AUCKLAND COLLEGE
INDEPENDENT SCHOOL

Special Educational Needs and Disabilities Policy (SEND)

Applies to Whole School

Headteacher: Mrs Stephanie Livramento & Mr Lorenzo Willis
Reviewed: 2nd November 2025
Next Review Date: November 2027
Review Cycle: Two years or sooner

Special Educational Needs Co-ordinator (SENDCo) - Miss Laura Davies who can be contacted through the school office on 0151 727 0083 or via email sendco@aucklandcollege.com.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2015 and has been written with reference to the following relevant legislation, guidance and documents:

- Part 3 of the Children's and Family Act 2014: which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014: which sets out schools' responsibilities for education, health and care plans (EHCP's), SEND Coordinators (SENDCo) and the SEND information report.
- Equality Act 2010: which defines disability and reasonable adjustments.
- Keeping Children Safe in Education 2021: which sets out guidance on the duties of schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children.
- Statutory Guidance on Supporting pupils at school with medical conditions 2015: which sets out guidance about the support that pupils with medical conditions should receive at school.
- Safeguarding Policy: which sets out what the school does to keep pupils safe.
- Accessibility Plan: is a requirement under the Disability Discrimination Act 1995 (DDA), that all schools should plan a strategy that allows their school to be inclusive of all pupils. This plan should be read in conjunction with the school's other policies and procedures. It focuses on removing the physical barriers in schools, challenging attitudinal, systemic and other obstacles within the admissions process so disabled learners can attend their preferred school and achieve their full potential.
- Teachers Standards 2012: which set out the minimum requirements for teachers practice and conduct.

Where a child has received a Statement (pre-dating 2018) which has not yet been converted to an Educational Health Care Plan, their guidance should be taken from the Education Act 1996 where the former law should apply.

Auckland College 'Mainstream' Offer

Auckland College is a vibrant and successful independent school, providing an education for children and young people aged 3-16. We have high expectations for all children and through working in partnership with parents, we expect our children to grow into successful and responsible young people achieving their true potentials. Our aim is to identify children with

special educational needs at the earliest opportunity and to ensure they are provided with the appropriate support and resources to maximise their future success.

Staffing

Proprietors	2
Executive Head teacher	1
Head Teacher	2
Deputy Head teacher	1
EYFS Assistant Head teacher	1
Extended Senior Leadership Team	4
EYFS Teachers	5
Pre-Prep Teaching Assistants	12
Prep Teachers	11
Prep Teaching Assistants	14
Secondary Teachers	7
Secondary Teaching Assistants	1
Funded 1:1 Teaching Assistants	4
Office Staff	2
Business Manager	1
Finance Team	4
Head of Finance	1
Daytime Cleaning Staff	2
Evening Cleaning Staff	3
Chefs	2
Lunchtime Assistants	2

Staff Ratios

Pre-Prep Teachers (Qualified)	1:13
Pre-Prep Teaching Assistants	1:8
Reception – Year Six Teachers and Teaching Assistants	1:30
Year Seven – Year Eleven Teachers and Teaching Assistants	1:30

Class Sizes

Pre-Prep Setting	32 children per class
Prep Setting	25 children per class
Secondary Setting	22 children per class

Definition of Special Educational Needs

A child is identified as having special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

a) Has a significantly greater difficulty in learning that the majority of children of the same age;
b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local educational authority;
c) Are under compulsory school age and fall within the definition above or would do so, if special educational provision was not made for them.

A child will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught.

Children with social, emotional and mental health (SEMH) difficulties also need consideration when defining special educational needs, particularly if these difficulties hinder learning or the learning of others.

Our School Beliefs and Values around SEND

Auckland College values all children and young people in our school equally.

- We have a whole school commitment to identify and meet the special educational needs of an individual at the earliest opportunity.
- We endeavour to achieve maximum inclusion for all children whilst continuing to remember the individual needs of the learner.
- We recognise that children and young people develop at different rates and in different ways throughout their learning journey. We ensure that the children and young people at Auckland College have full access to the school curriculum through excellent quality first teaching. This means that the school recognises that a pupil may need a different approach to teaching and learning and therefore the teacher will provide differentiated learning opportunities for the children within the school and provide materials appropriate to children's interests and abilities. SEND might be the explanation for the delayed or slower progress but shall not be used as an excuse; the staff at Auckland

College make every effort to narrow or close the gap in attainment between vulnerable groups of learners and others.

