



## WILLOW TREE FEDERATION



### SEND POLICY

#### Mission Statement

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development, and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

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## **Special Educational Needs and Disability (SEND) Policy**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010 (Advice for schools Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN information report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the federation's SENCO in liaison with the SLT and the SEND Governor.

### **Introduction**

At Willow Tree Federation we are committed to meeting the needs of all children and ensuring they all make progress. We are committed to inclusion, as stated in the federation's mission statement and aims.

The SEND Code of Practice states that:

**'Every teacher is a teacher of every child or young person including those with SEN.'**

This policy seeks to reinforce the paramount importance of a cohesive approach and the responsibilities all members of staff share in making provision for those children with special educational needs and disabilities.

### **Aims and Philosophy**

#### **Our Aims**

At Willow Tree Federation we are committed to meeting the needs of all children and aim to raise the aspirations and expectations for all children with SEND focusing on the provision and outcomes for the children. We strive to ensure access to a broad and balanced curriculum for all our children within a safe and caring environment. We aim to promote the enjoyment of learning by developing and enhancing the self-esteem, independence and skills that enable each child to realise their potential. We believe that communication and cooperation between home and school is an essential part of this process.

## **Objectives**

In order to achieve our aims we will:

1. Ensure that children actively participate in their learning and increase their responsibility for this and their behaviour as they move through nursery and school and recognise, value and celebrate children's achievements
2. Establish good working relationships with staff, parents, carers and the community.
3. Ensure that the school/setting offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
4. Identify and assess the learning needs of children with special educational needs as early as possible, set up provision to meet needs and monitor and review progress.
5. Create an inclusive environment that meets the needs of each child, including specialist resources and equipment as appropriate;
6. Include teaching and non-teaching staff in planning and meeting the learning needs of children with special educational needs and provide them with support and advice to best meet the needs of the children.
7. Ensure that the school/setting liaises with outside agencies and specialists effectively to meet the needs of staff and children to gain additional support and advice when necessary.
8. Work towards developing expertise in using inclusive teaching and learning strategies.
9. Ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.
10. Work within the SEND Code of Practice, 2014.

### **Identifying Special Educational Needs:**

Special educational needs are identified from the four broad areas of need as stated in the SEND Code of Practice, 2014 pg. 86. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs.

The SEND Code of Practice suggests that children are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The purpose of identifying special educational needs is to work out what actions we need to take and we always consider the needs of the whole child which will not just include the special educational needs of that child.

It is important to note that there are issues that are not classed as SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of a Serviceman/woman

Identification of special educational needs involves a graduated response.

### **A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of all children in their class/room, including where children access support from teaching assistants or specialist staff.

The first step in responding to pupils who have or may have SEND is high quality first teaching which is differentiated for individual children. Quality of teaching is regularly reviewed through the use of classroom observations and attainment and provision is closely monitored. Where there is need, training is put in place to improve teacher's understanding of strategies to identify and support pupils and their knowledge of SEND.

The decision whether to make special educational provision involves both the class teacher, key worker and the SENDCo. They work together to consider all of the information gathered about the child's progress, alongside national data and expectations of progress. This includes high quality formative assessment and early assessment materials. The provision put in place and any extra support that is required will be in line with the child's area of need. This process will be shared and discussed with parents.

For pupils with higher level of need we work closely with outside agencies for advice and support.

As a federation, we apply the steps of the ASSESS – PLAN – DO – REVIEW cycle as set out in the SEND Code of Practice, 2015.

- **ASSESS** – a clear analysis of the child's needs is carried out drawing on the teacher's and key worker's experiences of the pupil and previous progress and attainment as well as the views and experiences of the parents and the child (where possible). This assessment is regularly reviewed. Where outside agencies are involved the

professional also liaises with school/setting, and sometimes with parents, to inform assessment.

In nursery all children are assessed within four weeks of entry using the EYFS Development Matters descriptors and statements. The keyworker, class teacher and the SENDCo will discuss children whose development is assessed as being significantly behind the expectation for their chronological age in at least one area or who make limited progress in more than one area. If additional provision is needed to support progress and development, the keyworker or SENDCo will discuss this with parents or carers at a progress meeting.

Across the federation specific assessments are sometimes used for certain areas of need. For example, if communication and language is identified as an area of concern, the Wellcomm screening tool is used to assess and plan intervention to support learning.

