



INCLUSION Policy: SEND

(Special Educational Needs and Disabilities)

Phase of school this policy relates to *(please highlight)*

Early Years	Primary	Secondary	Whole School
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Policy lead staff member:	Sandy Peters (SENCO)
Policy link governor:(date signed off)	Ashley Younggren (28/09/23)

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Introduction / Frame of Reference:

The Inclusion policy reflects the principles of the SEND Code of Practice (2015) and meets statutory requirements.

Liberty Woodland School is an outdoor Primary and Secondary school (opened Sept. 2022) situated in Morden Lodge and Ivy Lodge, Merton.

Our vision is to develop young people who will be most likely to succeed in the 21st century concurrent with meeting individual needs in an outstanding school where everyone is valued, inspired to succeed and loves learning. Our SEND approach is underpinned by our core values of inclusion, collaboration, ambition, innovation and nurture. We pride ourselves on the inclusive nature of our school and learning environment. The school is committed to providing equal opportunities for all children, regardless of their abilities, backgrounds or experiences. The school embodies the global UNESCO 2017 themes of Presence, Participation and Achievement for all. As a whole school community, we have adopted the phrase “neuro-affirmative perspective”, which underpins daily practice and provision, meaning neurodiversity is fully embraced, all pupils thrive and individual strengths are celebrated. Our preference is to use the terminology ‘individual needs’.

Summary statement: At LWS:

- 1. We believe** in equality of access and opportunity for all, with the aim that everyone receives the provision they need to access the very best, high quality education, maintaining high expectations for all our learners. LWS recognises the need for 'equity' and that each student has differing needs; provision is both universal and diversified in order to meet neurodiverse needs.
- 2. We are committed to** the ongoing celebration of diversity and valuing all achievements, social, emotional, cognitive or physical.
- 3. We ensure** that the provision for children with SEND is the responsibility of all members of the school in accordance with the Code of Practice (2015) statement, ‘Every teacher is a teacher of SEN’.
- 4. We aim** to meet the individual needs of children where these are identified, assessed and provided for, as early as possible in their school career
- 5. We proactively enable** parents to be included and informed at all stages of any assessment, planning, provision and review of their child’s education.
- 6. We work closely** with parents/carers of children with SEND on the school register, to create and sustain positive partnerships; Individual Learning Plans (ILPs) are co-constructed, shared and reviewed termly with parents. We also seek to involve pupils in decisions and provision that affects/is designed to support them.

Definitions of Special Educational needs and Disabilities

A child with SEND may have learning differences or a disability which calls for special educational provision to be made for them in compliance with the SEND Code of Practice (2015). This is defined as a child who:

- has significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders them from accessing educational facilities

The SEND Code of Practice (2015) outlines 4 categories of need:

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

Cognition and Learning	Communication and Interaction	Sensory and Physical	Social, Emotional and Mental Health
Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	There is a wide range of sensory and physical difficulties that affect children across the ability range. Children with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.	Children who have challenges with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These differences may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive

Children may have needs in one or more or all four categories.

Commitment to Full Access to a Broad, Balanced and Creative Curriculum

Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full curriculum.”(SEND Code of Practice, 2015)

All children at LWS are entitled to full and equitable access to our broad, balanced and creative curriculum through high quality teaching and innovative provision. This is the responsibility of all staff.

Liberty Woodland School Inclusion Policy for SEND:

LWS' inclusive ethos celebrates all children and regards the assets that children with neuro-diverse needs, as core/central to the life of the school; LWS values the contribution of every child to our community.