- We focus on individual progress as the main indicator of success.
- It is important for us as a school to make a clear distinction between 'underachievement' and special educational needs.
- On occasion a child may be 'underachieving' but this may not be caused by a special educational need. It is our responsibility as a school to recognise this and ensure that appropriate interventions are put in place to help these pupils achieve their potential.
- We use accurate assessment to measure the need of a student and carefully plan programmes, which aim to address the root cause of any learning difficulty. These together produce a successful approach to improve achievement for pupils with SEND.
- We will provide teaching and support staff a programme of continuing professional development to ensure they are equipped with the knowledge on how best to support pupils with SEND to maximise their achievement.
- We will facilitate inter-agency collaboration in support of children and young people with special educational needs and/or disabilities.
- We recognise that young people with special educational needs often have a unique knowledge of their own needs and their views about the assistance they would like to help them make the most of their education at Auckland College. We will encourage the pupils to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.
- We are proud of our parent teacher partnership and know that this partnership plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Within this, we understand that parents may need further support throughout the process of recognising their child may have a special educational need, therefore as a school we endeavour to support parents in a way which is reasonable, equitable and practical.

Objectives

The objectives of this policy are to clearly establish how we as a school:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

- Provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs and Disabilities

There are four broad areas of SEND as described in the SEND Code of Practice 2015. These are as listed below:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

These broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we as a school need to take. It is important to note that we will not simply find a category to 'fit' a child into, but instead will make the best provision available to help a child or young person succeed.

At Auckland College, we will identify the needs of a child or young person by considering the needs of the whole child which will include not just their special educational needs but anything else that may be impacting on their progress. This may include factors outlined below that are not considered to be SEND:

- 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
- EAL
- Being a Looked After Child
- Being a child of a Serviceman/woman

Auckland College has developed a whole school approach to SEND and all members of staff have important responsibilities. This involves identifying individual needs at the earliest possible opportunity and working closely with parents.

Information leading to the identification of a child or young person's SEND will most probably come from a number of sources. These may include:

- Information gathered before a child joins Auckland College, for example, from pre-schools, nurseries, external agencies and previous schools.

- Parental concerns
- Observations of pupils and feedback from class teachers
- Assessments, attainment levels, progress made and termly pupil progress meetings.
- Reports from external agencies, standardised screening and assessment

A Graduated Approach to SEN Support

Auckland College recognises that children develop at different rates and in different ways throughout their learning journey. A graduated approach is used from Quality First Teaching, through to those children who are subject to an Educational Health and Care Plan.

Under the graduated approach the following levels are defined:

- **Stage One –** Teacher Support. Pupils will be provided with a Teacher Support Plan, which will be written by the class teacher in collaboration with parents. This plan will outline Quality First Teaching strategies which will be implemented by the class teacher. This plan will be implemented and reviewed after 6 weeks.
- **Stage Two** – Teacher Support+. If a pupil requires further support, they will be supported by a further plan written by the class teacher in collaboration with parents. This plan will include Quality First Teaching strategies and interventions to be completed by a Teaching Assistant. This plan will be implemented and reviewed after 6 weeks.
- **Stage Three** – SENDCo/External Assessment. After discussion with parents, a referral to an outside agency may be made. The class teacher will complete an Individual Education Plan which will outline support strategies and interventions. This document will also include three targets for a pupil to achieve. This will be reviewed termly in collaboration with the class teacher and parents. The stage identified on the Individual Education Plan will be **SEN Support.**
- **Stage Four** – SENDCo Support. At this stage a child will have a formal diagnosis or an EHCP. The class teacher will complete and Individual Education Plan which will support strategies and interventions. This document will also include three targets for a pupil to achieve. This will be reviewed termly in collaboration with the class teacher and parents. The stage identified on the Individual Education Plan will be **Statement IEP** or **EHCP.**

In addition, the category **'SEN Support'** is used for those students who have a long-term medical condition which fulfils the definition for disability within the meaning of the Equality Act 2010. These pupils may require examination access or reasonable adjustment.

