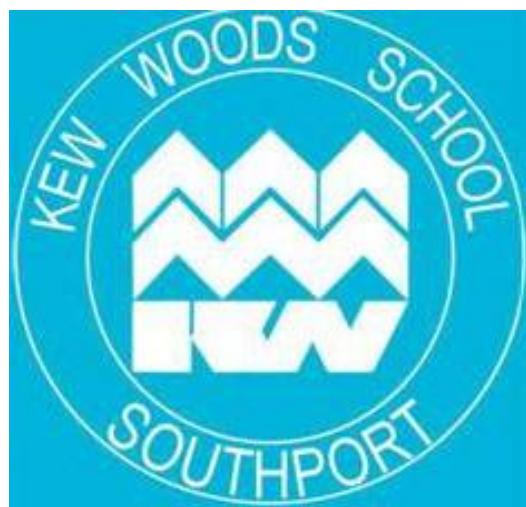


KEW WOODS PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEN) POLICY

Reviewed: *Sept 2025*
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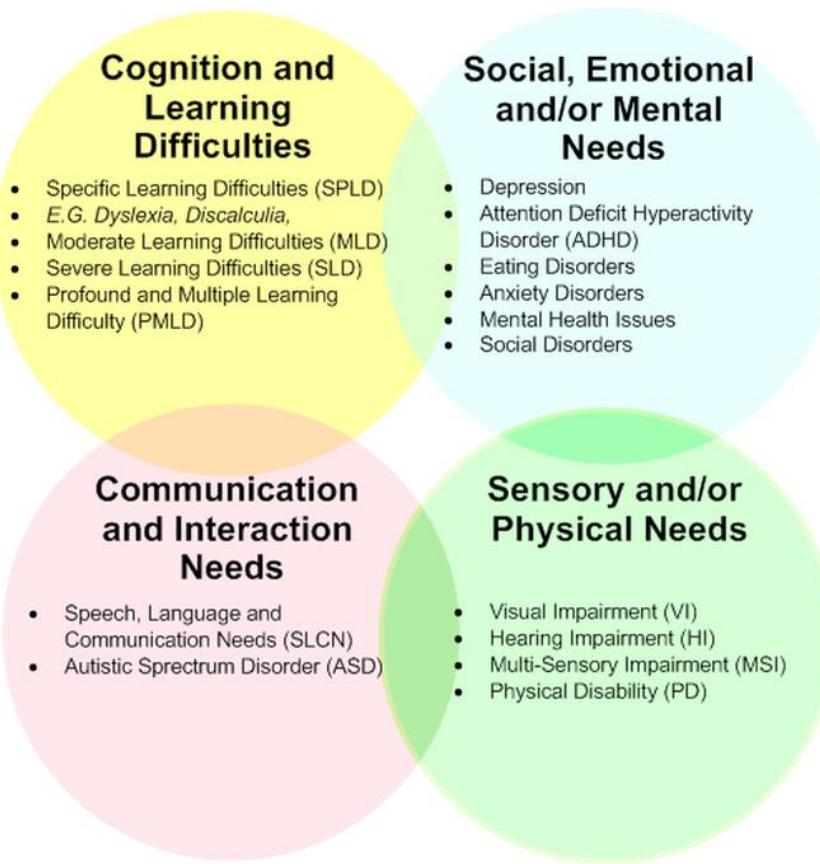
This policy was revised in 2022, it accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014, Equality Act 2010, Teachers Standards 2012 and National Curriculum September 2013.

Kew Woods Primary School, which is a part of the Southport Learning Trust, is committed to providing an inclusive curriculum to ensure the best possible progress for all of our pupils, regardless of individual needs or abilities. Not all pupils with disabilities have Special Educational Needs, and not all pupils with Special Educational Needs meet the definition of Disability, but this policy applies to all of these pupils (as a group SEND).

1. *'pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'*
2. *'pupils with a disability have Special Educational Needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them; that is anything that is additional to or different from what is normally available'.*

(SEND Code of Practice 2014)

There are four broad areas of need, but these can overlap and be multiple:



Aims and Objectives

The Governing Body and teaching staff will do their utmost to address the individual needs and ensure necessary provision is made for any pupil who has SEND at any time during their time at Kew Woods Primary. With an emphasis on gaining knowledge as outlined in the National Curriculum, we provide full access to a broad and balanced curriculum for pupils with SEN.

