

WEST DERBY SCHOOL



Whole School SEN and Disability Policy Statement

This policy will be reviewed:	Annually
Policy previously approved on:	07/12/2022
Approved on:	21/12/2023
Next review date:	06/12/2024
Signed:	S Graham (Headteacher)
Signed:	K Hodgkiss (For and on behalf of Trust Board)

Whole School SEN and disability Policy Statement

To be read in conjunction with the SEN annex to the School's Funding Agreement

Mission Statement

All pupils at West Derby School are valued and respected equally and their needs must be addressed. By developing a whole school approach to Special Educational Needs and disabilities, we will ensure an efficient delivery of the curriculum by all staff to all pupils and help ensure the inclusion of all.

Children with Special Educational Needs and disabilities may require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the National Curriculum, as may those children who are academically 'gifted'.

The provision for all pupils with Special Educational Needs and disabilities will be met in a climate of support, care and sensitivity.

All pupils at West Derby School have access to a broad and balanced curriculum differentiated to enable them to understand the relevance and importance of an appropriate education. Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEND.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHCP). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Compliance

This policy has been written with due regard to the following:

- **Special Educational Needs and Disability Code of Practice 0 to 25 years January 2015;**
- **Special Educational Needs and Disability Regulations 2014;**
- **Children and Families Act 2014;**
- **The Equality Act 2010; and**
- **Supporting Pupils at School with Medical Conditions statutory guidance.**
- This policy is reviewed annually.

Aims and Objectives

This Policy complies with the requirements laid out in the SEND Code of Practice 2015.

- To ensure that all pupils with Special Educational Need and / or a disability are identified early, assessed and catered for within the school and make the best possible progress, preparing them for adulthood
- To ensure that each pupil is given the opportunity to experience a school which is caring, supportive and where there is equal provision and inclusion regardless of age, ability, race or culture

- To enable pupils to develop, as fully as possible, their abilities, interests, aptitudes and to make additional provision if necessary
- To engage parents, children and young persons actively in all decisions regarding SEND educational provision and support requirements, promoting effective collaboration with all parties, including outside agencies
- To ensure effective communication with all staff with regards to pupils with SEN and disabilities and to enable full access to all aspects of the school curriculum and the wider school life and activities
- To be pro-active in enabling all pupils with Special Educational Needs or a disability to have full access to a broad, balanced, relevant and differentiated curriculum and the wider school life and activities
- To identify and assess special educational needs in line with the Code of Practice
- To ensure that the School's arrangements for assessing and identifying pupils as having SEND are agreed and set out as part of the Local Offer
- To share the responsibility of meeting special educational needs throughout the whole staff
- To reflect the 2015 Code of Practice in stating that teachers, as is the case now, are responsible and accountable for the progress and development of the pupils in their classes
- To provide appropriate provision for those with an Education Health and Care Plan
- To ensure compliance with the School's equality and diversity duties to SEND pupils.
- To support any medical conditions of SEND pupils.
- To ensure compliance with the relevant sections of the SEND Code of Practice (as amended from time to time). To help develop strategies of support for pupils and teachers;
- To monitor, review and evaluate the progress of pupils with Special Educational Needs and disabilities, ensuring parents / carers and pupils are fully involved throughout the process

Responsibility for co-ordination of SEN and disabled provision

Ultimate responsibility for compliance with this policy lies with the Board of Trustees. Mrs K Hodgkiss is the SEND Trustee. The SENDCO is Mrs Stephens. Miss Hughes is the Inclusion Manager and undertakes a large proportion of the SEND support role across the school. They can be contacted at school on 0151 235 1300 or by email admin@westderbyschool.co.uk. The main responsibilities listed in this policy fall within the role of the SENDCO and Inclusion Manager

The roles of the SENDCO and Inclusion Manager involve:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
- The SENDCO and Inclusion Manager have day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines
- Co-coordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Discussing allocation and deployment of the SEND budget with the Headteacher in order to meet pupils' needs
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support

services

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants
- Reviewing the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENDCOs should review targeted support on a regular basis
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan and monitor appropriate interventions
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities, SIMS, SEND register

Policy Statement

Four areas of need are defined in the 2015 SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health issues, Sensory and/or Physical needs.

- Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions.
- Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia).
- Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Early identification of pupils with Special Educational Needs is key to inclusion and success in West Derby School. Identification is facilitated in the following ways:

- Open events and discussions with parents prior to pupil entry
- Liaison with feeder primary schools in the inclusion process
- Reading, spelling and numeracy testing on entry
- Baseline testing by all subjects on entry
- Key Stage 2 SATs results
- Information from outside agencies including school nurse, primary mentors and primary SEN Coordinators
- Pre-entry appointments with parents/carers if appropriate
- Information from the LA e.g. Education, Health and Care plan
- CATS testing Autumn Term
- GL Assessments (Reading and Spelling)
- Phonics Screening
- Transition Days and mornings
- Primary liaison and activity days

West Derby School encourages the cooperation and involvement of the pupil, parents/carers, feeder primary school, support services and other agencies in its admission procedure in recognising the pupils' needs.

The dissemination of this information is the responsibility of the SENDCO.

West Derby has a whole school approach to SEND which means that SEND provision is an integral part of the work of the school and that all teachers are regarded as teachers of pupils with SEND. They may be supported in their work by designated colleagues but they essentially retain direct responsibility for meeting their pupils' needs. Differentiated high quality first teaching is a priority for all pupils, including those with SEND. Every teacher is a teacher of every pupil.

Admission Arrangements

What are the admission arrangements for pupils with SEND who do not have an Education, Health and Care Plan if the arrangements differ from those for other pupils?

The Trustees of West Derby School believe that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

'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 Education, Health and Care plans must be treated as fairly as all other applicants for admission.' (Code of Practice)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

Specialist SEN and Disability provision

Provision for pupils at West Derby School with special educational needs and / or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Inclusion Manager, the Trust Board, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

SEND Support

Pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions within high quality personalised teaching. This is known as 'SEND Support'. The SEND Support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised. This cycle is known as the graduated approach (Assess, Plan, Do and Review) and is noted in Liverpool's SEND Graduated Approach Handbook (2022).

ASSESS:-In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teachers' 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

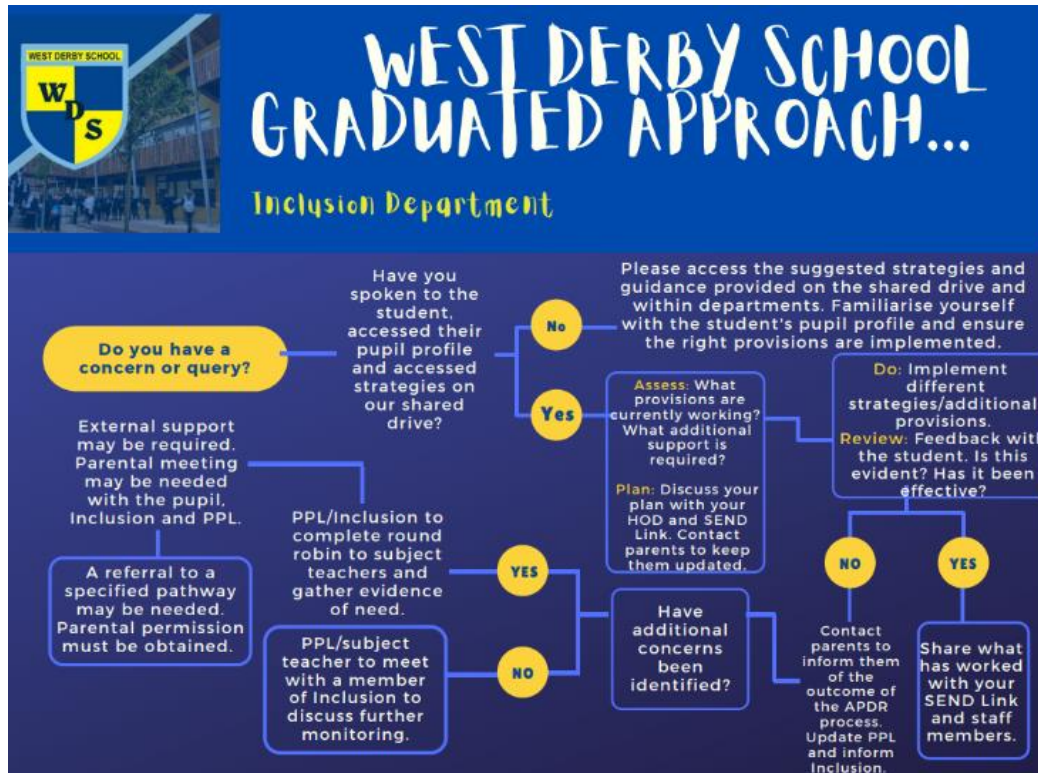
with any outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed on a regular basis.

