

Banks Road Primary School

Special Educational Needs and Disabilities Policy and Procedures

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
SENCO James Savage	Headteacher Linda Gibson	V4	Governors	May 2019	May 2020	All Staff
SENCO James Savage	Headteacher Linda Gibson	V5	Governors	May 2020	May 2021	All Staff
SENCO James Savage	Headteacher Linda Gibson	V6	Governors	September 2021	September 2022	All Staff
SENCO James Savage	Headteacher Linda Gibson	V7	Governors	September 2022	September 2023	All Staff
Deputy Headteacher James Savage	Headteacher Jamie Wilson	V8	Governors	September 2023	September 2024	All Staff
Deputy Headteacher James Savage / SENDCO Alison Seaton	Headteacher Jamie Wilson	V9	Governors	September 2024	Ongoing – September 2025	All Staff
SENDCO Alison Seaton	Headteacher Jamie Wilson	V10	Governors	September 2025	September 2026	All Staff

COMPLIANCE

This SEND policy is written to comply with the 2014 Children and Families Act and the SEN Code of Practice (updated Jan 2015) together with the Equality Act 2010 and Local Authority admissions arrangements.

Definitions of special educational needs and/or disabilities (SEND) taken from section 20 of the Children and Families Act 2014;

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website; <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Children with the most complex needs will be supported by the completion of an Education, Health and Care (EHC) Plan. For further details of SEND and EHCs in Liverpool, please refer to the Council's website: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

Liverpool City Council has also developed the SEND Local Offer, which is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Liverpool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors; <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Mission Statement:

We Can do it!

This policy outlines how our school ensures that all children with a special educational need are identified and have their needs met within a nurturing and inclusive environment.

Aims and Objectives:

Every child will have access to a broad and balanced education; the National Curriculum in line with the Special Educational Needs Code of Practice.

The Staff and Governing Board, through this policy, seek to secure the following aims and objectives:

- To provide a safe, caring and happy environment where pupils learn effectively.
- To ensure that at least good progress is made for children with Special Educational Needs and Disabilities.
- To ensure pupils value others as individuals whatever their need or ability.
- To work co-operatively supporting and sharing expertise with all stakeholders.
- To encourage a successful partnership approach between home and school.
- To ensure pupils with SEND participate fully in the school community and are active in decisions about their education. To use a range of teaching and learning styles and resources to enable access to the entire curriculum.

Banks Road Primary School will:

- **Identify the needs of pupils with SEND as early as possible.**

The school's monitoring system is used to identify children who are not progressing satisfactorily and who may have additional needs. All teachers, alongside parents and other staff are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

The four broad areas identified within the SEND Code of Practice 2014 are 'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and 'Sensory and/or Physical needs'. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The SENDCO will be proactive in assessing children with possible SEND needs and will employ both external agencies and internal resources to 'build a picture' of each child. For example, all children on entry to EYFS are screened for speech, language and communication needs using WellComm assessments. A further example is that all children in Year 4 are screened each year for signs of dyslexia.

- **Monitor the progress of all pupils.**

The progress of all children is regularly monitored in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be co-ordinated by the SENDCO with the support of SLT and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents/carers.**

The school will work to develop a strong partnership with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information (at least termly) on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

The school provides a wide variety of opportunities for parents to access a wide variety of professionals by bringing these professionals into school. This is through coffee mornings, drop ins, workshops and parent courses with agencies such as LivPac, the ASD Advisory Team and OSSME Autism Initiatives.

- **Work with and in support of outside agencies.**

The school will work with outside agencies when the pupils' needs cannot be met by the school alone. The school will continue to nurture already strong links with: School Family Support Service); Children and Adolescent Mental Health Service (CAMHs); Seedlings (YPAS – Liverpool Primary Schools Therapy Service); the Mental Health Support Teams; Liverpool's Sensory Service team (via SENISS); Early Help Team; School Health (via direct links with School Nurse); Speech and Language Therapists; Physiotherapists; Occupational Therapists; Community Paediatricians and The Educational Psychology Service in the interests of children with SEND.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

Regular 1:1 meetings between pupils and their teacher/SENCO will be made and carefully monitor the progress pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

Responsibilities

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet individuals' needs.
- Checking children's achievement through monitoring and assessment; planning for and delivering any additional help needed (e.g. targeted work, additional support, adapting or carrying resources) and discussing amendments made with the SENDCO as necessary.
- Writing Personal Provision Plans (PPPs), and sharing and reviewing these with parents once each term and planning for the next term
- Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/or disabilities.