Through these aims we strive to equip pupils with the necessary skills to fulfil their potential and foster a love of life-long-learning. With effective assessment and flexible provision, we hope that pupils with SEND will achieve positive life outcomes.

Objectives

- All learners will make their best possible progress;
- As part of the school's 'Graduated Response' approach described below, the needs of any child with SEND will be identified as early as possible;
- Provision for each pupil with SEND will be appropriately made, recorded and monitored;
- Upon being informed of their child's special needs, the school will seek the expertise of parents, helping build a successful partnership;
- Where appropriate, in terms of age and understanding, pupils will express their views and are involved in decisions which affect their education;
- Pupils with SEND will be integrated with their peers, to ensure high quality of learning and a constructive, positive ethos, which values their strengths;

- Appropriate standards of progress and behaviour will be expected from every child;
- The school will cooperate closely with all outside agencies concerned with any child and will adopt a multi-agency approach to the resolution of issues and to promote progress for children;
- The Schools Accessibility Plan reflects the needs of learners and promotes an inclusive environment.

Definitions

Special Educational Needs

The law states that a child has a special educational need if they have:

- a) A significantly greater difficulty in learning than the majority of others of the same age
- b) Disability/health condition that prevents or hinders them from making use of educational facilities of a kind provided to others of the same age in mainstream schools or mainstream post-16 institutions.

English as an Additional Language

The law says that 'children and young people do not have learning difficulties just because their first language is not English, although, of course some of these children and young people may have learning difficulties as well.'

(SEN guide for parents, DfES 2014)

Responsible Persons

Kew Woods Primary has a designated SENCo, Miss Lacken-Fernell, who has completed her accreditation National Award for Special Educational Needs (NASENCo award). Our designated Inclusion Leader is Assistant Headteacher, Mrs Venables. Our named governor responsible for SEN is Charmaine Tarring. They work in partnership to ensure that Kew Woods' Special Educational Needs and Disability policy is aligned with the Code of Practice 2014, the Local Education Authority, and other school policies.

Role of the Inclusion Leader and SENCO

They are responsible for the arrangements for SEND provision throughout the school:

- Implementing the day-to-day operation of the school's SEND policy;
- Coordinating identification of and provision for children with SEND and overseeing their records;
- Updating the School Local Offer annually and ensuring it is available on the website;
- Ensuring that a graduated approach to SEND is followed in school to comply with the SEN Code of Practice;
- Updating the provision map termly;

- Collecting and signposting to suitable, high-quality resources;
- Liaising with Curriculum/Subject Leaders;
- Liaising with parents/carers (if requested by class teacher);
- Liaising with external agencies;
- Liaising with other schools to support transition;
- Liaising with Headteacher, school leaders and named governor for SEN to discuss learners with SEND;
- Attending relevant courses and relaying information back to the staff;
- Contributing to the strategic development of the SEND Policy and provision;
- Maintaining and sharing the School's '*SEND in a Nutshell*' document;
- Monitoring the progress made by SEND children termly;
- Attending and contributing to the Trust SENCo Cluster Group to share expertise.

Role of Teaching Staff

Provision for children with special educational needs is a whole school responsibility. The school uses the following statement to outline this:

All teachers are teachers of children with special educational needs.

Staff with teaching responsibilities will:

- Identify, as early as possible, the learners with SEND within their own class;
- Consult the SENCo when setting up SEND Support Targets;
- Update Pupil Passports and/or Support Plans accordingly;
- Inform Parents/Carers of concerns;
- Update records as and when necessary;
- Be supportive towards families during staging/ statutory assessment procedures;
- Organise the learning environment to take account of learners with SEND;
- Differentiate and adapt tasks to allow maximum access to the curriculum;
- Provide a variety of teaching methods and approaches;
- Share and explain new targets with Parents/Carers;
- Ensure support staff are well deployed and effective;
- Keep records of SEND meetings up to date;
- Monitor pupil progress termly in line with the SEND Code of Practice;
- Take full responsibility for the progress of children with SEND when they teach them.

Local Offer

The 'Local Offer' is the Borough of Sefton's offer of Special Needs services within the local area.

More information can be found on:

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

Kew Woods' SEN offer (school information report)

This is a report outlines all the services, interventions and provision provided for children with SEN within Kew Woods Primary School. Please see the school website for the full report:

www.kewwoods.co.uk. You may find it useful to read this policy in conjunction with the School Information Report.

