

# WEST DERBY SCHOOL



## Whole School SEN and Disability Policy Statement

Approved on:	13/12/2017
Next review date:	Autumn Term 2020
Signed:	S Graham (Headteacher)
Signed:	K Callant (For and on behalf of Governing Body)

## **Whole School SEN and disability Policy Statement**

### **Mission Statement**

All pupils at West Derby School are valued and respected equally and their needs must be addressed. By developing a whole school approach to Special Educational Needs and disabilities, we will ensure an efficient delivery of the curriculum by all staff to all pupils and help ensure the inclusion of all.

Children with Special Educational Needs and disabilities may require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the National Curriculum, as may those children who are academically 'gifted'.

The provision for all pupils with Special Educational Needs and disabilities will be met in a climate of support, care and sensitivity.

All pupils at West Derby School have access to a broad and balanced curriculum differentiated to enable them to understand the relevance and importance of an appropriate education. Teachers use a wide range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEN.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **Aims and Objectives**

This Policy complies with the requirements laid out in the SEND Code of Practice 0-25 2014.

- Each pupil must be given the opportunity to experience a school which is caring, supportive and where there is equal provision and inclusion regardless of age, ability, race or culture
- To enable pupils to develop, as fully as possible, their abilities, interests, aptitudes and to make additional provision if necessary
- To foster and promote effective collaboration with children, parents and outside agencies
- To be pro-active in enabling all pupils with Special Educational Needs or a disability to have full access to a broad, balanced, relevant and differentiated curriculum and the wider school life and activities
- To ensure that all pupils with Special Educational Need and / or a disability are identified early, assessed and catered for within the school and make the best possible progress, preparing them for adulthood
- To identify and assess special educational needs in line with the Code of Practice
- To share the responsibility of meeting special educational needs throughout the whole staff
- To reflect the 2014 Code of Practice in stating that teachers, as is the case now, are responsible and accountable for the progress and development of the pupils in their classes

- To provide appropriate provision for those with an Education Health and Care Plan
- To help develop strategies of support for pupils and teachers;
- To foster and promote effective working partnerships with parents / carers /pupils and outside agencies regularly
- To monitor, review and evaluate the progress of pupils with Special Educational Needs and disabilities, ensuring parents / carers and pupils are fully involved throughout the process
- Ensure effective communication with all staff with regards to pupils with SEN and disabilities and to enable full access to all aspects of the school curriculum and the wider school life and activities

### **Responsibility for co-ordination of SEN and disabled provision**

This Policy was created by the school's SENCO and the Inclusion Manager in liaison with the SLT, the SEN Governor, parents and staff. The SENCO is Ms Howe. She can be contacted at school on 0151 235 1300 or by email [admin@westderbyschool.co.uk](mailto:admin@westderbyschool.co.uk).

The main responsibilities listed in this policy fall within the role of the SENCO.

The role of the SENCO involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEN
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEN information report in line with statutory guidelines
- Co-coordinating provision for children with SEND
- Advising on the graduated approach to providing SEN support
- Discuss allocation and deployment of SEND budget with the Headteacher in order to meet pupils' needs
- Liaising with parents of pupils with SEND
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- Ensuring that resources and support are allocated and maintained to all those individual pupils who may need additional provision. of support staff in our schools including Teaching Assistants

- Reviewing the work of other adults regularly. In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis
- Being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan and monitor appropriate interventions
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities, SIMS, SEN register

### **Policy Statement**

Four categories are defined in the 2014 SEND Code of Practice: Communication and interaction, Cognition and learning, Social, emotional and mental health issues, Sensory and/or physical needs.