PLAN: - We recognise that we **must** formally notify parents if their child is being provided with SEND 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 School's SENDCO supports the 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 and 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.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews often take part on a termly basis and are arranged at school and are part of the SENDCO role. 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 SENDCO attending meetings offsite to support the transition process.

The Inclusion Team at West Derby have created a staff friendly graduated approach- directly influenced by the Assess, Plan, Do , Review cycle in Liverpool's SEND Handbook (2021). West Derby School Graduated Approach considers both the academic and pastoral need of the student(s) and is accessible for members of staff. The Inclusion Team, along with PPLs implement this approach to ensure the right level of support is provided in the right place at the right time.



In many cases the pupil's needs are effectively met within the school. Where a pupil continues to make less than expected progress despite evidence-based support and interventions it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to seek the advice of a specialist. Parental consent will be formally required by agencies.

SEND support requires the initial use of classroom and school resources before bringing in specialist expertise (if deemed necessary in the future). The SENDCO and Inclusion Manager will take the lead in co-ordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCO will work closely with parents/carers, teachers and pupil and may produce a Pupil Profile, outlining specific, measureable targets and strategies to meet them. The pupil's progress will be carefully monitored and Pupil Profiles (if required) will be reviewed regularly.

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 Workers, the ADHD Foundation). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies. Some children may require multi-agency involvement and it may be appropriate to prepare an EHAT (Early Help Assessment Tool).

Statutory Assessment

As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need.

Inclusion and Facilities for vulnerable pupils and those with SEN and/or disability

At West Derby School 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:

- Radiowave hearing equipment
- Lifts
- Ramps
- Disabled toilets
- Achievement Hub

We have recently developed expertise in the following areas:

- Dyslexia training
- ASD awareness for all staff
- EAL training where appropriate
- ADHD staff training
- Supporting behaviour strategies
- Mental Health and Wellbeing training
- Trauma Informed Practice training

Allocation of resources for vulnerable pupils, those with SEN and disabilities

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Learning Support Assistants
- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively e.g. Mental Health First Aid Lite
- Specialist books and equipment
- In class and withdrawal support, e.g. small group reading support
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment
- YPAS Counsellors salary
- Family Support Worker Salary
- EAL Tuition
- OSSME Worker Salary

Inclusion in Whole School Activities

All pupils are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The SENDCO and Inclusion Manager monitor the attendance of children with SEND to ensure that there is good representative participation from these groups.

Identification and review of pupil needs

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO and Inclusion Manager works closely with the school data manager to interrogate the school tracking data, including Attendance data and ASP (DfE's Analysing School Performance tool) data.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENDCO and information is shared appropriately and frequently. Although the SENDCO has overall responsibility for identifying pupils with SEND in the school, it is recognised that other members of

teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

At West Derby School we also use a number of additional indicators to identify a pupil's special educational needs, such as:

- Close analysis of data including: CATs, SATs, reading ages, termly and annual pupil assessments and liaison with the data manager
- Teacher or support staff concerns
- Following up parental concerns
- 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
- 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. We provide dictionaries and iPads for EAL pupils as required. A teaching member of staff provides EAL lessons and mentor sessions for those EAL students requiring support. The Local Authority's ASD Team Training is accessed by staff and parents alike.