Identification, Assessment and Management

Whole School Approach

A whole school approach exists for all subjects. The emphasis in the Kew Woods curriculum is that:

1. Learning is a change to long-term memory.
2. Our aim is to ensure that our pupils experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of knowledge.

Pupils with SEND are included, continuously monitored, provided with materials and resources appropriate to their needs so that they are able to commit new knowledge to their long-term memory. Positive and constructive attitudes toward pupils are encouraged, so that strengths are valued and used as learning tools, while weaknesses are considered part of the learning process.

Identification and Assessment

Teachers will consult the SENDCo when a pupil fails to make progress or shows signs of any of the following:

- Difficulties in acquiring literacy or numeracy skills
- Difficulties with self-regulation or maintaining focus in the learning environment
- Emotional or social challenges that impact wellbeing or engagement
- Sensory or physical barriers to accessing the curriculum

- Communication or interaction difficulties that affect learning or relationships

In the Early Years Foundation Stage and Years 1 and 2 the assessments used are:

- Early identification through EYFS prime and specific areas of learning (Nursery and Reception)
- Ongoing formative assessment by teachers and teaching assistants
- Informal and formal meetings with parents to share observations and concerns
- Summative assessments in reading, writing and maths
- Termly Pupil Progress Meetings
- Staff discussions to review pupils who may require additional support
- KS1 SATs assessments (Year 2)

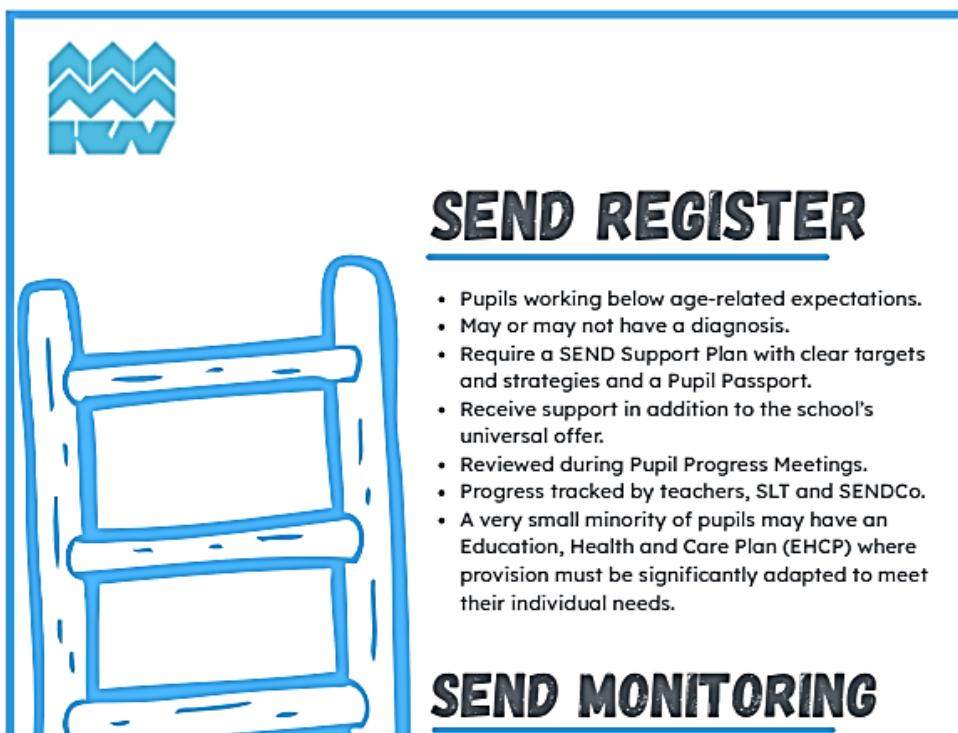
In Key stage 2 (Yrs 3, 4, 5, 6) the assessments used are:

- Daily observations and formative assessment by teachers and teaching assistants
- Regular communication with parents to discuss progress and concerns
- Summative assessments in reading, writing and maths
- Termly Pupil Progress Meetings
- Staff discussions to monitor pupils who may need additional support
- End of Key Stage 2 SATs (Year 6)

Graduated Response

Kew Woods is committed to the early identification of SEND and follows a graduated response in line with the 2014 Code of Practice.