Liberty Woodland School sets out to ensure that:

- Practice, provision and pedagogy enable all learners to participate fully in learning, teaching and assessment
- All efforts are made to minimise or reduce individual pupil's barriers to learning
- All classes have well planned learning opportunities with clear learning intentions, adapted to enable all pupils to make progress
- Class resources are organised in such a way as to enable all pupils to develop independence in selecting appropriate materials for tasks. There are often adaptations which are helpful for all children; this is called 'Ordinarily Available'.
- Additional personalised resources are available, tailored to individual needs. This includes any Reasonable Adjustments.
- A range of blended teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated daily and pupils take responsibility for affirmations and gratitude
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual learning
- The Zones of Regulation are cohesively applied, in depth, across the whole school with a common language used by all; children are immersed in a nurturing environment
- Where pupils are offered learning opportunities in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled; however, any additional learning opportunities equip children to better access whole class learning across the curriculum

SEND Provision at Liberty Woodland School

LWS adheres to and concurs with the statement that *'Special educational provision is underpinned by high quality teaching and is not-compromised by anything less'* (SEND Code of Practice, 2015) and this is reflected in the school's **Provision Map (APPENDIX 1)**

The effective inclusion of all pupils in high quality, personalised everyday teaching is our core approach (Wave 1) meeting the needs of the majority of pupils. Some children need educational provision that is additional to or different from this. This is considered as special educational provision (Wave 2 and Wave 3) under Section 21 of the Children and Families Act (2014). See Provision Map (APPENDIX 1) for detail outlining the whole school provision. This exemplifies how LWS meets the additional needs of children identified as having a SEN or disability.

Graduated Approach to SEND Support (SEND CoP 2015)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice 2015)

At LWS the **Graduated Response** is implemented; a four part cycle comprising a process of **Assess-Plan-Do-Review**, which is recorded on the child's SEND Support Plan (ILP). This is a termly process ensuring that there is careful monitoring and assessment of pupils throughout their time at the school or for the period of time an ILP is needed, as there may come a time when this is no longer needed, a decision in collaboration with teachers and parents.

Pupils are considered for possible SEND needs through discussion with the SENCo and in partnership with parents, where all the information gathered about the pupil's progress is considered. All members of the teaching team are able to raise a cause for concern which will be discussed with the SENCo and the wider team if necessary. A child may be identified as having SEND if they continue to make less than expected progress despite receiving appropriate and timely intervention in addition to quality first class teaching. However, the pupil may be placed on the Cause for Concern stage of the **SEN Register** in order to support monitoring. If there are further professional assessments or diagnoses, a child may move onto the SEND plus stage of the Register if additional provisions are advised, or may remain as a CforC. Equally, a child may be removed from the CforC if a concern no longer remains. The Register is reviewed regularly and updated termly.

In collaboration with parents and relevant staff, a pupil can be removed from the Register. Alternatively, a child may arrive at LWS with an already identified, assessed and documented need from a previous setting. Some children with SEND make

expected progress academically but still need support in one of the 4 areas of need e.g. social, emotional and mental health.

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Class teachers work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the ILP in preparation for the termly progress review.

Where school staff have concerns about the progress of a particular child, this will in the first instance be discussed with the parent. If, after all of the above and in consultation with parents, it is decided that a child has underlying needs then s/he will be added to the SEND register as a cause for concern. If following professional assessment and/or diagnosis, they will be added to the Register. Together with teaching staff and parents, a joint decision will be made as to whether or not an ILP is needed. In some cases, a single page Provision Document is sufficient to identify needs and provision.

In this respect either the parents, or the school with parental agreement, will use the expertise of outside agencies such as an Educational Psychologist or Speech and Language Therapy Service, to help with identification of SEND and planning of appropriate support. However, families will be responsible for costs. Requests for assessments from CAMHS, the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties, are available at no cost via a family's GP, although schools can also submit referrals if requested.

Reviews of ILPs for pupils on the SEND register are undertaken termly. The review process evaluates the impact of support. It also takes account of the views of the pupil and their parents. If necessary, additional assessments may be considered at the progress review with parents to inform a future cycle of response. Professional advice, where appropriate, is incorporated into the child's individual planning and targets. LWS continues to establish partnerships with providers.

Monitoring and Adaptation

The principle of early identification and intervention underpins our approach to identifying pupils who need additional support. This is often put in place, whether or not a special educational need has been identified. This extra support can enable the pupil to catch up with their peers or make accelerated progress.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and areas of need are identified and used to identify possible additional provision. In many cases these underlying needs often explain less than expected progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise which is outlined above.

