



<p>COVID 2022/23 SEN update</p>	<p>In September 2021, the government announced plans for all children to return to school on a full time basis.</p> <p>COVID government guidance updates can be found at:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Following the guidelines provided by the government since then and updating our policies and risk assessments frequently, Stockbridge Village will be providing the following:</p> <p>Children will be taught in ‘pods’ based on their year group:</p> <ul style="list-style-type: none">○ Nursery and Reception Crew○ Year 1 Crew○ Year 2 Crew○ Year 3 Crew○ Year 4 Crew○ Year 5 Crew○ Year 6 Crew <p>Each pod will have their class teacher and learning coach who will also be supporting inclusion within their crew.</p> <p>Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a ‘reconnecting curriculum’, to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.</p> <p>Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:</p> <ul style="list-style-type: none">○ Activities linked to the outcomes on their Education Health Care Plans.
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	<ul style="list-style-type: none">○ Visual supports such as visual timetables, working memory boards, now and next cards or task cards.○ Coloured overlays, ear defenders and sensory boxes or resources.○ Technology where appropriate, such as laptops and iPads.○ Access to 'Zones of Regulation' activities and resources to support emotional wellbeing.○ Access to social and emotional stories.○ Online apps, such as Nessy, Reading Plus, Hairy Phonics, Spelling Frame, Times table Rockstars and Numbots.○ In class provisions, such as precision teaching, Numicon, pre-teaching of PIVATS skills and SALT/OT or sensory activities based on individual need.○ Interventions will take place within pods. Trained learning coaches will deliver these interventions following government social distancing guidelines and hygiene.○ SEND children will have access to break out spaces allocated to each pod (no cross over), should they need time out of their classroom for any reason relating to their SEND needs.○ Children will have access to Emotional Support Plans should they need one.○ Pupil Passports will continue to be in place for children on the SEND register and reviews will be conducted via email or telephone call.○ EHCP annual reviews or meetings will be held via Zoom, telephone call or in the designated community rooms following government social distancing guidelines and hygiene.○ Teams/Telephone call with professionals and parents will be held if required.○ Outside agencies will begin providing interventions within school or online via Zoom/ Microsoft Teams/telephone calls, where necessary, following all guidance on social distancing and hygiene. <p>Covid measures (lockdown arrangements if required 2022):</p> <p>SEN children in school will be in 3 pods:</p>
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	<p>Year 1/2 crew</p> <p>Year 3/4 crew</p> <p>Year 5/6 crew.</p> <p>Children in school:</p> <p>All SEN children in school are risk assessed to ensure safety. All children will have access to blended learning in the classroom in line with the SVP blended learning policy. All children will have a learning pack (differentiated if required) that is used daily and supported by the classroom teachers and also via online zoom sessions with their class teachers and crew. Assessments may be carried out in COVID risk assessed environments and if necessary to do so. There is weekly check-ins with the school SENCO to ensure all children and those with EHCP's needs are being met.</p> <p>SEN children and EHCP children who are working from home (isolating) will also have access to blended learning (in line with the school guidance). All children have a paper learning pack (differentiated if required) to be used at home supported by their class teacher including zoom sessions timetabled for each year group. Weekly check ins are made by the school SENCO or learning mentors and additional support is provided when required.</p> <p>All SEN children and EHCP children will have access to the provision listed below either in school or at home:</p> <ul style="list-style-type: none">• SEN support booklets with activity ideas, web pages and various SEN resources that can be used at home.• Information about parent courses that are available within the authority will be provided.• Referrals to external agencies will be continued.• EHCP annual reviews will take place remotely.• Assessments from external agencies that are necessary will be carried out in line with COVID risk assessments and government guidance.
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	<ul style="list-style-type: none"> • Online zoom sessions to support children’s emotional wellbeing will be delivered by the learning mentor. • Resources will be provided for interventions that can be delivered at home supported by teachers and learning coaches. This includes sensory activities, fine motor skills and cognition and learning activities including precision teaching and will include pre-recorded activities or zoom sessions if required. • Children will have access to targeted apps including Nessy and Numbots. These will be monitored and support will be provided in school or virtually. • Pupil passports and next step targets will be provided for all children in school and at home to access. • Interventions in school can continue to be delivered in class in line with COVID risk assessments and government guidance. • Electrical devices will be provided to enable all children to access the online learning platform.
<p>Overview</p>	<p>The Children and Families Bill (2014) underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.</p> <p>The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.</p> <p>A child or young person has a learning difficulty or disability if he or she:</p> <p>Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.</p>