Assess

- In the first instance class teachers are responsible for and accountable for the progress and development of the children in their class, including those with SEND. Interventions cannot compensate for a lack of quality first teaching. This is ensured through the schools rigorous monitoring and evaluation schedule.
- Some vulnerable learners will have access to interventions as detailed on the whole school provision map. These will most likely be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND.
- It may be necessary to discuss some children's progress (with parent's consent) with an outside specialist, for example an Educational Psychologist or a Speech and Language Therapist to further assess their needs.

Plan

- If it is then decided that a child has SEND their name will be added to the school's SEND register under the code SEN Support. Parents will be formally notified that special educational provision is being made, even though they have been involved in forming the assessment of their child's needs.
- All teachers and support staff should be made aware of the child's needs and outcomes agreed.
- Support and intervention should be selected to meet the desired outcomes based on reliable evidence of effectiveness. These interventions will then be delivered by staff in school who have expertise and knowledge to be effective.
- Plans should seek parental involvement to reinforce the child's learning. This might be done by invitation to meetings or information sessions.

Do

- The class teacher will remain responsible for working with the child on a daily basis. Some interventions may involve some time away from the class; however, the class teacher still retains responsibility for the child's progress. The class teacher will work closely with teaching assistants, learning support assistants or specialist staff to assess the impact of support and how they can be linked to classroom teaching. The SENDCo will work closely with the class teacher and provide support when problem solving and the implementation of effective support.

Review

- The impact of support and interventions on pupil progress should be reviewed in line with the school-based plan.
- The parent's and child's views on the quality of the intervention must be taken into account.
- The class teacher in partnership with the parent and SENDCo should revise the support in light of the child's progress and development.

English as an Additional Language

The identification and assessment of the special educational needs of young people whose first language is not English, requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of the language of instruction or whether they arise from a special educational need.

Monitoring Pupil Progress

Teachers may conclude that the teaching and support they are currently using with a pupil are not resulting in the pupil learning as effectively as possible.

The initial step is for all teachers to identify that a child needs to be added to a **Stage One – Teacher Support Plan**. This is implemented for a period of six weeks. Staff will identify the difficulties a child may be having and develop strategies which should be implemented to support the child. At the end of the six-week period, staff will assess the child's outcomes.

If a child requires further support, the teacher will create a **Stage Two – Teacher Support+ Plan**. This is implemented for a period of six weeks. Staff will identify the difficulties a child may be having and develop strategies which should be implemented to support the child, including interventions to be completed by a Teaching Assistant. At the end of the six-week period, staff will assess the child's outcomes. There will then be a discussion between the class teacher and SENDCo about the next steps, which may include a meeting with parents to identify the need for further SEN support.

If a child requires further SEN support, the class teacher will complete an Individual Education Plan which records targets and strategies to support the child. These strategies will be implemented by class teachers and teaching assistants.

The pupil's progress is monitored and recorded on the IEP. After two terms (or longer by agreement of the SLT) the pupil's progress is reviewed. If sufficient progress is made, the IEP is updated to record all actions and then closed, and no further action will be taken by the SENDCo. If progress has been slower than expected or extra support will be needed in the future, the SENDCo will assist with further input and approaches from the Graduated Approach.

Individual Education Plans for SEN Category Pupils

An Individual Education Plan for SEN category pupils will be recorded as **Stage Four** IEP. Strategies employed to enable the pupil to progress should be recorded within an IEP. This should include information about:

- The nature of the child's difficulties
- The teaching strategies to be used
- The provision to put in place
- Targets
- Outcomes. These will be recorded when an IEP is reviewed. The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on a small number of targets to match the pupil's needs.

An IEP will be reviewed three times a year.

Nature of Intervention

The SENDCo and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- To provide different learning materials or special equipment,
- To introduce some group or individual support,
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness,
- To undertake staff development and training aimed at introducing more effective strategies,
- To provide effective intervention without the need for regular or on-going input from external agencies.

SENDCo Referral for Further Investigation

Where the teacher/tutor and Line Manager remain concerned about the progress of a child, the Teacher Support+ plan will be reviewed and will then be sent to the SENDCo for further action.

The SENDCo will arrange to meet with the teacher, discuss next steps, review progress, look at the pupil's books and may conduct some initial assessments to determine if a SEN need looks possible. This is very much based on professional judgement and will always be done in discussion with parents.

