

THE OBSERVATORY SCHOOL

Special Educational Needs and Disability (SEND) Policy and Information Report

Mrs Emma O'Connor & Mrs Rebecca Downs
Assistant Heads & SENDCOs

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The Observatory School (TOS) is a KS2 and Secondary SEND School for girls and boys with Social, Emotional and Mental Health (SEMH) needs and/or pupils with primary need Autism Spectrum Disorder (ASD).

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Working together to reach our full potential

1. Aims

Objectives
•The key objective for The Observatory School is to promote positive changes in children's lives through providing experiences that promote both the personal development and academic progress of the pupils.
SEND
•All pupils are entitled to a broad and balanced curriculum by law, and The Observatory School (TOS) is committed to providing this for all pupils whilst meeting their Special Educational Needs (SEND).
Education
•TOS will provide an education that is appropriate to the needs of the individual, will promote high standards of education and will support its pupils in meeting their full potential, meanwhile, preparing them for adulthood (SEND Code of Practice, 2015).
Our SEND policy and Information report aims to:
•Set out how our school will support and make provision for pupils with special educational needs (SEND) •Explain the roles and responsibilities of everyone involved in providing for pupils with SEND • Our SEND manual lays out clarification on procedures relating to meeting pupils SEND needs

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- ✓ A significantly greater difficulty in learning than the majority of others of the same age, or
- ✓ A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

[\(SEND Code of Practice, 2015\)](#)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SENDCO and Head Teacher work closely together to oversee the effective running of the SEND provision within school. The Governing Body has also allocated an SEND Governor, who will liaise regularly with the SENDCO and Head Teacher to ensure they are kept up to date, and to ensure that the school is meeting its statutory requirements in relation to its SEND provision.

All members of staff are responsible for the implementation of the Special Educational Needs policy. **Teachers are all paid SEND allowance, deeming them responsible for the meeting of the SEND needs of pupils within their class.** They are responsible for differentiating the curriculum to meet individual pupil need, and ensuring the progress of their pupils. Staff roles and responsibilities will be discussed in more detail within this section.

4.1 The SENDCO

The designated SENDCO is **Emma O'Connor (Leasowe Campus)** and SENDCO **Rebecca Downs (Vyner Campus)**. The SENDCO will:

- ✓ Work with the head teacher, head of schools and SEND governor to determine the strategic development of the SEND policy and provision in the school
- ✓ Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, in-line with the statutory requirements, as identified within EHC plans
- ✓ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- ✓ Advise on the graduated approach to providing SEND support

- ✓ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ✓ Be the point of contact for external agencies, especially the local authority and its support services
- ✓ Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ✓ Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The designated SEND Governor is **Jane Owens**. She will:

- ✓ Help to raise awareness of SEND issues at governing board meetings
- ✓ Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- ✓ Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Head Teacher

The Executive head teacher is **Greg Chiswell**. He will:

- ✓ Work with the Head of Schools, SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- ✓ Have overall responsibility for the provision and progress of learners with SEND and/or a disability across both sites

4.4 Head of Schools

The Head of Schools are Sarah McGlynn (Vyner Campus), Acting Head of School is Sarah Drew (Leasowe Campus) and Acting Head of School is Karl Blaylock (Solar Campus)

- ✓ Work with the SENDCO, SEND governor to determine the strategic development of the SEND policy and provision in the school.

- ✓ Have responsibility for the provision and progress of learners with SEND and/ or disability in their school.

4.5 Phase Leaders

Phase leaders have an oversight of the implementation of systems and processes across their phase.

Nicola Murphy is the phase leader for Key Stage 2 (year 3-7)

They will:

- ✓ Work with the SENDCO and class teachers to ensure the delivery of learning across their phase is appropriate for the needs of the learners
- ✓ Work with other senior staff to develop and monitor the curriculum provision throughout the Key Stage, ensuring that this is adapted effectively to meet the special educational needs of all learners
- ✓ Work with the SENDCO and class teachers to use data effectively to monitor standards across the Key Stage and to plan appropriate interventions
- ✓ Work with the behaviour team to support with escalation of behaviour incidents to provide appropriate intervention where required

Senior Teacher

The senior teacher at the Vyner Campus has an oversight of the implementation of systems and processes across the upper school.

