



SEND Policy

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Background

This policy complies with the requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2018
- SEND Code of Practice 0 – 25 (2015) (Amended 30th April 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting learners at school with medical conditions August 2017
- Safeguarding Policy
- Accessibility Plan

The Equality Act sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly, or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled learners are not at a substantial disadvantage compared with peers.

Special Educational Provision

The Equality Act retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act (which includes learners with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a learner cannot make full use of the general educational facilities provided for learners of their age in mainstream state schools) but not all learners are disabled by their SEN and vice versa.

At Wirral WRAP, we endeavour to secure special educational provision for learners for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At Wirral WRAP, we believe that a learner has special educational needs if:

- He or she has a learning difficulty or disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Aims

At Wirral WRAP, we aim:

- To identify and provide for learners who have SEN and additional needs
- To work within the guidance provided in the SEND Code of Practice, To operate a “whole learner, whole school” approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs learners
- To create an environment that meets the special educational needs of each child to engage in activities.
- To request, monitor and respond to parents/carers and learner’s views in order to evidence high levels of confidence and partnership
- To make clear the expectations to staff, learners and parent/carers.
- To ensure a high level of staff expertise to meet learner need, through well targeted continuing professional development
- To ensure support for learners with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs through reasonable adjustments to enable all learners to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Implementation

Wirral WRAP takes a whole school approach to the provision for learners with SEN through assessing, planning, delivering, reviewing and recording of information, to ensure that all learners achieve their potential.

1. Identification of Needs

At Wirral WRAP, it is the role of the class teacher in the first instance, to identify any learner who may have SEN. *‘Slow progress and low attainment do not necessarily mean*

the child has SEN. The class teacher working with SLT should assess whether the child has SEN'. SEN COD 0-25(2014).

Before identifying a learner as needing SEN support the class teacher with the Senior leaderships team support will establish a clear analysis of the learners needs, using the SDQ Profiling system alongside SNAP which highlights learner needs and provides staff with strategies to support each learner.

2. Analysis of Needs

Ongoing processes of formative and summative assessment is an integral part of the teaching and learning process at Wirral WRAP providing information useful to the learner, the teacher and the parents. Wirral WRAP uses SDQ/SNAP Profiling and other tools for this. It demonstrates what has been learned, identifies successes and gaps in learning and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs. Where current rates of progress for individual learners are inadequate, arrangements for appropriate screening and support will be made through the school's graduated approach to SEN.

Storage and Managing Information

The school will continue to use the system of learning plans and SDQ/SNAP profiles to record the steps taken to meet the needs of individual learners.

The Headteacher is responsible for ensuring that records are kept and available when needed. These are available to share with parents at review meetings or when parents request.

SDQ/SNAP strategies are implemented and evaluated for learners whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning or behaviour. Targets should be in addition to the normal learning targets and should be:

- SMART – specific; measurable; achievable; realistic; time-bound.
- Only three or four in number
- Relate to the area of need for the child: communication, behaviour and social skills.

All staff members have access to individual information.

The Role of The Senior leadership team at Wirral WRAP in relation to SEN

Responsibilities include:

- Acting as coordinator
- Compiling and managing the SEN Register
- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for learners with SEN, (including those with an EHC plan)
- Overseeing the records of all learners with SEN
- Developing effective ways of overcoming barriers to learning
- Ensuring that individual profiles are produced, completed and reviewed each term
- Reading / summarising / disseminating information regarding educational reports
- Liaising with teaching staff, as well as the headteacher at parent schools
- Liaising with senior school teaching staff to discuss transition
- Screening visiting learners, reviewing the identification procedure, monitoring progress and record keeping
- Organising / attending review meetings
- Liaising with external agencies
- Managing and developing the effective use of the school's resources
- Identifying, order and utilise the resources available from other agencies
- Contributing to the development of curriculum policies to ensure that the provision for learners with SEN is considered
- Supporting and advising teachers in planning appropriate programmes of work
- Analysing data, monitoring progress and providing additional support to SEN learners working in class
- Liaising, advising and supporting parents of learners with SEN.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Headteacher to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual learners.