If a SEN need is suspected, the SENDCo can undertake a series of external referrals based on the nature of the difficulties observed. These can include:

- Referral to the Austistic Spectrum Disorder (ASD) Pathway
- Referral to Community Paediatrics
- Referral to Attention Deficit Hyperactivity Disorder (ADHD) clinicians
- Referral to Child and Adolescent Mental Health Services (CAMHS) or Young Person's Advisory Services (YPAS)
- Referral to Occupational Therapy (OT)
- Referral to Speech and Language Therapy (SALT)
- Referral to an Educational Psychologist/Specialised Teacher

In some cases, because of the nature of an Independent School, charges may apply for a private assessment, particularly in the case of a referral to an Educational Psychologist. Close parental liaison and support is essential at all stages in the process and Auckland College prides itself on the parent partnership it holds.

Auckland College Support Banding

Stage A	A list of Quality First Teaching adaptions, in small class groups, which is by no means exhaustive, would be: • Seating plans • Coloured overlays • Scaffolding • Increased visual aids/cues • Adapting resources • Giving more processing time to answer a question • Chunked information • Vocabulary/key word lists by subject/topic • A fidget object • Adapted curriculum in practical subjects like PE • Providing specific pathways for students with SEND, where appropriate • Regular reviews of curriculums • Adapted curriculums: Entry Level qualifications in English and Maths are offered according to the needs of the individual either in lieu of or alongside GCSE qualifications as appropriate Highly qualified teachers who undergo specialist training, to meet the needs of children with SEND An ambitious curriculum tailored to individual needs, leading towards national qualifications and accreditations Specific, targeted, individualised teaching to develop reading and phonics Inclusion within a nurturing and highly supported learning environment, with staff who are trained and experienced in meeting the needs of young people Support learning, e.g. through the use of visual aids or by having information broken down into manageable chunks and the opportunity for over-learning Consistent monitoring of progress by teachers, with regular updates on progress fed back to parents/carers Opportunities for social interaction in a variety of settings, with peers Access to a well-designed and maintained school area Access to vocational learning, e.g. horticulture and animal care Meals and snacks included
Stage B	**As Stage A plus:** **Between 5%-25% of school time (annual average) interventions.** A. Interventions include: 1:1 or small group teaching sessions

	1:1 or small group emotional support session, using the principles of emotional coaching to develop positive sense of self and wellbeing Lunchtime social and emotional support Any interventions are outcome focussed under the assess, plan, do, review philosophy.
Stage C	**As Stage B plus:** The pupil is supported on a 1:1 basis, minimum 50% of the time. Pupil may require a more intensive pastoral support programme, with sporadic (daily) higher staffing levels **At this stage, school will consult with parents about the application for an EHCP.**
Stage D	**As Stage C plus:** Increased interventions The pupil is supported on a minimum of a 1:1 basis, 100% of the time Pupil will have a personalised timetable, with at least 25% individually designed and taught lessons Pupil requires a significantly intensive pastoral support programme, with consistently higher staffing levels

Educational Health Care Plans

If a child's barrier to learning:

- is severe and/or complex long term needs that affect everyday life
- Requires provision and resources that are not normally available
- Requires intensive support from more than one agency
- is preventing them from making progress despite high levels of support.

We may decide in partnership with parents to apply for an Educational Health and Care Plan (EHCP), using the process defined for the pupils' local home authority (please see links below).

At Auckland College, we work with at least four different authorities depending on where you live, including Liverpool, Knowsley, Sefton and Lancashire. The application process can vary between local authorities, which can cause some slightly different operational processes.

Parents will always be consulted, and the process of application will be explained fully. The SENDCo will also signpost appropriate information and advocacy/parent support services and to the Local Authority Local Offer.

There are many reasons that an application may be started for an EHCP. It could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of pupils of a similar age
- Continues to have difficulties in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development or social relationships and cause substantial barriers to learning.

An EHCP application involves a statutory assessment. This involves consideration by the Local Education Authority (LEA), working cooperatively with parents, the child's school and, where appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and the external specialists and may call for special educational provision which cannot be reasonably provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. If a local authority (**LA**) is requested to carry out an EHC needs assessment by a parent, young person, school or college, it must consider:

- whether the child or young person **has or may have** special educational needs (**SEN**); and
- whether they **may** need special educational provision to be made through an EHC plan.

