



## SEND School Offer Reviewed January 2021

### School Offer

**Definition of SEN:** 'A child or young person has SEN if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty of disability if they:

- a) Have a significant greater difficulty in learning than the majority of others of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, or mainstream post 16 institutions

A child under compulsory school age has SEN if they fall into a) or b) above or would do so if special educational provision was made for them'. *Code of Practice May 2014.*

**Kew Woods Primary School is an inclusive school who ensures that all children are able to make progress and reach their full potential by adopting a 'Graduated Response' to support pupils with Special Education Needs and Disabilities and work with pupils, parents and external agencies with specific expertise in order to meet the needs of individual children. The 'Graduated Response' consists of:**

**Step 1** – 'Quality First Teaching' within the whole class environment.

**Step 2**- 'Additional Response' – an added intervention, resource or adult support targeting a specific area of learning which requires short term support.

**Step 3**- 'SEND Support'- The pupil is placed on the SEND Register as targeted intervention or support from external agencies is required over a longer period of time.

**Step 4**- An Education and Health Care Plan is applied and alternative school provision may be considered most suitable in meeting the pupil's needs.

As part of 'The Graduated Response' the school follows the structure of:

- 1. **Assess** (pupil progress and attainment)
- 2. **Plan** (pupil target setting)
- 3. **Do** (pupil completed relevant additional intervention)
- 4. **Review** (reassessment to monitor progress and impact of intervention)

### What type of SEND do we provide for?

#### **Our SEND profile for 2020-2021**

The number of pupils on role at Kew Woods (Reception – year 6) is 397. There are 82 pupils on our SEND register. This gives an average of 21 % of pupils with SEND.

**The main category of SEND for these 82 pupils are:**

Communication and Interaction (CI)	Cognition and Learning (CL)
17	39
Social, Emotional and Mental Health Difficulties (SEMHD)	Sensory and/or Physical needs (SP)
18	8

**More than one area of need can apply to these pupils. The overall categories of SEND for the 80 pupils are:**

Communication and Interaction (CI)	Cognition and Learning (CL)
35	52
Social, Emotional and Mental Health Difficulties (SEMHD)	Sensory and/or Physical needs (SP)
28	16

16 of our school population have an Education and Health care Plan, one pupil is currently being assessed for an Education Health care Plan and 2 pupils receive High Needs Funding.

**Who are the best people to talk to in school about my child's additional needs?**

Class teacher – You should speak to the class teacher first if you have any concerns about your child's progress. You may then be directed to the SENDCO. The class teacher is responsible for adapting the curriculum to meet the needs of all pupils, planning and delivering additional interventions and applying the school SEND policy.

Special Educational Needs Disability Co-coordinator (SENDCO Miss K.Banks) – You will be referred to the school SENCO by the child's class teacher for additional support and advice where required. The SENCO will: coordinate provision for children with SEND, liaise with a range of external agencies to provide suitable support for children with SEND, facilitate training for staff, monitor progress of children with SEND to ensure the effectiveness of additional provision, coordinate the use of 'pupil profiles' for individual target setting for children with SEND.

Headteacher (Ms C.Jackson) – The headteacher is responsible for the day to day management and running of the school, including provision for all pupils in the school.

School Nurse (Hayley Taylor) – You may wish to contact the school nurse who is available to provide advice and signpost to other services. The school nurse will also provide medical training for staff for children with specific medical needs or general medical training.

SEND Governor (Mrs L Collins) – The school SEND governor is responsible for the evaluation of SEND provision as well as developing quality of provision alongside the school SENDCO for all pupils with SEND across the school.

Teaching Assistant 1:1 support – If your child has an Educational Health Care plan or High Needs Funding they may have a linked teaching assistant who works with them daily to support them with their learning. The named teaching assistant will liaise daily via a home / school diary.

Intervention teachers – If your child has a SEND support plan they will have additional intervention support from a teaching assistant or intervention teacher. You will receive a progress report from the teacher when they have completed an intervention programme.