Danny Hart is the senior teacher for the Vyner Campus (Year 7 to Year 11)

They will:

- ✓ Work with other senior staff to develop and monitor the curriculum provision throughout the Key Stage, ensuring that this is adapted effectively to meet the special educational needs of all learners

4.6 Class teachers

Each class teacher is responsible for:

- ✓ The implementation of this SEND policy. **Teachers must familiarise themselves with the SEND manual, which clarifies procedural expectations in relation to meeting the SEND needs of pupils within their class.**
- ✓ The progress and development of every pupil in their class, ensuring high expectations for all pupils.
- ✓ Differentiating their planning and providing reasonable adjustments to their resources to meet the needs of individual pupils
- ✓ Monitoring the progress of individual pupils, including seeking to identify where and why pupils may not be making acceptable levels of progress
- ✓ Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- ✓ Reflecting on the effectiveness of resources and other curriculum material in meeting individual pupil need
- ✓ Work with all members of staff to raise awareness of any existing additional need for a pupil in their class, including seeking support for any need that may not already be diagnosed/identified for individuals
- ✓ Ensure sustained normal working practice can be evidenced in the application of examination access requirements
- ✓ Fulfil requests for evidenced based documentation for reasonable adjustments to support access arrangement applications made by Examinations Officer and SENDCO.

4.7 Pastoral team

The following members of staff make up the Pastoral team.

- Ann Baird – Pastoral Manager (KS3/4)
- Jo Murphy – Pastoral Manager (KS2)
- Josie Emery – Pastoral Assistant (KS3/4)
- Pastoral Assistant – Johnathon Gerrard (KS3/4)
- Sally Dowd – Learning Mentor, PSP lead
- Sharon Harold – PSP team (TA)

They will:

- ✓ Support pupils in achieving positive wellbeing
- ✓ Support pupils in accessing their education within their provision, where additional supports are required
- ✓ Develop and oversee action plans to re-engage pupils where learning, where required
- ✓ Liaise with young people and their families to support and encourage positive attendance
- ✓ Liaise with social care teams where relevant and engage in multi-agency meetings
- ✓ Liaise with families of new pupils to arrange periods of transition
- ✓ Arrange parent groups to introduce parents to key SEND figures within the LA
- ✓ Arrange coffee mornings to provide support groups between parents
- ✓ Signpost parents to outside agencies for further support, where this is required.
- ✓ Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- ✓ Liaise with previous schools to ensure a smooth transition from KS2 to KS4

4.8 Behaviour team

The behaviour team is made up of the following staff (all advanced behaviour leads):

- Kish Bhalsod – Teacher
- Johnathon Gerrard – Pastoral Team
- Robyn Carruthers – Teaching Assistant

They will:

- ✓ Coach and mentor staff to support pupil regulation
- ✓ Provide support and challenge to ensure continuity of the ethos, vision and objectives of the school in relation to meeting the behavioural needs of our pupils, as a result of their SEND

- ✓ Mentoring pupils in response to behavioural incidents
- ✓ Supporting the implementation of the behaviour and relationships policy
- ✓ Facilitate the implementation of the restorative justice practices following behavioural incidents
- ✓ Monitor and review behaviour data to recognise trends and work with class teachers and SENDCO to plan intervention where appropriate
- ✓ Provide team teach de-escalation and physical intervention training for our staff, and other staff in the local authority
- ✓ Work with the Head Teacher and SENDCo to support the development of the newly forming outreach services to provide support the LA in becoming fully inclusive
- ✓ Meet with students and parents following referrals to the behaviour team to resolve behavioural incidents
- ✓ Conduct reintegration meetings with students and parents, following exclusion

4.9 Teaching Assistants

Each teaching assistant is responsible for:

- ✓ Supporting pupils to access provision and resource within the classroom environment
- ✓ Providing intervention for individuals and small groups, with direction from class teachers and SENDCO
- ✓ Liaising with class teachers and SENDCO to raise awareness of any existing additional need for pupils in their class, including seeking support for any need that may not already be diagnosed/identified for individuals
- ✓ Liaising with class teachers and SENDCO to review progress and consider next steps for individuals

5 SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides provision for a range of needs, including:

- ✓ Social, emotional and mental health difficulties, for example, Adverse Childhood Experiences (ACE's), Attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Obsessive Compulsive Disorder (ODD)
- ✓ Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Oppositional Defiance Disorder (ODD) and Speech and Language Difficulties (SLD)
- ✓ Cognition and learning, for example, Dyslexia, Dyspraxia and Irlen Syndrome
- ✓ Sensory needs, for example, sensory processing difficulties
- ✓ Moderate learning difficulties
- ✓ Tourette Syndrome

*This list is not exhaustive

We provide education to pupils across Wirral, Liverpool and Cheshire. Please refer to the relevant Local Offer page for more information on the provision available within your borough.