If the answer to both of these questions is yes, the LA **must** carry out an EHC needs assessment.

Your local authority (LA) will carry out the assessment. During the assessment, your LA must seek information and advice on:

- your child or young person's needs
- the provision required to meet those needs, and
- the outcomes expected to be achieved by your child or young person.

This advice must come from a range of different people, set out below.

Your LA has the legal duty to carry out the assessment process. It cannot ask a school or college to carry out the assessment for it, and it cannot require the school or college to pay for any part of the assessment (such as the educational psychologist's report).

After the assessment, your LA must decide whether the advice and information gathered during the EHC needs assessment shows that it is **necessary** for you/your child to have an EHC plan. If it does, then your LA **must** issue an EHC plan.

If your local authority (LA) decides to issue an EHC plan following an EHC needs assessment, it must first send you a draft version.

The draft EHC plan will include information on your child's (or your, if you are a young person) special educational needs (SEN), health and social care needs, the provision required to

meet each of those needs, and the outcomes that should be achieved. It will also record the aspirations, views and feelings of you and your child. This is a chance for you to check whether the draft EHC plan contains everything it should.

A draft EHC plan must not include the name of a particular school, college or other educational placement, or what type of placement you/your child will attend. This is because the EHC plan must reflect your/your child's needs and the provision to meet those needs, rather than the resources which can be offered in a particular placement. The LA must first decide what your/your child's needs are, then decide what provision is required to meet those needs, and finally decide on a placement that is able to make that provision. These steps have to be taken in this order, which means that the name and/or type of placement will appear only in the final EHC plan, not the draft plan.

Along with the draft EHC plan, your LA must give you notice that you have at least 15 days to:

1. make comments – known as 'representations' – about the draft EHC plan

2. request a meeting with the LA to discuss the draft (if you want to), and

3. request that the educational setting you would like is named in the final EHC plan.

If you are not happy with any part of the draft EHC plan, or the reports attached to it, you can suggest changes you would like made. You can also ask for a meeting with the LA to discuss your concerns. If you want a meeting, the LA must agree to meet you. You should consider taking someone along with you for support. You should also consider writing down the exact points you want to make and the questions you want to ask, so that you can be sure that you don't miss out anything you want to say at the meeting. You can leave a copy of your points with the LA officer as a reminder to them.

