



**WILLOW WOOD**  
COMMUNITY NURSERY & PRIMARY SCHOOL  
WHERE PUPILS FLOURISH

# Willow Wood Community Nursery and Primary School

## SEND Policy

Date policy last reviewed: October 2021

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## Contents:

### Statement of intent

1. Legal framework
2. Identifying SEND
3. Definitions
4. Objectives
5. Roles and responsibilities
6. Early years pupils with SEND
7. Children with specific circumstances
8. Admissions
9. Involving pupils and parents in decision-making
10. Joint commissioning, planning and delivery
11. Funding
12. Local Offer
13. Graduated approach
14. EHC plans
15. Reviewing EHC plans
16. Resourced Provision
17. Training
18. Promoting mental health and wellbeing
19. Safeguarding
20. Transferring between different phases of education
21. Data and record keeping
22. Confidentiality
23. Resolving disagreements
24. Publishing information
25. Monitoring and review

## **Statement of intent**

Willow Wood values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for Willow Wood to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, Willow Wood aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

Willow Wood will work with the LA within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

## 2. Identifying SEND

Willow Wood has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Learners can fall behind in school for lots of reasons. They may have been absent from school, not speak English very well or they might be worried about different things that distract them from their learning. At Willow Wood we are committed to ensuring that all learners have

access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Although Willow Wood can identify and make provision for special educational needs we do not offer diagnosis. The SENDCo will work in partnership with external agents to provide the best possible support and intervention for pupils identified with SEND

### **3. Definitions**

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. At different times in their school life a child, or young person may have special educational needs.

Willow Wood reviews how well equipped we are to provide support across the following areas:

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

#### **Communication and interaction (CI)**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Willow Wood recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- Pupils with Developmental Language Disorder (DLD) have difficulties with understanding and using language.
- The profile for every pupil with Speech, Language and Communication Needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and Speech and Language Therapists (SpLT) where necessary to ensure pupils with SLCN reach their potential.

### **Cognition and learning (CL)**

Pupils with learning difficulties may require support – Willow Wood will offer one-to-one learning support and / or small group support where necessary.

Willow Wood understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Willow Wood recognises that:

- Pupils with Attention Deficit Hyperactivity Disorder (ADHD) can have particular difficulties which can affect their learning.
- Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health (SEMH) difficulties**

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. Willow Wood recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and Willow Wood will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

Willow Wood will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

### **Sensory or physical needs**

Impairments that prevent or hinder pupils from using Willow Wood facilities, such as vision impairment (VI); hearing impairment (HI) or physical difficulty (PD), do not necessarily have SEND. Willow Wood will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism

- Voyeurism

Willow Wood recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

The purpose of identification is to work out what action Willow Wood needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a medical need
- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Looked After Child (LAC)

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision.

## 4. Objectives

Willow Wood will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

## 5. Roles and responsibilities

The **governing board** will be responsible for:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.

- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to Willow Wood for pupils with disabilities.
- Regularly monitoring Willow Wood's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how Willow Wood intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on Willow Wood's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and Willow Wood's Accessibility Plan on Willow Wood's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with Willow Wood's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee Willow Wood's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that Willow Wood's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The **headteacher** will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of Willow Wood's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of Willow Wood do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering Willow Wood's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within Willow Wood and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health.

The **Special Educational Needs Coordinator (SENCO)** will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in Willow Wood.
- Working with the relevant governors and the headteacher to ensure that Willow Wood meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of Willow Wood's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.

- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by Willow Wood, together with those who do not have SEND.
- Ensuring that Willow Wood keeps the records of all pupils with SEND up-to-date, in line with Willow Wood's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within Willow Wood and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The **Designated Safeguarding Lead (DSL)** will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

**Teachers** will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.

- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

## **6. Early years pupils with SEND**

Willow Wood will ensure all staff who work with young children are alert to emerging difficulties and respond early. Willow Wood will also ensure staff listen and understand when parents express concerns about their child's development. Willow Wood will listen to any concerns raised by children themselves.

Willow Wood will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that Willow Wood offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.

Parents are informed when Willow Wood makes special educational provision for their child through Action for Inclusion Meetings. Meetings are reviewed every 6 weeks and children are supported through targeted interventions. Information about the child, what has been done to support them and who else is involved in this support is recorded on the child's EY SEND Profile document. This can then be used to request involvement from the Early Years Specialist Teaching Service (EYSTS), early years' inclusion funding and an Educational Health and Care Needs Assessment (EHCNA).

## **7. Children with specific circumstances**

### **LAC**

Pupils at Willow Wood who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

Willow Wood has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### **EAL**

Willow Wood will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

Willow Wood will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, Willow Wood will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

Willow Wood appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Willow Wood will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **8. Admissions**

Willow Wood will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named Willow Wood in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because Willow Wood does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring Willow Wood's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on Willow Wood website.

