



# Childwall Valley Primary School



## SEND Policy

2023

**“Easy is boring, Challenge is fun!”**

### **SEND Policy**

In accordance with the requirements of the Special Needs Code of Practice (2014), the school has sought to implement all the stages of the code and will continue to monitor the code taking into account any amendments post September 2014, latest being 30<sup>th</sup> April 2020.

At Childwall Valley we recognise that children come to school with a variety of needs. Each child has the right to have those needs recognised and met. By recognising those needs and differentiating our resources and practice we aim to give all children access to the National Curriculum.



### **As defined in the code of practice (2014)**

A child has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### **Disabled Children:**

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

### **Children’s Special Educational Needs maybe defined within or across the four broad areas:**

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, emotional and mental health difficulties**
- **Sensory and /or physical needs**

### **The Fundamental Principles of the Code of Practice:**

In relation to disabled children and those with special educational needs (SEND), Local education authorities must have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents.
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood



**These principles are designed to support:**

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with special educational needs (SEND)

**Identifying SEND in school:**

At Childwall Valley Primary School we also use a number of indicators to identify pupils' special educational needs.

Such as:

- Observations.
- All About Me Forms at the start of school
- Close analysis of data including: EYFS, development matters but those identified with SEND will be tracked using Cherry Garden and communication, social play journals, Baseline assessment, termly, yearly and end of key stage assessments, reading and spelling ages, PIVATS and BSquared. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.
- Concerns of any teacher or support staff
- Following up parental/carers concerns.
- Tracking of individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from other services including school outreach services.

**The Graduated Approach**

**Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.



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- b) Once a pupil has been identified as possibly having SEND they will be closely monitored over an agreed time period and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Special Educational Needs & Disabilities Coordinator (SENDCo) will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will require.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category, as continued monitoring may be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND register instead the child will be placed on a school monitoring register. The child will be given targeted support within class.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

#### **SEND support in school:**

#### **A four-part cycle will be taken to support children with SEND in our school Assess:**

In identifying a child with SEND at the earliest possible opportunity, the class teacher in coordination with the SENCo, will identify and audit the needs of the child. Where possible, taking the views of the parents/ carers and pupil into account.

#### **Plan**

Where it is appropriate to provide children with SEND support, the SENDCo, Class Teacher, Parents/Carers and Pupils will agree on adjustments required or intervention to be provided. Expected impact will be established along with a review date. This information will be recorded in a Pupil Support Plan (APDR form) and all teaching and support staff working with the child will be aware of the plan. Pupils with more complex SEND needs may also have a Pupil Profile.

#### **Do:**

The class teacher will be responsible for the support given to children. If children are working with a teaching assistant/specialist teacher outside of the class the class teacher will plan and liaise



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with such staff in order to monitor and assess progress. Pupil Support Plan's (APDR forms) and records of interventions will be placed on EduKey.

### **Review:**

The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The Pupil Support Plan's (APDR forms) will be updated and if still necessary a new form, for a new cycle of support, will be completed.

### **Specialist Support:**

Where necessary, special support from external agencies will be sought to support children with SEND. The school liaises closely with these colleagues and works with them as they provide therapy within the school and also through the care plans they ask us to implement.

The school refers and liaises regularly with the following services:

- The school nurse
- The Educational Psychologist
- The Educational Welfare Officer
- The Healthcare Speech and Language Service
- Occupational Therapy Service
- Physiotherapy service
- Visually and Hearing Impaired Support Service
- Child and Family psychiatry Service
- Autism Outreach Service • SENISS
- Seedlings YPAS service
- Brighter Horizons Counselling Service
- Trailblazers
- ADHD Foundation Early Years

### **Education, Health and Care Plan Assessment**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)). This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required.



The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals
- External Agency advice and reports

It is the decision of the local authority as to whether a child meets the criteria for assessment.

### **Education, Health and Care Plans (EHC Plan)**

- a) Following Statutory Assessment, an EHC Plan will be provided by the local authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan during coproduction meeting.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

### **The Governors and Staff Roles**

The designated SEND Governor will keep an overview of the SEND provision being made. The Governing Body, in conjunction with the head teacher, have responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources.

The head teacher works closely with the SENDCo and is the designated responsible person in overall charge of the management of SEND provision and the resourcing.

### **SENDCo Responsibilities**

The SENCo is responsible for the day-to-day implementation of the provision. Additionally, he/she is responsible for:

- Liaising with and advising colleagues
- Co-ordinating the provision for children with SEND
- Maintaining the SEND register



- Overseeing the records of pupils with SEND
- Liaising with parents and carers of children with SEND
- Dealing with SEND administration
- Liaising with and co-ordinating external agencies
- Contributing to the In-service training of staff.
- Organising CPD

### **Class Teacher Responsibilities**

The class teacher has a responsibility towards the children with SEND in their class. The class teacher has a responsibility for:

- Compiling Pupil Support Plans (APDR forms and Pupil Profiles) and reviewing these with parents and pupils
- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers at stage one as well as external agencies, TA's and other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating targets
- Evaluating progress of SEND pupils
- Attending INSET and training sessions.

Teaching assistants who are directly involved with a child or group of children will liaise with the class teacher and SENDCo in order to plan for, and meet the needs of that child. **Evaluating**

### **Success**

The criteria for success of the SEND provision is as follows:

- SEND Register to be updated at least once a term
- All associated paperwork to be forwarded to parents and carers, involved agencies and recorded on EduKey.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers to be invited to Assess Plan Do Review meetings each term
- Children to be involved, as appropriate.
- Relevant SEND paperwork to be filed in a secure central system



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- External agencies to be involved where appropriate to a child's needs
- Agencies to be managed effectively by SENDCo
- INSET/SEND updates passed on to colleagues where appropriate

The head teacher and governors will use these success criteria to determine the success of the SEND provision.

### **Partnership with Parents and Carers**

Arrangements for including parents and carers of children with SEND will follow the procedures outlined in this policy:

- Parents and carers will be kept informed, both formally and informally, through parent meetings, phone calls, letters and by word of mouth





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- The school encourages parents and carers to discuss any concerns regarding their children.

This can be done in first instance through the class teacher and then the SENDCo (by arranging a meeting). Interpreters can be arranged for those parents and carers require it.

- If child has a Pupil Support Plan it will be shared and reviewed with parents and carers each term usually by the class teacher or before if needed.
- Parents of pupils with SEND are invited to Parent SEND Support Group meetings each half term that are led by school SENDCO's.

### **Arrangements for Complaints**

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SEN Coordinator. If this fails to provide a satisfactory answer, the issue should be then raised with the headteacher. If this fails to resolve the complaint, a group of three governors, including the governor who has an oversight of the school's SEN provision and who will act as chair, will hear the complaint and the headteacher and the SEN Coordinator giving their case. Where the child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.

Childwall Valley Primary's current SENDCo's are currently Mrs J Hoos and Mrs L Merrison.

They can be contacted on the school office telephone number 0151 722 2544

Or via email [sendco@childwallvalley.org](mailto:sendco@childwallvalley.org)