	<p>As part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and assessable picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer. This information can be found via the web page below:</p> <p>https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</p> <p>All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.</p> <p>This document outlines our School Offer and the SEN information requires as stated in the SEN Code Of Practice (2015). We have set out our SEN Information Report through a series of headings through which you can get more information. You may also wish to refer to our SEN Policy for further information.</p>
<p>Areas of Special Educational Needs that are provided for at Stockbridge Village Primary School.</p>	<p>The SEND team provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction: This includes ASC (Autistic spectrum condition) and Speech and language difficulties. • Cognition and learning: This includes ADHD (Attention deficit and/or hyperactivity disorder) MLD (Moderate learning difficulties, SpLD (specific learning difficulties) • Social, emotional and mental health difficulties: This includes anxiety disorders, adjustment disorders and ADHD. • Sensory and/or physical needs. This includes hearing impairment, Visual impairment or a physical disability.
<p>Information about the school's Policies for identification and assessment of pupils with SEN.</p>	<p>Pupils are identified as having SEND, and their needs assessed through:</p> <ul style="list-style-type: none"> • Rigorous tracking and monitoring of progress including PIVATS assessments for children working below expected standard for their age. • Baseline testing and progress data. • Information from previous settings. • Teachers identify child causing concern and complete initial concerns form.



	<ul style="list-style-type: none"> • Observations, discussions and planning of small step targets or interventions are put in place and monitored. • Initial discussions take place with parent/carer regarding their child’s need and how best to support them. • Pupil passport created and small step targets identified. • Termly reviews of these targets and the support in place will be held with parents/carers and the pupil. • Attendance will be monitored and supportive meetings will be held. • If you have concerns or think your child may have an additional need or a special need that has not been identified by the school then you can contact the class teacher in the first instance or discuss your concerns with the Inclusion team.
<p>The school’s graduated approach to teaching pupils with SEN</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation in place; • Additional inclusion support in classrooms where appropriate; • Personalised provision through time limited interventions; • Personalised provision through adapted resources and plans; • Support from external agencies and strategies implemented; • Small group/1:1 intervention support

<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Pupils who are identified as SEN meet with parents and teachers at least termly to set clear small step targets, to review progress made and identify the responsibilities of the parent, pupil and school (SEN code of practice 2015).</p> <p>Impact tracking and assessment is completed at least termly and adaptations to provision made in light of these findings. This also enables accurate identification of the child’s need and provides individualised supportive strategies. Progress and evaluation is reported to SLT & Governors. This</p>
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	<p>includes area of need, assessment data and impact of resources.</p> <p>Class teachers may require to individualise planning for learners that need differentiated work when appropriate to access the curriculum.</p> <p>All teachers use quality first teaching strategies to ensure all children can access learning in class. This would be within daily teaching of whole class, small group or individual support.</p> <p>All SEN children will have access to their current year group work and pupils will be supported through scaffold learning and delivery of key skills taught through pre-teaching.</p> <p>All interventions are delivered (whenever possible) outside curriculum time. This includes assembly times and early bird club. Teachers use a range of interventions identified for each individual child. This included pre-teaching of keys skills required for lessons taught that week; targeted work based on their current PIVATS assessments or next step targets and a range educational apps. For children with social and emotional needs, learning mentors will deliver bespoke interventions based on their individual needs including 'Mighty Mo' and 'Zones of Regulation'.</p> <p>Interventions are monitored closely through assessments and provision maps. If any child is still not making the expected progress or if the progress is deemed insufficient despite the support offered, the child may receive additional SEN support. The inclusion leader will review the rate of progress and consult with parents. A referral to other external agencies may be required for additional supportive strategies.</p>
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Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents/carers & pupils as part of this assessment and review.

