



SEN-D Policy

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Contents

1. Introduction	3
2. Purpose	3
3. Aims and Objectives	4
4. Definitions and Stages	5
5. Equalities	6
6. Roles and Responsibilities	7
7. Consulting and involving pupils and parents.	11
8. Children Looked After	11
9. Links with external professional agencies	12
10. Monitoring and Evaluation	12
11. SEN Information report.....	13
12. Complaints about SEND Provision	13
13. Monitoring the policy.....	13
14. Connecting Policies for Safeguarding purposes	14
Appendix 1 – Our approach to SEND support.....	15
Appendix 2 - The Graduated Approach.....	18
Appendix 3 - Review of EHC (Education Health and Care) Plans	20

1. Introduction

1.1 All pupils at Willow Bank school have additional learning needs associated with Social, Emotional and Mental Health difficulties. Some have diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) and/or Autism Spectrum Disorders (ASD), amongst others. We welcome each and every pupil with SEN-D as part of our community and aim to create a sense of belonging in a high-quality learning environment which supports responsible inclusion and the development of emotional intelligence where all pupils can achieve and be the best they can be.

1.2 Pupils are placed at Willow Bank School by their home Local Authority (LA) and have Education Health and Care Plans (EHCPs) written and maintained by their LA. Pupil's individual EHCPs are reviewed at least annually in line with the SEND Code of Practice guidance. The outcomes identified in their EHCP provide a focus for planning and assessment for learning.

1.3 Provision in relation to curriculum, environment, resources, staffing structure and staff expertise are focused upon meeting the individual needs of our pupils. We recognise that we will need to consider where individual needs of pupils when planning our curriculum and endeavour to provide a curriculum which meets these needs.

1.4 Pupil needs are regularly re-assessed to enable the appropriate support strategies to be implemented as efficiently as possible. If additional specialist advice and support is necessary, we will contact the appropriate external agencies. At Willow Bank School we are committed to effective collaboration between all agencies working with a pupil and a multi-disciplinary approach to meeting the needs of pupils with SEN-D and actively support the establishment and maintenance of close links with all agencies.

2. Purpose

2.1 Our special educational needs and disabilities (SEND) policy aims to:

1. Make sure our school fully implements national legislation and guidance regarding pupils with SEND

2. Set out how our school will;

- Support and make provision for pupils with Special Educational Needs and Disabilities (SEND).
- Provide pupils with SEND access to all aspects of school life
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make successful transitions
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

3. Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3. Aims and Objectives

3.1 The objectives of our Governing Body in making provision for pupils at Willow Bank School with Special Educational Needs, and a description of how our Governing body's policy for SEND will contribute towards meeting these objectives, is detailed below.

It should be noted that:

1. As appropriate, the aims and objectives of the SEN-D Policy relate directly to those of the school, the Statement of Principles adopted by the LA and are also based on the values derived from and are guided by the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (2014) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

2. To be consistent with the SEN-D code of practice 2014 the following terminology has been used: 'Learning difficulties and disabilities; special educational provision'

3.2 Through implementation of our policy (please see Appendix 1) we aim:

- To ensure that all pupils have the opportunity to access to a broad and balanced curriculum in an inclusive environment with Quality First Teaching (QFT) so that they can reach their full potential and enhance their self-esteem. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are adequately supported and included.
- To ensure that the needs of all pupils are identified and assessed regularly and that appropriate differentiation and support relating to specific individual needs is efficiently provided.
- To meet the needs of all pupils by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education by encouraging pupils to engage actively as school council reps and consulting pupils for feedback via focus groups and surveys.
- To ensure the curriculum promotes intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both

now and in the future. This may include, for example, support in developing safety awareness, politeness, perseverance, initiative and independence.

- To promote effective partnership working with pupils and their parents/carers.
- To promote effective partnership working with the wide range of agencies and professionals who work with our pupils and their families.
- To promote a culture of equality, tolerance and acceptance where all individuals are respected and valued.
- To create and maintain an environment which promotes aspirational outcomes, individual challenge and support which enables all pupils to be the best they can be.
- To promote the 'Preparation for Adulthood' agenda to enable pupils to be actively involved in making choices and decision and in planning for their future.

4. Definitions and Stages

4.1 Definitions of SEND

Special Educational Needs

A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

N.B. This definition of learning difficulty does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.2 The 4 areas of need

Area of need
Communication and interaction
Cognition and learning
Social, emotional and mental health
Sensory and/or physical

4.3 The Code of Practice (2014) advocates a graduated approach to identifying and supporting pupils with SEND which has four stages: assess, plan, do and review. This replaces the School Action and School Action Plus from the previous code of practice.