Wirral	https://localofferwirral.org/
Cheshire	Local offer for children with SEN and disabilities
Liverpool	https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0

5.2 Identifying pupils with SEND and assessing their needs

Pupils at TOS will have an EHC Plan in place at their point of admission, and so it is expected that a comprehensive identification and assessment of need is detailed. Where an EHCP is not finalised, an assessment of the child's needs will be approved and underway at the point of admission. Assessment placements are secured for a period of 12 weeks, at which point a review of needs and effectiveness of placement is conducted. TOS will work with additional outside agencies where relevant, to ensure that its pupils' needs are clearly defined and that pupils will receive the right level of support.

The SENDCO will meet regularly with the school nurse and pupil need will be discussed. Referrals to additional agencies may be made where required; parents/carers will always be informed and permission sought where required.

How do I know that my child/wards needs are being met?

- ✓ Staff will be directed to read the EHC plan and Section K documentation of any new pupil to join their form group
- ✓ Staff will use the outcomes from the EHC plan and Section K documentation to form targets within an Individual Education Plan (IEP). For more information, see **5.4 Assessing and reviewing pupils' progress towards outcomes.**
- ✓ All staff will be made aware of any specific needs/requirements for individual pupils during daily staff briefings, where this is not documented and shared through existing plans
- ✓ Staff will liaise regularly with the SENDCO to discuss any concerns they have around individuals in their class. It is the responsibility of individual staff to seek communications with the SENDCO where they have new concerns about a pupil
- ✓ Pupils and parents/carers will be invited annually, alongside any additional agencies involved, to discuss the progress their child/ward is making in relation to their SEND/EHC plan and secure the plan for the coming year.

What should I do if I think my child/wards needs require further investigation?

- ✓ Parents/carers are encouraged to contact their child/wards form tutor in the first instance to discuss any concerns they may have
 - Parents/carers may be directed to discuss their concerns further with the phase leader or SENDCO, should further assistance be required.
- ✓ Form tutors will liaise with the SENDCO, and staff will begin making observations to form evidence
- ✓ Referrals will be made, where required, to outside agencies such as:
 - Speech and Language Therapists (SALT)
 - Child and Adolescence Mental Health services (CAMH's)
 - Educational Psychologists
- ✓ In some cases, an early review of the EHC plan may be called. This will be agreed in conjunction with the Local Authority, following legal procedures.

Any outside agencies that currently work with the young person will be invited to attend or share a report in preparation for this meeting.

5.3 Consulting and involving pupils and parents

To ensure pupil's needs are clearly defined and met, pupils and parents, alongside other additional agencies involved will be invited to an annual review. During this process, we will make sure that:

- ✓ Everyone develops a good understanding of the pupil's areas of strength and areas for development
- ✓ Progress is celebrated and areas for development are highlighted
- ✓ We take into account the young persons and parents/carers concerns
- ✓ Everyone understands the agreed outcomes sought for the pupil
- ✓ Everyone is clear on what the next steps are
- ✓ Where the LA are not in attendance, any agreed steps will be shared with the LA, and arrangements requested for further support, where required
- ✓ Records of annual review meetings are shared with all attendees within the agreed timeframes, and all actions are completed in response

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** in line with the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).



The form or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- ✓ The EHC plan
- ✓ The teacher's assessment and experience of the pupil
- ✓ Diagnosis and identified areas of need
- ✓ Their previous progress, attainment and behaviour
- ✓ The individual's development in comparison to their peers and national data
- ✓ Baseline and ongoing educational assessments

Individual Education Plans (IEP's) will outline this provision. These will be reviewed termly in October, February and May.

All teachers and support staff who work with the pupil will be made aware of their needs, the identified outcomes, the support provided, and any teaching strategies, interventions or approaches that are required.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition arrangements are overseen by the Pastoral team and vary depending on phases.

Children transitioning to The Observatory School are invited to visit the school with their allocated staff, where they get to know the provision, its subjects and staff. This is coupled with the Local Authorities transition day. The Pastoral team will visit primary schools over the course of the year prior to transition to gather information regarding pupil needs.

Phase leaders manage transition between phases, working with form group staff and class teachers to ensure information is shared, and transitional activities are planned to prepare pupils for the next phase in their education.

We will share information with the school, college, or other setting the pupil is moving to, at the end of year 11, or where a pupil moves from TOS to another provision prior to this phase. This will include any agreed provisions agreed upon during the annual review process. Our pastoral team and the SENDCO will work closely with education providers to plan for a successful transition.

The Pastoral Team work closely with Careers Connect to support pupils throughout the school from year 8 and up. Careers connect supports pupils to focus on exploring and securing college placements, completing applications to college applications and visiting colleges and courses in their next provision.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Pupils will be assigned a base classroom, a form teacher and a teaching assistant. The use of a base room will enable staff to meet pupils' additional needs e.g. emotional, sensory. Subject specialist teachers will teach core subjects within base classrooms, and pupils will transition to technical subjects to use specialist rooms e.g. science, art and food technology.