Kew Woods Primary School adopts a ladder model to support and track pupils with additional needs. This flexible structure recognises that pupils may move between stages at any point in their educational journey, depending on the level of provision required. Movement is not linear or fixed - **pupils may step up or down the ladder as their needs change**. Transitions between stages are gradual and always involve collaborative discussions between the SENCo, class teachers and parents to ensure that support remains appropriate and effective.



SEND REGISTER

- Pupils working below age-related expectations.
- May or may not have a diagnosis.
- Require a SEND Support Plan with clear targets and strategies and a Pupil Passport.
- Receive support in addition to the school's universal offer.
- Reviewed during Pupil Progress Meetings.
- Progress tracked by teachers, SLT and SENDCo.
- A very small minority of pupils may have an Education, Health and Care Plan (EHCP) where provision must be significantly adapted to meet their individual needs.

SEND MONITORING

Once a special educational need is identified, the school takes a structured and responsive approach to ensure effective support is put in place. We follow the Assess, Plan, Do, Review cycle, as outlined in the SEND Code of Practice. This process is revisited regularly to evaluate progress and adapt provision as needed. Parents and pupils are actively involved at every stage to ensure a shared understanding and collaborative decision-making.

1. **Assess** (*review pupil progress, attainment and barriers to learning*)
2. **Plan** (*Set clear, measurable targets and agree on strategies and support*)
3. **Do** (*implement the planned support and interventions*)
4. **Review** (*evaluate the impact of support and adjust provision accordingly*)

Inclusion

A commitment to monitoring progress and attainment is built into the school's overall approach to identifying and meeting the needs of all pupils in a wholly inclusive environment. The senior leadership team and class teachers hold termly 'Pupil Progress Meetings' to monitor each pupil's progress. The SENCo is notified at this point of pupils who are not meeting age expectations or whose progress is slower than expected. Pupils, including those with SEN, are assessed to ensure that new learning has been assimilated and that they have a broad understanding of the topics they have studied as well as the use of key vocabulary. In order to support the pupil's progress, the SENCO assists the class teacher in deciding which intervention/resource/external agency is appropriate. This support may be on either a short term (additional response) or longer

term (SEN support) basis. Termly, the SENCO monitors the progress of pupils with SEN and implements the 'Graduated Response' as necessary to increase or reduce the amount of additional support required.

Supporting Pupils Across the Continuum of Need

Some pupils may require support to help them make expected progress, even though their needs do not currently require provision that is additional to or different from the school's universal offer. This includes pupils who may have a diagnosis but are able to access the curriculum through high-quality teaching and in-class strategies.

These pupils are not placed on the SEND Register but are closely monitored through regular assessment and review. To support these pupils, a Pupil Passport is created. This document provides an overview of the pupil's strengths, areas of need and the strategies in place to help them succeed. It ensures that teaching staff are aware of how best to support the pupil within the classroom environment.

When the child continues to make less progress than expected after two terms, the class teacher and inclusion will meet together to evaluate previous interventions or additional strategies, such as:

- Classroom organisation and management
- Adaptations (in-class support by teacher or small group work)
- Intervention programmes
- Use of specialist equipment
- Speech and Language groups
- Advice and support from external agencies, such as: *educational psychologists, inclusion consultants, speech and language therapists, community paediatricians, occupational therapists, Mental Health practitioners, physiotherapists, our school nurse etc.*

When a pupil is placed on the SEND Register, additional support is implemented to meet their individual needs. Each pupil will have a SEND Support Plan, which outlines provision that is additional to or different from the differentiated curriculum. These plans typically focus on three or four specific targets, tailored to the pupil's particular areas of need, such as communication, cognition, social-emotional development and/or physical/sensory access.

Progress is assessed termly using a small steps tool such as B Squared, allowing for detailed tracking of both academic and social development. The SEND Support Plan also acts as a transition document, informing the next teacher or receiving school of the pupil's needs, strengths and strategies that have been effective.

To ensure secure and consistent information sharing between staff, the school uses Provision Map, CPOMS and Microsoft Drive to store and transfer relevant SEND documentation.