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- co-ordinating support for children with special educational needs and/or disabilities and through the SEND Policy make sure all children get a consistent, high quality response to meeting their needs in school.
- ensuring staff have access to details of identified SEND pupils including Personal Provision Plans, which they will share with parents/carers and monitor regularly. These documents are located in class SEND files and stored in a secure place.
- maintaining, and securely storing, monitoring and assessment data, provision maps, minutes and actions meetings and correspondence from outside agencies.
- working with and ensuring clear communication with parents ensuring that they are:
 - (i) involved in supporting their child's learning
 - (ii) kept informed about the support their child is receiving
 - (iii) involved in reviewing their progress and attainment
 - (iv) part of planning ahead for them
- liaising with all the other people who come into school to help support children's learning e.g., Speech and Language Therapy, Educational Psychology, etc.
- accurately maintaining the school's SEND register
- monitoring children's progress and needs by:
 - ensuring that records are kept and reviewed
 - ensuring that new targets are set when goals are met
 - ensuring that adjustments are made when conditions develop/new diagnosis are made
- providing specialist support and arranging staff training to ensure high quality provision
- providing guidance and signposting for parents and carers
- ensuring all staff have access to copies of:
 - Banks Road Primary School's SEND Policy and SEND register
 - Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
 - Individual Pupil Information relating to special educational needs.
 - Information on current legislation and SEND provision
 - Information available through Liverpool's SEND Local Offer

The Headteacher is responsible for:

- the day-to-day management of all aspects of the school – this includes overseeing the support for children with SEND
- delegating responsibility to the SENDCO and class teachers whilst ensuring that children's needs are met.
- ensuring the Governing Board is kept up to date regarding SEND issues in school.

The SEND Governor is responsible for:

- ensuring the Special Educational Needs and Disabilities Policy is up to date
- ensuring provision is appropriate and any necessary adaptations are made to meet the needs of all children in the school
- ensuring the necessary support is provided for SEND children in school.

The Graduated Response to SEND Support

STEP 1: WHOLE SCHOOL

Quality first teaching, differentiated and personalised by the class teacher, meets the diverse needs of all learners.

Quality First Teaching

1. Any pupils who are falling significantly outside the range of age related expectations will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning difficulty.
3. The class teacher will take steps to provide **adapted** learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCO will be consulted as needed, for support and advice and may wish to observe the pupil in class.
5. Parents will be kept informed at every stage.
6. A child will be monitored closely until a decision is made, with their parents, to place them on the SEND register.
7. Children recently removed from the SEND register, will also be monitored closely

Assessment and monitoring procedures are in line with the schools' policy.

STEP 2: PROGRESS CONCERNS

Where staff have evidence that certain children are still not making adequate progress the child is highlighted to the SENDCO. The code of practice describes adequate progress as:

- Progress which is similar to that of peers starting from the same baseline;
- Matches or betters the child's previous rate of progress;
- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;

STEP 3: INTERVENTION THROUGH GRADUATED SUPPORT

Once a potential special educational need is identified four types of action will be taken to put effective support in place consulting with parents as appropriate. Where it is decided that action is required to support increased rates of progress, this will follow an Assess, Plan, Do, Review model:

ASSESS

Analyse the pupil's needs using class teacher's formative and summative assessments, comparison with peers and national data, and the views and experience of parents. Advice and reports from external support services and agencies will also be considered.

PLAN

A Personal Provision Plan (PPP) is written by the class teacher in consultation with the child's parents, the SENDCO and relevant outside agencies. The PPP includes SMART targets. All those working with the child, including support staff will be informed of their individual needs, the support being provided, the particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

DO

The class teacher will retain responsibility even where the interventions involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and link with classroom teaching. Support with further assessment of the child's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENDCO. School additional provision is detailed in the school's local offer- appendix 1. This document can also be found on the school's website.

REVIEW

PPPs will be reviewed at least termly and more often if needed. The review process evaluates the impact and quality of support and interventions. It takes account pupil and parent views. The class teacher, in conjunction with the SENDCO, will revise support and outcomes based on pupil progress and development.