4.4 The process of annual review of EHC Plans stated in the Code of Practice 2014 is described in Appendix 3.

5. Equalities

5.1 Willow Bank School provides education for pupils with SEMH needs. We strive to ensure that the culture and ethos of our school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

5.2 The *Disability Discrimination Act 1995 (DDA)* and the *Disability Equality Duty 2006 (DED)* and *Equality Act 2010* introduced measures aimed at eliminating the discrimination often faced by people at Willow Bank School. Each day we endeavour to promote the spirit of inclusion typified by these Acts.

5.3 The range and degree of behavioural challenges and learning difficulties that might be found in a typical class can be considerable and we recognise that this situation exists in this school.

6. Roles and Responsibilities

6.1 The school's Special Educational Needs Co-ordinator (SENCo) is Mrs E Bainbridge and the SEN-D Governor is Mrs L Burns.

6.2 All staff at Willow Bank school, in both teaching and support roles, have access to individual pupil EHCPs, are informed about the additional needs of pupils on an ongoing basis and are fully committed to supporting these to help ensure that pupils have the opportunities to make the best possible progress. All teachers are teachers of SEND, and in the first instance, pupils' needs should be met through QFT and wave 1 (in class) strategies and provisions.

6.3 All departments in school have a responsibility to oversee provision for pupils who experience barriers to learning.

6.4 Governing Body

The Governing Body's responsibilities include:

- Being fully involved in developing and subsequently reviewing the SEN-D policy and provision in school
- Monitoring the quality and effectiveness of SEND provision within the school and updating the Governing Body/Committees on this
- Raising awareness of SEND issues at Governing Body/Committee meetings
- Ensuring that pupils have opportunities to be fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities

6.5 The Head teacher

The Head teacher's responsibilities include:

- Having overall responsibility for the provision and progress of pupils with SEN-D.
- Keeping the Governing Body well informed about SEN-D within the school
- Working with the Governor for SEN-D and SENCo to determine the strategic development of the SEN-D Policy and provision in the school
- The day-to-day management of all aspects of the school including provision
- Liaising with the School Business Manager and SENCo to ensure that funding and other resources are appropriately allocated to meet need
- Working closely with the SENDCo/SEN-D team
- Ensuring that the school has clear and flexible strategies for working with parents

6.6 The Special Educational Needs Co-ordinator (SENCo)

The SENCo works closely within the Senior Leadership Team and with the Governing Body to determine the strategic development of the policy and provision in school.

Additional responsibilities include:

- Overseeing the day-to-day operation of the SEN-D policy
- Ensuring staff are kept up-to-date regarding any changes to the individual needs of pupils in their charge
- Co-ordinating provision and working closely with school staff to ensure that pupils and parents are adequately supported
- Liaising with and providing professional guidance to colleagues, including the provision of appropriate INSET opportunities for all staff
- Applying for and liaising with the Exams officer to ensure appropriate exam access arrangements are in place for individual pupils where required
- Liaising with parents/carers and external agencies to help ensure pupils with SEN-D receive appropriate and efficient support

- Engaging in regular 'Pupil provision planning' meetings to further support early identification of need and monitoring impact of interventions; liaising with external agencies to seek further advice where necessary
- Ensuring that the EHCP Review process for individual pupils is effective and informs future EHCP outcomes and provision
- Co-operating and liaising with the Senior Leadership Team, Learning mentors delivering interventions, wider school team, Careers Service and fellow SENCOs to help ensure pupils are able to experience a smooth transition to/from school, including into post-16 provision.

6.7 SEND Keyworkers

All pupils are allocated a designated SEND key worker upon admission to Willow Bank School.

