

# EASTWAY PRIMARY SCHOOL



Written: September 2021

Approved by Governors:

To be reviewed:

## SEND and Inclusion Policy

The SEN Code of Practice 2014 emphasises that in order for children to receive the best possible SEN provision and support, collaboration between families, education, health and social care is paramount. It is, *“a Code which will help everyone working with children and young people with special educational needs and disability to secure for them the outcomes from education, health and social care which will make the biggest difference to their lives.”*(Code of Practice 2014)

Our SEND and Inclusion Policy reflects the fundamental principles outlined in the Code of Practice and has therefore been co-produced with Wirral LA, parents, children, staff and governors. This policy runs in parallel with other School specific policies including: Behaviour Regulation, Anti-Bullying, Equal Opportunities, Safeguarding, Pupil Premium, the school Accessibility Plan, Wirral Local Offer and Eastway SEND Information Report (published on our school website).

- The policy complies with Section 19 of the Children and Families Act 2014.
- It is written with reference to inclusive education under Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2020

### **Review**

This policy will be reviewed every two years and will be ratified by School Governors.

### **RATIONALE**

At Eastway Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Eastway Primary School strives to create an atmosphere of inclusion, encouragement, respect and sensitivity. We target effective communication and co-operation between pupils, families, staff and other professionals in order to provide the best opportunities for those with Special Educational Needs of any kind or other factors which we believe make children vulnerable.

This policy has been created by the school’s leadership team, SENCO with the SEND Governor and in liaison with all staff. The policy takes account of the statutory

requirements of the Children and Families Act 2014, but also supports the non-statutory guidance in the 2014 SEND Code of Practice in both spirit and the majority of practice.

**The specific objectives of our SEND & Inclusion Policy are as follows:**

- to outline how we identify pupils with special educational needs and disabilities or other vulnerabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents/carers are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to ensure that learners with SEND develop independence and build resilience in their learning
- to work effectively with the Wirral LA SEND and Inclusion Team to support and provide specialist provision for all Wirral children
- to promote effective partnership and involve outside agencies when appropriate.

**ROLES AND RESPONSIBILITIES**

We believe that pupils at Eastway Primary School are pupils of the Whole School and not just of a single class. We view the support of all our pupils as a Whole School Responsibility.

**SENCO & Inclusion Lead - Mrs Claire Harrison**

**SEN Teachers- Mrs Nicky Cinelioglu, Miss Bethan Shields, Miss Charlotte Robinson**

**Designated Teacher for CLA & Vulnerable Children Lead- Mrs Emily Morris, Headteacher**



**Mrs E Morris**  
Headteacher



**Mrs C Harrison**  
SENCo

**Designated SEN governor: Ms Jane Goalen**

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and taking the SEN Code of Practice into account, maintains a general overview of the school's work.

The Governing Body:

- Ensures appropriate provision is made for any child with SEN.
- Reports annually to parents on the school's policy for children with SEN.

- Ensures all children; including those with SEN have access to a broad, balanced and appropriately differentiated curriculum.
- Appoints a representative of the Governing Body to oversee SEN provision.
- Ensures regular communication between parents and teachers is in place.
- Ensures that pupils with SEN are fully involved with school activities.
- Ensures they are involved in developing and reviewing SEN Policy and SEN Information Report.

Head Teacher: Mrs Emily Morris

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs and disability. The Head Teacher ensures that the Governing Body is kept up to date with all developments with regard to SEN.

#### Admissions

In every instance, when a parent seeks a place for a child at Eastway Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an EHCP or SEN support (parents are to record this information on the school's admission form)
- Informs the parent that the child cannot be admitted to the school if it is not named in the EHCP until the Local Authority have been consulted
- Informs the Local Authority that an approach for admission has been made.
- Must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs

#### Admission Arrangements

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEN including Support Plan and the most recent provision map prior to agreeing to admitting a child transferring from another school. In some cases, staff from Eastway may visit a pupil in their current setting to ensure all information is gathered and a smooth transition is planned.

#### Teachers

*“6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”*  
(SEN Code of Practice 2014)

They will:

- Understand that they are responsible for meeting the needs of ALL learners in their class. They must be able to identify, assess and provide for those children with SEN or other vulnerabilities in their classrooms.
  - Identify and assess, and provide subsequent provision for pupils with SEN.
  - Work with the SENCo to decide the action required to assist the pupil to make progress.
  - Work with the SENCo to collect all available information on the pupil.
  - Develop and review Provision Maps/Support Plan for pupils with additional needs or who require SEN Support.
  - Plan for and work with SEN pupils on a daily basis to deliver the individual programme set out in the Provision Map/Support Plan.
  - Develop effective relationships with SEN pupils, parents and support assistants.
  - Take responsibility for ensuring parents of children with SEN are communicated to and involved effectively.
  - Encourage pupils to participate in decision-making.
  - Be involved in the development and review of the school's SEN policy.
  - Continuously assess pupil progress and identify the next steps to learning. •
- Keep parents informed of their child's progress.(3 termly meetings as a minimum to discuss Support Plan)
- Work with the SENCo to identify their own training needs around SEN.