PIVATS or the Lancashire Progression Document (SEN) or ATTS (Early Years Assessment Tracking and Target Setting Tool) are sometimes used to support the assessment of smaller steps of progress as well as the identification of realistic next steps for children who are significantly below age related expectations.

Where outside agencies are involved the professional also liaises with school to inform assessment.

- **PLAN** – The Children who need individual targets will be included on the SEND register with parental consent. These targets will be written into a Targeted Learning Plan (TLP), which will be shared with parents and reviewed half-termly. Speech and language therapists or specialist teachers may also provide targets for the TLP. A TLP will outline any adjustments, interventions and additional support that needs to be in place.
- **DO** – The class teacher or keyworker remains responsible for working with the child ensuring they retain responsibility for additional intervention that is taking place. They will work closely with teaching assistants and specialist staff involved to review the impact of support and how it can be linked to classroom teaching and learning.
- **REVIEW** – The effectiveness of support and interventions should be reviewed in line with the date agreed taking into account the impact and quality of the support and the views of the pupil (where possible) and their parents. This should feedback into the analysis of the child's need. The TLP will be reviewed to see if targets need to be broken into smaller steps or if new targets are needed. If other professionals are involved with supporting a child they will also provide feedback for the review.

For those children who have an Education, Health and Care plan (EHCP) this **must** be reviewed with the school/setting and the local authority every twelve months.

## **Managing children's needs on the SEND register**

### **School support**

An individual pupil picture will also be written by the class teacher in consultation with the child (where appropriate) and shared with parents. This will identify the child's strengths, areas of difficulty and targets. It will also record the support the child is receiving and the strategies that do and don't work for that child. These will be reviewed regularly by the class teacher. If a child requires additional support, a Targeted Learning Plan (TLP) will be written together by the class teacher or key worker and shared with the SENDCo. The TLP will record SMART (Specific, Measurable, Achievable, Relevant, Timebound) targets that will have an impact on the child's learning. It will also record what intervention will be used and how often it should take place. It is the responsibility of the teacher, keyworker and TA (if applicable) to maintain the TLP (assess progress with targets) and review progress termly or sooner if needed, sharing with the SENDCo. Targets will be regularly reviewed, at least each term, and new targets set if needed.

At this point children will be added to the SEND register with parental permission.

Following interventions if the child is still not making progress further specialist advice may be obtained to ensure interventions are as effective as possible. If extra support is needed this will be planned and budgeted for by the SENDCo and will be agreed with the Head Teacher. The SENDCo will oversee and monitor the support given. Parents/carers will be fully informed if their child is receiving any outside support, the reasons for it and they will be updated on their progress. If appropriate, a Your Family's Early Help Assessment may also be carried out to help get the best support for the child and you and as a family.

Provision given over the year will be recorded on an overall provision map which will give a picture of the support and interventions the child has received. This is kept up to date by the class teacher and passed on as the child moves on through the setting and school.

When a child shows that they are beginning to make adequate progress this is monitored for a term before the child is removed from the SEND register.

### **Additional Inclusion Support**

Children with specific learning, speech and language or behavioural difficulties who do not make adequate progress may be referred for additional support. This could be from specialist teachers, portage or relevant therapy services, with parental consent. A professional from a specific service will come and observe the child, meet with adults supporting them and often meet with parents. They will then often share a report or action plan with targets that can be written in to the child's TLP.

In Nursery the specialist inclusion teacher will also support applications to the Early Years Inclusion Fund and we may apply for DAF (Disability Access Fund) to enhance the support and provision we offer for individual children. Parents/carers will be fully informed if their child is receiving any outside support, the reasons for it and they will be updated on their progress.

If, following interventions and provision of TLPs, a child continues to be assessed as working significantly below their peers they might be referred to an Educational Psychologist (EP) for a detailed assessment.

### **Statutory Assessment**

Some children with long-term ongoing additional needs may need an Education, Health and Care plan (EHCP) to identify their specific needs. If, after at least two terms at SEN Support, a child is still not making adequate progress a meeting will be held to discuss completing a request for assessment for an Education, Health and Care Plan through the local authority.