SEND keyworker responsibilities include;

- Developing a positive, trusting relationship with allocated pupils
- Supporting pupils in communicating their voice, including their interests, strengths, barriers and needs through regular keyworker meetings
- The provision of timely information relating to pupil voice to inform termly Parent/Carer meetings and the Annual EHCP review process
- The development of constructive relationships and regular liaison with parents/carers
- Creating and maintaining, with the support of form staff, allocated pupil's 'Pupil on a Page' documents to support the efficient sharing of key information as recorded within individual pupil EHCPs.
- Being aware of and keeping up to date with the school's procedures and needs of and provision for allocated pupils
- Working with pupils as necessary to support the achievement of individual outcomes as noted within pupil IEPs/PCPs and EHCPs and supporting delivery of Wave 1 interventions as appropriate
- Engaging in regular 'Pupil provision planning' meetings to further support early identification of need and monitoring impact of interventions and collaborating with the SENCO where necessary to determine any action required to assist individual pupil progress, embracing the graduated approach.
- Facilitating, with the support of form staff, termly pupil and parent/carers meetings during which individual pupil progress is reviewed and short-term Individual Education Plan (IEP) targets, which support the achievement of longer term EHCP outcomes, are established and appropriate provision identified.
- Being involved in the development of the school's SEND Policy

6.8 Learning Mentor with responsibility for Transition Support

The Pupil and Parent/Carer Liaison Support Lead responsibilities include:

- Being a point of contact for pupils, parents and external agencies to support pupils' transitions on entry to and when leaving school.
- Providing updates to colleagues and liaising with parents and other agencies to ensure that pupils with SEN-D receive appropriate support, particularly during periods of transition.
- Liaising with internal and external professionals and potential next providers to ensure that pupils and their parents are informed about options and smooth transitions are planned.

6.9 Learning Mentor/s and Teaching Assistants for additional needs and staff delivering specific interventions

The Learning Mentor/s and Teaching Assistants for Additional Needs and staff delivering specific interventions responsibilities include:

- Working directly with pupils identified by the SEND Team to deliver targeted interventions on a 1:1 or small group basis.
- Logging individual pupil intervention data relating to access and engagement on SIMs to support the maintenance of live provision maps
- Assessing and monitoring the progress of pupils in receipt of individual interventions at Wave 2
- Engaging in regular 'Pupil provision planning' meetings to further support early identification of need and monitoring impact of interventions and collaborating with the SENCo where necessary to determine any action required to assist individual pupil progress, embracing the graduated approach.
- Communicating key themes and targets to form tutors and class teachers to support the achievement of outcomes across the curriculum.

6.10 Form Tutors and Class Teachers

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include: Ensuring Quality First Teaching which is personalised and appropriately differentiated.

Additional responsibilities include:

- Being aware of and keeping up to date with the school's procedures and needs of and provision for individual pupils in their form/classes
- Engaging in the regular review and assessment of progress of all pupils to ensure efficient identification of need.
- Embracing QFT and collaborating with the SEND team where necessary to determine any action a required to assist individual pupil progress, embracing the graduated approach.
- Supporting delivery of Wave 1 interventions as appropriate
- Working closely with the SEND team (SEND key workers, intervention leads and SENCo) to embed and link key themes to classroom teaching where a pupil is in receipt of additional Wave 2/3 intervention.
- The provision of timely information relating to individual progress to inform the Annual EHCP review process.
- The development of constructive relationships and regular liaison with parents/carers
- Working with pupils on a daily basis to support the achievement of individual outcomes as noted within pupil IEPs/PCPs and EHCPs.
- Supporting SEND key workers in the maintenance of 'Pupil on a Page/Pupil Passport' documents and in the facilitation of termly pupil and parent/carer meetings during which individual pupil progress is reviewed and short-term Individual Education Plan (IEP) targets, which support the achievement of longer term EHCP outcomes, are established and appropriate provision identified.
- Being involved in the development of the school's SEND Policy

6.11 Teaching/Learning Support Assistants

Purpose of the Post (as recorded in the job description): To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior learning staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

Specific duties and Responsibilities:

- Establishing good working relationships with pupils, acting as a role model
- Being aware of and responding appropriately to individual pupil needs ensuring effective interaction
- Providing specific support to pupils' dependent upon their individual needs, ensuring their safety whilst supporting access to learning activities, under the direction of the teacher/other senior learning staff.
- Promoting inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and engage in activities led by the teacher
- Promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- Providing one to one support in either a care/special needs capacity for individual pupils, as directed by the teacher

6.12 Additional Needs Administration

Responsibilities include;

- Ensuring that individual SEND information is securely stored
- Supporting the SENCo in ensuring that individual SEND records are regularly reviewed and updates communicated to all staff as required
- Supporting the SENCo in the organisation and facilitation of EHCP review paperwork and meetings
- Liaising with parents/carers and external providers as appropriate.