SENCO: Mrs Clare Harrison

The role of the SENCo involves:

- Overseeing the day-to-day operation of the school's SEN policy.
- Ensuring an appropriate budget allocation to meet SEN.
- Managing all SEN staff including Specialist TAs and SEN Class based TAs.
- Interpreting legal requirements for staff, parents and governors.
- Reviewing the SEN policy and SEN Information Report annually and publishing them on the school website
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEN.
- Maintenance of the SEN Support register.

- Liaising with parents of children with SEN.
- Organising and delivering INSET training in order to meet the needs of staff.
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies.
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated.
- Overseeing the Support Plan, provision map and review process for children who have an EHCP or are identified as requiring SEN Support.
- Reporting to Headteacher and Governing Body once a term on summary/update of SEN provision and progression.

### Special Educational Needs Teaching Assistants

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (Code of Practice 2014 6.36) “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (Code of Practice 2014 6.37)*

The SEN TAs work under the direction of the class teachers and SENCo.

They:

- Work with ALL pupils who have an EHCP, attend annual reviews, assess progress and contribute to the planning of the Provision Map and Support Plan.
- Plan the individual additional work needed to work towards ‘Outcomes’ agreed and differentiate and moderate class planning as agreed with the class teacher to enable full access to the curriculum.
- Deliver individual occupational and physiotherapy plans in accordance with pupil Care Plans.
- Work closely with the class teacher, SENCo and other outside agencies to meet the child’s needs.
- Support individual and small groups of pupils towards attaining targets identified in their Provision Maps/Support Plan.
- Work with the class teachers to assess and write provision maps and annual reports for pupils that they support.
- Continuously assess pupil progress and identify the next steps to learning.
- Are aware of the school’s procedures for the identification and assessment of, and subsequent provision for pupils with SEN.
- Complete termly assessments with pupils identified as having SEN and assist teachers, if required.
- Keep parents informed of pupil progress.

- Accompany pupils on trips and residential to enable the pupil to fully participate.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.” (Code of Practice 2014 6.14)

We recognise the importance of early identification and aim to identify children’s special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child / young person.

Our school strives to identify and respond to children who have SEN as quickly as possible. Our ‘open-door’ policy encourages parents and carers to share any concerns they may have for their child at any time throughout the year. Equally, staff carry out ongoing formative and summative assessments in class and the data is collected and analysed. The data is discussed with parents and also with the Senior Leadership Team in the form of termly Cohort Review meetings. Any additional needs are identified and aspirational desired outcomes are agreed.

*“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.”* (6.40 Code of Practice)

The Code of Practice states that there are four clear areas of need:

### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience

difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, attachment disorder or have experienced early trauma.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

We are aware that a child may have more than one type of need. Our aim is not to place children into a single category of SEN. Instead, we respond to the individual needs of the whole child which may also include non SEN needs that still impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Eligibility for Pupil Premium
- Looked After Child (LAC) or previously Looked After
- Children of Serviceman/woman

Identifying behaviour as a Special Educational Need is no longer an accepted way to describe a need. Any concerns relating to a child or young person's behaviour should be described as an underlying response to an unmet need. As a school, we pride ourselves on forming strong relationships with the children. Sound knowledge of the child, communication with parents/carers and advice from external agencies all ensure that the underlying needs are met through individual programmes. A child will not be identified as having Special Educational Needs due to their behaviour.

### **CAUSE FOR CONCERN**

Both teachers and parents can raise a cause for concern. If a parent has concerns regarding their child, they should speak to their class teacher in the first instance. The leadership team meet termly to review progress of all pupils and look at any children that staff are worried about academically, socially or emotionally. We have monthly SEND Coffee Mornings where families can meet with our SENCO and regular drop ins, workshops, training and surgeries. When the



Request for Support form is completed, SENCO and Headteacher will decide on next steps to take. This may be a referral for support or investigation or additional assessments or observations to be complete. We support families to ensure that all health checks are up to date and initially look to rule out any hearing and eyesight difficulties. If a referral to the 0-19 NHS Team is needed then we will discuss with the family and ensure we have consent.

## **THE GRADUATED RESPONSE**

Before special educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The SENDCO may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

**Assess:** If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENDCO, may take place.

**Plan:** Interventions based on the outcome of assessment are planned.

**Do:** and delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

**Review:** the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

Eastway School aims to ensure that all interventions are robust, effective, cost and time efficient and appropriate for pupil needs. All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept through group monitoring sheets, Insight tracking, data analysis at Cohort Reviews and individual provision maps. The effectiveness of interventions is regularly monitored on a termly basis. Individual pupil targets are assessed as part of the school's cycle of progress monitoring. All children are tested on entry and exit to ensure that the intervention has had impact.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEND register, in formal consultation with parents.