### **Education, Health and Care Plan (EHCP) Reviews**

An EHCP brings together a pupil picture, outlines the child's needs in five areas (cognition and learning; communication and language; social, emotional and mental health; physical and sensory; independence and self help) and identifies long term outcomes and the provision that needs to be in place. If a child has an EHCP this is reviewed in the first 6 months (for EYFS) and then every 12 months. For the annual review parents and other outside agencies that have been working with the child will be invited. They will be asked to contribute their views, update progress and share if they have new targets.

### **Criteria for Exiting the SEND Register.**

When a child shows that they are beginning to make adequate progress this is monitored for a term before the child is removed from the SEND Register. This will be monitored by the class teacher, SENDCo and SLT and will be discussed in Pupil Progress Meetings.

### **Supporting Pupils and Families**

At Willow Tree Federation we seek to establish effective partnerships with parents/carers. We are committed to sharing information and we have an 'open door' policy throughout the federation and positively encourage parents/carers to come in and talk to us if they need help advice or support. We value the contributions that parents make, and actively encourage attendance at reviews, parents/carers meetings. Parents are involved at all stages of the SEND procedures. Parents/carers with a concern are encouraged to share this with the school/setting. The teacher or key worker maintains informal contact and shares any concerns and information that arise with relevant members of staff. Any decisions about provision for individual special needs will always be taken in consultation with parents. The SENDCo is available to discuss any concerns or share information with parents/carers. Appointments can be made through the office or by emailing the SENDCo. There may be times when to access certain support from outside agencies a Your Family's Early Help Assessment may be completed.

Other support can be found by accessing the Local Authority local offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our SEND Information Report can also be found on our website which outlines the SEND provision for the previous year.

There is also some information on our website about local groups to support children and families of children with additional needs.

### **Outside agencies**

At Willow Tree Federation we establish effective working relationships with a number of outside agencies. In this way information, knowledge and skills can be shared in order to make effective provision for pupils with special educational needs and to ensure positive outcomes. The federation liaises with the following agencies:

#### **Education:**

- Lancashire Inclusion Service – case manager, caseworker, specialist teachers (nursery) and Educational Psychologist.
- Portage service
- Other Educational Psychology services (Acorn Psychology),
- School adviser
- Stepping Stones Short-Stay School
- Attendance Officer
- Specialist teacher services
- Special schools –The Loyne and Morecambe Road schools

#### **Health:**

- Health Visitor team
- School Nurse
- Paediatric Child Health Service
- Longlands Child Development Centre
- Speech and Language Therapy Service
- Occupational Therapy Team
- Physiotherapy Team
- CAMHS

#### **Other:**

- Children's Social Care
- Children and Family Wellbeing Service

The Lancashire SEND Partnership brings together all the agencies in Lancashire which provide special educational needs and disability (SEND) services for children, young people, their parents and carers, with representatives from those who use the service.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/>

Lancashire SEND Information, Advice and Support Service (SEND IAS) is also available which is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. It aims to promote good working relationships between children, young people, parents, education settings and the LA, whilst seeking to empower them to play an active and informed role in their child's education. <https://lancssendias.org.uk/>

### **Admissions**

Pupils with special educational needs will be admitted in line with the federations' Admissions Criteria, in line with LA guidelines. The federation is aware of the statutory requirements of the Children and Families Act (2014) and the Equality Act 2010 and will meet those requirements. The federation will use induction meetings to work closely with parents and the child's Early Years setting to ascertain whether a child has been identified as having special educational needs requiring additional provision.

Following the admission of children from other schools during the year, any information that can be ascertained regarding their special educational needs is followed up and an induction procedure put in place for monitoring their progress and ensuring inclusion if needed.

The SENDCo shares information with class teachers and support staff to ensure that children with special needs who join us from elsewhere are integrated successfully.

### **Transition**

- **Transfer within setting (room to room)**

Children will move to the next room in nursery the term after their 2<sup>nd</sup> or 3<sup>rd</sup> birthday. This may sometimes be delayed if it is felt that due to their additional needs the child is not yet ready to move on to the next room – this will be following discussion with the child's key worker, the nursery teacher, SENDCo and parents. When the child is ready to move rooms the child's new key worker will meet with their current key worker to share any SEND information and look at the child's TLP or EHCP. The new key worker will also spend some time with them in their current room to support the transition for them. Any additional resources for that child will move to their new room with them.