6.13 Exams Officer

Responsibilities include;

- Supporting the SENCo in completing any necessary online Access Arrangement applications
- Ensuring approved Access Arrangements and reasonable adjustments are loaded into SIMS exam manager and Access Arrangement register distributed to all staff.
- Creation of Exam Profile to inform invigilators and teaching staff of Access Arrangements and reasonable adjustments relating to assessments and external examinations
- Ensuring approved Access Arrangements and reasonable adjustments are in place and provided during examinations seasons (including mock examinations).
- Training invigilators in the correct provision of approved Access Arrangements
- Providing the SENCo with records/feedback relating to pupil provision during the exam season

6.14 Parents/Carers

Parents/Carers should inform the school if they have any concerns about their child's progress or development.

Parents/Carers of a pupil will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Provided with termly progress reports

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.15 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Consulting and involving pupils and parents.

7.1 Willow Bank School aims to place the pupil and their parents/carers at the heart of all decisions made about special education provision. We promote a culture of cooperation between parents/carers, schools, LAs and others. This is important in enabling learners with SEND to achieve their full potential

7.2 When changes may be required to special educational provision we will always endeavour to have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

7.3 We respect the differing perspectives of all parties concerned with pupils with SEND and seek constructive ways of reconciling different viewpoints.

7.4 We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers

7.5 Parents/carers are encouraged to use the IASS (Information, Advice and Support Service) for support and advice, or to bring an appropriate relative/friend to meetings if they wish to do so.

7.6 Notes from discussions will be recorded within the pupil's record.

8. Children Looked After

8.1 The designated teacher for Children Looked after is: Mr D Francis.

8.2 The designated teacher supports the appropriate provision for Children Looked After through close monitoring of Personal Education Plans (PEPs), liaison with social care and evaluation of provision

8.3 Where EHCP annual reviews fall in the same terms as a PEP meeting for a Child who is looked after school will endeavour to align these meetings to prevent unnecessary duplications for pupils, their parents/carers and professionals.

9. Links with external professional agencies

9.1 Whenever necessary the school will work with external support services. These may include, but are not limited to;

- Speech and language Therapists
- Occupational Therapists
- Specialist teachers or support services
- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CYPMHS)
- Education welfare officers
- Social services
- TESSA
- Play therapists
- Forensic CAMHs
- Youth Justice Service
- Careers Connect
- CELLS
- Safer Schools/Merseyside Police
- Merseyside Fire and Rescue Service

10. Monitoring and Evaluation

10.1 The Governing Body will receive regular SEN-D reports including reports on spending to the finance committee.

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

- Teachers
- Parents
- Pupils
- External agencies

10.3 Pupil progress for pupils with SEN will be analysed through:

- Use of standardised reading, spelling and appropriate curriculum or other assessments (such as the BOXALL profile), including for access arrangements
- Half-termly monitoring of progress within specific interventions
- Evidence generated for annual education reviews
- The use of pupil questionnaires
- Consideration of each pupil's success and areas for improvement (review stage of the graduated approach) in the four areas of need at termly parent/carer target setting meetings, termly Planning and Consultation/Team around the School meetings and annual EHCP reviews
- Consideration of feedback from the pupil, their parents and staff

10.4 We recognise that consideration needs to be given to other factors which may impact on progress and attainment:

- Attendance and punctuality;
- Health and welfare (including being trauma-experienced);
- Being in receipt of Pupil Premium funding;
- Being Child who was Previously, or is currently, Looked After;
- Being a child of servicemen/women; and

- Holding a protected characteristic

10.5 We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How well the graduated approach is implemented
- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

11. SEN Information report

11.1 The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

11.2 The SEN information report will be updated annually and as soon as possible after any changes to the information it contains.

12. Complaints about SEND Provision

12.1 Where parents/carers have concerns about our school's SEND provision, we encourage them to raise their concerns informally in the first instance with the pupil's key worker or form tutor. If necessary parents/carers are welcome to make contact with the SENCo or other member of the Senior Leadership Team as appropriate.