The school operates under three distinct pathways. These are as follows:

5.61 Sensory Pathway:

With a focus on ASC-friendly teaching and behaviour regulation, there are zones within base classrooms for sensory recovery and time out. Sensory gardens and outdoor exercise equipment is available for pupils to support them in meeting their sensory

needs throughout the school day. The Sensory Pathway offers a broad and balanced curriculum and enables pupils to make social, emotional and academic progress. The curriculum is planned to enable progression from each phase of school life.

Aims of the Sensory Pathway:

- ✓ To develop and facilitate a pathway for pupils with sensory needs; sensory processing difficulties, Autism, anxiety disorder, sleep disorder and medical needs
- ✓ Within individual base classrooms, provide an environment with visual clarity in regards to a safe, sensory-friendly and accessible classroom, not to overstimulate or distract
- ✓ To provide a therapeutic curriculum, developing social, emotional, communication, physical and academic progress
- ✓ For all pupils to access specialist teaching and learning
- ✓ To identify and support a sensory diet as part of the therapeutic curriculum
- ✓ Assess and develop strategies for individual barriers to learning in regards to SEND and EHCP outcomes
- ✓ From KS2 through to year 9, classes will be taught and supported by their form teacher for the majority of the curriculum; to provide consistency; develop secure positive relationships; support success and reduce anxieties
- ✓ Year 10-11, classes will have a blended and personalised curriculum within the sensory pathway creating flexibility of year groups

Pupils on the Sensory Pathway may:

- ❖ Be overly sensitive to stimulation, for example they may overreact to, or not like, touch, noise, smells, etc.
- ❖ Be easily distracted in the classroom, often out of his/her seat.
- ❖ Be easily overwhelmed in the playground, during break time and in class.
- ❖ Be slow to start and complete tasks.
- ❖ Have difficulty with fine motor tasks such as handwriting.
- ❖ Appear clumsy.
- ❖ Slouch in their chair.
- ❖ Seek rough play such as tackling/wrestling games.
- ❖ Be slow to learn new activities.
- ❖ Be constantly moving or fidgeting
- ❖ Have difficulty making friends.
- ❖ Have difficulty changing from one activity to another.
- ❖ Find changes to the normal routine hard to cope with.
- ❖ Confuse similar sounding words.
- ❖ Misinterpret questions or requests

- ❖ Have difficulty reading, especially aloud.
- ❖ Stumble over words when they are speaking
- ❖ Feel anxious and have difficulty managing their emotions
- ❖ Teachers and support staff who work on the Sensory Pathway give high-quality teaching and support which provides appropriate learning opportunities to all pupils, whatever their individual needs.

Level of support provided on the Sensory Pathway:

- ✓ All staff have an awareness of the individual needs of the pupils through their IEP and EHCP
- ✓ Most subjects are taught in a nurture base classroom except for Science and Food Technology which are taught by specialist teachers in our Technology Block
- ✓ Consistent routines and boundaries are set
- ✓ Pupils have opportunities to experience success and are given praise
- ✓ Seating arrangements and where personal belongings are kept are considered so that pupils can manage normal daily activities in school.
- ✓ Use of laptop for coursework/in place of written work
- ✓ Environmental considerations have been taken into account, such as the lighting, noise, colour of the background of power points, etc.
- ✓ Adjustments to school uniform if required
- ✓ Opportunities for pupils to have breaks or sensory activities during the day
- ✓ Use of fidget and sensory toys
- ✓ Where necessary, additional time is given to process language and complete tasks
- ✓ Provide visual timetables and visual task boards or checklists.
- ✓ Give instructions in small steps and visuals or objects used to help pupils understand what to do.
- ✓ The classrooms are clearly labelled so that resources are easy to find and pupils can learn to be independent.
- ✓ Planned support for times when there is going to be a change to the normal school routine
- ✓ Regular contact between parents/carers and the school through the home/school link book
- ✓ Access to the sensory room and quiet spaces in the school

5.62 Social Pathway:

The Social Curriculum at The Observatory School has been developed through research. We have consulted with our SENDCo and ADHD Experts about the development of the Social Curriculum. The base class structure has been designed to reduce sensory need and not overstimulate pupils who access the provision, giving them the ability to access the school curriculum. The social pathway recognises the varying influencing factors that can contribute to challenging behaviour that may have an impact on pupils' learning and progress. The social pathway supports pupils with social and emotional difficulties and who may have experienced Childhood Traumas or present with attachment difficulties. Pupils may also have a diagnosis of ADHD or ASD, for example. A comprehensive understanding and demonstrating a level of care can change the outcomes of the individual, providing a sense of belonging and ambition for future endeavours. The Social Pathway offers a broad and balanced curriculum and enables pupils to make social, emotional and academic progress. The curriculum is planned to enable progression from each phase of school life.