The school's Headteacher regularly attends network meetings in order to keep up to date with local and national updates in SEND.

Support Services are welcomed to support a child with SEN, if the child:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of the peer group

Valuing Parents

Wirral WRAP welcomes parental involvement and seek to gain as much information as possible about the child from the parents/carers and parent school; all staff read any paperwork submitted. All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, learners with special educational needs will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the SEN process, the school keeps parents and parent schools fully informed and involved at all stages. We encourage parents to make an active contribution to their learner's education and hold regular meetings to share progress in addition to parent/learner achievement / target meetings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

Arrangements for learning support and SEN learners changing schools or leaving school

In consultation with parents, the Headteacher will notify the receiving school about a learner's learning support or SEND records, including the provision that has been made and targets met.

Considering the learner's Views and Opinions

At Wirral WRAP, the learner's views will be sought whenever possible, by asking, listening and observing the learner's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept that a learner's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

Provision for learners with EHC Plans or statements

Wirral WRAP only accept learners with a EHC Plan, Wirral WRAP will determine if we can meet the needs of the learner. Once a decision has been made Wirral WRAP will work aimlessly to ensure the targets from the EHC Plan are worked on via the school environment, lessons and extra curricular activities.

Wirral WRAP will ensure:

- Cooperation with the local authority in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress. Any advice and information gathered will be sent to all those invited to an annual review meeting. The school will prepare and send a report of the meeting to everyone invited to the meeting and will enable the local authority to undertake a review of a learner's EHC plan.
- Coordination by the learner of the specific provision made to support individual learners who have EHC plans, together with the monitoring and review of its efficacy.
- Facilitation by the learner of additional staff training as required to meet the terms of the plan
- Provision of information by the learner to ensure that all those teaching or working with a child named in an EHC plan, are aware of the learner's needs and the arrangements in place to meet them.
- Co-operation, as appropriate, with health and social care providers to meet the terms of the plan.
- Preparation, learners are fully funded by a local authority that is registered at the school, an annual account of income received and expenditure incurred by the

school in respect of that learner, for the local authority and, on request, the Secretary of State will be provided if requested.

Confidentiality

- The school will not disclose any EHC plan without the consent of the learner's parents with the exception of disclosure:
- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings. For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the learner's application for disabled learners' allowance in advance of taking up a place in higher education. (NB This bullet point is for secondary education only)
- To the Headteacher (or equivalent position) of the institution at which the learner is intending to start secondary/higher education.
- To the Headteacher (or equivalent position) of the parent school from which the learners is placed with us

learners with English as an Additional Language

- Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children. Their ability to participate in the full curriculum may be in advance of their communication skills in English. The school will work to achieve the following for EAL learners
- To give all learners the opportunity to overcome any barriers to learning and assessment.
- To welcome and value the cultural, linguist and educational experiences that learners with EAL bring to the school.
- Enable them to develop an understanding of and respect for British culture.
- To implement school-wide strategies to ensure that EAL learners are supported in taking part in all activities.

- To help EAL learners to become confident and fluent in speaking and listening, reading and writing in English in order to be able to fulfill their academic potential.
- To encourage and enable parental support in improving children's attainment.
- All rooms to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities as appropriate.
- Identify the child's strengths and acknowledge the time it takes to become fluent in an additional language.
- To ensure that, in conducting broader assessments of children's ability and progress, any limited proficiency in English will not be a barrier to understanding their wider abilities

Teaching and Learning

For the majority of their time at school, our EAL learners will be integrated in all the same classes as our native speaking English learners. Everyone in the school is therefore responsible for helping our EAL children become more fluent in English.