Early identification of pupils with Special Educational Needs is key to inclusion and success in West Derby School. Identification is facilitated in the following ways:

- Open events and discussions with parents prior to pupil entry
- Liaison with feeder primary schools in the inclusion process
- Reading, spelling and numeracy testing on entry
- Baseline testing by all subjects on entry
- Key Stage 2 SATs results
- Information from outside agencies including school nurse, primary mentors and primary SEN Coordinators
- Pre-entry appointments with parents/carers if appropriate
- Information from the LA e.g. Education, Health and Care plan
- CATS testing Autumn Term
- Transition Days and mornings
- Primary liaison and activity days

West Derby School encourages the cooperation and involvement of the pupil, parents/carers, feeder primary school, support services and other agencies in its admission procedure in recognising the pupils' needs.

The dissemination of this information is the responsibility of the SENCO.

West Derby has a whole school approach to SEN which means that SEN provision is an integral part of the work of the school and that all teachers are regarded as teachers of pupils with SEN. They may be supported in their work by designated colleagues but they essentially retain direct responsibility for meeting their pupils' needs. Differentiated high quality first teaching is a priority for all pupils, including those with SEND. Every teacher is a teacher of every pupil.

### **Admission Arrangements**

*What are the admission arrangements for pupils with SEND who do not have an Education, Health and Care Plan if the arrangements differ from those for other pupils?*

The Governing Body at West Derby School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

**'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without Education,**

## **Health and Care plans must be treated as fairly as all other applicants for admission.’ (Code of Practice 1:33)**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities)

### **Specialist SEN and Disability provision**

Provision for pupils at West Derby School with special educational needs and / or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

### **SEN Support**

Pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions within good quality personalised teaching. This is known as ‘SEN Support’. The SEN Support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised. This cycle is known as the graduated approach (Assess, Plan, Do and Review).

**ASSESS:**-In Assessing a child/young person the school will carry out an analysis of the pupil’s needs which draws on the teacher’s assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual’s development compared to the school’s core approach to pupil’s progress, attainment and behaviour and their peers and national data. The pupil’s own views are sought as are those of external support services if involved. The school liaises fully with any outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed on a regular basis.

**PLAN:** - We recognise that we **must** formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and SENCO agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**DO:** - The School’s SENCO supports the subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**REVIEW:** - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews often take part on a termly basis and are arranged at school and are part of the SENCO role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCO will revise the support in the light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the parent and pupil. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents and pupils and this may involve others being present at review meetings and the SENCO attending meetings offsite to support the transition process.

In many cases the pupil's needs are effectively met within the school. Where a pupil continues to make less than expected progress despite evidence-based support and interventions it may be necessary to involve specialists from outside agencies. Parents will always be informed and involved in the decision to seek the advice of a specialist. Parental consent will be formally required by agencies.

SEN support requires the initial use of classroom and school resources before bringing in specialist expertise (if deemed necessary in the future). The SENCO will take the lead in co-ordinating additional or different provision within school to enable the pupil to learn more effectively. The SENCO will work closely with parents/carers, teachers and pupil and may produce a Pupil Profile, outlining specific, measureable targets and strategies to meet them. The pupil's progress will be carefully monitored and Pupil Profiles (if required) will be reviewed regularly.

For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach Workers, the ADHD Foundation). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies. Some children may require multi-agency involvement and it may be appropriate to prepare an EHAT (Early Help Assessment Tool).

### **Statutory Assessment**

In applying for statutory assessment the school presents evidence of the action taken as part of SEN Support. This would only happen after previous school/outside agency interventions have not had sufficient impact.

### **Inclusion and Facilities for vulnerable pupils and those with SEN and/or disability**

At West Derby School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- Radiowave hearing equipment
- Lifts
- Ramps
- Disabled toilets
- Pupil Support Centre always staffed

We have recently developed expertise in the following areas:

- Dyslexia training
- ASD awareness for all staff
- EAL training where appropriate
- ADHD staff training

For 2017/18 we have:

- Arranged staff training with accreditation via the Mental Health First Aid Lite course
- Organised pupil workshops for Years 7-10 relating to mental health and emotional wellbeing
- Arranged Dyscalculia training for identified staff
- Introduce an exciting initiative with Positive Futures

The school was again awarded the Inclusion Charter Mark Award and the Basic Skills Quality Mark in June 2017.