Aims of the social pathway

- ✓ To develop and facilitate a pathway for pupils with social barriers to learning; social communication, behaviour, relationships, background, home life
- ✓ To enable pupils on this pathway to successfully access the school curriculum
- ✓ To support pupils to communicate effectively
- ✓ Guide pupils to make the right choice through whole class strategies
- ✓ Recognise personal situation and provide a tailored support plan during difficult times
- ✓ To promote and priorities positive relationships between staff and pupils also, peer and peer relationships
- ✓ Inform a strategic approach from outcomes set in EHCP
- ✓ For all pupils to access specialist teaching and learning

Pupils on the social pathway may:

- ❖ Have overactive behaviour (hyperactivity)
- ❖ Come from a disruptive home life
- ❖ Have difficulty following instructions or completing tasks
- ❖ Have short attention spans and difficulty 'sticking to' an activity
- ❖ Have difficulty organising tasks and activities
- ❖ Be easily distracted and forgetful
- ❖ Not appear to listen when being spoken to
- ❖ May demonstrate Impulsive behaviour
- ❖ May fidget and appear restless finding it difficult to sit still in class

- ❖ Maybe noisy and talkative
- ❖ May run about when it is inappropriate
- ❖ May have difficulty in paying attention and distractibility (inattention)
- ❖ May interrupt others
- ❖ May blurt out answers without waiting for the question to be finished
- ❖ Have difficulty in waiting or taking turns

Teachers and support staff who work on the Social Pathway give high-quality teaching and support, which provides appropriate learning opportunities to all pupils, whatever their individual needs.

Level of support provided on the Social Pathway:

With a differentiated approach to teaching and learning, our teachers and support staff help the pupils on the Social Pathway with academic skills such as organising their thoughts and helping the pupils to be aware of what is expected of them. This is completed through **structure** and **flexibility**.

Examples of this are:

- ❑ All staff have an awareness of the individual needs of the pupils through their IEP and EHCP
- ❑ Most subjects are taught in a base classroom except for Art, Science and Food Technology which are taught by specialist teachers in our Technology Block
- ❑ Providing a structured environment
- ❑ Planned breaks throughout the day
- ❑ Allow de-stress, tactile or fidget toys
- ❑ Have seating plans
- ❑ Opportunities for controlled movement around the classroom
- ❑ Lessons are broken down into manageable chunks
- ❑ Reward systems set up for each curriculum area
- ❑ Reward systems for positive choices
- ❑ Adaptable and flexible teaching methods
- ❑ Instructions kept short and simple
- ❑ Use of laptop for coursework/in place of written work
- ❑ Clear classroom rules and expectations
- ❑ Pupils use emotional regulation charts in lessons to support them with their learning

5.63 Intervention pathway

The Intervention pathway supports the schools most vulnerable learners, both accessing in-school and off-site provision. This provision also encompasses the Personalised Support Programme, in which learners are supported within the community. Pupils accessing the Intervention pathway are delivered a significantly more bespoke package of education, often planned in conjunction with a wider range of multi-agency professionals due to their high level of complex difficulties.

The Observatory School supports the progress of all pupils within the four broad areas of need: cognition and learning, communication and interaction, social and emotional, and physical and sensory. Our intention in addition to our sensory and social pathways in the school is to reduce and/or remove barriers to learning and to be able to develop the skills to function within their environment as independently as possible through the Intervention pathway.

Effective interventions within our school are achieved using a combination of types including, one to one, social communication, emotional regulation, attendance, pastoral, literacy and numeracy, along with adaptations to the environment, differentiation and levels of adult led support. We believe in and apply the graduated approach to support the progress of all pupils where needed. This can result in a number of avenues within the pathway;

- ❖ Specific
- ❖ Targeted
- ❖ Group
- ❖ Transition
- ❖ Alternative providers
- ❖ Intervention base form group
- ❖ Personalised School Programme

Aims of the intervention pathway

- ✓ To re-engage and/or re-integrate disengaged learners with a school environment
- ✓ To deliver an intensive social and emotional intervention programme, encompassing social development, emotional literacy and communication support, where relevant
- ✓ Improve school attendance for anxiety-based school refusers.
- ✓ In the longer term (in most cases, within one year), to reintegrate pupils back into either the social or sensory pathway, as appropriate, with recommendations for extended support within their identified provision.

