

	<b>WHISTON WILLIS PRIMARY ACADEMY</b>		
	<b>Special Educational Needs, Disability &amp; Inclusion Policy</b>		
Lead Responsibility	Principal-I. Cooper Vice Principal/DSL-J. Watkins	Approved By Governors	Date: September 2019
Review date	September 2020 or if necessary sooner		

**MISSION STATEMENT**

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

The information contained in this document is based on guidance from Knowsley's LA, Nasen and SEND Code of Practice: 0-25 years.

This policy was developed by the Inclusion Team. Staff, Senior Leaders, Governors and Parents were consulted in the process and the content was shared before the final draft was approved.

Should any person have difficulty reading or understanding this document, please contact school and a member of staff will be happy to offer assistance.

### Section 1

#### SENCO (Special Needs Coordinator) ~ Ms J Watkins

- Vice Principal
- B.Ed. Hons Degree
- NPQH
- Member of the Senior Leadership Team at Whiston Willis Academy
- Designated Teacher for Looked After Children at Whiston Willis Academy
- Mental Health and Wellbeing Advocate at Whiston Willis Academy

#### Inclusion Team

Ms J.Watkins ~ SENCO, Safeguarding Lead (DSL), Vice Principal

Roles: To oversee implementation and monitor the effectiveness of SEND policy. Work proactively with the Inclusion Team regarding individual children, families and support their needs. Support staff in providing high quality provision for SEND pupils. Liaise with Parents regularly to ensure they are kept informed and supported. Work closely

with the SEN Link Governor and report to the Standards Committee of the Governing Body every term.

Mrs P. Steele ~ Learning Mentor

- To liaise with staff, when concerns are highlighted regarding academic progress and implementation of relevant strategies.
- To liaise with staff, pupils and families regarding social and emotional progress, in conjunction with attendance and punctuality.

### Vision

Our vision is for every child to be fully understood, respected and supported in order to progress and achieve their full potential in all areas, regardless of their SEND need.

Whiston Willis Primary Academy values the abilities of all pupils and believes that;

- Every child is entitled to a balanced academic and social curriculum and the right to be fully included in all aspects of school life.
- Differences and diversity are a cause of celebration.
- That every child has special gifts and needs, and that these make them unique.
- It is essential to encourage interaction with pupils, parents and the wider community in order to foster an ethos of understanding, cooperation, acceptance and support.

### Aims:

- To provide a safe, accessible and supportive environment that meets the individual needs of each child.
- To provide support to overcome any barriers to learning, that children may encounter during their school life.
- To allow opportunities for early identification and assessment of pupils requiring SEND support.
- To enable all pupils to have inclusive access to all elements of the new curriculum.
- To identify the roles and responsibilities of staff in providing SEND support.
- To ensure that staff receive regular training in order to provide effective SEND support.
- To support teachers in being teachers of every child including those with SEND.
- To provide a holistic approach to inclusive teaching that helps children to develop socially, morally, emotionally, spiritually and culturally.
- To ensure parents/carers and families are consistently informed, involved and supported.
- To ensure pupils are fully informed/involved.

### Section 2

All staff at Whiston Willis Primary Academy are committed to ensuring access to an inclusive curriculum for all pupils through the use of Play Plans and Personal Provision Plans (PPPs), differentiation, support assistance, resources, targeted interventions and an overall inclusive

culture in the classroom. We are committed to a policy of Equal Opportunities regardless of gender, background, religious practice, disability or additional need. We aim to raise the aspirations of and expectations for all pupils with SEND through providing a focus on outcomes for children.

We will achieve this through;

- Early identification and provision for pupils who have SEND.
- Working within the guidance provided in the SEND Code of Practice, 2014/15.
- Operating a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- Liaising with external professionals to provide specialist provision.
- Ensuring that all staff are given support, advice and training to promote quality provision for SEND pupils.
- The implementation of a rigorous monitoring cycle to ensure the impact of SEND provision, through the ASSESS, PLAN, DO, REVIEW cycle.

### Section 3

#### Identifying Special Educational Needs & Disability

SEND Code of Practice 2014/15, outlines 4 Broad Areas of Need;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

The purpose of identification is to assess the needs of the child and plan support for our pupils. At Whiston Willis, we consider the needs of the whole child and not just the special educational needs or disability.