## **9. Involving pupils and parents in decision-making**

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when Willow Wood provides their child with SEND support.

Decisions on whether Willow Wood will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Willow Wood implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. This will be recorded on the child's SEND Profile.

## **10. Joint commissioning, planning and delivery**

Willow Wood is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

Willow Wood will work closely with local education, health and social care services to ensure pupils get the right support.

Willow Wood will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Willow Wood will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.
- Willow Wood's Data Protection Policy will be adhered to at all times.

Willow Wood will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 11. Funding

Willow Wood will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; Willow Wood will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## 12. Local Offer

Willow Wood's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, Willow Wood will work with LAs, parents and pupils in developing and reviewing the Local Offer. Willow Wood will also cooperate with those providing services.
- **Accessible:** Willow Wood will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** Willow Wood will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. Willow Wood will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** Willow Wood will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

Willow Wood will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

The CWAC Local offer is found at [www.livewell.cheshirewestandchester.gov.uk](http://www.livewell.cheshirewestandchester.gov.uk)

## 13. Graduated approach

Willow Wood is committed to early identification in order to meet the needs of pupil with SEN. The graduated response, adopted in Willow Wood, recognises that there is a continuum of needs. This is recommended in the SEN Code of practice and is in line with the LA policy.

At each stage teachers will follow the **Assess, Plan, Do and Review** cycle by

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.



### Initial Concern

Teachers use observations and assessment data to identify pupils whose progress is significantly slower than peers, failing to match or better previous rates of progress, failing to close the attainment gap or widening the attainment gap. The teacher will target high quality teaching at the pupil's area of weakness, adapts classroom practices to suit the pupil's needs and/or implements short term interventions to support.

If the concern remains the teacher will approach the SENCO with evidence of strategies tried and their impact via a SEN concern form. The SENCO will act upon the concerns by holding discussions, observing the pupil, carrying out further assessments and helping to set targets for the pupil. Quality First Teaching continues and additional strategies may be put in place by the class teacher. The child is monitored closely and reviewed each term and the teacher will inform the Parents/Carers.

If the pupil does not make adequate progress they will be placed on Class Action

### Class Action

At Class Action the child will receive additional differentiated strategies and / or boosters / intervention designed to support their needs. Further assessments might be carried out within school by the class teacher and / or SENCO. Provision for this comes from the Element 1 funding band.

If the pupil has not made adequate progress they may be moved to SEN support after parental consent is sought by the Class teacher and /or SENDCo.

### SEN Support

A SEND profile will be written to support the pupil's needs. This sets out the pupil's areas of strength and weakness, the arrangements that are 'additional to and different from' the standard curriculum provided and sets short term targets for the pupil to work towards. The Parent/ Carer and child should be fully involved in the target setting and review process each term. Provision for this comes from the Element 2 funding band.

If inadequate progress is not made after a substantial period of intervention at SEND support Willow Wood will liaise with the appropriate external agencies which may be able to offer further specific identification/support for the pupil's needs, following consent from Parents/Carers. The SEND profile will be updated to outline advice/recommendations given and teachers will evaluate these termly. School and agencies will continue to review progress until the pupil is discharged or good progress has been made.

If at any point during the assess, Plan, Do, Review process it is felt that the pupil has made appropriate progress or that their attainment is in line with expectations then the pupil will be moved down the chain.

### Top Up Funding

Primary schools within Cheshire West and Chester Council may apply for top-up funding or what is also known as element 3 high needs funding for children and young people who are residents within the borough. Top-up funding without an EHC Plan is considered to be a short-term, time limited funding (12 months) funding stream and can only be allocated at Band A within the Primary and Secondary Inclusion Framework.

A request for Top Up funding is made by Willow Wood to the Local Authority with the consent of Parents/Carers. Willow Wood will provide the evidence about the pupil's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information includes:

- the SEND Profile
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- Current attainment, progress, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent (Our Story) and the child (all about me)
- involvement of outside agencies

The request is viewed and considered by a SEND panel of professionals who consider each request on an individual basis and makes a decision based on the evidence provided. The panel's decision will be to either award or not award additional Top up funding at Band A.

If unsuccessful further evidence or support from outside agencies will be sought and another request sent if appropriate. If successful, the SEND profile will be updated to show what provisions will continue or what additional provisions will be put into place to show how the funding is being accounted for.

## **14. EHC Plans**

For some pupils with SEND their needs cannot be met through the resources normally available within Willow Wood or with Top up funding. For these pupils an Education and Health Needs assessment (EHCNA) can be requested via the LA by the setting or parents / carers. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

Willow Wood will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, Willow Wood will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

The information is uploaded to the CWAC digital EHCP Hub. The SEND team have 6 weeks to respond to any request for an EHCNA. If a statutory assessment is agreed Willow Wood will meet its duty to respond to any request for information within six weeks of receipt.