At SVP we adopt a graduated approach to meeting children's needs, in line with the Code of Practice (2015). This means that we use a cycle of Assess, Plan, Do, and Review, adapting support and interventions as the progress of individuals is assessed.

At SVP we recognise the importance of early intervention and the need for parents/carers to be informed and involved at all times ensuring pupils are to be consulted about the support they are receiving and to understand their next step targets.

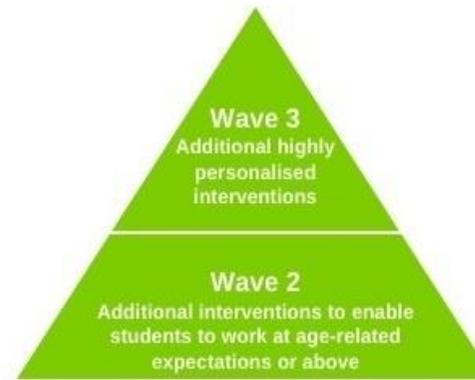
These arrangements include:

- Graduated approach: **Assess Plan Do Review**
- Data tracking for all pupil progress.
- Support plan and EHCP annual and interim reviews.
- Observations and follow up including referrals.
- Parent/Carers meetings.

SVP SEN Graduated Approach Overview

Wave 4 is for children with complex needs or EHCP in place.

'Waves' of intervention
Waves of intervention model





<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN.</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none">❖ Pairing children with supportive peers.❖ Differentiated resources and teaching styles: Quality First Teaching.❖ Appropriate choices of texts and subjects to suit the learner.❖ Access arrangements for tests and or examinations.❖ Individualised planning when necessary.❖ Additional adult inclusion support.❖ Intervention programmes to be carried out outside of curriculum time including early bird club and assembly time.❖ Pre-teaching of learning to enable children to develop keys skills to enable them to access age expected work.
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<p>Support that is available for improving the social emotional and mental health of pupils with special educational needs.</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none">• An anti-bullying policy that is supported by a specialist trained member of staff.• A social, emotional and mental health support team that provides interventions such as emotional regulation, self esteem building, circle of friends, self-regulation strategies and sensory circuits.• Targeted support for individual pupils.• Emotional support plans.• Council Crews.• Pupil Voice. <p>At SVP we have an experienced team of inclusion support teachers available to support your child</p>
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	<p>at school. This includes: class teachers, learning coaches, learning mentors, inclusion leader and inclusion support teachers.</p> <p>All children will have the opportunity to access small groups or individual sessions that will help with social skills such as circle of friends, emotional regulation through the ‘Zones of Regulation’ and interventions to support anxiety and worries.</p> <p>Regular meetings with parents and support will be provided for children who require an emotional support plan. Children will also have access to PIVATS assessments, which enable teachers, children and parents to monitor and assess effective strategies and interventions.</p>
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Name and contact details of Inclusion Leader	Mrs E hart
Name and contact details of SEN Governor	Ms W Flexen
Name and contact details of our Learning Mentor	Ms W Flexen and Miss J Phillips
	School Telephone Number 0151 477 8020