- **Transfer from nursery to reception**

When children move up to Reception (at Willow Lane Primary or other primary schools) SEND information is collected and forwarded as part of our transfer procedures. If moving to a different school the SENDCo will arrange a transition meeting with the new school's SENDCo to share information, strategies and support currently in place for the child. Parents will be invited to this meeting to share their thoughts and ask any questions. Additional settling in sessions may be planned with the school if needed.

- **Transfer within school (class to class)**

Towards the end of the year time will be allocated for class teachers to discuss the needs of the children in their class with the next class teacher. For children with SEND their pupil pictures, TLPs and provision maps will be shared and passed on to continue in the following year. For children with an

EHCP the child's teacher for the next year will attend their annual review depending on the time of year it is held.

- **Transfer to and from other Primary Schools**

When pupils leave us to go to another Primary School, SEND information is collected and forwarded as part of our transfer procedures. Telephone contact may also take place to clarify or add to information. The records of pupils who transfer to us are shared with staff and there is an induction period to assess the provision required to address any special educational needs. Parents are also invited to share information and check with us that their child is settling happily into school life.

- **Transfer to secondary school**

Information concerning children in Year 6 with special educational needs is collected together towards the end of the summer term and passed onto receiving secondary schools. The SENDCo and Year 6 teachers also meet with secondary SENDCos/head of Year 7 to transfer information and further meetings take place with the children where needed. Pupils with EHCPs (or with additional needs) are often given opportunities for extra visits to their future secondary school as part of the induction process. SENDCos from secondary schools are also invited to attend reviews for children with EHCPs.

### **Testing and Assessment**

Teachers will be aware of any children with special educational needs who require special arrangements for testing and assessments which may involve delivering the assessment in a different format, with 1:1 support or by providing additional time. There are some occasions where, following discussion, alternative assessments may be more suitable and in certain instances dis-application may be sought from statutory tests. Parents will always be informed if the school feels that a child should be dis-applied from statutory assessments.

### **Supporting Pupils at School with Medical Conditions**

Willow Lane recognises that pupils at school with medical conditions should be properly supported so that they 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 may also have special educational needs and may have an EHCP. In this case the school will follow the SEND code of practice 2014.

#### **Definition:**

Pupils' medical needs may be broadly summarised as being of two types:

- a) Short term, affecting their participation in school activities whilst they are on a course of medication.
- b) Long-term, potentially limiting their access to education and requiring extra support and care.

#### **Aims**

- To support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.

- To ensure that school staff involved in the care of children with medical needs are fully informed and adequately trained by a professional in order to administer support or prescribed medication.
- To comply fully with the Equality Act 2010 for pupils who may have disabilities or special educational needs.
- To write, in association with healthcare professionals, Individual Healthcare Plans where necessary.
- To respond sensitively, discretely and quickly to situations where a child with a medical condition requires support.
- To keep, monitor and review appropriate records.

We follow LA guidelines with regards to managing the medical conditions of pupils.

### **Administration of medicines**

Parents will be asked in to fill in a medication form for prescribed drugs or for non-prescription drugs e.g. Paracetamol or Calpol giving permission for school to administer them. This will include dosage, times the medication is to be given and how often. These will be kept in a locked cupboard in the office. It will be the responsibility of the teacher, key worker or the teaching assistant of the pupil to take them to the office when the medicine is needed. The teacher, keyworker, teaching assistant, SLT member or office staff may administer the medication using the accompanying record sheet, which will specify the dosage, and sign the sheet. A message is then sent to parents stating when they were given the medication.

**Staff may only administer prescription drugs once the appropriate forms have been filled in and signed by the parent / carer.**

### **Health and Safety**

The school has a Health and Safety Policy which is regularly reviewed and health and safety issues are the responsibility of all who work in the school. Problems should be reported to the head teacher / Health and Safety Officer. It recognises that some disabled pupils and pupils with SEND may require specialist handling, treatment or facilities. It also recognises that teachers and teaching assistants may face new situations, particularly when pupils with severe or complex SEND are taught in a mainstream setting. Some pupils may need their own individual risk assessment carried out by the SENDCo and shared with relevant staff. At times the Lancashire SEND team may be involved in carrying out specific risk assessments and environmental audits. The Headteacher and SENDCo are also responsible for conducting risk assessments and analysing any risk factors which may be significant for all children including those with particular needs such as visual, hearing and physical impairments. An environmental audit may need to be carried out by a specialist teacher to support children with physical needs and disabilities. At Willow Lane staff are taught how to use specialist equipment.