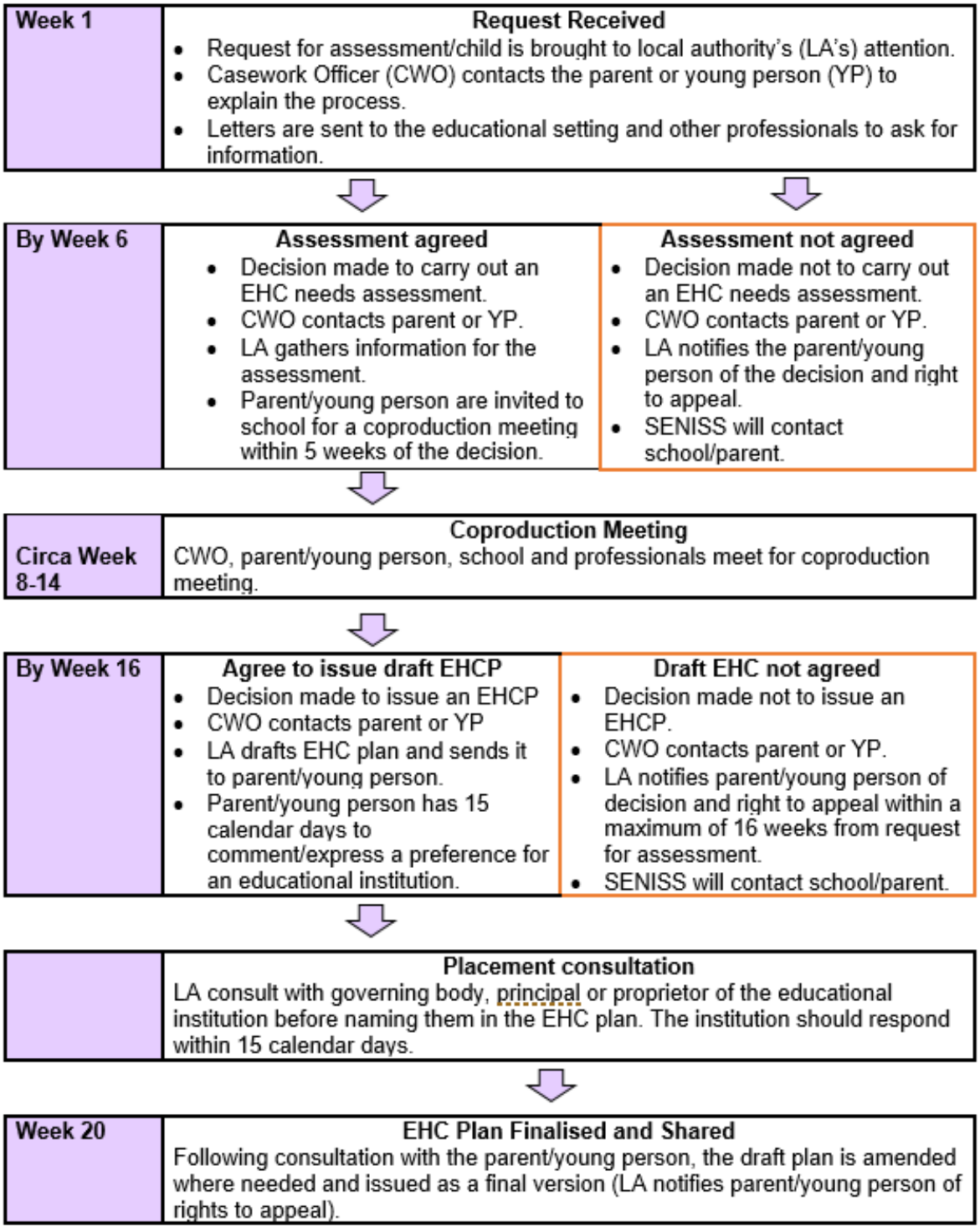
When you make a request for a particular school, college or other institution, the LA must consult with that institution to help the LA decide whether to name it in the final EHC plan (unless your request is for a wholly independent school, where different rules apply). Auckland College is an Independent School, funded by way of tuition fees, and not funded or controlled by central government and the local authority. Under section 7 of the Education Act 1996 parents are free to make their own educational arrangements for their child with an EHC Plan. They do however need to demonstrate to the LA that the arrangements made are suitable to meet the child's SEN. Please see this link for further guidance: https://www.ipsea.org.uk/types-of-schools-and-other-settings.

An EHCP will include:

- The pupil's name, address and date of birth
- Family views and aspirations
- Details of the special educational need
- Health needs related to the special educational need if required
- Social care needs related to the special educational need if required
- Outcomes
- Identification of the special educational provision necessary to meet the pupil's special educational needs
- Identification of any health care provision if required
- Identification of the school or type of placement where the provision is to be made
- Personal budgets and direct payment information relating to the child's special educational needs
- Advice and information (Appendices)

All children with an EHCP will have targets set for them that have been established after consultation with parents and the child/young person themselves. It will also include targets identified in the statement of educational need. These targets will be set out in the plan and be implemented, at least in part and as far as possible, in the normal class setting. The delivery of the interventions recorded will continue to be the responsibility of the class teacher with the support of the SENDCo.

Education, Health and Care Plan Assessment Flow Chart



Annual Review of an Education Health and Care Plan

All Education Health and Care Plans will be reviewed at least annually with the parents, the pupil, the Local Education Authority and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved, as well as on the difficulties which need to be resolved.

The annual review held in Year 6 and Year 11 will be particularly significant in preparing for the pupil's transition to Secondary, employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 6, Year 11 and subsequent years is to review the young person's EHCP and draw up and review the Transition Plan.

Key Transfer Years

An EHC plan must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new institution. The review and any amendments must be completed by 15th February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are:

- early years provider to school
- infant school to junior school
- primary school to middle school
- primary school to secondary school, and
- middle school to secondary school

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – must be completed by the 31st March in the calendar year of the transfer.

For young people moving between post-16 institutions, the review process should normally be completed by 31st March where a young person is expected to transfer to a new institution in the new academic year. However, transfers between post-16 institutions may take place at different times of the year and the review process should take account of this. In all cases, where it is proposed that a young person is to transfer between one post-16 institution and another within the following 12 months, the local authority must review and amend, where necessary, the young person's EHC plan at least five months before the transfer takes place.