### **Allocation of resources for vulnerable pupils, those with SEN and disabilities**

The school allocates SEND funding in the following ways:

- Learning Support Teachers and Learning Support Assistants
- Training for all teachers and teaching assistants so that they can meet pupils' needs more effectively e.g. Mental Health First Aid Lite
- Specialist books and equipment
- In class and withdrawal support, e.g. 1:1 reading support
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Purchasing and maintenance of ICT and electronic equipment
- ICT software e.g. Clicker 7
- School Counsellor salary
- Work of Schools' Family Support Service

### **Inclusion in Whole School Activities**

All pupils are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities. The SENCO monitors the attendance of children with SEND to ensure that there is good representative participation from these groups.

### **Identification and review of pupil needs**

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school data manager to interrogate the school tracking data, including Attendance data and ASP (DfE's Analysing School Performance tool) data.

The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently. Although the SENCO has overall responsibility for identifying pupils with SEN in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

At West Derby School we also use a number of additional indicators to identify a pupil's special educational needs, such as:

- Close analysis of data including: CATs, SATs, reading ages, termly and annual pupil assessments and liaison with the data manager
- Teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

This assists the SENCO and class teachers to:

- Provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- Support the pupil within the classroom environment
- Continually assess pupils to identify strengths and areas for development
- Provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps
- Inform on-going observation and assessment of each pupil
- Involve parents/carers in supporting pupils at school and at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings. EMTAS advocate the use of assessment materials and provide LA training to support teachers. We use the service of EMTAS for identified pupils as required. We provide dictionaries for EAL pupils as required. A teaching member of staff provides EAL lessons and mentor sessions for those EAL students requiring support.

Pupil Profiles are reviewed during the year and any necessary updates made as a result of new interventions or new information. Parents/carers are invited to attend Annual Reviews and have access to the SENCO through Parents' Evening events. Reviews are pupil centred and follow an assess, plan, do and review model. All of this must be seen in the light of a high quality teaching approach delivered through the school's Teaching and Learning policy.

### **Assessment Procedures for New Students**

Assessment for new Year 7 students begins long before they arrive via a comprehensive transition programme detailed elsewhere. During the first term, pupils undertake the GL Assessment (Cognitive Attainment Test). This is administered with due regard to the conditions stipulated spread over three sessions with breaks in between and in a controlled environment and is externally marked. Pupils take the Access Reading Test and the Vernon Spelling Test during their English lessons. Students take a baseline assessment in all subjects and a Mathematics SAT paper in the first two weeks of the school year and are placed in appropriate classes as soon as possible using the data from the tests, transition information and teacher assessment.

Students arriving at the school into any year group at any other time of year are tested to allow rapid and correct placement into classes and sets. Children in undertake the Access Reading Test at the appropriate age level and the Vernon Spelling Test. This allows for direct assessment for examination access arrangements. The Mathematics



department conduct their own assessment in the first week of attendance using a test appropriate to the age and ability level of the student, any data available from his previous school and teacher assessment.

### **Access to the curriculum, information and associated services**

All pupils at West Derby School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making good progress that is closely monitored.

Pupil worksheets are written in language which is accessible to them with regard to font type and size, colour of paper/pens used etc. For some students, (e.g. students with photo sensitivity, Irlen's or Dyslexia) we provide coloured exercise books, coloured overlays and internal and external examination papers and booklets.

Teachers use a wide range of strategies to meet a pupil's special educational needs. Lessons have clear learning objectives, teachers differentiate appropriately and assess to inform the next stage of learning. (Refer also to the Teaching and Learning Policy).

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils who access support from outside bodies. They receive regular details of the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

### **Supporting Children with Medical Conditions**

Please refer to the separate school policy 'Supporting Pupils with Medical Conditions'. Our school nurse provides a 'drop in' service every week on Wednesday at lunchtimes. Mrs Speed, our principal first aider, liaises with the school nurse in producing Individual Health Care Plans as required.