Pupil Profiles are reviewed throughout the year and any necessary updates are made as a result of new interventions and/or new information. Parents/carers are invited to attend Annual Reviews and have access to the SENDCO through Parents' and Inclusion Evening Events. Reviews are pupil centred and follow an assess, plan, do and review model (West Derby Graduated Approach). All of this must be seen in the light of a high quality teaching approach delivered through the school's Teaching and Learning policy.

Assessment Procedures for New Students

Assessment for new Year 7 students begins long before they arrive via a comprehensive transition programme detailed elsewhere. During the first term, pupils undertake the GL Assessment (Cognitive Attainment Test). This is administered with due regard to the conditions stipulated spread over three sessions with breaks in between and in a controlled environment and is externally marked. Pupils take the GL Reading and Spelling test. Students take a baseline assessment in all subjects and a Mathematics SAT paper in the first two weeks of the school year and are placed in appropriate classes as soon as possible using the data from the tests, transition information and teacher assessment.

Students arriving at the school into any year group at any other time of year are tested to allow rapid and correct placement into classes and sets. Children in undertake the GL Reading and Spelling test. This allows for direct assessment for examination access arrangements. The Mathematics department conduct their own assessment in the first week of attendance using a test appropriate to

the age and ability level of the student, any data available from his previous school and teacher assessment.

Access to the curriculum, information and associated services

All pupils at West Derby School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making good progress that is closely monitored.

Pupil worksheets are written in language which is accessible to them with regard to font type and size, colour of paper/pens used etc. For some students, (e.g. students who are visually impaired, students with photo sensitivity, Irlen's or Dyslexia) we provide coloured exercise books, coloured overlays and internal and external examination papers and booklets. Additional provisions are implemented to support students with specific learning needs, the issuing of other provisions may be needed (i.e pen grip, handwriting support, reading pen, access to word processor, writing slope etc).

Teachers use a wide range of strategies to meet a pupil's special educational needs. Lessons have clear learning objectives, teachers differentiate appropriately and assess to inform the next stage of learning. (Refer also to the Teaching and Learning Policy).

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures (for example remitting short planned breaks for pupils whose SEN means they find it difficult to sit still for a long period of time)
- Modifications to a pupil's timetable
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

We aim to support the behaviour of pupils with SEN by:

- making reasonable adjustments (see above) to accommodate their needs;
- working together with the Local Authority and other authorities where the pupil has an Education, Health and Care plan (EHCP) or a diagnosed SEND condition;
- training our staff to understand that all behaviour is a form of communication and can, at times, be indicative of unmet needs.

Relevant information is shared with parents/carers of pupils who access support from outside bodies. They receive regular details of the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

Supporting Children with Medical Conditions

Please refer to the separate school policy 'Supporting Pupils with Medical Conditions'. Our school nurse is available to see students as requested. Mrs Speed, our principal first aider, liaises with the school nurse in producing Individual Health Care Plans as required.

Looked-after children and previously looked-after children

Please refer to the separate school policy 'Looked-after and previously looked-after children' which reflects the statutory guidance in 'Promoting the education of looked-after children and previously looked-after children' DfE, February 2018.

The DfE guidance states that 'Looked-after children and previously looked-after children are significantly more likely to have SEND than their peers. Any special educational support provided by schools for looked-after children with SEND but who do not need an EHC plan, is looked at as part of the child's PEP and care plan reviews. Some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed SEND are addressed through the SEND framework. Section 19 of the Children's and Families Act 2014 is clear that when supporting young people with SEND, the local authority must have regard to the need to support and help them to achieve the best possible educational and other outcomes. For children and young people in or beyond Year 9 (aged 13-14) with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review. In line with both of these duties and the corporate parenting principles, the Virtual School Head should encourage high aspirations for children, focussing on their strengths and capabilities and the outcomes they want to achieve.'