## **Waves of Provision**

**A graduated approach:** All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

**There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.**

Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching (\*QFT). Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

#### \*QFT - Quality First Teaching

1. Highly focused lesson design with sharp objectives;
2. High demands of pupil involvement and engagement with their learning;
3. High levels of interaction for all pupils;
4. Appropriate use of teacher questioning, modelling and explaining;
5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
6. An expectation that pupils will accept responsibility for their own learning and work independently;
7. Regular use of encouragement and authentic praise to engage and motivate pupils (Department for Children Schools and Families, 2008)

Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Wave 4 is specialist targeted provision for our pupils with the highest level of need.

#### **MANAGING PUPILS ON THE SEND REGISTER**

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEND register. Children recognized as needing provision beyond Quality First Teaching (QFT) and classroom focus groups will be recorded on the Special Educational Needs register. The category is recognized by the school's data management system, and this will enable close monitoring and target setting in order to address the child's individual needs. The SENCO will instigate a meeting to identify the child's strengths as well as areas that need specific interventions. Any barriers to learning can be discussed. An understanding of these needs may require further assessments or further diagnostic testing. In consultation with the class teacher, pupil and parents a Pupil Passport will be written as one page overview of the child and their needs and a Support Plan will be drawn up to set SMART targets and actions. Targets may include academic or social, emotional or physical goals. This document will form part of the "Assess - Plan -Do- Review" process.

While the needs of the majority of pupils will be met from within the school's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

### **CRITERIA FOR EXITING THE SEND REGISTER**

Pupils will be removed from the SEND register when they have progressed in line with age appropriate expectations. For some pupils it would be inappropriate to remove support for example, when a pupil needs support with a physical or sensory need.

### **SUPPORTING PUPILS AND FAMILIES**

Eastway Primary School has set out our SEND Information Report on the school's website.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives visits from the appointed Educational Psychologist for the area. Our school currently employs a private Educational Psychologist and currently funds a minimum of 6 visits each year. In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties. The speech and language therapist contributes to the reviews of children with significant speech and language difficulties. Advisory Teachers from SENAAT (Special Educational Needs Assessment & Advisory Team) are regular visitors to school, offering advice to teachers and parents and completing assessments and observations for pupils. Health professionals such as The School Nurse, or Occupational therapists or physiotherapists will visit pupils to carry out their exercise programmes or assessments within school. Parents are informed about these consultations by the health professionals.

### **PROMOTING SOCIAL, EMOTIONAL AND MENTAL WELL-BEING**

Children need to feel valued, confident and secure to make maximum progress in their learning. Eastway Primary School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities such as Social Skills groups, Mindfulness Club, lunchtime wellbeing support and targeted interventions.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed.

### **SPECIFIC LEARNING DIFFICULTIES**

The School aims to be 'Dyslexia Friendly'. We encourage teachers to use methods within the classroom which support all children, including those with Specific Learning Difficulties such as Dyslexia or Developmental Coordination Disorder

(Dyspraxia). The SENDCO is able to support colleagues in establishing a classroom environment that supports pupils with Specific Learning Difficulties, as well as advising on and modelling quality first teaching methods so that such pupils are identified and supported effectively within the classroom. Screening for pupils can be arranged. This test will highlight pupils that may be at risk of having Specific Learning Difficulties such as Dyslexia and is carried out by SENAAT. A definitive diagnosis can only be obtained through testing by an Educational Psychologist.

## **PARENTAL INVOLVEMENT**

Parents are involved in all aspects of a pupil's provision for his or her particular need. Discussions with parents support early identification. Parents views are sought at every opportunity, and when setting new targets. Staff, including the Head Teacher and SENDCO will make themselves available for additional meetings with parents of children with Special Educational Needs.

**Private Agencies** Occasionally parents decide to approach outside agencies on a private basis. We will try to co-operate with such agencies, however we will not respond to requests unless we can be assured that the agency is bona fide and that the involvement will in no way jeopardise the emotional wellbeing or safety of the child.

## **PUPIL PARTICIPATION**

The school actively encourages the involvement of children in their education. With reference to all children requiring SEN Support, we:

- Involve the child in decision making regarding the methods by which their individual needs will be met.
- Invite the child to attend all or part of review meetings.
- Discuss the purpose of assessment arrangements and the implications of the Support Plan with the child.
- Encourage the child to comment on his or her SEN provision through an appropriate medium.
- Involve the child in the implementation of the Provision Map/Support Plan.
- Aim to further develop the child's self-confidence, self-esteem and independence as a learner to the extent the child is able.

## **TRANSITION**

Eastway Primary School recognises that the transition from one school or setting to another can be especially difficult for pupils with SEND. When we are made aware that a child with identified SEND is transferring to, or starting school with us, we endeavour to meet with parents and make reciprocal staff visit(s) to the current setting prior to commencement of child's placement.

Pupils leaving us at the end of KS2 are supported to ensure that their experience of transition is positive. Eastway will arrange a meeting between staff from both schools to exchange information, e.g. transition document, examples of children's work and any other pertinent information. In some cases a member of staff can visit the receiving school with the pupils to give a sense of continuity.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 - 25 (2014) is followed.