## **THE PUPIL SUPPORT CENTRE**

West Derby School believes that every child is of equal importance and that we must do our best to remove any barriers to learning. The Pupil Support Centre has been set up to help specific pupils cope better with and access mainstream education in a successful way. The centre provides an understanding, safe and enjoyable environment for pupils who may fail due to, for example:

- Physical disability
- A specific learning difficulty
- General learning difficulties
- Emotional/social difficulties
- Frequent absence because of medical or home problems
- Refusal to attend school
- Low self esteem

The PSC is overseen by the SEN staff. The centre is a base where pupils with socialisation difficulties can interact with their peers in a regulated, non-judgemental

environment where appropriate behaviour is modelled. Regular mentoring sessions are timetabled in the PSC. The PSC also welcomes external support staff from outside agencies. Students who are identified as requiring support attend lessons taught by SENISS staff in the PSC. Identified students have access to the PSC as a social space before and after school and during break and lunchtime.

What helps children to learn?

- Active/practical experiences
- Secure and happy environment
- Familiarity with the classroom
- Available choices
- Attractive surroundings
- Feeling valued
- A positive approach
- Encouragement and high expectations
- A welcoming calm atmosphere
- Stimulation
- Clear and patient explanations
- An appropriate match of learning
- A promotion of fun and enjoyment
- Seeing the purpose of what they do
- Participating in interesting activities
- Being given time for in-depth work and extended work
- Being encouraged to be active and independent within a secure environment
- Open-ended tasks
- Feeling confident
- Being challenged – however small the steps
- Trying out new work and new learning experiences
- Independence

### **The Inclusion Process for Pupil Support**

- If a PPL believes a pupil would benefit from time in Pupil Support they refer their concerns to the Pastoral Team who will negotiate appropriate time and course of study in Pupil Support. Reasons for referral could include: low attainment, lack of coping skills, low self-esteem, emotional issues, socialisation and illness and incapacity.
- The pupil will undertake a course of study that reflects the aims and outcomes desired. Whilst individual aims and targets may be different, the focus will be primarily on literacy and numeracy.

### **New Provision**

Provision of interventions and support within Pupil Support is fluid and staff will update and add to provision if it is considered beneficial.

A provision delivered by Pupil Support is the Social and Communication Group. The programme of intervention aims to develop social and communication skills for pupils with any type or combination of social-emotional skills deficits.

Staff from Pupil Support have had training with Spectrum and Child Bereavement UK so that they can better support pupils and their families who have been affected by bereavement.

Another recently highly effective intervention in the PSC is 1:1 reading sessions for students primarily in year 7 whose reading ages are significantly below their chronological ages.

### **Evaluating the success of provision**

The SEND register is a fluid working document that is constantly updated and therefore the number of pupils on the register will be subject to change. The register is reviewed half termly by PPLs and by the Inclusion Manager, SENCO and in addition to on-going review within the SEN department. A key element of evaluating the success of the SEN and disability provision provided at West Derby is covered in the close monitoring of Pupil Profiles and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Data analysis automatically triggers intervention but also monitors the success or otherwise of an intervention. Where interventions have not made the expected impact over the time frame allocated, alternative provision may be offered and Pupil Profiles modified.

### **Working in partnership with parents/carers**

At all stages of processes, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. This will support pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

In creating the School's Local Offer parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as parent surveys which are conducted regularly during the year.

Where a pupil is receiving SEN Support the school endeavors to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.

At all stages of the SEN process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school.

### **Complaints procedure for parents/carers**

Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor.