Safeguarding Disabled Children

The DfE offer the following reasons, as examples, as to why disabled children are more vulnerable to abuse:

- Many disabled children are at an increased likelihood of being socially isolated, with fewer outside contacts than non-disabled children

Their dependency on parents and carers for practical assistance in daily living, including intimate personal care, increases their risk of exposure to abusive behaviour

- They have an impaired capacity to resist or avoid abuse
- They may have speech, language and communication needs which may make it difficult to tell others what is happening
- They often do not have access to someone they can trust to disclose that they have been abused
- They are especially vulnerable to bullying and intimidation
- Looked after disabled children are not only vulnerable to the same factors that exist for all children living away from home, but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Examples of harm or indicators of harm might include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding, leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, ill-fitting equipment, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Misappropriation of a child's finances
- Invasive procedures which are unnecessary or are carried out against the child's will.

The Achievement Hub

West Derby School believes that every child is of equal importance and that we must do our best to remove any barriers to learning. The Achievement Hub has been set up to help specific pupils cope better with and access mainstream education in a successful way. The centre provides an understanding, safe and enjoyable environment for pupils who may fail due to, for example:

- Physical disability
- A specific learning difficulty
- General learning difficulties
- Emotional/social difficulties
- Low self esteem

The Achievement Hub is overseen by the Inclusion staff. The centre is a base where pupils with socialisation difficulties can interact with their peers in a regulated, non-judgemental environment where appropriate behaviour is modelled. The Achievement Hub welcomes external support staff from outside agencies. Social Communication Groups and Reading interventions also take place in the Achievement Hub. Identified students have access to the Achievement Hub as a social space before and after school and during break and lunchtime.

What helps children to learn?

- Active/practical experiences
- Secure and happy environment
- Familiarity with the classroom
- Available choices
- Attractive surroundings
- Feeling valued
- A positive approach
- Encouragement and high expectations
- A welcoming calm atmosphere
- Stimulation
- Clear and patient explanations
- An appropriate match of learning
- A promotion of fun and enjoyment
- Seeing the purpose of what they do
- Participating in interesting activities
- Being given time for in-depth work and extended work
- Being encouraged to be active and independent within a secure environment
- Open-ended tasks
- Feeling confident
- Being challenged – however small the steps
- Trying out new work and new learning experiences
- Independence
- Developing resilience

New Provision

Provision of interventions and support within the Achievement Hub is fluid and staff will update and add to provision if it is considered beneficial.

A provision delivered by the Achievement Hub is the Social and Communication Group. The programme of intervention aims to develop social and communication skills for pupils with any type or combination of social-emotional skills deficits.

Staff from the Achievement Hub have had training with Spectrum and Child Bereavement UK so that they can better support pupils and their families who have been affected by bereavement. Staff have also received training on dealing with mental health delivered by Merseyside Youth Association.

Another highly effective intervention that is delivered in the Achievement Hub is the Ruth Miskin Fresh Start Phonics sessions. These are targeted for students primarily in Key Stage Three whose reading ages are significantly below their chronological ages.

Extra-curricular activities are also promoted for our SEND students to attend. A copy of our extracurricular timetable can be found on the school website.

Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the number of pupils on the register will be subject to change. The register is reviewed half termly by PPLs, The Inclusion Team and by the SENDCO and in addition to on-going review within the SEN department. A key element of evaluating the success of the SEN and disability provision provided at West Derby is covered in the close monitoring of Pupil Profiles and Annual Reviews.

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. Data analysis automatically triggers intervention but also monitors the success or otherwise of an intervention. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered and Pupil Profiles modified.

Where it is apparent a student with SEN is struggling at the school even when accommodations are in place, the school will work with multi agencies to provide education for those for whom West Derby School might not be the best setting. This includes supporting a move to an alternative educational provider.

Working in partnership with parents/carers

At all stages of processes, the school keeps parents/carers fully informed and involved. Parents' Evenings are scheduled within the school year to ensure staff share the progress of their students with parents/carers. These evenings also provide parents/carers an opportunity to share their views. This will support pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

In creating the School's Local Offer, parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as parent surveys which are conducted regularly during the year.