## **MONITORING AND EVALUATION OF SEND PROVISION**

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views. Questions on the school's Special Educational Needs provision form part of the annual questionnaire to parents. Termly Link Governor Visits take place and are fed back to the Curriculum, Standards and Pastoral Committee. We have an external SEN consultant who visits twice a year for quality assurance checks. The school undergoes an active process of continual review and improvement of provision for all pupils and SEN children are a focus of all teaching and learning monitoring throughout the year.

## **TRAINING AND RESOURCES**

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to £6,000 of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the

SENCO to explain the systems and structures in place around to the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO regularly attends the LA SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends local cluster group meetings to share good practice.

## **STORING AND MANAGING INFORMATION**

Paper copies of a pupil's SEND records are kept in a secure location. Information about individual pupils is held on the computer network, in an area with restricted access (SLT and SENCO) Assessment data is available on all pupils for access by school staff. Parents will be given access to information held regarding their child on request. The exception to this is if enabling access to such information would place a child at risk of harm. In such a case, Social Services will be approached for guidance. Reports submitted specifically to school by other agencies, giving targets or strategies will be shared with class teachers and support staff.

Parents will be asked for permission to share reports with other agencies.

Any documents that become obsolete will be securely disposed of, or shredded.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

## **ACCESSIBILITY**

**Admissions and Planning For Accessibility**-The Governing Body has agreed with the LA admissions criteria, which do not discriminate against pupils with special education needs or disabilities. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy.

### **School Visits and Journeys**

All our school visits and journeys are planned, taking into consideration the special needs of all the children in the proposed class at the time when the trip is planned and reconnoitred. In line with anti-discrimination laws, we do not preclude any children from attending school trips, however the safety of all the children is paramount in this situation. As far as possible, Eastway School seeks to work in partnership with parents in order to give children with Special Educational Needs as full access as possible to all activities carried out on school visits or journeys.

Some activities will need to be adapted to meet the needs of individual children, for example, alternative routes may need to be planned for mobility impaired pupils. Each individual child's needs will be carefully considered prior to any trip and included in the pre-visit risk assessment, which is presented for approval by the Headteacher. Refer also to the Educational Visits policy.

### **Risk Assessment**

Risk assessment, relating to special considerations for children with Special Educational Needs, is carried out in accordance with our Health and Safety Guidelines.

## **DEALING WITH COMPLAINTS**

Eastway Primary School has produced a Complaints procedure, which is available to all staff, parents and interested parties. Class teachers will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. In case of an ongoing concern, parents can contact the school's SENCO or the Head Teacher. Most matters can be dealt with locally but if necessary parents can appeal against or challenge the decisions made by the School or Local Authority through a First Tier Tribunal. The school will make further information about this process available on request.

## **BULLYING**

The school is aware that there is a possibility of increased risk of bullying among vulnerable learners and has taken steps to mitigate the risk of bullying. Eastway Primary School has produced an anti-bullying policy, which is available to all staff, parents and interested parties.

## **APPENDICES**

This policy has three appendices.

- Eastway SEND Information Report
- School Accessibility Plan
- Eastway SEN Resource Base Provision Policy

## **SEND Information Report September 2021**

### **Who can I contact if I have concerns about my child and their special educational needs?**

Your first contact if you have concerns about your child's progress is the class teacher. Teachers have training for children with SEND (Special Educational Needs and Disability) and as part of their professional development they continue to have training when it is required either by the SENDCo (Mrs Harrison) or outside professionals to support their knowledge. You may feel you would like to talk to someone else. If this is the case, you can make an appointment with the SENDCo or Head Teacher via the school office.

#### **Head Teacher**

The head teacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. They will delegate responsibility to the SENDCo and class teachers as appropriate but ultimately is responsible for ensuring that your child's needs are met.

They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEN Governor**

The SEN Governor will ensure the necessary support is made for any child who attends the school who has SEND. They will oversee the provision in place for all SEND children. You may request to speak to a member of the Governing Body at any time. The SEN governor at Eastway Primary School is Mrs Jane Goalen.

### **Who is the Special needs coordinator (SENDCo) at Eastway Primary School?**

Our SENDCo is Mrs Harrison who can be contacted via the school office on 0151-677-1235 or an appointment can be made for a mutually convenient time.

Mrs Harrison has completed the SENDCo award and holds a Diploma in Dyslexia and Literacy. She has also attended many courses regarding different support for all children with SEN.

### **How does Eastway Primary School know if you child needs extra help?**

At Eastway Primary we use a range of strategies to help us identify any child who may need extra support.

Teachers record and monitor individual children using a computer data tracking system called Insight. The assessment lead and head teacher oversee all children's progress by monitoring the data. This data then informs the pupil meetings held with the senior leadership team and pastoral team.

A child may be identified as being off track or in need of some extra support if;

- Their progress is significantly slower than that of their peers starting from the same baseline.
- The child's previous rate of progress is not met.

I will continue to type the rest from the Website - but do you think we need all this or would the below be okay with you?