- ✓ To provide and support positive relationships for complex and vulnerable pupils that are experiencing difficulties identifying their learning barriers and accessing their academic curriculum.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- ✓ Differentiating our curriculum to ensure all pupils are able to access it, for example, small class sizes, intervention, flexible teaching style, content of the lesson, etc.
- ✓ Adapting our resources and staffing
- ✓ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ✓ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Interventions can be categorised into Universal, Targeted and Specific. Further information regarding this can be found in **Appendix 1**.

Each class base will be staffed with a teacher and teaching assistant. These adults will act as key staff for their form groups. These staff will take responsibility for liaising with the SENDCO to ensure their pupils' needs are met. They will be responsible for ensuring all staff are aware of adaptations required to allow pupils to access the curriculum at their level.

Our teaching assistants are trained to support children in times of crisis, support pupils in developing strategies to self-regulate and to identify behaviours linked to additional needs. This support is ongoing throughout the school day.

Teaching assistants/learning mentors will support pupils on a 1:1 basis when:

- ✓ a 1:1 is agreed in an EHC plan and/or exceptional needs funding has been agreed by the LA
- ✓ pupils have a learning need and intervention is required to boost progress
- ✓ pupils have an additional need relating to sensory, social, mental health or speech and language difficulties and intervention is required to boost progress
- ✓ pupils have a sensory diet or speech and language report which require regular intervention to be delivered by the school

- ✓ pupils are struggling to cope within the classroom and need impromptu therapeutic intervention

Teaching assistants/learning mentors will support pupils in small groups when:

- ✓ teaching plans require
- ✓ baseline/ongoing assessments identify a need for intervention, where needs that can be met with a program of study/intervention that meets the needs of all

5.8.1 Interventions

We will also provide the following interventions, where appropriate:

- Teaching and targeted intervention programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs, including:
 - Accelerated Reader – A whole-school intervention aimed at improving reading on both a word-reading and comprehension level
 - Talk4Writing – A whole-school intervention aimed at improving writing
 - Little Wandle – Phonics Interventions
 - Freckle - Maths intervention
 - TT rockstars
- Other therapeutic interventions will be provided by school staff, as and when required by individual or groups of pupils, dependent on their needs. The available interventions fall under the following categories.
 - **Social and relationship skills**
 - Talkabout for teenagers
 - The Friendship Formula
 - Socially speaking
 - **Communication and Social interaction**
 - Time to talk
 - **Mental Health**
 - No worries
 - DBT skills workbook for teens

See **appendix 2** for more details about the universal provisions available under social, emotional and mental health interventions to be delivered by class-based staff.

- ❑ (Literacy Assessments are carried out six times per year, and interventions planned and targeted following the results of data)
- ❑ Fine motor skills
- ❑ SALT – delivered by key school staff, with support from Speech and Language Therapists in response to SALT assessment report
- ❑ In some cases, OT provisions will be provided by trained OT's within schools when advised by the NHS. School will follow Sensory diets provided by OT's where provided.
- ❑ Where mental health needs require, pupils may be referred to outside agencies for talking therapies, including youth support workers, or counselling services.
- ❑ Personalised education programs may be designed for individuals who continue to struggle to access their education, despite additional interventions having been provided.
- ❑ Where relevant, staff may work on a 1:1 basis in the community

5.9 Expertise and training of staff

The Acting head of school at Leasowe, Sarah Drew and the SENDCO's, Emma O'Connor and Rebecca Downs have gained qualifications in the National Award for SENDCO's (NASENDCO). This is a statutory requirement, as of 2015. Rebecca Downs. Both Emma and Rebecca are working towards completing their Masters in SEND.

We have a team of teachers and teaching assistants who are trained to deliver SEND provision through Continuing Professional Development (CPD). We also employ additional teaching assistants to work on a 1:1 or small group basis with key pupils. The number of teaching assistants in this role vary, dependent on the needs of pupils per term. The Observatory School adopts a nurturing model, and aims to support children to make progress socially and emotionally. Over the course of the last three years, the whole school has recently undergone SEND Specific training in:

- ✓ 'Good Autism Practice,' an autism education trust accredited course.
- ✓ Sensory processing disorders
- ✓ Attachment and Trauma Informed Practice (Multiple training experiences)

- ✓ Blanks Level Questioning (Speech and Language)
- ✓ Dyslexia awareness
- ✓ ADHD

Teachers and Teaching Assistants are also encouraged to seek out individualized CPD opportunities to support them in meeting the needs of the pupils within their class.