#### How does the school identify that a child may have a special educational need?

The identification of children with SEND is built into the school's overall approach to monitoring progress and attainment. Termly 'Pupil Progress Meetings' are held between the head teacher, SENDCo, assessment leader and class teachers to monitor the progress of all pupils. At this point pupils whose attainment is not reaching age expectations or pupils whose progress is slower than expected are brought to the attention of the SENDCO. The SENDCO supports the class teacher in deciding which intervention/resource/external agency would be suitable in supporting the child to make greater progress. This support may be on either a short term (additional response) or longer term (SEND support) basis. The progress of children with SEND is monitored termly by the SENDCO and the 'Graduated Response' is followed to escalate or reduce the amount of additional support required as appropriate.

The school recognises that not all special educational needs can be monitored or identified through academic progress (for example social skills difficulties, processing difficulties, speech difficulties) and therefore class teachers use a 'Pupil Referral Form' to provide information to the school SENDCO about what 'quality first teaching' and 'additional response' approaches have been used to support the pupil in class and the school SENDCO can provide advice or refer to external agencies for further support in these areas.

### Quality First Teaching Provided to All Pupils

Quality First Teaching is the school's universal offer of excellent teaching to all pupils.

The Code of Practice 2015 states that Quality First Teaching is the first step schools must take in achieving the best outcomes for their pupils. Quality First Teaching is defined as:

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. Code of Practice, 2015, 6.37

#### Pupil Engagement:

Pupil engagement in learning is a key element in enabling progress to be made. Schools actively promote pupil engagement using a variety of means:

- use of classroom management strategies,
- setting clear expectations (rules) and reinforcing these regularly
- differentiate expectations to accommodate a range of pupils needs
- use of IT and manipulatives to support learning sessions
- appropriate use of support staff to promote active listening
- use of positive reward systems to motivate learners

### **The Learning Environment:**

Simple adjustments can be made to the learning environment which support pupils at Quality First level. This may include adjustments to:

- Seating Arrangements/Groupings
- The Learning Space
- The Use of Support Staff

Extensive detail of Quality First Strategies and adjustments which can be made by staff is shared in Sefton's Quality First Strategies Document.

### **Adaptive Teaching:**

Definition of Adaptive Teaching:

'it begins by having the same learning intentions for the vast majority of pupils (with the possible exception of 'some learners with the highest levels of SEND' (Ofsted Education Inspection Framework, p.9)), with no lowering of expectations for those pupils who might find these more challenging. In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies', Adaptive Teaching, NASEN, April 2020

### **Methods of Adaptive Teaching:**

- Modelling (possible appendix with additional information)
- Questioning (possible appendix with additional information)
- Talk for Learning
- Vocabulary Development
- Intervening Appropriately
- Addressing Misconceptions
- Small Step Learning
- Recognising cognitive load (including working memory)

## **Reviewing and Monitoring Quality First Practice**

The SEND Code of Practice explains that the quality of teaching should be regularly evaluated through school's performance management processes.

Monitoring and reviewing and developing of Quality First provision can be undertaken in a variety of ways:

- Shared Observations and Peer Observations to share good practice, (including Performance Management Observations)
- Modelling and coaching approaches to support staff CPD
- Use of focused Learning Walks
- Use of Book Scrutiny/Moderation
- Development of pupil voice, feedback on delivered lessons
- Training of staff on Quality First Approaches and a range of SEN need appropriate to their class cohort
- Please contact your IC for support to your setting if required, when reviewing your Quality First Offer

Most schools identify pupils who may be in receipt of intervention support at a class- based level. These pupils may require a very robust Quality First response and may be those pupils who are at a later point identified with SEN needs. Please see Record of Enhanced Quality First Form within the Appendix.

## SEND Support

At Kew Woods Primary School children who require SEND Support will be placed on the school SEND Register and the following criteria will be used to assess their areas of need (more than one may apply to a pupil):

- Communication and Interaction
- Sensory and/or physical needs
- Cognition and learning
- Social, mental health and/or emotional needs.

Kew Woods has resources and links to other professional agencies which allow us to support pupils with additional needs in these four areas.

Where appropriate children will be invited to attend intervention before the school day begins. These are of an English and mathematics focus and are usually for children whose area of SEND is 'learning difficulties'. Read, write inc is a synthetic, structured phonics programme which aids the understanding of phonics and its application to reading and writing. 1<sup>st</sup> Class at Number is a number-based mathematics intervention with a focus on place value, properties of number and calculation.

The effectiveness and quality of the interventions used in school are monitored by the SENDCO using testing before and after the intervention or at regular intervals if the intervention is longer term. In

some cases, this may not be possible – for example if the child’s intervention supports a social, mental health or emotional need it may not be possible to measure this progress in a quantitative manner. In these instances, progress is measured using questionnaires.