If a child is identified as off track or in need of some extra support this is allocated in the most appropriate way and then the impact of this will be reviewed at the next meeting or before if necessary.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

#### **How the decision is made about what type of and how much support my daughter or son will receive?**

- Individual pupil progress is tracked half termly and meetings/discussion are held from which we identify children who are causing concern.
- Assessments such as the WRIT, WRAT, PM Benchmarking, TOWRE and Salford reading test or Sandwell Maths and Thrive are also used to inform decisions about the type and level of support required by individual children
- Assessments and recommendations by outside agencies are also considered when allocating resources and support
- Interventions are either small focus groups within class, targeted groups outside class, or 1:1 support as required.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.
- If further concerns are identified due to a pupil's lack of progress or failure to thrive other interventions will be planned and implemented and then reviewed.
- Pupil's targets will be shared with parents/carers during parent teacher meetings and the mid and end of year reports.

#### **What are the different type of support available with SEND at Eastway Primary School?**

**Support for all children**



Eastway Primary School is an inclusive school. We strive to ensure that each child flourishes socially, emotionally and academically. We offer a range of opportunities and provision for all children with SEND.

Class teachers will plan each child's education programme. It is differentiated accordingly to meet the individual needs of pupils. Teachers have high expectations for all children in their class and will utilise teaching strategies so that everyone is fully involved in class. For example, at times practical approaches may be appropriate or collaborative approaches to learning where children work in pairs/groups.

### **Specific small group work**

Small group work targets any child who has specific gaps in their understanding of a subject/area of learning or social and emotional development. A trained teacher/teaching assistant will run these groups on a regular basis and the impact assessed and monitored.

### **Individual work**

Your child may have been identified by the class teacher/SENDCo as needing some extra specialist support, for example it may be deemed appropriate to seek external advice from outside professional e.g. a speech therapist or Educational Psychologist. You will be consulted and if you deem it appropriate, you will be asked to give your permission for the school to refer your child.

This will help the school and yourself understand your child's particular needs better and therefore, be better able to support them. The outside professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

Support to set targets which will include their specific expertise

### **Interventions we offer**

At Eastway we are a Thrive school, which is a systematic approach to early identification of emotional developmental needs in young people so that differentiated provision can be put in place quickly by adults working most closely with the child.

At Eastway social and emotional development is an integral part of everything we do, ensuring we meet the needs of all children. We have a pastoral team who encourage pupils to share their views as we feel they are important in informing what can be improved and how best to support them. → Part of a ticklist I found said about pastoral support for listening to views of SEN and measures to prevent bullying.

- Drawing and Talking therapy
- Seasons of Growth
- Butterflies
- ELSA
- Next Step (CAMHS)
- Wellcomm

- Speech and Language programmes - these will be provided by the speech and language therapist. A referral will be made if needed with the consent of the parent/carers.
- IDL Maths and English
- Toe by Toe
- Rapid Phonics
- ????????????????
- Need to add more but still haven't managed to get through all of it yet.
- Focused intervention that specifically targets gaps in children's learning

Interventions and provision are evaluated and monitored regularly by the SENCo to ensure they are effective.

### **How will I know if my child is doing well?**

Parents are actively encouraged to be partners in their child's education through; informal and formal discussions, telephone contact, home school diaries, and half yearly and end of year written reports.

- Parent's meetings are held where you can discuss your child's progress
- You can speak to your child's class teacher at the end of the day or make an appointment for a longer more private meeting
- Parents can access their child's plans on Provision Map, where they can see what progress has been made for their child. A login is emailed to all parents/carers but if you need to reset your details or struggle to log in, please contact the school office.

If at any point you have concerns about the progress of your child, meetings can be held with the class teacher (outside of school hours) or SENCo by contacting the school office on 0151-677-1235

### **What Expert and Specialist Support Services are Available to the School from outside Agencies?**

In order to meet the individual needs of a child the school will work with and seek advice from a range of colleagues from outside agencies to support the child's academic and social progress:

- School Nurse/Health Visitor
- Early Years SEND Team
- Sensory Support Teams
- Medical Physical Needs Team
- Speech and Language Therapists
- Autism and Social Communication Team (ASC Team)
- Community Paediatricians
- CAMHS
- Physiotherapy Team
- Occupational Therapy

- Community Matters
- Early Childhood Service
- Family Matters
- Safer Families
- ADHD Foundation
- Gilbrook Social and Emotional Outreach Support
- Educational Psychologist
- PCSOs

Which will also include support in advising of and accessing equipment and facilities to support children with SEND.

An Educational Psychologist is allocated to each school by the Local Authority for a limited number of sessions each year. He or she would usually only work directly with pupils who have considerable needs and have not responded well to the interventions previously put in place.

Do we have MEAS????

### **What specialist provision is provided by Eastway Primary School?**

**Pupils are placed in these specialist resource bases by the local education authority and have an Education Health Care Plan.**

Eastway Primary School has three specialist bases for pupils diagnosed with social communication needs. Two which teach pupils in Foundation 2 and Key Stage One and the other which supports pupils in Key Stage 2. We provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum with some inclusion in mainstream when appropriate. We recognise and record student's strengths and successes to encourage a positive self-image. Eastway Primary School ensures that all children become independent learners we empower children to become lifelong learners.