Where the LA provides a pupil with an EHC plan, Willow Wood will involve the parents and the pupil in discussions surrounding how Willow Wood can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress. Willow Wood will meet its duty to provide views on a draft EHC plan within 15 days.

If the decision is taken not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment. Willow Wood will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through Willow Wood's existing provision.

Willow Wood will admit any pupil that names Willow Wood in an EHC plan or EHC needs assessment process. Willow Wood will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by Willow Wood to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. Willow Wood will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

Willow Wood will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, Willow Wood will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

Willow Wood will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. Willow Wood will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, Willow Wood will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

Willow Wood will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

Willow Wood will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **15. Reviewing the EHC plan**

Willow Wood will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least six weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at Willow Wood to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least six weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## **16. Resourced Provision**

Willow Wood Primary School is one of five mainstream primary school across Cheshire West and Chester with a resourced provision for primary aged pupils with complex learning difficulties (CMLD). We are specially funded to provide the additional provision for a small group of pupils who need a greater level of support than available in a mainstream school. Our Lilac class has staff with skills and knowledge in meeting the needs of children with CMLD and associated difficulties and provide personalised programs to include small group and/or individual teaching as well as supported time in mainstream classes and activities.

Places at mainstream resourced provision are commissioned by the LA following an individual assessment of the pupil and agreement with parents and Willow Wood.

## **17. Training**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with Willow Wood's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

## **18. Promoting mental health and wellbeing**

Willow Wood will implement a Social, Emotional and Mental Health (SEMH) Policy. Willow Wood will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be

available where a pupil requires such services. Where appropriate, Willow Wood will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. Willow Wood will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An Individual Health Plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

Willow Wood will consider whether disruptive behaviour is a manifestation of SEMH needs.

Willow Wood will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **19. Safeguarding**

Willow Wood recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

Willow Wood recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that Willow Wood's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving

pupils with SEND, staff will have due regard for the procedures outlined in Willow Wood's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## **20. Transferring between different phases of education**

EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The key transfers are as follows:

- Early years provider to school
- Primary school to secondary school

Willow Wood will ensure that pupils are supported to make a smooth transition to whatever they will be doing next. Willow Wood will engage with secondary schools, as necessary, to help plan for any transitions. Willow Wood will transfer all relevant information about pupils to any educational setting that they are transferring to. An Action for Inclusion Meeting may be arranged to support the transition.

If a pupil has been excluded, Willow Wood has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with Willow Wood's Exclusion Policy. If it is in the best interest of the pupil, Willow Wood may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

Willow Wood will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

## **21. Data and record keeping**

Willow Wood's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions Willow Wood makes which is different or additional to that offered through Willow Wood curriculum on a provision map.

Willow Wood keeps data on the levels and types of need within Willow Wood and makes this available to the LA. All SEND records are passed on to the child's next school.

The SEND information report will be prepared by the governing board, and will be published on Willow Wood website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with Willow Wood's Records Management Policy and Data Protection Policy.

## **22. Confidentiality**

Willow Wood will not disclose any SEND information or EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Willow Wood will adhere to the Pupil Confidentiality Policy at all times.

## **23. Resolving disagreements**

Willow Wood is committed to resolving disagreements between pupils and Willow Wood.

In carrying out of duties, Willow Wood:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

Willow Wood's Complaints Procedures Policy will be published on Willow Wood website; additionally, Willow Wood will publish details regarding how complaints from parents of children with SEND will be handled.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents can discuss the problem with the SENCo and in addition the Head Teacher.

Parents are encouraged to also seek the support of the Information Advice and Support Services (IASS)

## SEND tribunal

Any disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In the first instance a meeting should be held between the LA, school and parents / carers to discuss and to try to come to a decision everyone agrees with.

When a parent is sent notice of a decision which can be appealed to the SEND tribunal, it will tell the parent or young person of their right to go to mediation. In this case they must contact a mediation adviser before registering an appeal with the tribunal. Following mediation if a Parent / Carer still wishes to go to tribunal the advisor will issue a mediation certificate which will enable a parent to lodge their appeal for tribunal. Mediation is provided by an independent service called KIDS.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, Willow Wood will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

Willow Wood will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of Willow Wood. If disagreements are not resolved at a local level, the case will be referred to the DfE. Willow Wood will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

## **24. Publishing information**

Willow Wood will publish information on Willow Wood website about the implementation of this policy. The governing board will publish details of the SEND information report on Willow Wood website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **25. Monitoring and review**

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is November 2022