#### How will pupils’ individual targets be recorded and monitored?

Children who receive SEND support will be listed on the school SEND Register. These children will have a ‘SEND support plan’ which is a document which follows them throughout their time at school and which monitors their individual targets specific to their areas of need. Parents of children receiving SEND support will be invited to meet with class teachers at the start of a school year to set targets for their child. These targets will be recorded on the ‘SEND support plan’ along with how this target will be achieved in school. The targets will be reviewed termly with parents in the form of parents meetings and meetings with the school SENDCO. Once a child achieves their individual targets a new target will be set. If a child moves into the SEND Register midway through their school time or they leave the school SEND Register then this will be noted on the ‘SEND Support Plan’. All pupils on the SEND Register will be assessed termly using B Squared. This is an assessment tool with a focus on small steps of progress and allows for close monitoring of pupils.

#### What interventions will my child receive for their learning needs?

Kew Woods has a wide range of interventions in school in order to suit the individual needs of each child including the consideration of their learning style and whether they make greater progress on a 1:1 basis or in a small group. Below is an outline of some of the interventions which are used to support children receiving ‘SEND Support’.

- Learning difficulties – Read, write inc Fresh Start, Catch Up Maths, Catch Up English, Beat Dyslexia, IDL Cloud and Time to Talk.
- Sensory and/or physical needs – The Listening Programme, Pegs to paper fine motor intervention Teoderescu Handwriting, MSL Handwriting Scheme, OT Programmes specific to child’s assessment including fine and gross motor activities, sensory resources for time out (pop up tent/materials box/chewlry/science putty)
- Language and communication – the listening programme, Auditory Processing Intervention, PECS, Vocabulary Retrieval Programme, Lego Therapy, Speech and Language Programme specific to child’s assessment.
- Pupils with social, mental health and/or emotional needs – Becoming Socially Talented, Good to Be Me, Mindfulness and support from school therapists on site.

#### What external agencies or services are available to support pupils?

Children receiving SEND support are likely to require additional support from external services. Some children may receive support from more than one service and referrals to these services can be made by the school SENDCO or by the child’s GP. Class teachers or parents will inform the SENDCO if they feel a child requires a referral to a service or the SENDCO may approach a parent about a referral if the child’s progress has been raised at a Pupil Progress Meeting. Where several services are working with one child then a Team Around Family (TAF) may be used as a means for all parties to communicate on a regular basis. Where a TAF is not appropriate then multi-agency meetings may

be arranged by the SENDCO, one other service or the parent of a child to support by Early Help. An outline of services which are available to children in Sefton can be found at

<http://www.seftondirectory.com/kb5/sefton/directory/home.page>

Some of the services which school work with regularly to support children include:

- Speech and Language Therapy
- Occupational Therapy
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology
- Sefton Special Educational Needs and Inclusion Service (SENIS)
- Physiotherapy
- Paediatric Services – including community paediatrician
- TAF Team
- School Nurse
- Therapists

#### How will exams be made accessible to pupils?

Pupils who require access arrangement for assessments during school years Reception – Y5 need not apply for this. Staff and parents may use their knowledge and understanding of the pupil and their individual needs to ensure that the assessment is made accessible.

Pupils entered to sit the Key Stage 2 SATs tests (Y6) require application to receive access arrangements. These applications are made by the SENDCO in consultation with class teacher. Access arrangements may include:

- Additional time
- The use a reader (not reading tests)
- The use of a prompter
- The use of a scribe
- The use of rest breaks
- The use of a transcript (for partially illegible work)
- Sitting the test alone (e.g. away from the rest of the class)

#### How are pupils and families of pupils with social and emotional needs supported?

Kew Woods has formed links with the local Children's Centre to support families in developing skills to work with pupils with social and emotional needs. Parent's are able to access training programmes including: supporting pupils with behavioural needs, sensory processing needs and ADHD.

Where the family requires support for further agencies a Team Around Family (TAF) is offered to allow for regular communication and target setting for both pupils and families.

Kew Woods has school therapists on site who work with pupils and families who need support. A referral from the SENDCO is made for these requests.