### **How will the school prepare and support children to join Eastway Primary School or Transfer to a new school?**

Successful transitions are important in meeting a child's SEND needs so strategies are put in place to support a child these include:

- Discussions between the previous or receiving schools before the child joins/leave
- A member of staff always meets parents/carers prior to their child joining the school
- Mrs Harrison is happy to meet parents/carers before/as their child joins Eastway
- All new pupils attend a transition visit where they see their new classroom and meet their new teacher
- Within school all change mornings are held each year to enable children to meet their next teacher
- Additional visits are also arranged for children who may need extra time in their new school
- Social stories are used for pupils who may need them

- Secondary school visit children prior to them joining their school
- We liaise with SENCOs and pastoral care teams from secondary schools to share relevant information with them
- Where a child has more specialised need a separate meeting may be arranged with colleagues, parents/carers and child if appropriate

### **Pupils with additional Health or Medical Needs**

- When a pupil has an identified medical need an Individual Healthcare Plan is written with parents/carers, SENCO and Mrs Dennett and the School Nurse, and other medical professionals as appropriate. All staff who work with the child are made aware of this Healthcare plan.
- Staff receive epipen training
- Where necessary and in agreement with parents/carers medicines are administered in school when parents have completed and signed the medication consent form to ensure the safety of both child and staff
- Medication is kept in the school office and any medication given is witnessed and recorded
- Some teachers have had defibrillator training and 5 members of staff have a full Paediatric First aid Certificate

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Eastway School is built on one level which enhances accessibility within the school the school environment. We also have:

- 2 toilets adapted for disabled users
- 4 changing facilities
- Ramps into the main entrance and all fire exits make the building accessible to all
- Ramps between our outside and indoor learning environments for Foundation Stage children
- Wide doors in most areas of school

### **How will my child be included in activities outside the classroom including school trips?**

We are an inclusive school so activities and school trips are available to all;

- Risk assessments are carried out and adaptations are put in place to ensure that all children can participate safely

- Where a child may need a high level of supervision the parent/carer may be asked to accompany their child

**All staff receive on-going training in relation to SEND and meeting pupils' needs within school:**

- The SENCO has national accreditation in this role and provides advice and guidance to staff.
- There are regular SEN training sessions for both TAs and Teachers during the year.
- Mrs Dennet (HSC) is a licenced Thrive practitioner and qualified in Drawing and Talking Therapy.
- Mrs Crawford has a NVQ L2 counselling qualification.
- We have 2 ELSA (Emotional Literacy Support Assistants)

**What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the SENCO, then if they are still not satisfied they should speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

**Where is the Local Authorities Local Offer published?**

<http://localofferwirral.org/>

**How do we support Families at Eastway?**

At Eastway Primary School we take the care of our children very seriously. In order to care for them we also try to support family members. In order to do this we have a designated Home/School Co-ordinator, Mrs Dennett. We offer Youth Connect Five training for parents to help them support the emotional well being of their child or children.

At times we offer parents support through Training Courses such as Family Works, How to Raise a Confident Child and Healthy Eating on a Budget.

We also offer Maths and English Level 2 Course are offered.

We run The Hub, Drop-in for parents every Wednesday morning.

The ADHD Foundation also work with parents in school to help them to support and manage children displaying challenging behaviour or neurodevelopmental conditions.

Local Offer Wirral - Providing information for children and young people (0-25 years) with special educational needs and disabilities.

## APPENDIX 3

### Social and Communications Difficulties Base Policy

Eastway Primary School run Wirral LA SEN Resource Base Provision for children with Social and Communications Difficulties including ASD. There are three resource bases for pupils with Social and Communication Difficulties

SCDEY- Early Years Base providing support for our youngest pupils up to Year 1

SCD1- Years 2-4

SCD2- Year 4-6

The students have varying degrees of Social and Communications Difficulties but all have an Education Healthcare Plan and Eastway is their named provision in section I.

All admissions are arranged through Wirral LA, working closely with families, current provider, LA EHCP Coordinator and all professionals.

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: September 2014 (references to Code in this document appear in brackets)
- Children and Families Act July 2014
- LA Policy and Guidelines for Resource Base Provision
- Wirral Local Offer
- Eastway SEN Information Report
- Inclusive Schooling - Children with SEN (2001)
- Accessible Schools (2002)
- Disability Equality Act (2010)

School specific policies on:

- Teaching and Learning
- Inclusion and Special Educational Needs
- Assessment
- Behaviour
- Safeguarding
- Equal Opportunities
- Admissions

### AIMS

The school's aims for Social and Communications Difficulties Bases are:

- Children with SCD are happy at Eastway and feel that they are welcome and included at all times during the school day.
- Create a caring yet purposeful atmosphere where there is a balance of focus between welfare and achievement for all.