Education, Health and Care Plan

As part of the Graduated Response, Sefton Local Authority may issue an Education, Health and Care Plan (EHCP) for a child or young person whose needs are significantly greater than what

can be met through the standard support available in school. An EHCP is considered when a pupil requires highly individualised provision and where mainstream education alone is not sufficient to enable meaningful progress. The EHCP outlines the specific support required **beyond what is ordinarily available** in a mainstream setting. This may include access to specialist services, highly-adapted curriculum or alternative provision.

The process begins with a formal request for an Education, Health and Care Needs Assessment, which can be made by the school, a parent/carer or another professional involved with the child. The school SENDCo leads this process in collaboration with parents and external agencies. If the assessment determines that the pupil meets the criteria, Sefton Authority will issue an EHCP.

Once issued, EHCPs are reviewed annually to assess the pupil's progress towards the agreed outcomes and to determine whether the plan should continue, be amended or ceased. These reviews involve the pupil, parents, school staff and any professionals supporting the child.

Pupils with English as an Additional Language (EAL)

The identification and assessment of special educational needs in pupils whose first language is not English requires careful consideration. Where concerns arise, teachers will take a holistic view of the pupil's performance across subjects to determine whether any difficulties are primarily related to language acquisition or may indicate underlying special educational needs. This ensures that pupils are not misidentified and that appropriate support is provided based on their individual profile.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions must be properly supported to ensure they have full access to education, including participation in school trips and physical education. We are committed to making reasonable adjustments and providing appropriate support to meet individual needs.

Some pupils with medical conditions may also be considered disabled under the Equality Act 2010. In such cases, the school will fulfil its legal duties to ensure equality of access and opportunity, and will make reasonable adjustments to prevent discrimination and promote inclusion.

Supporting SEN Pupils with Wellbeing and Mental Health

At Kew Woods Primary School, all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported in their wellbeing and mental health through both the curriculum and a range of enrichment opportunities (see SEN Information Report for further details).

Further information can also be found in the Pupil Wellbeing Policy, which outlines our whole-school approach to promoting emotional resilience and mental health.

Targeted wellbeing and mental health provision for pupils with SEND is available through the following avenues:

- Referrals to external agencies, including: Parenting 2000, Alder Hey's Mental Health Support Team, CAMHS, and a limited number of in-school counselling sessions with a qualified therapist.
- In-school support programmes, such as: Good to Be Me – a self-esteem development programme; Becoming Socially Talented – a friendship and social communication programme; Starving the Anxiety Gremlin – an anxiety management programme.
- Support from the school's Wellbeing Team, which includes our Learning Mentor, who works closely with pupils to provide emotional support, build resilience and develop positive relationships.
- Multi-agency support, which may include the initiation of a Team Around the School (TAS) or an Early Help case, enabling regular meetings and coordinated support where appropriate.

Administration

Record Keeping

Each child with SEND has their information securely stored using Provision Map, CPOMS, and Microsoft Drive. This includes SEN Support Plans, Pupil Passports, records from external agencies and other relevant documentation.

Class teachers and relevant staff can access these documents securely via password-protected logins, ensuring that sensitive information is handled in accordance with data protection regulations and the school's confidentiality protocols.

Liaison

Working with parents

At Kew Woods Primary School, we recognise that in order for children and young people with SEN to achieve their full potential, a strong partnership with parents and carers is essential. Parents hold valuable knowledge, experience and insight that contribute to a shared understanding of their child's needs and the most effective ways to support them.

We treat all parents and carers of children with SEND as equal partners in the education process and actively support them in playing a meaningful and valued role in their child's learning journey. As part of this commitment, we provide:

- Guidance and up-to-date information about their child's needs, support strategies, and available school-based interventions.
- Support in accessing external services, including signposting to local and national organisations that offer specialist advice, resources and family support.
- Opportunities to contribute to SEND Support Plans and Pupil Passports, in consultation with the class teacher.
- Regular meetings, including:
 - Two parent consultation meetings annually.
 - One additional transitional meeting with the school SENDCO or Inclusion Lead.

- Further meetings with SENDCo and/or external agencies, where appropriate, or at the request of the parent/carer.

Reporting to Parents

Kew Woods Primary School is committed to maintaining open and effective communication with parents and carers of pupils with SEND. We use a variety of methods to share information and updates, including:

- Reading records for brief comments and updates.
- Short messages via Teaching Assistants at classroom entrances during morning drop-off.
- Parents' evenings, held twice annually.
- Annual written school report, summarising progress across the curriculum.
- SEND Support Plan and Pupil Passport reviews, at least three times per year, incorporating parental feedback through structured response sheets and offering opportunities for further discussion to inform future planning.
- Some pupils may benefit from a home–school communication diary to help identify triggers for dysregulation or wellbeing concerns and support consistent monitoring between school and home.