During lessons teachers will:

- Show differentiated work in their planning.
- Have high expectations, expect learners to contribute and give more than single word answers.
- Recognise that EAL children are as able as any other children and so they should be set appropriate and challenging learning objectives, with their progress being monitored carefully.
- Recognise that EAL learners need more time to process answers.
- Allow children to use their mother tongue to explore concepts.
- Give newly arrived learners time to absorb English (there is a recognised 'silent period' when children understand more English than they use. This passes if their self-confidence is maintained).
- Use groups to ensure that EAL children hear good models of English;
- Use collaborative group activities.
- Provide a range of reading books that highlight the different ways in which English is used, and in which both language and content are suitably matched to the age and maturity of the child.
- Provide phonic software and audio books as appropriate.
- Ensure that there are many opportunities for talking to both adults and peers.

Other Considerations

When organising trips and carrying out disciplinary procedures the specific needs of learners are always considered so that individual learners can participate fully in the event. For all Trips, staff are required to complete risk assessments and to take into account learners who have SEN. These are kept with the Headteacher, Where parents alert the school to SEN prior to entry, this is accounted for during familiarisation procedures.

learners with Medical Conditions

Wirral WRAP recognises that learners at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. These learners are supported by class teachers and first aiders who meet to update on all learners that have named medical conditions.

Success

The SLT at Wirral WRAP will establish the extent to which standards have improved across groups of learners with identified SEN by: Boxhall/SNAP Profile Assessments.

- comparing baseline data with the data collected at the assessment point
- reviewing learners' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noting how well learners with SEN have access to the whole curriculum of the school
- observing an increase in independence of individual learners with SEN
- ensuring provision for each learner is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all learners are met

Accessibility

At Wirral WRAP, high quality teaching using differentiation for individual learners, is the first step in responding to learners who have or may have SEN. Details of differentiation are provided in schemes of work and weekly planning. Planning is monitored and feedback is provided. Individual teachers respond to children's needs by creating an Individual Boxall Profile/SNAP Plan or a provision map to record individual needs.

Teachers use these to inform teaching by:

- providing appropriate support for children who need help with communication, language and literacy e.g. through grouping and use of appropriate learning materials
- planning suitable experiences to develop learner's understanding through the use of all available senses
- planning for learner's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress and to take an active part in their learning
- using different learning materials or specialist equipment
- deployment of a teaching assistant to work with individuals or small groups of children when appropriate
- requesting support from the Headteacher both in and outside the classroom
- using specific intervention materials

Physical Environment

Wirral WRAP has a commitment to providing specialist equipment should it be needed. If it is clear that a particular resource poses a threat to a learner, these are removed. Currently, there is disabled toilet in the main school building. There is a stair lift for access between floors.

Procedures for Resolving Complaints about SEN Provision

This follows the school complaints procedure, as published on the school's website.

Evaluation

This policy will be reviewed as part of the school's three-year review cycle.

Appendix 1

A) Broad areas of need as set out in the SEND Code of Practice 2014:

Communication and interaction

Learners and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not

understand or use social rules of communication. The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Learners and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when learners and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where learners are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, to profound and multiple learning difficulties (PMLD), where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Learners and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other learners and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some learners and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many learners and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Learners and young people with an MSI have a combination of vision and hearing difficulties. Some learners and

young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

B) Other considerations

Other considerations need to be taken into account as these may also impact on the progress and attainment of our learners;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of learner Premium Grant
- Being a Looked After learner
- Being a learner of Serviceman/woman

C) Adequate progress

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the learner and his peers from widening
- Closes the attainment gap between the learner and his peers
- Shows an increased rate of progress than previously
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the learner’s behaviour

Appendix 2

Further Advice: Advice, information and training

The following organisations provide advice, information and training on specific impairments:

The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)

The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)

The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)

The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

The SEN Gateway (www.sendgateway.org.uk) enables access to a broad range of materials and support services across the range of SEN.

Early Support provides a range of information materials to families and professionals (www.ncb.org.uk/earlysupport).