- That children have access to the widest range of educational experience and a relevant curriculum and appropriate learning challenges so they can achieve their potential.
- Provide a broad and balanced curriculum that is relevant and differentiated to meet both the academic and Social Communication specific needs of each child, in an environment that supports learning and wellbeing.
- Children with SCD make progress in their Social Communication and Emotional development and the core subjects.
- Ensure the best possible progress for all SCD pupils using a holistic approach involving small group teaching, individual programmes of support and mainstream class teaching where appropriate
- Support children to develop language and communication, social interaction and life skills
- Promote independence for all children.
- Enable children to develop the necessary skills to begin accessing lessons within the mainstream school, integrating effectively alongside their peers.
- Encourage parents to understand and support their child's learning at home and at school.
- Children with SCD are equipped with strategies to succeed outside the school environment.
- Children with SCD feel prepared to make successful key stage and secondary education transitions.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to individual pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Equal Opportunities**

The staff of Eastway Primary School believes that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

### **To achieve our aims we will:**

- View our SCD resourced provision as an ongoing, developing process
- Provide appropriate support which enables children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.

- Develop an effective partnership between school, parents and outside agencies
- Ensure all those involved with children with SCD work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SCD make progress as they move through the school

## The Team

### SCD Base FS



**Miss C Robinson**

Class Teacher/Neurodiversity



**Miss K Williams**

Teaching Assistant



**Mrs L Williamson**

Teaching Assistant

### SCD Base KS1



**Miss B Shields**

Class Teacher/Geography Lead



**Mrs E Stanley**

Teaching Assistant



**Mrs J Lasnier**

Teaching Assistant



## SCD Base KS2



**Miss N Cinelioglu**

Teacher



**Mr S Monks**

Teaching Assistant

**Mrs F Forsey**

Teaching Assistant

## Welfare Team



**Mrs S Dennett**

Family Support Coordinator



**Ms D Crawford**

Pupil Welfare & Pastoral Support

Staff in the bases are allocated to a base depending on the skills they have to meet a particular set of pupils needs. All our base teachers currently have or are currently studying for additional qualifications in SEND and inclusion. Our teachers are supported by Wirral Educational Psychology Team and complete AET Good Practice Training alongside sensory profiling, positive handling and de-escalation, Attention Autism, TEACCH and SCERTs. The staff team in the provision work very closely together as 'one team across all classrooms'. Staffing ratios comply with National Autistic Society suggested staffing levels with 3 staff to 8 pupils in most cases. Occasionally some of our pupils with more complex needs may require a higher level of staffing at times in order to enable us to meet those needs allowing them to progress in their learning. Within the provision, staff are supported to continue to develop their skills and knowledge and the need for specific training and development is recognised as extremely important. The importance of a consistent staff team is also recognised as good autism practice and we strive for consistency where possible.

### Approaches

The teaching philosophy in the SCD provision at Eastway School acknowledges that it is unlikely that one intervention in isolation will meet all the needs of the individual with SCD or ASD and neither will one specific approach meet the needs with all children with ASD (Jordan and Jones, 2007). We therefore employ a variety

of autism specific strategies and interventions according to each pupil's individual needs. Our beliefs embody the rationale of the SPELL approach developed by the National Autistic Society; provision of a structured, positive, empathic and low-arousal environment with good links between school, home and outside agencies. Examples of some of the approaches used in the provision to meet the needs of all pupils:

- Proximal Communication Techniques
- Social Communication Groups
- Elements of the TEACCH Approach: including the use of structure, visual systems, independent work areas and routine
- Picture Exchange communication System (PECS)
- SCERTS
- Social Stories and Comic Book Conversations
- Sensory activities
- 1-1 teaching sessions
- Play and Interaction

### **Inclusion**

Every child within the ASD classes has the opportunity for inclusion in a variety of forms, for example:

- Mainstream inclusion with support
- Reverse inclusion (other pupils from the school spend time with pupils from the SCD classes)
- Lunchtimes (where appropriate) in the dining hall and outside with the rest of the school
- Break times with the rest of the school (where appropriate)
- Assemblies with the rest of the school (where appropriate)

The SCD Base Teachers are responsible for supporting teachers in teaching children from the SCD Bases when they are integrating into lessons in main school classes.

### **Environment**

Some children with ASD also have problems processing sensory input. This can affect any of their senses, to any degree. For example, the volume of noise or the brightness of light could be very difficult for some children with autism to cope with. They also may have difficulty processing language and understanding verbal instructions.

- A base which is part of the school, building
- Regular routine and preparation for change
- Visual timetables and schedules
- Reduction of language for instructions
- Time to process instructions and questions
- Preparation for transitions
- Low distraction, low stimulus areas within the base to reduce sensory overload
- Teaching areas for group work, one to one work and independent work
- Access to ICT for learning
- Secure space for storage of equipment and possessions
- Quiet room with comfortable seating and cushions
- Sensory Room
- Hygiene room with toilet

- A secure outside recreational space
- Separate entrance and exits points, with direct access to base provision avoiding the main school.

### **Behaviour**

Behaviour is often a means of communication and we endeavour to understand the function behind the behaviour. Specific strategies are used to reduce anxiety and promote feelings of well-being and to modify unwanted behaviours and promote more appropriate ones. Where necessary, pupils may, if required, have Positive Behaviour Management Plans, that are regularly reviewed and updated with parents. The provision has its own structured reward and motivation system: earning tokens for choose time. All reward systems will incorporate the individual pupil's special interests and individual communication strategies.