12.2 Should such discussions not resolve their concerns, parents are welcome to submit their complaint formally.

12.3 Formal complaints will be handled in line with the school's complaints policy.

12.4 If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

12.5 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring the policy

13.1 This policy will be reviewed by the SENCo in collaboration with the Headteacher and governors **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

13.2 It will be approved by the full governing board.

14. Connecting Policies for Safeguarding purposes

14.1 Willow Bank School believes it is very important that policies, including those relating to Safeguarding issues, across the school are read in conjunction between one another. Such policies include;

- Safeguarding Policy
- Child Protection Policy
- Safer Recruitment Policy
- Health & safety Policy
- Drug Policy
- First Aid Policy
- Anti-bullying & harassment Policy
- Disability, Equality Scheme and Accessibility Plan
- Access Arrangements Process Policy
- Word Processing Policy
- Examinations Policy
- Behaviour Policy
- Positive Handling and Guidance Policy
- Attendance Policy
- E-safety Policy
- Lone Worker Policy
- Complaints Policy
- Teaching and Learning Policy
- Teaching and Learning Feedback Policy
- Remote Learning Policy

Appendix 1 – Our approach to SEND support

Ensuring appropriate provision and implementing a model of special educational needs provision based upon that described in the Code of Practice 2014.

Curriculum

A1.1 The SLT (including the SENCo) works closely with teachers when planning the school curriculum and timetable to ensure that:

- It is balanced and allows for and facilitates adequate development in each curricular and skill area
- It allows for differentiation according to individual needs
- It offers equality of opportunity and access to the different curricular and skill areas.

A1.2 The curriculum is regularly reviewed to ensure that it is relevant to pupil's needs, both present and future.

Training

A1.3 SLT (including the SENCo) offer advice and INSET (training) opportunities to staff and actively share resources to support the continued development of understanding in relation to SEN-D, provision (including Quality First Teaching) and processes/procedures which support to ensure all pupils have equal access to the curriculum and are able to experience success and enjoyment in their work

Ethos

A1.4 Willow Bank School promotes achievement and success with each new day. Achievements are actively celebrated in accordance with individual needs. A range of reward systems are in place including verbal praise, written feedback/reward charts and reward trips which encourage students to work towards their individual targets and experience a sense of achievement as they work towards achieving their full potential.

A1.5 Lessons are conducted in a secure, supportive and disciplined manner. Staff interact and pupils are actively guided to engage in a manner that demonstrates mutual respect. The staff at Willow Bank School believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self-reliance and initiative.

A1.6 All behaviour is understood as a form of communication. Team Teach trained and experienced staff offer support to pupils experiencing difficulty and reflect upon behaviour observed to support in the identification of need and appropriate support/provision.

A1.7 Pupils and parents are encouraged to contribute their views to support in the efficient identification and appropriate provision for additional needs via Pupil and Parent voice activities, close liaison with staff, opportunities to engage in the school council and Parent/Carer Coffee mornings/events and engagement in termly and annual review meetings.

A1.8 Pupils are provided with a variety of experiences across the curriculum including opportunities for individual and inclusive group activities.

Personalised provision

A1.9 Teaching staff support pupils in lessons, taking into account individual needs and agreed provisions as detailed within individual EHC Plans, termly IEP/PCPs, Pupil on a Page/Pupil passport documents or information shared by pupils, parents/carers or staff.

A1.10 Close liaison between parents/carers and staff is necessary to ensure the effective sharing of information and use of resources.

A1.11 Pupil progress is recorded and reviewed formatively on an ongoing basis and summatively during termly assessment weeks, termly parent/carer meetings and annually in line with EHC Plan reviews to support in identifying achievements and identifying barriers to inform appropriate future provision. Information collated and reviewed includes subject progress data, attendance data, records of achievement and behaviour incidents and results of assessments such as specific reading, spelling and comprehension assessments and Boxall Profiles.

A.1.12 Willow Bank School embraces the graduated approach ensuring that where barriers are sustained despite intervention additional or enhanced provision is offered. The graduated approach involves a continuous cycle of ASSESS, PLAN, DO, REVIEW (see Appendix 2).

A1.13 Willow Bank School uses 'Waves' to describe levels of provision including Universal, Wave 1 (In class support), Wave 2 (Wider school support) and Wave 3 (External Agency support). Class teachers are the first step in identifying pupils who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of pupils in their class. Those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate adaptations/differentiation (Wave 1) and good quality personalised teaching. This is 'Quality First Teaching'. Through staff appraisal and a proactive approach towards Teaching and Learning, we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable pupils, and develop their knowledge of the areas of SEND. Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of ASSESS, PLAN, DO, REVIEW. Where expected progress is not being made against desired outcomes provision should be reviewed and escalated in collaboration with the SENCO to that available at Waves 2 and 3 as appropriate.