<p>Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>Audit of staff expertise in SEN is undertaken annually.</p> <ul style="list-style-type: none"> • The SENCO attends Local Area training each half term. She reports relevant information back to staff and governors or carries out staff meeting training. • There is a variety of Local Authority and Consultancy training that individual and whole staff access to enable them to support the children in their care. This may include, for example, training related to early identification of children with additional need, Speech and Language training, specialist training related to Autistic Spectrum Disorder, Dyslexia training etc. <p>At SVP we recognise the need for external expertise and support if we are to provide a high level of education and care for our pupils. The inclusion leader makes referrals with advice from all teachers and inclusion support teachers working with particular pupils and with the consent of parents/carers. External intervention and referrals are discussed at pupil progress meetings.</p> <p>Specialist expertise is engaged from external services. For example -</p> <ul style="list-style-type: none"> Inclusion support team MASH – multi-agency safeguarding hub Central primary outreach team Continence team SALT (speech and language therapy) ASC specialist teachers (autistic spectrum disorder_ EP support (educational psychologist) EAL support (English as an additional language) CAMHS (child, adolescent mental health service) Occupational/physical therapy teams Auditory/visual impairment team <p>Any child joining SVP with an identified medical condition will be entered on the medical register. If your child has a condition that needs careful monitoring or medication regularly then a meeting will</p>
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	<p>be held and a detailed care plan written identifying key personnel who will look after your child and the medication that is needed. School staff have received training informing them how to manage a range of conditions. We also have trained first aiders within our welfare and learning coach crew.</p> <p>Our medical room is available to store medicines safely and securely. School will administer medicines after discussion with parent/carers and completing the necessary forms giving school permission to administer them. All medicines will be administered by trained first aiders they will also record this. A number of staff are trained in how to administer epi pens, use of a defibrillator, medical needs for example.</p> <p>School follows all LA guidelines. It is parent/carers responsibility to inform the school office of any existing or changes in medical conditions.</p> <p>All staff are trained in positive handling where techniques are used to de-escalate situations where necessary. Class teachers and learning coaches apply a range of consistent supportive emotion and behaviour strategies in line with our school behaviour policy to enable all children to feel safe.</p>
<p>How accessible is SVP and how will my child be included?</p>	<p>SVP has wheelchair access at a number of points throughout the school including the main entrance, nursery, reception, KS1 classes and the school hall. There are also disabled toilets throughout the building and a lift to access the first floor of the building. There is disabled parking at the school car park and also at the front of the building.</p> <p>We commission a number of Inclusion services, which include EAL support. Any child entering school will be assessed and any recommendations for support will be put in place e.g.; support from specialist EAL teacher. For meetings with parents/carers to discuss their child's needs an interpreter can be arranged to attend. Parents will also be told of any courses and support available to them.</p>



	<p>The School’s Access Plan is reviewed annually to ensure it can meet the short, medium and long-term needs of the pupils. The Governing Body is committed to the provision of appropriate training for staff and will explore modifications to the building based on need.</p> <p>Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities and residential visits. You would always be contacted before a planned activity/trip, which would be away from the school site. Before all off site activities/trips, a risk assessment is undertaken. If your child has specific needs then a specially trained member of staff could accompany your child to administer specific care, medication etc. If appropriate you may be invited to accompany your child if that is your preference.</p>
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<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> • The school’s Special Educational Needs and Disability (SEND) budget is allocated to meet the needs of the children on the SEND List. • The SEND budget is allocated to ensure that all children’s individual needs are met in relation to specific interventions and programmes as appropriate. For example support from our specialist support teacher. • Many pupils receive an allocation of monies known as Pupil Premium. Pupil premium is available for those pupils whose families are in receipt of certain benefits, looked after children and those children whose parents are in the armed forces. Intervention programmes to support these pupils may be funded by pupil premium funding. A full
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	<p>report on the spending will be presented to governors on an annual basis and reported to parents via the school website.</p> <ul style="list-style-type: none"> • The progress and attainment of all children is tracked and resources are allocated according to need. • The SEND budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist resources or help if needed. • A 'Service Level Agreement' with the Local Authority is in place to enable access from specialist services to support children as appropriate.
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>Parents/carers are regularly invited to school achievement assemblies, celebrations, crew assemblies, end of term productions and project celebrations. There is also a comprehensive range of activities to become involved with. For example: stay and play, phonics support sessions and sensory circuit coffee mornings. Parents are invited to classes throughout the school year to take part in class crew end of project.</p> <p>You will also be invited to:</p> <ul style="list-style-type: none"> • Termly review meetings • Annual or interim reviews of EHCPs • Telephone consultations • Parent/Carer Views • Parents/Carers Evenings • Informal open door approach