Where a pupil is receiving SEND Support, the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEND process the school keeps parents/carers fully informed and involved. Inclusion Evenings have been scheduled (as well as Parents' Evenings) to provide parents the opportunity to discuss the support given to students. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

Complaints procedure for parents/carers

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the SEND Trustee.

Managing Parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure
- Meeting with the parents/carers are arranged, perhaps involving a mediator (Information, Advice and Support Service)
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Outcomes are reviewed examining what progress the pupil has made
- Any behaviour logs should ensure strategies are included and shared with parents/carers

CPD and training of staff

The SENDCO/ attends the bi annual School Improvement Liverpool (SIL) training days. The SENDCO also attends an annual SENDCO Transition Forum and attends the annual SEND Conference held School Improvement Liverpool. Teaching and support staff attend training as appropriate.

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 SEN and disabilities. The Inclusion Team provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. Whole school staff awareness in certain medical conditions is provided when required. Mental health and emotional wellbeing has been a focus for staff and students in recent years.

SEND Funding

The Trust Board oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The Local Authority will provide a top up (through a graduated 5 'band' system (if a High Needs pupil has proven needs above the school's additional £6,000.

The school allocates SEND funding in the following ways:

- Pupil Support Staffing and Teaching Assistants
- Training for all teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- Tailored support to encourage reading ability through our Reading Ready programme
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Supervised breaks and lunchtime facilities in the Achievement Hub
- Purchasing and maintenance of ICT and electronic equipment
- Whole school training
- Salaries of School Counsellor and Schools' Family Support Workers for example
- Outreach Support
- EAL Tuition

Links to support services

West Derby School works in partnership with outside agencies such as:

- Connexions (particularly important for support at transition into adulthood)
- Liverpool CAMHS
- Social Services
- Education Psychology
- Educational Welfare
- SEN Provider Panel
- Community Paediatrics
- ADHD Foundation

- Advanced Solutions Community Network
- Shaping Futures
- School Health
- School Police Link
- Schools' Family Support Service
- OSSME
- Local Authority ASD Training Team

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into Pupil Profiles and intervention/provision.

The school promotes the 'Team around the School approach' (TAS meets half termly) and draws upon EHATs, liaising also with Schools' Family Support Service where appropriate, to ensure early identification, intervention and assessment of SEND.

Links with other schools and clusters/transition

Prior to admission to West Derby School, contact is made between the Inclusion/Pastoral Team and the SENDCO or class teacher at the previous school in order to contribute to a transition plan, should one be required. When a pupil with SEN and/or a disability transfers to another school, all relevant documentation is passed on to their SENDCO. The LA has an annual SENDCO Transition Forum (KS2/3) in June where any pupil with SEN and/or a disability or vulnerable pupils can be discussed in person and a transition plan can be put into place. Our Connexions Link person works with SEND students to support transition into the sixth form/the world of work. In 2023 95% of our SEN Year 11 leavers were in education, employment or training (36 of 38 pupils) In 2023 89% of our SEN Year 13 leavers were in education, employment or training (8 of 9 pupils).

The Role of the SEND Trustee

The SEND Trustee promotes the development of SEND provision by:-

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Trust Board
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school
- Meeting regularly with the SENDCO
- 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
- Reporting to the Trust Board
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable pupils
- Reviewing and monitor the effectiveness of the SEND Policy
- Liaising with the SENDCO in relation to the Local Offer and the SEND Information report

Reviewing the effectiveness of this SEN and Disability Policy

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCO, and SEND Trustee
- Parents/carers
- Pupils
- Outside agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND and disability policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages

- An analysis of external tests including GCSEs or equivalent qualifications
- Analysis of data such as Attendance
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings
- DfE's Analysing School Performance tool (ASP)
- Reports provided by outside agencies including Ofsted

The Local Offer

For the LA's Local Offer, which includes the Local Offer for West Derby School, please visit:

www.liverpool.gov.uk/localoffer

The SEND Report

For the School's SEND Report, please visit the school website.

For more information regarding SEND, please contact Mrs Stephens, SENDCO or Mrs Hughes, Inclusion Manager.