



Somerville Federation SEND Policy

Headteacher: Phil Dickson

Chair of Governors: Chris Griffiths

Date: November 2023

Review Date: November 2024

Introduction

The SENDCO at the Nursery is Mrs S Booth

The SENDCO at the Primary School is Mrs L Pike

The SEND Governors are Mrs A Crampton and Mrs L Andrews

All key stakeholders within the Somerville Federation have been consulted regarding this policy. This policy was reviewed and updated in December 2021, in line with the revised Special Educational Needs and Disability Code of Practice: 0 – 25 Years (2014).

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Children and Families Act 2014 Section 100 'Supporting Pupils at School with Medical Conditions' identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Children and Families Act 2014. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims of the Policy

Somerville Federation is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have an entitlement to a curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The Somerville Federation is committed to inclusion. Part of the Federation's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are more able
- Those who are looked after by the Local Authority (LA)
- Others such as; those who are young carers; those who are in families under stress; Any learners who are at risk of disaffection and exclusion

This policy describes the ways in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Somerville Federation we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

We will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to adopt a pupil-centred approach to learning, providing a holistic experience tailored to the specific needs and what is important to the child.

Objectives

- To ensure equality of opportunity for all and to eliminate prejudice and discrimination against children with SEND.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To provide a broad and balanced curriculum accessible to all pupils.
- To create an environment that meets the needs of all children.
- To identify and scaffold provision for pupils who have SEND.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To make clear the expectations, roles and responsibilities of all partners in the process.
- To ensure that our children have a voice in this process.
- To ensure the SEN and Disability Act and relevant guidance provided in the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 Years 2014.
- To ensure that all children are prepared for the next stage in life's journey.

Identification of Need

The school's system for regularly observing and assessing the progress of **all** children is used to identify children who may need additional support, in the short or long term. Children may be considered to have SEND if:

- They have significantly greater difficulty in learning / development than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Prior to children joining our Federation we work with other professionals and parents to ensure that there is a smooth transition. All children will have had different learning experiences and children are assessed, so that we can build upon their prior learning. We use this information to provide starting points for the development of children to ensure accessibility of the curriculum.

At Somerville Federation we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy (refer to Federation website). We work with parents/ carers and specialists to facilitate the appropriate provision for children with SEND. The Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014 describes four broad categories of need. These categories give an overview of the range of needs that should be planned for.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEND), in cooperation with our LA. We make reasonable adjustments to ensure that SEND children are not at a disadvantage or treated less favourably compared with their peers. We constantly strive to improve the accessibility of our school and our curriculum.

We use a range of strategies to support children who may have SEND, making full use of all available classroom and school resources. The teaching staff may offer interventions that are different from or additional to those provided as part of the school's usual working practices. Staff will liaise with parents, sharing SEND support plans which will be reviewed termly.

Universal Offer

In order to make progress a child may only require scaffolding of the curriculum plans for the whole class. Scaffolding could involve the break-up concepts, learning experiences, or skills into smaller chunks and help students to learn each part. Teaching staff provide temporary support for students to reach higher levels of understanding and skill acquisition. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Monitoring of progress will be carried out by the class teacher / key person and used to inform future needs within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. If this is not the case, then further provision may be needed and the support and advice of the schools SENDCO's will be sought. The responsibility for planning for these children remains with the teaching staff, in consultation with the SENCOS.

A Graduated Approach

At Somerville Federation, we use the Assess, Plan, Do and Review Cycle to identify and assess pupils with SEND.

- Assess – Pupils are assessed termly
- Plan - Any children who are not making progress in line with expectations are identified and if necessary the most appropriate intervention/support program is selected.
- Do – Interventions/Support Programs are implemented
- Review – Pupil Progress is assessed termly, the effectiveness of the intervention/support program is reviewed and the cycle repeats.

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations for all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND

All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. We want all children to feel that they are a fully inclusive and valued member of our school community. Somerville Federation is committed to working in partnership with parents/carers, external agencies and Wirral Local Authority to ensure the best outcomes for our children identified. Teaching staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support.