### **Monitoring and Evaluation of SEND**

The SENDCo, class teachers, key workers and SLT monitor the attainment and progress of children with special educational needs as part of their role.

Pupils at SEN Support and those with EHCPs are, in addition, closely assessed and monitored by the SENDCo. Assessment and monitoring informs reviews and provision made by the federation. Monitoring of support is carried out by the SENDCo via learning walks, observations (of support in class as well as intervention sessions), planning and work scrutiny termly.

The views of staff are sought by the SENDCo regarding intervention programmes, strategies and resources throughout the year. Parental views are expressed through responses to the annual questionnaire and are noted and acted upon as required through the School Improvement Plan. Parents are also asked when they attend reviews and interim meetings for their views on the support their child is receiving and any further help they would like to see in place.

The views of pupils are taken into account through their involvement in setting and reviewing their targets for their TLP, sharing their views for their EHC plan review and when writing their Pupil Passport.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### **Training and Resources**

The Governors and SLT will ensure that the needs of children are met by employing and allocating dedicated time to the SENDCo.

The Head teacher / SENDCo will use the child's EHCP, EP recommendations and LA banding document to identify the areas of pupil need and make adequate provision. The Governors and SLT will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between rooms, classes and key stages.

The Governors and SLT will ensure that moneys are set aside to develop resources in curriculum areas. In addition, the Governors and SLT will ensure that staff are kept fully up to date about SEND issues and undertake training.

### **Resources**

The Governors, Head Teacher and SENDCo work together to ensure the efficient use of the SEND budget and allocation of resources.

The Governors' considerations for allocating resources are as follows:

- **Personnel**

The Governors ensure that the special educational needs of pupils are met by employing a SENDCo. The federation recognises its statutory responsibilities to meet the needs of children with an EHCP and aims to meet these in ways that ensure inclusion and progression. The governors ensure teaching assistants are employed in order to support the learning needs of pupils and are allocated to classes and year groups with due regard to the distribution of pupils with EHCPs and children requiring SEN support.

- **Lancashire Inclusion Service and other external support services**

Use is made of the marketed branch of SEND in order to buy in expertise and advice from specialist teachers or from the Educational Psychology service when areas of need arise. We can also make referrals to a panel to request Educational Psychology support.

If required, we will buy in support from a private Educational Psychology service to visit children in school/setting and work alongside the SENDCo to provide early identification and support for children with SEND. We also buy in support from private specialist teachers and a speech and language therapist.

- **Materials and Equipment**

The Governors and SLT ensure that money is set aside to develop resources in curriculum areas. Effective and efficient use of money is made by targeting resources for identified areas of need and then monitoring their use and effect on progress.

There is a central base for resources and equipment. ICT equipment such as computer programs are available to support children with special needs.

There are also leaflets and information booklets available, providing information and strategies to support a wide range of special needs. Parents are also welcome to access material they may find useful and to borrow books or other resources.

### **Training**

The Governors ensure that they are kept aware of their statutory responsibilities by attending training sessions and receiving information and updates from the Head Teacher and SENDCo through the named Governor.

The SENDCo keeps up to date with SEND issues through attendance at training and cluster meetings and through own reading. In addition, the SENDCo develops her knowledge by arranging discussions and training with outside specialists.

Support staff and class teachers need to develop a wide range of SEND knowledge and skills to meet the challenges of inclusion. Class teachers are kept up to date by the SENDCo through informal meetings, staff meetings and INSET. Training is provided for support staff around areas identified following audits and with discussion with SLT. Training is done in house (by SENDCo or outside agencies) or by attending courses. Members of the support staff are encouraged to share their expertise and knowledge with colleagues and to develop their skills by gaining relevant qualifications and attending courses. They are encouraged to develop individual areas of expertise that can be disseminated to other staff and called upon to support particular individuals or groups.

Outside specialists such as the Educational Psychologist, Occupational, Physiotherapist and Speech Therapist provide invaluable advice and information that can contribute to staff training. The federation is also committed to developing links with special schools which provide opportunities to tap into expert skills and knowledge.