A1.14 Pupils with specific difficulties requiring further additional support may be withdrawn during the week for small group or individual 1:1 intervention sessions. Where possible, timetables for interventions will be facilitated on a rotational basis to avoid pupils persistently missing the same lesson for extended periods of time.

A1.15 Various interventions are available within school dependent upon area of need. In literacy, the 'Read Write Inc: Fresh Start' scheme and 'Active Literacy Kit' are phonics-based intervention programmes that target specific identified areas of difficulty: the follow on programme is 'Units of Sound'. Intervention sessions are delivered on a 1:1 or small group basis with appropriately trained and experienced members of staff. A range of computer programmes are also utilised as motivational tools to support the development of basic literacy. Similar programmes and tools are also employed to support the development of basic numeracy including Dynamo Maths and Prodigy Maths. Other interventions may support pupils in other areas of difficulty for example in relation to social, emotional and mental health needs, communication and interaction needs and physical and/or sensory needs. Such interventions include; 1:1 Sessions with Willow Bank School's senior mental health lead, 1:1 Barnardo's Resilience Sessions, 1:1 Draw and Talk therapy sessions, Small Group Lego Therapy sessions, Small Group Communication and Social Skills Sessions,

Language link intervention sessions, access to the school's sensory spaces (cube rooms) or group rooms and facilitation of the Seedlings/Teenage Sensory and INSYNC Programmes.

A1.16 The impact of interventions are monitored on an ongoing basis by those delivering specific programmes, discussed weekly at 'Pupil provision planning' meetings and reviewed at least half termly with the support of the SENCo as necessary.

A1.17 The effectiveness of any assessment and intervention will be influenced by the involvement and interest of individual pupils and their parents/carers who both have important and relevant information to offer. Successful education is dependent upon the active and positive participation of pupils, parents/carers and school staff, supported when and where appropriate by other specific professionals and agencies. Willow Bank School has strong links with child health services, social services, educational services and voluntary organisations.

Transition

A1.18 Pupils are supported during their transition to and from Willow Bank School and during transition between year groups/classes. Additional support may include home visits to share information and begin introductions, school visits, engagement with a range of transition activities, taster sessions, access to a designated key worker for transition and the provision of a personalised transition timetable.

A1.19 Upon entry to Willow Bank School pupils are encouraged to engage in a Reading, Spelling and Comprehension assessment in addition to any subject specific baseline assessments across the curriculum. Developmental and diagnostic assessments may also be completed using the Boxall Profile as soon as possible given these require a thorough knowledge of the pupil. Identification of pupils needing specific additional support, above that already specified through EHC Plans, will be based on the results of these assessments alongside teacher observations. Specific requests for support are also considered from various sources including parents/carers, pupils, staff etc

A1.20 Pupils have access to qualified Careers Guidance Advisors during key stages 3 and 4. Career Guidance Advisors are invited to participate in all EHC Plan reviews and actively encouraged to attend those for pupils in Year 11 to support a smooth transition to an appropriate Post-16 destination.

Safety

A1.21 Safety of all persons participating in an activity is paramount. As such appropriate risk assessments are undertaken when necessary, including when working specialist rooms such as the Science, Food Technology or Design & Technology workshops, outdoor areas such as Forest School or when visiting off-site locations.

Appendix 2 - The Graduated Approach

Stage 1 - Assess

In preparation for each review, whether these be termly (or interim) parent/carer meetings or annual EHCP reviews, staff will carry out a clear analysis of the pupil's needs based on all available information. Such information will include information within individual Pupil EHCPs, attendance data, achievement and behaviour records, curriculum progress data, literacy assessment data, intervention data, BOXALL assessment reports and observations. The views of the pupil and their parents will be taken into account. School may also seek advice from external support services.

Assessments will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

Stage 2 – Plan

In consultation with parents/carers and the pupil, staff will decide upon priority focus areas and agree on suitable SMART targets to address specific areas of need, ensuring these support achievement of individual EHCP outcomes.

Stage 3 – Do

In consultation with the parents/carers and the pupil, staff will decide which adjustments, interventions and support will be put into place to support achievement of the planned SMART targets. This should include consideration of the support/provision the school is able to offer in addition to considering how parents/carers and pupils are able to contribute where appropriate.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support/provision provided and any teaching strategies or approaches that are needed. This information will be made accessible to staff via pupil 'IEPs' and 'Pupil on a Page/Pupil passport' documents stored and accessible on Teams. Where pupils are in receipt of specific interventions these will be logged within our whole school provision map and individual within our management information system, SIMS.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Stage 4 – Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

Staff will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents. Where pupils have achieved outcomes, new outcomes may be set. Where pupils have not achieved outcomes staff will consider amendments to the target and/or provision to ensure these effectively meet a pupil's need.