### **Partnership with Parents**

The school works closely with parents/carers in the support of all children with special educational needs. Staff in the Bases encourage an active partnership through an ongoing dialogue with parents. The use of daily conversations, home-school diary, Class Dojo and/or email is central to this. Parents have much to contribute to our support for their children and can also provide valuable information on their children's specific needs. Parent partnerships are also developed by open invitations main school events.

### **Writing Support Plans for children with EHCP or are on the SEN SUPPORT REGISTER:**

Support Plans are written and reviewed at least three times a year in autumn, spring and summer term.

Support Plans include:

- Three short-term targets relating to addressing the key barriers to learning for the child.
- Information about the child's strengths
- Information about the child's difficulties/barriers to learning.
- Success criteria. • Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place - A costed provision map
- Timescales to achieve targets.
- Outcomes to be recorded when the Support Plan is reviewed.
- A record of assessments and data

### **Conducting Support Plan Reviews**

There will be three opportunities a year for a Support Plan to be reviewed and discussed with parents.

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.” (Code of Practice 2014 6.65)

At the Support Plan review meeting, the child's progress towards meeting the targets set is discussed and new targets identified.

The meeting should consider the following questions:

- What are the child's current levels of attainment relating to Support Plan targets?
- What progress has the child made towards meeting the overall objectives set out in the Support Plan?
- What are the parents'/carers' views of the child's progress?
- What are the child's views of their progress?
- Is the current provision appropriate to the child's needs?
- What targets should be set?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?

### **Statutory Annual Reviews**

For a child who has an Education Health Care Plan, the Local Authority has a statutory duty to formally review his/her EHCP, at least annually.

Annual Review Meetings are organised in school by the SENCO/ Base Teacher.

The Annual Review Is In Four Parts:

- Collection and collation of information
- Annual Review Meeting.
- Head Teacher's/SENCO's report of the Annual Review Meeting.
- LA Review.

Annual Review Procedure

The SENCO/Base Teacher:

- Maintains a calendar of review dates.
- Determines who should be invited to attend each meeting
- Seeks the views of the child and invites him/her to all or part of the meeting.
- Plans Annual Review Meetings at least two months in advance and contacts professionals by letter.
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers, at least two months in advance.
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days' notice.
- Provides parents/carers with guidelines for completing an Annual Review Advice Form.
- Ascertains the child's views regarding their progress, through an appropriate medium.
- Offers to assist parents/carers and children in preparing reports for the meeting.
- Advises parents/carers and children that they may bring a friend or relative to the meeting.
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting.
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons attending the meeting.

The Review Aims to:

- Assess the child's progress towards meeting the objectives within the EHCP
- Discuss appropriate outcomes for the child.

- Review the educational progress made by the child. • Consider the effectiveness of the EHCP in light of the child's progress.
- Set new targets for the coming year, or determine whether amendments to the EHCP are necessary.
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting- Paperwork is completed in line with the Wirral Local Offer

- The meeting should consider the following questions:
- What are the child's current levels of attainment in English and maths?
- What progress has the child made towards meeting the overall objectives set out in the EHCP?
- What progress has the child made over the past year, especially in relation to each SEN?
- What are the parents' /carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the Support Plan?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the EHCP necessary?
- Should the LA recommend ceasing or maintaining the EHCP?
- If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice 2014 and Wirral Local Offer

### Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Post Review Record Form. Copies of all reports and any additional materials including the most recent Support Plan are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the Local Authority's Named Officer responsible for SEN. Local Authority Review The Local Authority reviews the EHCP in the light of the Head Teacher's/SENCo's report of the review meeting report, and decides whether to amend the EHCP or cease to maintain it.

### Transition

When a child is offered a place in the SCD base we will attend a transition meeting and staff will make a series of visits to observe them in their current setting if appropriate. The child and parent (if appropriate) can then attend the base for a series of lessons and or visits to build the confidence, in order to achieve a successful transition into our school.

We also aim to ensure the successful transition from Primary to Secondary and to continue to support the process so that Social and Communications Difficulties

students move smoothly and successfully through the key stages and into Secondary education. This is achieved through good communication between parents, pupils, schools and Local Authority.

The Teacher of the Key Stage 2 Base attends transitional reviews at Y6. This may be followed up by additional visits to Secondary Schools if required. Y6 pupils can then attend their secondary school for a series of lessons and or visits to reduce anxiety and build the confidence, in order to achieve a successful transition between Key Stage 2 and 3 (Year 6 to Year7).

#### **The role of the Governing Body**

The governing body of each school has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs including those with ASD.

#### **Monitoring and Evaluation**

The SENDCO monitors the progress of children with ASD throughout their time at Eastway Primary School and maintains regular contact with the Head teacher, staff and governors regarding the day to day running of the SCD Bases. The SEN Governor will visit the SCD bases periodically (at least annually) to review the work of the Base