A child receiving support within the Graduated Approach will have:

At the Nursery School:

Play Plan (under 3s)

Individual Education Plan (ages 3 years and over)

At the Primary School:

Provision Plan*

Learning Plan*

SEMH Plans*

* A child may have one or more

At Somerville Federation we use provision mapping to show how we allocate resources and interventions for each child within the Graduated Approach.

Teaching staff and SENDCOs will liaise during the review process. Parents/carers, professionals and wherever possible, their child, will be invited to contribute and will be consulted about any further action. Provision at this level may include the involvement of specialist services. Pupils receiving 'above and beyond' support will be added to the Somerville Federation Primary / Nursery SEND registers and parents will be notified.

School request for an Educational Health Care Plan (EHCP)

For a child who is not making adequate progress, despite a period of support at SEN level, and in agreement with the parents/carers, the school may request the LA to make a Statutory Assessment in order to determine whether an EHCP is necessary. An EHCP brings your child's education, health and social care needs into a single, legal document. It should enable children, young people and parents to have more control over decisions about their support including the use of a Personal Budget. EHCPs will extend from birth to 25, where necessary. The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Targets will be reviewed termly and a review will take place annually in line with the finalised date of the plan.

Note: Parents / carers have the right to request for an EHCP which can be made directly to the LA.

The School's Arrangements for SEN and Inclusion In-Service Training

- SENCOs are encouraged to attend regular cluster meetings to update and revise developments in SEND.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCOs/External agencies.
- All staff have access to professional development opportunities and are able to request training where a need is identified either at an individual pupil or whole class level.

Links with Other agencies

The school regularly consults other professionals. We work collaboratively with professionals to discuss and identify concerns, with referrals actioned as appropriate. Parents/carers are informed if any outside agency is involved. Agencies could include:

- Educational Psychologist
- Social Services
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Health Visitors
- School Readiness co-ordinators
- Portage
- Wirral SEN Team for EYFS
- SENAAT
- Outreach Services (Gilbrook / Elleray Park / Hayfield)

The Local Offer

The Local Authority (Wirral) publishes information about services that are available to children and families with SEND. This will provide parents with a choice of services and support from a range of providers including the Local Authority, Health and the Voluntary Sector.

You can access the Wirral Local Offer SENDLO website [here](#).

Arrangements for partnership with parents/carers

A good working relationship with parents is paramount to the development and education of every child. We welcome a parent's knowledge and guidance because they know their child best. Parents are always welcome in the setting; to discuss any concerns they may have. Arrangements can be made for private discussions at a mutually convenient time. If teaching staff have any concerns about a child, they will always meet with the parents privately to discuss any action that may need to be taken.

We recognise that parents/carers of children within the school may have SEND, and we work to try to ensure they are fully included. Adjustments are made wherever possible to support inclusion and this is achieved most often by listening to parents and making appropriate adjustments e.g. allowing a parent advocate to attend meetings with them

Transitions:

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school / no setting:

- The class teacher will visit preschools when appropriate
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Information from any previous setting will be passed and used by the teaching staff to support the transition and if required meetings between the two settings will be conducted.

- The setting will liaise closely with parents and any professionals who are involved.

If your child is moving to another school:

- Where possible, SENDCO's will liaise with settings to support a smooth transition for your child.
- Any records regarding your child will be passed on as soon as possible.

When moving classes in school:

- Information such as support plans will be passed on to the teaching staff in advance.
- The SENDCO's will be available should the teaching staff require any further clarification.
- Enhanced transition activities will be planned, where necessary, for children who find transition difficult.

In Year 6:

- The class teacher/SENDCo's will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- Your child should visit their new school prior to transferring. If this is not possible, the staff members from the secondary school will arrange an appropriate time to consult with your child, ensuring that they are fully supported in the transition.

Accessibility

Our accessibility plans can be found [here](#).