<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none"> ▪ Pupil Voice ▪ Attendance support meetings ▪ Council crews ▪ Termly reviews ▪ Parent/carers meetings ▪ Pupil interviews ▪ One page profiles/Pupil passports/Emotional support plans. ▪ Sharing targets and next steps ▪ Regular opportunities to meet with the SENCO/Learning mentors
<p>How will the setting prepare for my child to transition on to the next stage of education and life?</p>	<ul style="list-style-type: none"> • Parents/carers are invited to look around the school and meet school staff. Your child will also be invited to visit and stay for a short session before starting school. We hold nursery and reception induction meetings where the head teacher and inclusion lead will be available if required. • We will contact any early years settings, other schools and any specialist services that your child has accessed. There will be a ‘Team around the child’ (TAC) transition meeting to ensure that we are working in partnership to achieve the best outcomes for your child and to gather information about their needs. • At SVP we have a comprehensive transition plan in place to support all pupils when moving to new classes and year groups within school. • On transition to a new school or at the end of year 6, we will work closely with the new school, any agencies involved with your child and yourselves to ensure that we are working together to support your child. Your child will



	<p>have the opportunity of visiting their new school to meet key members of staff and become more familiar with their new environment. They will take them on the local buses and discuss safety going to and from school.</p> <ul style="list-style-type: none"> • All relevant paperwork, reports, targets etc will be handed over to the new school when moving to a new class or a new setting, if appropriate a personal transition plan will be written. This will be in partnership with you, your child, the new setting/class and staff supporting your child to ensure that they enjoy as smooth a transition as possible.
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<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>The school governors are involved in reviewing SEND policy and procedures ensuring they are in line with the SEND Code of Practice. They will ensure that pupils with additional needs are fully integrated into school life, inform parents about SEND policy and provision and ensure statutory reviews are managed by a 'responsible' person.</p> <p>SVP will not discriminate against pupils on the grounds of SEN or disability. We take into account the Disability and Discrimination Act. The governing body is committed to securing the provision of appropriate training for staff and any required modifications to the building as required.</p> <p>If any parent/carer feels that their child is not receiving the provision they require at SVP then please follow: The School Complaints procedure.</p>
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How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Governing Bodies duties and challenge.
Clinical Commissioning Groups.
Health and Well Being Boards.



<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 of the SEN Code of Practice 2014.</p> <p>The Local Offer can be found on the Knowsley Council website.</p> <p>https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</p>	<p>SENDIAS will assist with any queries that cannot be met via school. This includes information to appeal and SEND tribunal cases.</p> <p>0151 443 3283</p>
<p>Who can I contact for further information?</p>	<p>If you would like to talk to a member of staff please contact your child’s teacher, inclusion leader, learning mentor or head teacher.</p> <p>Contact to school office if you require an appointment: 0151 4778020.</p>
<p>Information on where the local authority’s Local Offer is published.</p>	<p>https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</p>

<p>Legal duty to co-operate and assist.</p> 	<p>Governing bodies have a legal duty to co-operate with partners in the exercise of their functions.</p> <p>Schools must co-operate with the local authority in reviewing provision that is available locally. Collaboration with other local providers ensures that different needs can be met most effectively.</p> <p>March 2015 – legal duty to co-operate and assist.</p>
<p>Glossary of Terms</p>	
<p>ASC</p>	<p>Autistic spectrum condition</p>
<p>CAMHS</p>	<p>Child and adolescent mental health service</p>
<p>EP</p>	<p>Educational psychologist</p>
<p>LM</p>	<p>Learning mentor</p>
<p>EHCP</p>	<p>Education and health care plan</p>
<p>CAST</p>	<p>Central area support team</p>
<p>SEND</p>	<p>Special educational need and disability</p>



<p>SEN Code of practice</p>	<p>A legal document that sets out the requirements for educating children with special educational needs.</p>
<p>SpLD</p>	<p>Specific learning difficulty</p>
<p>EHA</p>	<p>Early help assessment</p>
<p>EAL</p>	<p>English as an additional language</p>
<p>SALT</p>	<p>Speech and language therapy</p>
<p>Key Contact Names.</p>	<p> Mrs A Curran – Head Teacher Mrs J Smyth- Deputy head teacher Ms W Flexen – Learning Mentor Miss J Phillips – Attendance officer and learning mentor Virginia Johnson – Learning support teacher Mrs Hart – Inclusion Leader </p>