### **Managing Parental complaints related to SEN (any of the following may apply)**

- All SEN complaints must follow the school's formal complaints procedure
- Meeting with the parents/carers are arranged, perhaps involving a mediator (Information, Advice and Support Service)
- Key issues are identified including where there is agreement
- Discussions should take place with the SENCO
- Reports provided by outside agencies should be considered

- Outcomes are reviewed examining what progress the pupil has made
- Any behaviour logs should ensure strategies are included and shared with parents/carers

### **CPD and training of staff**

The SENCO attends the termly School Improvement Liverpool (SIL) training days. The SENCO also attends an annual SENCO Transition Forum led by School Improvement Liverpool. Teaching and support staff attend training as appropriate.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEN and disabilities. The Inclusion Team provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEN and disability. Colleagues in the English department provide literacy training opportunities. Whole school staff awareness in certain medical conditions is provided when required. Mental health and emotional wellbeing has been a focus for staff and students in recent years.

### **SEN Funding**

The Governing Body oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The Local Authority will provide a top up (through a graduated 5 'band' system (if a High Needs pupil has proven needs above the school's additional £6,000.

The school allocates SEN funding in the following ways:

- Pupil Support Staffing and Teaching Assistants
- Training for all teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support
- Ramped access to the main buildings of the school
- Disabled toilet facilities
- Supervised breaks and lunchtime facilities in PSC
- Purchasing and maintenance of ICT and electronic equipment
- Whole school training
- Salaries of School Counsellor and Schools' Family Support Workers for example.

### **Links to support services**

West Derby School works in partnership with outside agencies such as:

- Connexions (particularly important for support at transition into adulthood)
- CAMHS
- Beacon Counselling
- SENISS
- Outreach support; Clifford Holroyd (Behaviour) and Aigburth High (Literacy)
- Social Services
- Education Psychology
- Educational Welfare
- SEN Provider Panel
- EMTAS
- Community Paediatrics
- ADHD Foundation
- Positive Futures
- School Health
- School Police Link
- Schools' Family Support Service

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into Pupil Profiles and intervention/provision.

The school promotes the 'Team around the School approach' (TAS meets half termly) and draws upon EHATs, liaising also with Schools' Family Support Service where appropriate, to ensure early identification, intervention and assessment of SEND.

### **Links with other schools and clusters/transition**

Prior to admission to West Derby School, contact is made between the Inclusion/Pastoral Team and the SENCO or class teacher at the previous school in order to contribute to a transition plan, should one be required. When a pupil with SEN and/or a disability transfers to another school, all relevant documentation is passed on to their SENCO. The LA has an annual SENCO Transition Forum (KS2/3) in June where any pupil with SEN and/or a disability or vulnerable pupils can be discussed in person and a transition plan can be put into place. Our Connexions Link person works with SEND students to support transition into the sixth form/the world of work

### **The Role of the SEND Governor**

Mrs Susan Price is the School's SEND Governor. The SEND Governor promotes the development of SEND provision by:-

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- Being familiar with key legislation and policy
- Fostering communication between parents/carers of children with SEND and the school
- Meeting regularly with the SENCO
- Ensuring they have an understanding of the role of the SENCO and how pupils are supported
- Developing an awareness of the types of SEN present within the school cohort
- Reporting to the Governing Body
- Attending training in relation to SEND
- Assisting in monitoring the progress of vulnerable pupils
- Reviewing and monitor the effectiveness of the SEND Policy
- Liaising with the SENCO in relation to the Local Offer and the SEN Information report

### **Reviewing the effectiveness of this SEN and Disability Policy**

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

- Reports presented by the Headteacher, SENCO, and SEND Governor
- Parents/carers
- Pupils
- Outside agencies

Pupils' attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEN and disability policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including GCSEs or equivalent qualifications
- Analysis of data such as Attendance
- The school's tracking systems and teacher assessments
- Evidence generated from Pupil Profiles and Annual Review meetings

- DfE's Analysing School Performance tool (ASP)
- Reports provided by outside agencies including Ofsted

### **The Local Offer**

For the LA's Local Offer, which includes the Local Offer for West Derby School, please visit:

[www.liverpool.gov.uk/localoffer](http://www.liverpool.gov.uk/localoffer)

### **The SEN Report**

For the School's SEND Report, please visit the school website.

For more information regarding SEND, please contact Ms Howe, SENCO, or Mrs Hennessey, Inclusion Manager.