children on the SEND Register will have their progress reviewed at least once per term by the class teacher, SENDCo and parents/carers. New assessments will be made and new targets set. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers and the pupil
- Advice from external support services

All members of staff working with the child will be made aware of their targets and will work towards achieving the desired outcomes using agreed strategies and resources. Where progress towards targets is limited, teaching will be swiftly adapted and new targets set.

We use Provision Mapping to monitor SEND Provision across the school.

4.5 Supporting pupils moving between phases and preparing for adulthood

We will work with children who require extra support when moving to a new year group or Key Stage. This usually involves introducing them to their new teacher and classroom and introducing the routines they will be expected to follow through social stories and pictures.

For children moving to a new school, we will share information with the school the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this. We provide enhanced transition for pupils who require support making the transition to secondary school. This may involve an induction session at their new school.

4.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is at the heart of good SEND provision. This involves careful differentiation for individual pupils and may include:

- Task planners and visual timetables
- ICT equipment and scribes
- Tasks planned according to the child's individual style of learning
- Reward charts and Now and Next charts
- Social stories
- Sensory objects, fidget objects and wiggle cushions
- Allowing extra time to complete a task
- Providing multi-sensory learning experiences
- Allowing children to choose how to present their work (using audio or video recordings, drawings and drama, for example).

We will also provide the following interventions:

- ELSA (support for emotional development)
- Relax Kids (emotional development)
- IDL Literacy and Numeracy
- Cosy Cafe (lunchtime support in a small environment)
- Socially Speaking (support for social development and self-esteem)
- Maths Pre-Teach and Catch-Up
- Daily phonics probes (Precision Teaching)
- Speech and Language Therapy and WellComm screening
- 1:1 therapy sessions with the ADHD Foundation
- 1:1 specialist Literacy teaching (run by an Orrets Meadow specialist dyslexia teacher)
- Sensory diet
- Handwriting
- 1:1 Reading (run by Beanstalk)
- Mental Health Support Teams in Schools sessions (1:1 or small groups)
- Lego Therapy

4.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Allocating staffing and resources appropriately
- Adapting the classroom (seating pupils appropriately, arranging furniture access, using larger fonts, providing quiet areas)
- Using recommended aids, such as ICT equipment, coloured overlays, visual timetables
- Using task-planners, longer processing time, pre-teaching, movement breaks
- Allowing pupils to record their work via a range of media

Please see our Accessibility Plan for further details.

4.8 Additional support for learning

We have two Teaching Assistants who are trained to deliver the ELSA Program (to support emotional development) to small groups.

Teaching Assistants will support pupils 1:1 or in small groups when their Class Teacher has identified an area where rapid progress is required so that the pupil continues to fulfill their potential. Teaching Assistants may support a child if they are in receipt of additional funding through an EHCP or a PFA.

We work with the following agencies and professionals to provide support for pupils with SEND:

- Speech and Language Therapists
- Educational Psychologists
- Community Pediatricians
- Occupational Therapists
- Orrets Meadow Outreach (Specialist dyslexia teacher and SENAAT)
- Wirral 0-19 Health and Wellbeing service (including the School Nurse)
- The ADHD Foundation
- Wirral SEND Team, including services under the Wirral Local Offer
- Early Help
- CAMHs
- Beanstalk (1:1 Reading)
- Specialist Educational Needs Assessment Advice Team (SENDAAT)
- Third Sector organisations (such as Koala North-West for family support)

4.9 Expertise and training of staff

Our SENDCo is allocated 3 full days per week to manage SEND provision. She has been a Headteacher and EYFS lead and has taught children with a variety of SEND.

We have a team of 16 teaching assistants, including 7 1:1 teaching assistants 1 higher level teaching assistant (HLTA) and they are trained to deliver a variety of SEND provision.

In the 2 last academic years, staff have been trained in Trauma and Adverse Childhood Experiences (ACEs), Speech and Language in the Classroom, Social Communication in the Classroom, Lego Therapy, Handwriting & Fine Motor Skills, Administering the IDL Literacy and Numeracy Programmes, Trauma and Attachment (via the University of Chester), supporting behaviour for a range of needs.

4.10 Securing equipment and facilities

We work in collaboration with parents/carers and external agencies on behalf of pupils who require the use of specialist equipment. Individual plans are drawn up according to specific needs in areas such as seating, toileting, health and safety and general mobility.

The school is situated largely on ground level with a small number of steps throughout the site. Where there are steps, they are supported by a handrail. There is a ramp to support entrance to the building. We also have a disabled toilet. The playground is on one level.

Please see the school's Accessibility Plan for more details.

4.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress each term
- Consistently reviewing the impact of interventions and making swift adaptations, where appropriate
- Using pupil and parent/carer questionnaires
- Pupil Voice
- Monitoring by the SENDCo
- Using Provision Mapping to measure progress
- Holding annual reviews for pupils with EHCPs or PFAs.

4.12 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 any residential trips and outings.

All pupils are encouraged to take part in Sports Day, class assemblies and school trips.

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

4.13 Admissions

Our admission policy excludes nobody on the grounds of Special Educational Needs.

- Admission arrangements are the same for all children. We do, however, appreciate potential anxiety of parents/carers related to meeting the needs of their child. We therefore ensure that we make additional time available to discuss and agree individual needs, where appropriate.
- We can provide enhanced transition for joining and leaving Well Lane and moving between year groups or key stages.
- The SENDCo/Class Teacher will take part in transition meetings with feeder schools and any professionals already working with a child (such as Educational Psychologists) to ensure a smooth transition.

4.14 Support for improving social, emotional and mental health

At Well Lane, we place huge emphasis on emotional and social development and the mental health of our pupils. We ensure that:

- Pupils receive social and emotional support within the classroom from their teacher and teaching assistant.
- We have a Mental Health team of TAs who are based out of class. They support children, staff and parents/carers with mental health.
- List
- Pupils have access to additional social and emotional support through programs such as ELSA, Relax Kids, Confident Me and Socially Speaking.
- Pupils may meet in small groups to promote confidence at lunchtime, teamwork and building friendships, where appropriate.
- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are an important part of Pupil Voice.
- The strengths of pupils with SEND are identified and encouraged throughout the curriculum.

We have a zero tolerance approach to bullying. More details of how bullying is addressed can be found in our Bullying Policy.

4.15 Working with other agencies

We will make referrals to other agencies if we need support to identify a Special Educational Need or to seek advice on how to meet the needs of our pupils. We will always seek permission from parents/carers when sharing information with other agencies.

We work in collaboration with social care bodies, where appropriate, and support services offered by Wirral Council. We also signpost parents and carers to local and national charities who can provide invaluable support and specialist advice.

4.16 Complaints about SEND provision

We hope that any queries or misunderstandings can be dealt with in the first instance by the Class Teacher.

If concerns persist, parents are encouraged to discuss the provision made for their child with the SENDCo /Headteacher in order to resolve any issues.

Where the matters cannot be resolved informally, then the Complaints Procedure may be applied. This is on the web-site and can be requested as a paper copy from the school office.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

4.17 Contact details of support services for parents/carers of pupils with SEND

Parents and carers of children with SEND can seek impartial advice from Wirral SEND Partnership on 0151 522 7990 and contact@wired.me.uk.

4.18 The local authority local offer

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

5. Monitoring arrangements

This policy and information report will be reviewed by Mrs Stocker (SENDCO) every year. It will also be updated if any changes to the information or government legislation are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to the following policies/plans:

- Accessibility plan
- Asthma Policy
- Supporting pupils with medical conditions at school