#### The definition of Special Educational Needs and Disability according to the Code of Practice 2014/15:

- A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made.
- A child has a learning difficulty or disability if; they have a significantly greater difficulty in learning than peers of the same age, or

- Has a disability which is a barrier/or social and emotional development. Some children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.
- This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but will be catered for by this policy if their condition becomes a barrier to their learning.
- Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Whiston Willis will refer to the SEND Code of Practice 2014/15 when carrying out its duties towards pupils with SEND. We will ensure that parents /carers are notified when special educational provision is being made for their child. They will be encouraged to express their views and opinions regarding provision and they will be invited to sign all relevant documents. Outcomes for SEND pupils will be achieved through appropriate differentiation and intervention. More complex SEND needs require long term strategies, specialist external support and resources.

#### Section 4

##### A Graduated Response to SEND

All teachers are responsible and accountable for the progress and development of the pupils in their class, including how pupils access support from teaching assistants or specialist staff.

##### Wave 1 ~ Quality First Inclusive Teaching

All children will receive this. Wave 1 includes differentiation and reasonable adjustments made such as classroom organisation, resources, lesson content, support and teaching style.

If, despite reasonable adjustments, a child is not making desired progress in any of the four Broad Areas of Need (SEND Code of Practice 2014), then a DIFFERENTIATION PLAN should be completed. This will outline what strategies have been/will be implemented. If no progress is made after a short period of monitoring, then the Differentiation Plan will be used as a concern form for referring to the Inclusion Team.

### Wave 2 ~ Targeted Support

After a concern is raised, a member of the Inclusion Team will have a discussion with the class teacher and maybe observe the child. Recommendations will then be made as to next steps. If it is felt that the child would benefit from small group or 1:1 support, then parents will be informed that their child will be receiving Wave 2. They may need a Group Provision Plan (GPP) or Play Plan (PP for EYFS). See later notes on PPPs.

Staff must note any interventions that are taking place on their Class Intervention Record. These will be monitored regularly and will contribute to Provision Planning.

Plans and progress will be monitored regularly through the ASSESS, PLAN, DO and REVIEW (APDR) cycle.

If targets are met and progress is made, then the child will no longer need the plan and will move back to Wave 1.

### Wave 3 ~ SEN Support

If significant progress is not made then it may be necessary to refer the child to a specialist service such as Educational Psychologist or ASC Advisory Teacher for more specific assessment and advice. Parents will be involved in this and will be required to sign a consent form before the referral can take place. At Wave 3, the child will be placed on our SEND Register (school's documents for recording and monitoring) and will appear on our school census (information required by the Local Authority) as SEN Support. They will continue to be monitored through the ASSESS, PLAN, DO and REVIEW cycle.

### Wave 3+ - Complex Needs

In some cases, despite specialist support, a child may not be able to meet their personalised targets. At this point, a request for an Education, Health and Care Plan (EHCP) will be considered.

Whiston Willis regularly reviews the quality of teaching for all pupils including those at risk of under achievement. This includes the review and where necessary the improvement of teachers/teaching assistant's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Such steps make up part of the ASSESS-PLAN-DO-REVIEW cycle that constitutes the process we use to identify, manage and continually improve the SEND provision we provide to ensure that all of our pupils progress and achieve.

## Identification

All teachers are responsible for identifying SEND and will collaborate with the SENCO/Inclusion Team to ensure all pupils requiring additional support are identified at the earliest opportunity, assessed and supported according to their needs.

We will ascertain need for special educational provision through:

- Teacher observation/assessment, including Base Line Assessments and Learning Journals in EYFS
- Specialist support teacher assessments where relevant
- Information from Parents/Families/pupils
- Information from external agencies e.g. Health and Social Care, Health Visitors, Educational Psychologists
- Age Related Expected achievements (compared nationally and locally)
- Standardised tests – SATS, Spelling/Reading age assessments
- Records from Health visitors/ nursery/previous schools
- School Health
- On Entry data for Nursery children
- External exam results
- Pupil profiles

On entry, children's attainments will be assessed. This helps provide appropriate education suitable to the individual child's abilities and therefore ensure continuity in learning. This assessment will be achieved using all of the methods already mentioned above.