In some cases, young people may not meet the entry requirements for their chosen course or change their minds about what they want to do after the 31st March or five-month deadline. Where this is the case, local authorities should review the EHC plan with the young person as soon as possible, to ensure that alternative options are agreed and new arrangements are in place as far in advance of the start date as practicable.

Transition Plans

Transition plans are put in place for pupils moving to a new phase of the school e.g. Pre-Prep to Reception or Prep to Secondary. Staff work closely to share information in a timely manner and take steps to ensure there is a gradual process in place.

For pupils transitioning into Auckland College or to a new school, we work closely with the nursery/school to get/pass on a full understanding of their needs through completion of transition paperwork and we carry out/offer a visit to meet key staff. Pupils will be invited to make several visits to the school, including making use of holiday clubs for settle sessions (Pre-Prep & Prep pupils).

We work closely with parents and ensure that, particularly where a child has identified needs, the SENDCo meets with parents prior to their start at the school.

Supporting Children with Medical Conditions

Auckland College recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some children and young people who have a medical condition may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children and young people who have a medical condition may also have Special Educational Needs (SEN) and may have a statement, or Education, Health and Care Plan which brings together health and social care needs. In this case, the school will ensure the SEND Code of Practice is followed.

Monitoring and Evaluation

The SENDCo is responsible for reporting regularly to the Headteacher and Governing Board of Directors on the effectiveness of this SEND policy.

The Role of the SENDCo

The SENDCo, in collaboration with the Headteacher and SLT, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEN.

In accordance with Section 6 of the SEN Code of Practice 2015, the Special Educational Needs and Disability Co-ordinator will be a qualified teacher and if they have not previously been a SENDCo for a period of twelve months they must achieve the NASENCO award within three years of appointment.

The key responsibilities of the SENDCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Liaise with and provide professional guidance to colleagues and work with staff to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Providing provision for pupils with Special Educational Needs and Disabilities
- Conducting EHAT/TAF meetings
- Overseeing the records held on all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of staff
- Assessing for Examination Access Arrangements, completing Form 8 and JCQ applications for Reasonable Adjustments
- Liaising with external agencies including the LEA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

Partnership with Parents/Carers

Auckland College aims to work in partnership with parents and carers. We do so by:

• working effectively with all other agencies supporting children and their parents.

• giving parents and carers opportunities to play an active and valued role in their child's education.

• making parents and carers feel welcome.

• encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.

• instilling confidence that the school will listen and act appropriately.

• focusing on the child's strengths as well as areas of additional need.

• allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
• agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
• keeping parents and carers informed and giving support during assessment and any related decision-making process.
• making parents and carers aware of the Parent Partnership services.
• providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

Auckland College recognises that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:
• state their views about their education and learning
• identify their own needs and learn about learning
• share in individual target setting across the curriculum so that they know what their targets are and why they have them
• self-review their progress and set new targets

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Senior Leadership Team. In the case of an unresolved complaint, the issue should be taken through the general complaints procedure (see separate Complaints Policy).

Review

This policy will be reviewed every two years, in co-production with parents, children, school staff and Directors.

Helpful Links

Liverpool Local Offer	**https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=3&sortorder=1&sortfield=__lastUpdate**
Knowsley Local Offer	**https://www.knowsleyinfo.co.uk/services-carers/send-team**
Sefton Local Offer	**https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0**
Wirral Local Offer	**https://www.sendlowirral.co.uk/**
Halton Local Offer	**https://localoffer.haltonchildrenstrust.co.uk/**
IPSEA	**https://www.ipsea.org.uk/**
Council for Disabled Children	https://councilfordisabledchildren.org.uk/resources-and-help/im-parent
Guide to the SEND Code of Practice: for parents	Advice template (publishing.service.gov.uk)
LivPac	Tel: 0151 727 5271 Email: info@livpac.org.uk https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=68TVObiahRs https://twitter.com/livpacl8 https://www.facebook.com/Liverpoolparentandcarers/?locale=en_GB

FAQs

How many students with SEND are currently on our roll?
We currently have 380 pupils on roll, of which 16.32%. Out of these 11 have an Education, Health and Care Plan.