We also have staff trained in:

- ✓ Excellence in mathematics
- ✓ Supporting disaffected learners in gaining GSCE's in English
- ✓ Team teach: Staff focus on de-escalation when pupils are in times of crisis and are trained in physical intervention
- ✓ Mental health first aid
- ✓ Restorative practice
- ✓ Anti-bullying
- ✓ Person centred planning
- ✓ Safeguarding pupils with disabilities
- ✓ CAMH's led training: Getting to grips with anxiety and worry
- ✓ Understanding low-mood in young people

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- ✓ Reviewing pupils' individual progress towards their goals each term (IEP's)
- ✓ Reviewing the impact of interventions after each half term
- ✓ Using pupil questionnaires/pupil voice
- ✓ Monitoring by the SENDCO
- ✓ Holding annual reviews for pupils with EHC plans
- ✓ Following the assess, plan, do, review cycle, through intensive intervention reporting
- ✓ Regular assessments linking to subjects, identifying trends and concerns for individual pupils

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- ✓ Emotional Regulation charts are used across schools by both pupils and staff to promote emotional literacy. This supports pupils in understanding their emotions and developing strategies to self-regulate. **See behaviour policy for more information.**
- ✓ Pupils are encouraged to be part of the school council; opportunities are provided at the beginning of each term for pupils to apply for roles within the school council
- ✓ We are aware that not all pupils have the same interest; at lunch at break times we offer a range of indoor and outdoor clubs to support pupils in socialising over shared interests e.g. sports, science, art etc.
- ✓ Pupils have regular opportunities to engage in regular reward trips off site e.g. fishing, climbing, ice skating etc.
- ✓ Pupils are able to access extra-curricular activity during lesson 5 each day e.g. ICT, animal care, art, sports etc.
- ✓ Risk assessments for all pupils are issued on admission, and updated by all staff throughout the year

We have a zero tolerance approach to bullying. For more information, please see **Anti-Bullying policy**. This can be located on the schools website.

5.12 Working with other agencies

To ensure we have a holistic approach to meeting individual pupil needs, we work closely with the following additional agencies:

- ✓ NHS Speech and Language
- ✓ Bernardo's – Anger management
- ✓ Health Service in Schools, Youth worker (NHS)
- ✓ School Nurse (NHS)
- ✓ Child and Adolescent Mental Health Services (CAMH's)

The SENDCO meets half-termly with the pastoral lead, Ann Baird, to share concerns regarding individual pupils, and follow up on progress regarding referrals and appointments.

The SENDCO meets half-termly with our allocated CAMH's primary mental health worker to discuss any concerns and referrals for individual pupils.

Referrals to outside agencies such as those listed above follow concerns shared with the SENDCO via school staff and/or parents/carers.

Agencies such as the above will carry out an assessment for individuals where this is deemed necessary, sharing reports outlining identified strengths and areas for development and offering advice for further provision. The school will ensure any advice is acted upon, in the best interests of the child.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. Where applicable, you may be directed to the SENDCO/Pastoral Team/Deputy Head teacher/Head teacher. If your complaint cannot be rectified, you will then be referred to the **school's complaints policy**. This can be located on the schools website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- ☐ Exclusions
- ☐ Provision of education and associated services
- ☐ Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents of pupils with SEND

Please access the following links for help and advice services available in Wirral, St Helens and Sefton.

Information, support and advice services:



St Helens

<https://new.sthelens.gov.uk/SEND>

Sefton

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

5.15 Contact details for raising concerns regarding my child/wards SEND

You may contact school on **0151 652 7093** or
schooloffice@theobservatoryschool.wirral.sch.uk.

SENDCO. Miss S O'Sullivan
Head Teacher. Mr. G Chiswell

6. Monitoring arrangements

The Senior Leadership Team will review this policy and information report **every year** before being approved by the Governing body. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