## Section 4

### Managing pupils needs on the SEND Register

#### Range of Provision includes:

- Full time education in classes with additional help and support by class teacher through Quality First Teaching (QFT) and differentiated curriculum.
- Flexible support by Teaching Assistant across key phases.
- Withdrawal individually or in small groups to quiet/other areas to work with specialised teachers, SENCO / Inclusion officer/Learning Mentor and teaching assistants' where appropriate.
- Specialised support from external professionals e.g., Educational Psychologists, ASC Advisory Teachers, and SpLD Specialist Teacher
- English as additional language service.
- One to one support L.S.A (usually for child with an EHCP or enhanced provision)

- Intervention programmes e.g. First Class @ Number, Project X, Blast
- Pastoral/social and emotional support such as Art Therapy, SENCo Time to Talk sessions, Lego Therapy

### Monitoring Pupils

- At Whiston Willis we have regular Assessment Weeks each term planned in our school diary for the coming year, when formal assessments take place so that we can track achievement.
- The attainment results are then added to our assessment data base, which enables us to statistically measure progress. This is also an opportunity to highlight any children that have not made satisfactory progress so that support can be planned at the Wave appropriate to the child.
- Teachers are responsible for assessing, planning, delivering and reviewing provision in consultation with the Inclusion Team.
- Provision is recorded using Provision Maps, Personal Provision Plans (PPP), Play Plans for Early Years children, Personal Education Plans (PEP) for Looked After Children (CLA) and Early Help Assessment for multi-agency involvement.
- Such working documents are annotated by any staff involved and reviewed regularly. Parents/Carers are invited to discuss and sign the relevant documents along with the pupils themselves.
- The Inclusion Team are involved in monitoring the effectiveness of such plans and provide support to the class teacher when deciding on next steps.
- If support from external professionals is required, then the SENCO will complete a referral form, with information provided from class teacher, parents, other staff and will usually include any relevant documents to support the application.
- There could be rare occasions when school may not be able to meet all the needs of a pupil with complex difficulties. In this case, advice will be sought from specialist services and the SENIS Team (Special Educational Needs & Inclusion Services). If the advice from specialist services and external professionals suggests that a specialist placement would be more suited to the pupil's complex needs, then Whiston Willis would support the pupil and family with application for a dual placement or a smooth transition to a new specialist setting.

### Section 5

#### Criteria for exiting the SEND Register

- Pupils can exit the SEND register once they have achieved set targets under SEN Provision.
- They may still require further support although that will be provided through Wave 2 interventions, for which they will not feature on the school SEND register.
- Records of children supported through Wave 2 will be kept and up to date by the class teacher.

## Section 6

### Supporting pupils and families

#### Working with Parents

- Parents are seen as partners in the education process with unique knowledge and information of their child's needs.
- The school is committed to the principle of partnership between home and school. It is our firm belief that our pupils' needs are best met where successful continuity exists between school and the child's parents/carers.
- Parents are welcome to discuss any matters of interest by making an appointment at the school office with the relevant staff member.
- Parents can find additional information in relation to the services available at a local level by visiting the LA local offer at <https://www.knowsley.gov.uk> or from Knowsley Family Information Service at <https://knowsleyinfo.co.uk>
- SEND Information Report/School Offer is also available to view on our website.
- The school supports the local education authority's policy on inclusive education and therefore has a commitment to the admission of children with special educational needs, whether those children have or do not have an Education Health and Care Plan. (See also our school Admission Policy on website).
- Admission arrangements for children with additional needs are exactly the same as they are for all children. The school is committed to improving access to all areas of the school for people with physical disabilities.
- Some SEND pupils may be entitled to special arrangements so that they can access specific exams/assessments. If staff or Parents feel this is necessary, school apply for an assessment to be carried out by an external professional. The professional/s may then provide recommendations that would cater for that child's individual needs such as extra time allowance, additional resources or adult support to scribe.

#### Pupil Participation

- The staff at Whiston Willis acknowledge that children with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They should, where possible, participate in all the decision-making processes that occur in education including the setting of learning targets and contributing to PPPs, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition processes.
- Ascertaining the child's views may not be easy but the principle of seeking and taking into account the ascertainable views of the child will be regarded as important.
- Parents will be supported in seeing their children as partners in education and decision-making.

## Transition

- Transition is something that Whiston Willis pride ourselves on. We plan for transition at the very beginning of each year to ensure that when the time comes, children, their families and staff are happy with the changes they encounter as they continue to mature.
- Transition between classes and key stages is supported through three separate 'Meet New Teacher' days in the summer term. Staff will also have the opportunity to visit children in their current class setting prior to these days so that they children know who and what to expect.
- Parents are invited to meet their child's new Teacher prior to them joining our Reception classes. Home visits are available for any parents who request them.
- There is a Parent meeting in July once new classes/teachers have been organised.
- Parents are then invited to a Parent Meeting with their child's new teacher in September, when they have the opportunity to discuss any issues regarding transition or class life in general.
- We have a Stay and Play day in the autumn term so that Parents can come and see how their child has settled.
- Transition booklets are prepared for SEND pupils which include photographs and information regarding their new class/new school.
- In Year 6, our pupils are visited by representatives from local High Schools who provide them with information about choices available to them as they consider which school they would like to apply for. Pupils also have the opportunity to in turn visit those schools with their families and experience the facilities they have in order to help them make their decision.
- Once their applications have been accepted, Pupils have another visit to help prepare them for starting their new school.
- SEND children have the option of an extra visit if necessary and the SENCO is available to meet with the SENCO from the new school to ensure that all relevant information is handed over so that transition is as smooth as possible for pupils and their families.