Intervention impact is scrutinised and evaluated by the SENCo and class teacher on a termly basis in order to review provision and ensure this remains effective. Pupil progress is tracked termly. The SEND Register and Summary Overview is reviewed and updated on a frequent basis by the SENCo who regularly liaises with class and subject teachers.

Criteria for Exiting the SEND Register

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different support, and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs. Thus a child will continue to be identified as having a special educational need if they require additional and different provision to be made in order for them to continue to make progress.

If the child is able to maintain good progress **without** the additional and different resources they will not be identified with special educational needs and be removed from the SEND register in consultation with parents/carers. However sometimes the special educational provision required to meet some children's needs cannot reasonably be provided from within the school's normal resources. Where this is the case, we will gather all the information in the format required by the relevant LA in which the family resides to request an assessment of education, health and care needs. As an independent school, this process is often initiated and steered by parents.

EHC Plans (EHCPs)

If a child has significant or complex difficulties they may undergo a Statutory Assessment of Special Educational Needs in the Local Authority in which the family resides. This can be requested by the school in consultation with the parents, but it can be requested by a parent directly to the local authority. This will occur when the complexity of need of the child is such that a multi-agency approach to assessing the needs, planning the provision and identifying resources and further funding is required. A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

The statutory assessment may lead to the creation of an Education, Health and Care Plan. Applications for an EHCP will use a variety of sources of information and evidence including:

- Parents and child
- Teachers and Assistants
- Inclusion Manager/SENCo
- Educational Psychologists
- Speech and Language Therapists
- Information from Social Care
- Health Professionals

Information will be gathered related to the current support provided and the outcomes of this support in relation to targets set for the individual. This information is then presented to a Local Authority Panel of professionals who make a decision as to whether the evidence and level of need have reached the threshold for statutory assessment. If the threshold has been reached then the statutory assessment will take place. Once the assessment is completed this evidence then returns to the panel for a decision about whether an EHCP is needed and then a further panel to agree to any additional High Needs funding or resources that may be allocated.

If the panel decides not to initiate a statutory assessment leading to an EHCP, or does not agree to issue an EHCP, then the parents have a right to appeal the decision. Where an EHCP is agreed it will be reviewed once a year through the Annual Review process.

High Achievement

The principle of early identification and intervention equally applies to students who are exceeding expectations. Some pupils progress quickly and demonstrate a particularly high level of achievement. As is the case for all pupils, strengths and areas of need are identified and used to adapt provision if required. The school emphasises the need to listen to pupils about their own educational journey and use flexibility to ~~cater~~ to meet individual needs, in partnership with the pupil.

Reporting

At LWS Secondary, all students are assessed using MYP (Middle Years Program) criteria. However accommodations are made for pupils with academic special needs, for example, reasonable adjustments in time span for assessment tasks, use of scaffolding materials, and the adaptations to assessment delivery, for example, hearing the instructions for assessment rather than reading them.

Pupils with SEND are expected to achieve some, most, all or above school

curriculum outcomes with support and encouragement. Written reports for pupils who are not meeting the expected learning outcomes outline:

- what the student is able to do/focus on their strengths (glow)
- the next steps needed to focus on to progress (grow)

Assessments (IBO, 2016)

In line with IB philosophy, which is the Secondary curriculum, assessments for students with special educational needs should:

- be accessible in terms of design, content and medium to give every student the opportunity to succeed
- be ongoing, diverse and relevant to the learner
- actively inform and involve learners (Meyer, Rose and Gordon 2014, p 139)
 - be focused on learner progress (Meyer, Rose and Gordon 2014, p 139)
 - allow for differentiated assessment with different entry and exit points
- be flexible, not fixed, and provide multiple opportunities in varied media for learners to demonstrate skills and express themselves (Meyer, Rose and Gordon 2014, p139)
- be pertinent and relevant to the construct that is being tested and measure what it intends to measure (Meyer, Rose and Gordon 2014, p139)
- be explicit so that the purposes and outcomes of the assessment process are understood by all
- measure both product and process—what type of learning, how and under what conditions (Meyer, Rose and Gordon 2014, p139).