Areas for staff training are identified by assessing the areas of need of individual pupils, the school development plan and individual aspirations.

## **Roles and Responsibilities**

The Governing Body has identified a Governor to have oversight of SEND provision in our federation and to ensure that the full Governing Body is kept informed about how we are meeting statutory requirements.

The SENDCo is the federation's 'responsible person'. The role includes managing the SEND work and keeping the Governors informed about SEND provision made by the federation.

The SENDCo works closely with the SEND governor and staff to ensure effective day-to-day operation of the federation's SEND policy. The SENDCo identifies areas for development in special educational needs and contributes to the school's improvement plan. The SENDCo co-ordinates provision for children at all stages of SEND provision.

## **Storing and Managing Information**

SEND documents are kept up to date by the SENDCo and are stored in a locked cupboard in the SENDCo's office. The SENDCo will share the documents with the relevant professionals and outside agencies involved with the child when needed and with parental permission.

## **Reviewing the Policy**

A review of the SEND element of the school improvement plan takes place each year. New targets are discussed with the SLT. An annual report to the Governors is compiled by the SENDCo and presented to the Governing Body by the named Governor for SEND.

The SEND policy will be reviewed annually. The federation evaluates the success of the policy by:

- Tracking progress of individual SEND children, both weekly and termly and ensuring appropriate interventions are put in place where a child is identified as not making sufficient progress.
- Evaluating whole school data, including SATs results and teacher assessments.
- Taking into account the views of pupils provided during Pupil Picture and Annual Review meetings.
- Evaluating the success of specific strategies and interventions.
- Taking into account the views of staff regarding intervention programmes, strategies and resources used.
- Taking into account parent views during Pupil Passport and Annual Review meetings and through parental questionnaires.
- Evaluating the success of pupils with an EHCP in working towards their objectives during annual review meetings.
- Taking into account the views of personnel from outside agencies.

## **Accessibility**

### **Disabled Access**

The federation complies with the Disability Discrimination Act. To ensure access and provision for disabled pupils, parents / carers, community users and staff, the federation has an Accessibility Plan.

Appletree Nursery School is all on one level with double entrance doors at each entrance. There is a disabled toilet facility on site

Willow Lane Community Primary School enables access to wheelchair users; the school and grounds are on one level, with double entrance doors. The school has two disabled toilet facilities. One has a shower and changing bed and the other is more tailored to children in KS1.

### **Access to the full life of the school and setting**

At Willow Tree Federation, all children are included in the full life of school and nursery. We recognise that additional provision may need to be made to ensure that children with special educational needs are enabled to access the full life of school and nursery. For example, this can mean support from a learning mentor to access an after school club or use of an additional teaching assistant for 1:1 support on a school trip. Resources and specialist equipment are used where needed and due consideration is made for pupils whose disability may demand adjustments such as the time they need to complete tasks. Advice from outside agencies and specialists will be sought as necessary and implemented.

Members of staff are made aware of special or modified provision put in place for a pupil. Every effort is made to ensure all pupils are able to access extra-curricular activities.

## **Complaints**

The complaints procedure for SEND follows the federation's other complaints procedures. These can be found on the website.

Should a parent/carer have a concern about the SEND provision made for their child they should first discuss this with the teacher. If the concern continues then the teacher will discuss the matter with the SENDCo and efforts are made to reach an acceptable outcome. If the concern cannot be resolved at this stage, the matter is brought to the attention of the Head Teacher. Informal discussions between those involved then take place but if a satisfactory outcome is not forthcoming a more formal meeting between Head teacher, SENDCo, teacher and parent/carer is arranged to discuss what can be done. A plan of action is made with an appropriate time scale for its implementation and review. If there is still no acceptable outcome, either at the first meeting or the review, the parent/carer may wish to make representations to the Governing Body.

The SEND Governor is involved first and then the Chair of Governors.

During the procedure the parents/carers are informed about the Lancashire SEND Information, Advice and Support Service.

### **Bullying**

At Willow Tree Federation, we believe that all pupils, particularly those who are vulnerable learners have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour through positive behaviour management strategies. It is made clear that bullying is a form of antisocial behaviour, it is wrong and bullying behaviour will not be tolerated. Please see our Anti-Bullying Policy to find out more.