What should I do if I think my child may have special educational needs?
- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns then please contact Miss Davies, SENDCO, via the school office.

How do we monitor and evaluate the progress of our SEND students?
We carefully track and evaluate the progress of our SEND students through their:
- Grade cards
- Assessment/exam data
- Teachers' assessments
- Written reports
- Progress Meetings
- Feedback from subject teachers and parents / students
- Scores from standardised tests with regular retests
- Comparison with national data
- Overall progress against their SATs results from Year 6
- Spot checks/learning walks

We use the Graduated Approach model of the assess-plan-do-review cycle to ensure that all children with SEND make progress. This means that our students with SEND are regularly being reassessed to see whether the provision they are receiving needs to be increased, changed or can be discontinued. We seek to involve parent/carer and students in each step. Progress will be reviewed throughout the year to measure the impact of the provision.

What expertise and training do our staff have?
All members of staff receive regular training to update and extend our knowledge and expertise. There will be sometimes training sessions that have a specific SEND focus; at other times, topics of SEND are embedded into a more general training session.

How do we evaluate the effectiveness of our SEN provision?
The quality and effectiveness of SEND provision available to pupils is monitored by the senior leadership team and in particular by the SENDCo.
Monitoring may include: •

Evaluation of the impact of provision on pupils (quality provision should yield quality outcomes for pupils)

- Observations of teaching and learning
- Pupil observations
- Pupil questionnaires
- Parent questionnaires
- Staff questionnaires
- Book scrutinies
- Environment checks
- Observations of support staff
- Planning checks

What kind of specialists are available to pupils?

The SENDCo oversees referrals to specialists in consultation with staff and parents. The specialist services available upon a referral basis are:

- Educational Psychologist (EP) Drop-in consultation service
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team (MHST)
- School Nurse (0-19 team)
- Visual and Hearing Impairment Services
- Physiotherapists
- Community Paediatricians via the 0-19 team
- Social Care
- Social Care Family Support Worker
- Local Authority EHCP Team

How will you support my child to transition from class to class or to a new school?

Between Schools:

- Transition visits – pupils see their new classrooms and meet new staff
- The old school and new school will discuss how best to support your child.
- Useful resources and information will be passed to the new school.
- A transition book may be used to prepare pupils for the change in school.
- An enhanced transition plan for those pupils with specific areas of SEND.

Between Teachers:

- Useful resources, strategies and information will be passed to the new teacher

• Children may make planned visits to their new classroom and meet their new teachers.
• A transition book may be used to prepare pupils for the change in teacher and room.

What is the Local Offer and where can I find it?

The Local Offer is the council's offer for parents and young people. It includes provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the council and the NHS. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care Plan (EHCP) assessment. In addition, there will be information on how to raise concerns about services.

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

- Activities and school trips are available to all. The school will make reasonable adjustments to meet each child's individual needs. Please come and talk to us regarding any individual concerns, we are very approachable.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How can further information be accessed?

More information about how we support students with SEND can be found on the Local Education Authority's website, where you can have a look at our Local Offer, links below. Our SEND Policy can be found on our website.

Below is a glossary of the most used SEN terms.
ADD Attention Deficit Disorder
ADHD Attention Deficit & Hyperactivity Disorder
ASC Autistic Spectrum Condition
BESD Behavioural Emotional & Social difficulties
SEMH Social Emotional and Mental Health
CAF Common assessment Framework
CAMHS Child & Adolescent Mental Health Service
COP Code of Practice
EAL English as an Additional Language
EP Educational Psychologist
HI Hearing Impairment
KS Key Stage
LAC Looked After Child

LEA Local Education Authority
MLD Moderate Learning Difficulty
OT Occupational Therapist
SALT Speech & Language Therapy
SEN Special educational Needs
SEND Special educational Needs & Disability
SENDCO Special Educational Needs and Disabilities Coordinator
SpLD Specific Learning Difficulty
VI Visual Impairment
ODD Oppositional defiant disorder
PDD Pervasive Development Disorder
EHCP Education Health and Care Plan
SENATT Special Educational Needs Assessment Team Teacher
ASC Team Support Team for children with Social and Communication Difficulties.
SLCN Speech Language and Communication Needs
MHST Mental Health Support Team