Kew Woods Primary School tracks the progress of all pupils at termly Pupil Progress Meetings. Targets are set for every child based upon their previous attainment and progress. Any child who does not meet these targets is identified and interventions are put in place in areas where further support is needed.

The monitoring of children receiving SEND Support is evaluated and measured through quantitative data and progress towards their individual targets set on their SEND Support Plan. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment, for example, social interaction, and therefore B Squared Assessment or AET assessments are used as a tool for additional monitoring where required. All pupils on the SEND Register have additional termly assessments using B squared to track small steps of progress and to assist with target setting and provision.

Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENDCO collects this assessment information and uses to monitor any future provision which is needed for individual children.

#### How will the school let me know if they have concerns about pupil progress?

If the school feel a child is not making expected progress they will contact the parents to discuss moving the child to 'SEND Support'. The class teacher will discuss progress and attainment at parents evening and if further intervention is required this will be discussed with the SENDCO. Letters inviting pupils to attend additional morning interventions may be sent to pupils receiving 'SEND Support' as well as those receiving 'additional response' support.

#### How will school communicate progress with parents?

- Some children with SEND will be issued with home/school diaries to be used as a means for regular communication.
- Parents will be invited to two Parents Meetings with the class teacher annually.
- Parents will be invited to a meeting with the school SENDCO annually.
- Annual reviews will be completed for children who have an Educational Health Care Plan.
- Parents of children with SEND may be invited to attend meetings with school and other services where appropriate for the child's development.
- Parents may request meetings with class teachers and the school SENDCO where they feel this is needed.

#### How are targets for individual pupil with SEND identified and set?

Targets for pupils receiving SEND Support are set at the start of each new year. Parents will be invited to work along side the class teacher to identify individual targets to be set with relevant and purposeful interventions put in place to work towards achieving these targets. The children will also be asked to comment on their targets and make suggestions where appropriate. These targets will be monitored termly by the class teacher and SENDCO and amendments may be made where appropriate. Some targets may remain for longer than one term. Targets are often taken from gaps in learning shown through B squared assessment scores.

#### How are pupils involved in target setting?



Pupil opinion is considered a valuable part of target setting at Kew Woods. Where appropriate, class teachers work collaboratively with pupils to target set. Pupils (particularly those in Key Stage 2) are able to describe what they feel they would like to work towards and comment on their successes working towards these targets.

Where appropriate, pupils with an Education and Health Care Plan are invited to attend review meetings or write/draw their feelings towards school and their progress.

## Transitions

At Kew Woods we recognise that children and young people with SEND can become particularly anxious about 'moving on' so we seek to support a successful transition as pupils enter and leave the school as well as when moving between year groups and key stages.

### How will the school support pupils as they enter school?

All pupils who enter school at Reception will follow a transition plan which includes a visit from teaching staff to nurseries or home and opportunities to visit the school and meet their new teacher for planned sessions. Children entering school who have a special educational need are likely to require an enhanced transition. This may involve some of all of the following:

- Additional visits to home or nursery setting by class teacher, support staff and/or SENDCO.
- Meetings – with parents, school staff, nursery staff, external services working with child.
- A planned phased entry into school e.g. shorter visits progressing to the full school day.
- Additional visits for the child to school- this may involve both in and outside of the working school day.

Some children may enter the school nursery with an identified special educational need or disability. In this instance the same transition support outlined above for Reception entry would apply.

### How will the school support pupils as they leave school?

For all pupils at Kew Woods the Year 6 class teachers will attend a transition meeting with representatives from local secondary schools. At this time children with special educational needs are identified and the following procedures are then followed.

- The primary SENDCO and secondary SENDCO arrange a second transition meeting to discuss children receiving SEND support. Children who require application for continued High Needs Funding will be discussed and this process begun at this time. This is an information sharing meeting.
- Parents of children may be invited to meet key members of staff from the secondary school in either the primary or secondary setting. These meetings may also involve advice from services involved with the child. This is an opportunity for parents to raise any new information or concerns.
- Children will be invited to attend a 'transition day' at the local secondary school. Additional transition visits may be arranged for children with special education needs or disabilities.
- The secondary school may find it appropriate to assign the child with a 'mentor' or 'buddy' for their smooth entry into school.