Storing and Managing Information

- All support plans are documented and may be stored on encrypted hard-drives, CPOMS and / or Provision Maps (Primary School only). Any additional SEND information is shared with teaching staff as appropriate on CPOMS. The SENDCo is responsible for overseeing the reviews of Pupil Funding Agreements (PFAs) / Inclusive Practice Funding (IPFs), EHCPs, Support Plans, Provision Plans, and Health Care plans.
- The Special Needs Register is compiled by the SENDCOs in consultation with teaching staff. Children are placed on the register in accordance with the SEND Code of Practice. The Register is regularly reviewed and children may be moved between stages or removed from the list when appropriate.
- The school keeps a record of children with health problems, compiled from information supplied by parents. Each child with a serious medical condition has an Individual Health Care Plan (IHCP) drawn up under consultation with the SENDCo, relevant Health Care Professionals and parents and this is reviewed and updated regularly.

Admission arrangements

- The setting will follow Wirral LA and Federation admission arrangements for all pupils and those with SEN.
- Children identified, prior to joining our school, as having additional needs will be matched to a class according to their need and the best interests of the child.

- Admission to classes is based around the needs of each child and will include settling in sessions and a gradually increasing time at nursery if appropriate. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with identified SEN with or without an EHCP will be invited to discuss the provision that can be made to meet the child's identified needs. This meeting will often include other professionals.

Terminology, imagery and disability equality

- We work with children to understand the impact of the words they use, and deal seriously with derogatory name calling related to SEND under our [Anti-Bullying Policy](#).
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Disability equality and trips or out of school activities

- We try to make all trips inclusive by planning in advance and using accessible places.
- We endeavour to use accessible transport to support inclusion of pupils with SEN / disabilities

Roles and Responsibilities

SENDCOs

- Developing and reviewing school SEND policy.
- Co-ordinating the support for all children with SEND.
- Ensuring that parents / carers are involved with supporting their child's learning, kept informed about the support their child is getting, and reviewing how they are doing.
- Requesting support from other services as appropriate
- Co-ordinating and liaising with a range of professionals who may be working with pupils.
- Updating the school's SEND register.
- Providing support for staff working in the schools so they can help children achieve the best progress.
- Organising and monitoring the 1:1 and small group work undertaken by staff.

The Executive Headteacher

Mr P Dickson is responsible for:

- The day to day management of all aspects of the school, this includes support for children with SEND. He ensures the SENCO and Senior staff keep him informed on a regular basis regarding all children but in particular those with emerging or identified needs
- The Headteacher will give responsibility to the SENCO but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the governing body is kept up to date about any issues in school relative to SEND.

Governors

- The Governing Body has due regard to The Special Educational Needs and Disability

Code of Practice: 0 – 25 Years 2014 when carrying out its duties toward all pupils with SEND

- The Governing Body aims to secure the necessary provision for any pupil identified as having SEND.
- The governors ensure that all teachers are aware of the importance of providing for these children.
- The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Evaluating the success of the Federation's SEND Policy

Every year, we analyse the progress of pupils with SEND against their targets. We will also compare children's progress to pupils of a similar age, using checkpoints and standardised assessments to establish whether strategies employed are diminishing the difference. We also analyse information on behaviour. We use this analysis to help us plan our provision. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having SEND meeting key developmental checkpoints.
- A reduction in behaviour related incidents
- A reduction in the numbers of children leaving us to go to a specialist provision.
- We report progress to the governing body, providing information about the numbers of pupils receiving special educational provision through Targeted Support and EHCP as well as any pupils for whom a Statutory Assessment has been requested. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SEND information Report is published annually on the school [website](#).
- Whole school monitoring and evaluation procedures will include outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself will be reviewed annually by the Executive Headteacher and Governors.

Dealing with complaints

- If a parent has a concern about the provision or the policy, they should, in the first instance, raise it with the teaching staff / Year leads who will try to resolve the situation.
- If concerns have not been resolved parents/carers can also seek advice / support from the SENDCOs.
- Following this, if the issue has not been resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days. Parents/staff can also lodge their concerns with Ofsted
- Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy (see website). This is available, on request, from the school office / [website](#).

This policy/document is reviewed annually.