Please see [here](#) for Secondary Assessment Policy.

The **designated governor** for SEND is **Ashley Younggren**.

Our SEND Governor :

- plays a vital role in ensuring that SEND remains on the governing body agenda and provides a link between the governing body and the staff with regard to SEND;
- uses best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;
- meets regularly with SENCo
- takes account of the 'SEND Code of Practice' when carrying out their duties towards all pupils with SEND.

SEND Advice for Parents and Carers

We provide parents with information on sources of independent advice and support e.g. The Special Educational Needs and Disability Information, Advice and Support Service (IASS) / Independent Parental Special Education Advice www.ipsea.org.uk / Contact a Family SEN Advice Service (0808 808 3555).

Although the school is situated in Merton LA, families need to consult the **Local Offer** of the local authority in which they reside. The London Borough of Merton Local offer can be found on the Merton web site: <http://localoffer.merton.gov.uk>

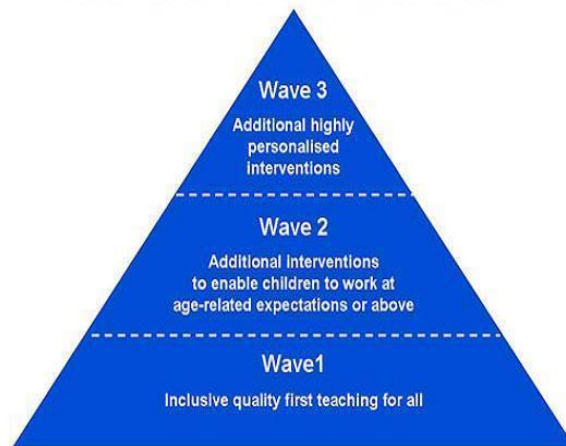
Additional information can be found at:

<http://www.merton.gov.uk/learning/edinclusion/sendis.htm>

The school recommends parents to the service of the Merton Special Educational Needs Information and Advice and Support Service which can support parents with SEND issues and is independent of the school and the LA. Telephone: 020 8543 8854
Email: fran.turko@merton.gov.uk

APPENDIX 1: LWS SEND PROVISION MAP

Waves of Intervention Model



There are 3 phases known as ‘waves’ that outline the provision for our pupils.

Wave 1	Wave 2	Wave 3
UNIVERSAL	TARGETED	SPECIALIST
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make optimum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need additional support with their learning or behaviour.	Wave 2 is specific, additional intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored, personalised intervention to accelerate progress or enable children to achieve their potential. These may be time limited. This may include one to one or specialist interventions.

At LWS, provision is made for children with a range of neurodiverse presentations, eg: ASD, ADHD, dyspraxia, dyslexia, dyscalculia and thus our mainstream setting is inclusive of children who may identify with mild or moderate learning differences. Needs are met through all Waves of Support as outlined.

What does Wave 2 Provision mean for my child?

Wave 2 is targeted catch up provision for groups to 'put children back on course'. It describes specific, additional small group learning over and above what is offered at Wave 1 which aims to accelerate progress and enable children to 'catch up' and meet age-related expectations. Wave 2 interventions are not primarily SEN interventions. This is often delivered through targeted Core Skills sessions. However, children included in Wave 2 interventions may be on the SEND Register.

What does Wave 3 Provision mean for my child?

Wave 3 describes deeper intervention offering more personalised solutions if Wave 2 has not had significant impact. Interventions may be time-limited. Children at Wave 3 may have particular needs related specifically to maths or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. Should internal specialist 1:1 or small group intervention be required, the school will seek to make provision for this in the first instance. The cost for additional in-house intervention will be chargeable to the parents/carers. Early intervention is time-limited. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 and 2.

At Liberty Woodland School we aim to:

1. Match Provision closely to the child's individual needs
2. Have clear entry and exit points
3. Track children's progress very closely and respond quickly to children who may not be on track to meet age-related expectations
4. Invest in good quality evidence-based interventions and train our staff to deliver these to the highest possible level
5. Communicate clearly with parents about the impact of any interventions their child has received

Positive experiences of education are vital to securing good outcomes for children and young people. At LWS we recognise the importance of our contribution as educators to ensuring that all the children and young people with whom we work are challenged and supported to reach their full potential.