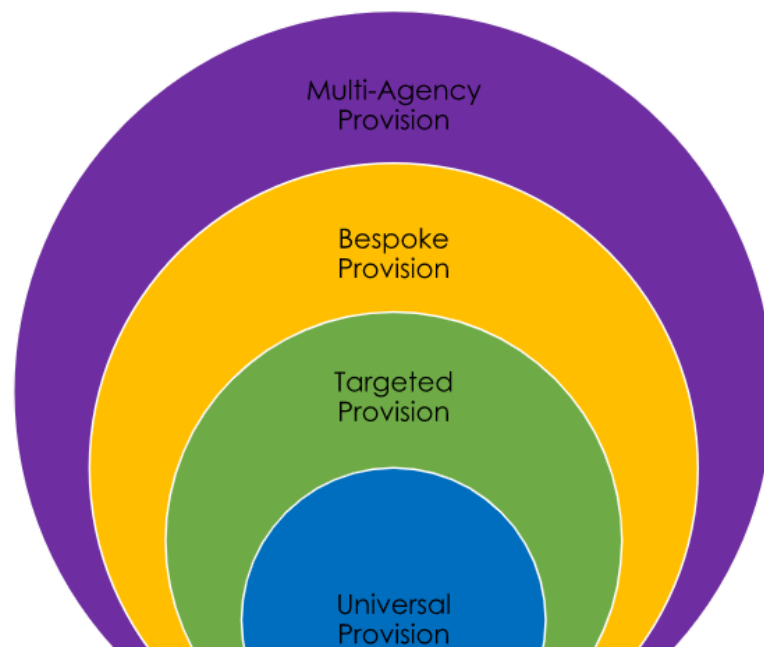
This policy links to our policies on:

- ✓ Accessibility plan
- ✓ Behaviour
- ✓ Equality information and objectives
- ✓ Supporting pupils with medical conditions
- ✓ Anti-bullying policy

Appendices

Appendix 1

SEND Provision at The Observatory School



	Type	Details of Provision
Universal Provision	Provision available to all pupils, within standard funding agreements	<p>Highly adapted work/curriculum</p> <p>ADHD and ASD friendly approaches</p> <p>Trauma Informed practice</p> <p>Pastoral support</p> <p>Baseline assessments across the curriculum</p> <p>PSHE work on 1-5 emotional regulation charts completed</p> <p>Regular use of 1-5 emotional regulation charts</p> <p>1:1 support from class teacher and TA</p> <p>Pupils taught in base classrooms, to meet social, sensory and learning needs</p> <p>Extra-curricular clubs and activities</p>
Targeted Provision	Specific intervention, intended to meet specified needs and ensure positive outcomes	<p>Subject specific interventions in class (small group/1:1)</p> <p>Social communication interventions in class (small group/1:1)</p> <p>Mental Health Intervention</p> <p>Health Interventions delivered by school staff (via reports and plans e.g. OT/SALT)</p> <p>Pastoral based intervention</p> <p>Attendance Action Plan</p>
Bespoke Provision	Bespoke provision, available to pupils as a result of enhanced funding agreements	<p>Enhanced funding agreement approved;</p> <p>Bespoke timetabling to be implemented via:</p> <ul style="list-style-type: none"> A personalised timetable with full/part-time 1:1 support, or; Personalised support through an intervention group, or; Assigned to Personalised Support Programme (PSP) with assigned tutors to access an alternative form of education, which may include off-site or community based teaching <p>With a long-term view to transition back to school.</p>
Multi-Agency Provision	Details of multi-agency involvement	<p>Involvement from one or more multi-agency professionals, which may include:</p> <ul style="list-style-type: none"> Social worker

		Occupational Therapist (OT) Speech and Language Therapist (SALT) Child and Adolescent Mental Health Service (CAMHS) Counsellor Educational Psychologist Etc.
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Code of Practice 6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



Appendix 2

Social, Emotional and Mental Health interventions

The following interventions are currently available across all phases and classes within school. The class teacher, SENDCo and additional staff (where appropriate) will work together to identify (where this is not already clarified) the most appropriate intervention to meet your child's needs.



Social and Relationships skills



Talkabout for teenagers

- Older children and young adults
- Self-awareness, self-esteem, body language, conversational skills, friendships and assertiveness



The Friendship formula

- KS2, 3 and 4
- Self-awareness, emotional skills, conversational skills, friendship skills



Socially speaking

- Primary pupils, may be suitable for year 7 (Mild to moderate learning difficulties)
- Communication skills, friendships skills, self-esteem, listening skills, language skills, expressive language, confidence



Communication and social interaction



Time to talk

- Reception and KS1, may be suitable for KS2
- Language and communication skills, turn taking, greeting, awareness of feeling, giving/following instructions, listening, attention and play skills

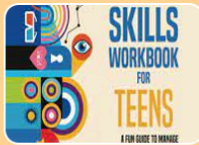


Mental Health



No worries

- KS2/3/4
- Activity book to colour and doodle way to becoming happy, calm and confident
- Combat stressful moments, work out worries and put anxiety back in its place



DBT skills workbook for Teens

- KS3/4
- Coping with stress, balancing powerful feelings, navigating interpersonal relationships, overcoming rejection and failure, developing mindfulness strategies, life skills to become confident and resilient, anger management, accepting themselves and their current situation