### How will the school support pupils as they move between classes at the school?

Every pupil at Kew Woods will attend a 'transition day' where they will meet their new teacher and support staff in their new classroom. They will have the opportunity to ask questions and raise any concerns. In addition to this, children with special educational needs will benefit from the following procedures in place:

- The SENDCO will collate information about pupils to hand to the next teacher. This will involve any Health Care Plans for medical needs, the sharing of SEND support plans and the passing on of professional reports, recommendations and letters from agencies involved with the child.
- The SENDCO provides staff with an 'enhanced transition booklet' which can be used with a child with special educational needs to prepare them in greater detail for the changes in their new year group.
- The SENDCO will provide each class teacher with a 'Provision Map' which outlines the needs of all the pupils in their new classes. This contains information about medical needs, pupils with English as an additional language, pupils with speech and language needs, pupils with social and emotional needs and pupils who are underperforming academically.

### Building Capacity

Kew Woods are aware of the importance of access to staff and services with expertise to help support pupils with special educational needs. 'Continued Professional Development' (CPD) for SEND is planned by the Senior Leadership Team and SENDCO as part of the 'School Improvement Plan' in order for all staff to support all pupils in school. However, where pupils enter school or develop special educational needs which require immediate training (e.g. training on medical needs) this CPD will be added as a priority. Welfare staff are also encouraged to attend this training.

Classroom teachers are empowered through the CPD to ensure they have the skills to meet the 'graduated response' demands and to ensure that teaching assistants are deployed well to support this approach.

Staff are encouraged to visit other schools with good practice, both mainstream and with specialist provision, to share ideas and apply expert knowledge to their own classroom setting. Staff meet with representatives from services to gain insight and put in place recommendations effectively.

New SENDCO's must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

### How do I know that the school has appropriate expertise and knowledge to meet pupils' needs?

- Whole staff training of specific areas of special educational needs e.g. Autistic spectrum conditions, ADHD, epilepsy etc.
- Training for designated staff working closely with children with specific needs e.g. diabetes, fragile x syndrome etc.
- Training for staff delivering intervention programmes to ensure effectiveness of delivery and successful monitoring and communication with class teachers.

## Equal Opportunities

Kew Woods ensures that children with SEND engage in school activities alongside pupils without SEND. Further details of how this is achieved can be found in the school's Inclusion Policy.

### How are learning opportunities made accessible to children with SEND?

- Where children with SEND find it difficult to access or engage with the curriculum without adult support then additional funding can be applied for. This will be completed by the SENDCO in collaboration with external services, class teachers, pupils and parents.
- The school building is made accessible through the use of ramps to two external doors as well as a lift between the ground and first floor. The newer parts of the school building have no step at doors to ensure accessibility to all areas of the school. A disabled toilet is accessible on the ground floor and first floor of the school.
- Access arrangements can be applied for by the SENDCO for children with SEND to ensure they are not disadvantaged during tests.

## Quality of Provision

The quality of teaching for pupils with SEND and the progress made by pupils is a core part of the school's professional development. Quality of teaching for all pupils is regularly reviewed through observations and planning monitoring to ensure that any child at risk of under achievement is identified. This ensures that all staff are maintaining the minimum quality first offer agreed.

Parent's views are sought through regular meetings to discuss targets with class teachers and SENCO. The provision that is in place for children can be discussed at these meetings or with class teachers or SENDCO throughout the school year.

### How is the effectiveness of the provision made for pupils monitored?

- Standardised testing is used twice a year to monitor the progress of all pupils in the school. This, as well as on going teacher assessment and pupil progress meetings, ensure that children who are at risk of under achievement are identified and provision put in place.
- Pupils accessing intervention programmes will be assessed by the use of standardised tests or assessments specific to the intervention before and after the intervention to track the impact of the intervention and the progress the child has made. The SENDCO collects this assessment information and uses to monitor any future provision which is needed for individual children.

### How is classroom quality first provision monitored?

Monitoring of Quality First Teaching is achieved through classroom observations, planning monitoring by the SENDCO and termly meetings between SENDCO and class teachers.

### What should I do if I have a concern about the provision made for my child?

In the first instance please refer to the child's class teacher who may feel it appropriate to share information with the school SENDCO (Miss K.Banks) or another member of the Senior Leadership Team. If you are unhappy about the steps being made to provide support for your child's additional needs then please refer to the school's 'Complaints Policy' for further information.

SEFTON'S OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES  
CAN BE FOUND ON THE FOLLOWING WEB LINK:

<http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>