How the school informs parents about SEND provision:

- Home visits for pupils entering Nursery or Reception, to support transition and early identification of needs.
- Welcome meetings for parents of children starting in Reception, where SEND support and school processes are introduced.
- Individual meetings with class teachers, arranged via the school office. Where further discussion is needed, appointments can also be made with the SENDCO or Headteacher.
- SEND workshops and advice lines, promoted through our weekly newsletters, offering guidance and support on specific areas of need.
- Parental coffee mornings, which include opportunities to meet with external professionals.
- Clear guidance on concerns and complaints, as outlined in our Complaints Policy, available on the school website or from the school office.

Secondary School Transition

Parents of pupils with SEND are encouraged to visit all local secondary schools and discuss their child's individual needs with members of each school's SEND team. To support a smooth

transition, Kew Woods Primary School facilitates meetings between parents, the receiving secondary school, and our staff for identified pupils with SEND.

The SENDCo completes a transition document for the Local Authority and discusses individual pupils with Sefton's Inclusion Consultants. In addition, the SENDCo attends a borough-wide high school transition event, where key information about pupils is shared with secondary colleagues.

Secondary schools also visit Year 6 pupils and meet with our SENDCo and safeguarding team to gather further insight. Pupil files are securely transferred to the receiving school to ensure continuity of support.

Multi-agency working

Kew Woods Primary School maintains regular liaison with a range of external agencies to ensure that pupils with SEND receive coordinated and comprehensive support. These include:

Health Services:

- School Nurses
- School Health Team
- Sefton's Complex Needs Team
- MOPSS (Motor, Organisation & Perceptual Skills Service) – Occupational Therapy & Physiotherapy based at the Children's Centre
- Speech and Language Therapy (SALT)
- CAMHS (Child and Adolescent Mental Health Services)
- Community Paediatrics

Education and Inclusion Services:

- Educational Welfare Officer (EWO)
- Educational Psychology Service
- Sefton Inclusion Consultants
- EAL (English as an Additional Language) Support
- Autism Initiatives

Social Care:

- Family and Child Therapy Service (FCTS)
- Voluntary agencies
- Young Carers
- Social workers
- Early Help Team

Other Support Services:

- Specialist teachers or advisory services (e.g. for visual/hearing impairment, physical disability)
- Local Authority SEND Team

Responsibilities and Procedures for Referral

AGENCY	REFERRER
School Nurse	Parents/Carers, School staff, GPs and other health professionals. https://www.merseycare.nhs.uk/our-services/sefton/school-health-team
Occupational Therapy	SENDCo/Inclusion Lead, Community Paediatricians, Health professionals; GP, School Nurse, Health Visitors
Speech Therapy	SENDCO/Inclusion Lead, Health professionals; GP, School Nurse, Health Visitors
Educational Welfare (EWO)	Senior Leadership Team.

Social Services	Safeguarding Team, Senior Leadership Team.
Parenting 2000	Parents/Carers, School Staff, Healthcare professionals, including GPs https://parenting2000.org.uk/
Educational Psychologist	SENDCo/Inclusion Lead
CAMHS	Parents/Carers, SENDCo/Inclusion Lead, GP https://www.liverpoolcamhs.com/referral-form/
Inclusion Consultant	SENDCo/Inclusion Lead
Community Paediatrics	SENDCo, Health professionals; GP, School Nurse, Health Visitors
EAL support	EYFS Lead, SENDCo, Senior Leadership Team

**All referrals require parental consent, and in cases where parents are separated, agreement from both parents may be sought to ensure transparency, shared decision-making and the best interests of the child.*

Anti-Bullying and SEND Pupils

The school takes incidents of bullying very seriously, including in respect of children with SEND. In the first instance please speak to the child's class teacher who will refer the matter to the Senior Leadership Team where appropriate. Staff will adhere to the school 'Anti-Bullying' Policy in respect of this.

FURTHER, MORE DETAILED INFORMATION, CAN BE FOUND ON THE SCHOOL WEBSITE WITHIN THE 'SCHOOL OFFER'.