QFT10 – Universal expectations for SEND

QFT10



CHECK #1 POLICIES

All policies have been read, processes understood and these are applied consistently. It is important to breed consistency as, although alternative approaches may not affect you, they may affect a colleague, and will definitely impact on the students.



CHECK #2 PREPARATION

You have cross-referenced your class lists, Learning Support Register information, obtained Person Centred Plans, reviewed previous data (FFT/SISRA), and are aware of access arrangement information.

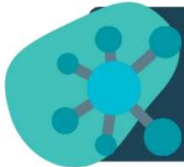
CHECK #3 SPACE

Seating plans consider the (access) needs of all students and the classroom is well-organised, free of clutter (low-arousal environment), labelled and all displays are accessible for all, supporting the learning planned for the space, including subject-specific vocabulary supported with visual aids.



CHECK #4 STRUCTURE

Clear, logical learning is planned and adaptations implemented. Learning is chunked with opportunities for pre- and over-learning. Links to real life situations are optimised and when any changes are due, these are prefaced with a warning.



CHECK #5 ROUTINE

Clear, consistent routines are used to create a safe environment i.e., SMART way, task on entry, references are in line with policy: AtLs, Zones of Regulation, C system, rewards, etc. Students are involved in the routine and given roles and responsibilities - coordinate control in the room.



RELATIONSHIPS CHECK #6

...are the currency to all things positive! *Know your students!* This does not mean you're their friend but their supportive critic. Are they FSM, PP, what's the thing that they love, what is their PCP...? Relationships should hinge on a shared intention for the student to thrive.



CHECK #7 MODELLING

Model the behaviours you wish to see: punctuality, calmness, compassion, respect. Model everything you wish students to do: thought processes, written response, completing a process - look for opportunities to praise. Discuss wrong-doing restoratively to unpick the error and look for alternative eventualities. Model alternative routes to 'getting it right' rather than admonishing the error, academically and behaviourally.



COMMUNICATION CHECK #8

...with all stakeholders. You are not an island and need the student working with you, along with their families, colleagues, external professionals. Speak to them. Engage them. Work together. Be clear. If your communications are unclear, the response will not be as you need it to be.



CHECK #9 IMMEDIACY

Do it now! Give feedback now - not retrospectively when it doesn't get read, but in class, in discussion, in low-stakes tests, in collaboration: write it, model it, coach it. Students need to see they are getting it right and this needs to be explicit, or the value is diminished. They also need to know when they're getting it wrong and if you commit to support or a consequence, this needs to happen there and then or soon.



ACCESS | SUPPORT CHECK #10

Plan in, and with, any arranged in-class support (TAs, HLTAs, Access Leaders, etc.) - this should not be based on behaviour but learning. Verbal instructions/expectations should be logical & chunked, where possible also supported by visual clues. Build in a variety of multi-sensory learning (visual, auditory and kinaesthetic) to improve memory.



Appendix 3 - Review of EHC (Education Health and Care) Plans

EHC plans must be reviewed at least annually.

Prior to these reviews the school's SENCO will seek updates/feedback to inform the review from;

- The pupil
- The pupil's parents/carers
- School staff
- Representatives from any relevant external agencies currently working with the pupil (with parental consent to do so)

Invitations to the review will be sent home at least two weeks in advance of these reviews in addition to any reports received:

- The pupil
- The pupil's parents/carers
- A representative from the relevant Local Authority SEND Team
- Representatives from any relevant external agencies currently working with the pupil
- Any other person the Local Authority considers appropriate/necessary

During the EHCP review, which may take place face-to-face on site or via Teams/telephone as preferred;

- Any further information and updates from all parties, including pupils and their parent/carers will be sought and shared
- Information within the pupil's current EHC Plan will be reviewed, and any proposed amendments will be discussed and recorded
- Pupil progress in relation to the targets/outcomes identified in their EHC plan will be discussed
- Consideration will be given to the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether it may be necessary to cease, continue or amend the plan

Following the review meeting a report will be sent across to the Local Authority whose responsibility it is to maintain the plan detailing information gathered and, if appropriate, any proposed changes to the EHC Plan for consideration.