## Section 7

### Supporting pupils at school with medical conditions

Whiston Willis recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children with medical conditions maybe disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Pupils with medical needs are listed on a medical register and this information is shared with staff. Parents are asked to advise school of any possible symptoms/treatment may be necessary. Any medication that is required, such as inhalers, are taken on school trips in case of emergency.

Pupils that have more serious medical conditions have their picture displayed in the staff room with some general information. This will remind staff what to do in an emergency situation and list important contact details.

The school nurse and external agencies are sometimes invited to give training in order to support staff and parents e.g. administering an EpiPen.

For further information, please see school's policy for supporting pupils with medical conditions on our website.

## Section 8

### Monitoring and evaluation of SEND

- At Whiston Willis, we carefully and regularly monitor and evaluate the quality of provision that is offered to all pupils. Our monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.
- Through staff observations, book scrutiny, staff files monitoring, intervention observations, data analysis, regular Inclusion meetings, termly Planning and Review meetings and regular audits, we ensure that the best provision possible is being offered to pupils.
- If any areas of development are identified, these will be addressed in consultation with relevant staff and Senior Leaders. Advice from external professionals may be sought to ensure that every possible attempt is made to meet the needs of all pupils.

### Parental Engagement

- Parents are invited to share their views through questionnaires, at Parents Evenings, SEN Parent Days, Pupil Progress Meetings and are always welcome to make an appointment to speak to staff if they have an issue that needs addressing.
- Parents and pupils have the opportunity to write their comment on their PPP.
- Pupils also exercise their 'voice' through School Council representatives from each class.
- Parents and members of the community are invited into school for events such as Family Learning or to share a particular skill.
- Parent workshops are offered to support aspects of learning such as Reading, Phonics or Maths.
- Termly SEND Coffee Mornings are arranged when parents, children and specialists are invited to provide support and information on specific areas of SEN such as ASC, Dyslexia. Parents have the opportunity to speak to each other, discuss and share their views and suggestions regarding SEND provision.

### Section 9

#### Training and resources

- SEN is funded by the local authority and by school itself, depending on the level of support required.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- As an inclusive school we recognise the importance of INSET training. The Inclusion Team will liaise with the Senior Leaders in planning and implementing staff training and will use staff meetings to update all staff on recent developments.
- Staff training needs are identified by personal requests from staff to improve their Professional Development or by requests from senior leaders who may have noted a particular area in which additional training would be beneficial.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends the LA SENCO Forums and network meetings in order to keep up to date with local and national updates in SEND.
- We have developed strong links with other schools in our cluster and have also forged links with schools in other boroughs. We support the philosophy of inclusion and are forging links with local special schools, such as Blue Bell Park and Yew Tree. We also

liaise with our feeder secondary schools to ensure smooth transition for our children and families.

### Links with External Agencies/Organisations

Whiston Willis recognises the importance that external professional and organisations make in helping to identify, assess and provide for pupils with SEND.

These professional/organisations include the following:

- Educational Psychologists (EP)
- Speech and Language therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- ASC Advisory Service (Autistic Spectrum Condition)
- Neuro Developmental Pathway
- Sensory Impaired Services
- English as an Additional Language Service (EAL)
- Southern Area Support Team (SENIS)
- Early Years Development and Childcare Partnership ( Early Years SENC)
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatrician
- School Health (School Nurse, Health Visitor)

In addition to the above, important links are in place with the following organisations:

- Early Years organisations
- Specialised services e.g. Autism Initiatives
- Social Care
- School attendances services/Officer
- Local Education Office/Officer
- School Improvement Team
- SENCO Network
- Cluster Inclusion networking
- PPP Development Group
- Early Help Team
- Virtual School for Looked After Children

## Section 10

### Roles and responsibilities

#### Role of Head Teacher

The head teacher's responsibility includes;

- Informing governing body of SEND procedure's within school
- Ensuring level of SEND provision, how it is carried out
- Informing parents of provision available

#### The Governing Body's responsibility to pupils with SEND includes;

- To ensure that a high standard of provision for pupils with SEND is maintained
- Ensure that SEND pupils are fully involved in all school activities.
- Having regard to the Code of Practice and the Disability Discrimination Act when carrying out their responsibilities.
- Having an involvement and reviewing the SEND policy of the school.