APPENDIX 2: Waves of Provision at LWS

Cognition and Learning		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Pitched questioning Modelling of skills High expectations Success criteria Group reading Guided writing Dialogic Talk Visual dictionaries Word mats ICT to support learning Writing frames Numicon/Base 10 Learning displays Challenge tasks Investigative cross-curricular learning Outdoor environment Support from Teaching Assistant (LA) Different learning styles are adopted Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) Specific Learning Difference e.g. Dyslexia (SpLD) Next steps in marking (www) All children's progress and attainment is assessed and tracked throughout the year Ways of Being	Differentiated SPaG (Spelling,Punctuation and Grammar) Paired Reading RWI phonics program Differentiated Maths Flash Maths Catch-Up Task boards to break down tasks into manageable chunks Pre-teaching of vocabulary Booster sessions	Intensive (1:1) support in core subjects Reading Recovery approach Precision Teaching Pre-teaching Support from Educational Psychology (EP) Toe by Toe Programme Flash Maths Dyscalculia programme Personalised resources Multi-sensory resources Visual timetables of elements of a session
Communication and Interaction		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Modelled speech/language Modelled Interaction Targeted questioning	Pre-teaching of vocabulary Social Skills group (social skills & self-esteem) Zones of Regulation (Lego Therapy)	Individual visual timetables Oral scripts given to interact with others and self-manage social situations

Talking partners Group learning Investigative talk Whole class circle time Class visual aids and prompts Visual timetables Key words/word banks Drama and role play activities Sequencing activities Additional processing time Simplified Language A range of questions used so children develop and give better responses Opportunities for individual, pair, group or whole class learning Presentations to peers and other classes and when possible parents Role play and Drama Zones of Regulation Ways of Being	Peer-to-peer mentoring Organisation of environment: symbols, signs, visual information	Targeted work from Speech and Language therapist Social Skills resources Personalised Zones of Regulation toolkits Human resourcing to enable 1:1 when necessary Social Stories Now and Next Charts personalised Pets as Therapy (registered)
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Sensory and Physical		
Wave 1	Wave 2	Wave 3
Differentiated curriculum planning Adaptions to the class space and wider outdoor environment (when appropriate) Fine motor skill activities such as: peg boards, putty, cutting etc. School building is accessible for all Class spaces have age-appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning	Use of specialist equipment Pencil grips Coloured overlays Lap weights Sloping boards for tables Fidget kits Gross motor programmes Trim trail/use of outdoor resources Additional movement breaks Sensory seat cushions	Individual learning (work) station/space Social stories Targeted work from Occupational Therapy Service Individual support with self-care where appropriate Food/meal adjustments Safe space (reduce over-stimulation from environment) Low Arousal Approach Ear defenders

High quality resources are readily available, organised to enable independence Lessons organised to optimise active learning providing time for concentration, discussion, thinking, reflecting and questioning Outdoor learning opportunities		
Social, Emotional and Mental Health		
Wave 1	Wave 2	Wave 3
School & class 'rules' constructed with children PSHE planned lessons Class circle time Talking partners Class visual timetable Gratitude Journals Affirmations Visual reward systems Emotion/social resources Positive praise and high expectations Fiddle objects/natural resources Zones of Regulation Empathy training Ways of Being	Nurture group (social skills & self-esteem) Zones of Regulation Transition support Personalised Tool kits constructed with and by child Timers & stress relievers	1:1 Emotional Literacy or Nurture Support Individual work station/spaces Personalised social stories Targeted work from CAMHS or Educational Psychologist Additional adult support throughout the day when appropriate Team around the Child Snack availability Low Arousal Approach Size of the Problem visuals Choice between Two Proactive Strategies eg allowing solitude/intense interest activities Pets as Therapy (registered) Adaptation of environment (NICE 2015)

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