#### SEN Governor ~ responsibilities include;

- Meet regularly with SENCO to review of policies and procedures
- Learning Walks around school to monitor SEND provision
- Attending key meetings and training events

#### SEN Teaching Assistants ~ Responsibilities to include;

- To help devise with class teacher PPP's for pupils they work with.
- To implement targets on PPP's and record progress.
- To liaise with parents/external agencies when applicable, supported by class teacher or appropriate member of staff
- Liaise with class teacher, SENCO/ Inclusion Officer to record progress and help consider future action to assist pupil to progress.
- To attend reviews/meeting when applicable.

#### Designated Teacher with specific Safeguarding responsibility ~ Principal and Vice Principal

#### Staff responsible for managing PPG/CLA funding ~ Principal

#### Staff responsible for meeting the medical needs of pupils ~ Learning Mentor

## Section 11

### Storing and Managing information

- All records/data held in SEND files is forwarded to whichever school the child's new school when they move and duplicates kept as per Knowsley's retention policy. Any records transferred are signed for on behalf of the new school.
- To respect confidentiality, all personal documents relevant to children are kept in a securely locked metal cabinet.
- Electronic correspondence is sent and received by the local authority's secure IT network.
- Data Protection Policy
- Confidentiality Policy

## Section 12

### Reviewing the policy

This policy will be reviewed annually through consultations with Parent representatives, staff and governors.

To evaluate and review this policy;

- The Inclusion Team report annually to the staff, Head teacher and governors.
- The Inclusion Team and SEND Governor meet regularly to discuss developments and pupils progress.
- There are regular staff meetings when staff report back to the SENCO/ Inclusion Team.
- The SENCO to oversee class teachers' PPP's by monitoring them once each term.
- The governing body will report annually on the policy, in terms of the SEND aims of the school.
- In evaluating the policy school will note views of teachers, appropriate non-teaching staff, parents, pupils and external professionals.
- Targets will be set to provide progress indicators.
- Pupils' progress will be the prime indicator of success (assessed by meeting PPP targets, improving on standardised tests, satisfactory review meetings).

This SEND policy document is reviewed annually in terms of policy and practice.

The outcomes of this review are used to inform the School Improvement Plan.

## Section 13

### Accessibility

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

- The school curriculum is accessible to all pupils, including participation in after school clubs, leisure and cultural activities and school visits.

Accessibility features include:

- Wheelchair access to both departments
- Accessible toilets in both Infant and Junior departments
- Accessible parking spaces in all car parks
- Ramped access from Infant to Junior Departments
- Lift in Junior Hall
- Speaking and Listening area
- International Garden designed by the children as an outside classroom
- Specialist equipment is obtained to suit the needs of particular children
- Adapted IT equipment/programmes for child with complex/physical disabilities

The delivery of information for SEND pupils can be improved if required by enlarging the text or have a member of staff explain the content verbally. Visual aids are also used in lessons e.g. visual timetables and prompt cards.

Parents/carers can contact key staff by making an appointment through the school office.

#### Section 14

##### Dealing with complaints

- The class teacher is the initial point of contact to raise any SEND concerns.
- The next port of call will be a member of the Inclusion Team, who will advise as to next steps in resolving the problem. They will seek the advice from a senior leader if necessary.
- Additional information is available through our Complaints procedure.

#### Section 15

##### Bullying

- At Whiston Willis, we take a zero tolerance approach to bullying.
- We consistently promote and reinforce positive behaviour through our SEAL Assemblies, SMSC curriculum, school displays and discussions/activities through our PSHE and RE syllabus.
- Our Learning Mentor works closely with children who feel they need a little support to make friends. This happens each day through additional lunch time support and through small group/1:1 sessions.

- Support/Welfare staff are well equipped at Play and Lunch times to ensure that children are busy having fun with our new outdoor equipment.
- If a child is upset for any reason, staff are on hand to deal with any issues and provide support.
- Please see our Bullying policy for details on our school website.

### Section 16

#### Appendices

- SEN Information Report/School Offer
- Admissions Policy
- Bullying Policy
- Medical Conditions Policy
- Data Protection Policy
- Confidentiality Policy