Specialist services may be called upon to provide intensive support to a pupil and specific programmes may be advised and will be followed by all adults coming into active learning situations with the child. If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet a child's specific needs. This will only be undertaken with parental permission and *may* include referral to:

- Educational Psychology services
- SENISS (Special Educational Needs Inclusion Support Service)
- The Quiet Place outreach (behaviour/well being)
- NHS Speech and Language Therapy
- Seedlings (CAMHS)
- Mental Health Support Teams (MHST)
- Autistic Spectrum Disorder Pathway
- Attention Deficient Disorder Pathway
- Sensory Support services
- Local Authority Inclusion Service
- or any other service deemed relevant to the child's needs

STEP 4: REFERRAL FOR ADDITIONAL FUNDING

Within Liverpool Local Authority additional funding is available to children who, whilst remaining within mainstream education, require significant additional support. The school funds the first £6000 support for a child. If further support is needed, an application can be made to the local authority for more funds.

Referral for an Education, Health and Care Plan

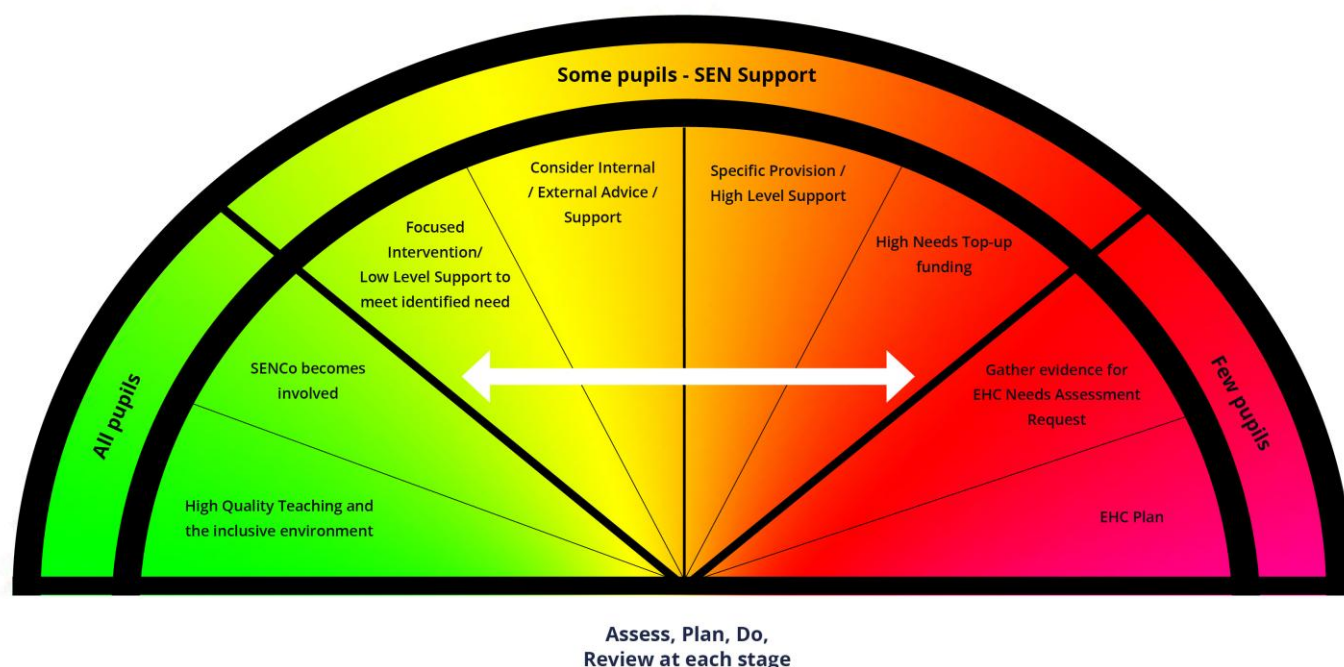
A child who has lifelong or significant difficulties may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child requires a multi-agency assessment. The decision to make a referral for an EHC Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer: <http://fsd.liverpool.gov.uk/>

School Improvement
Liverpool

SEND Graduated Approach Windscreen



Transition Arrangements

Banks Road Primary School recognises that 'moving on' can be difficult for a child with SEN and steps are taken to ensure that any transition is as smooth as possible.

- If a child is moving school, relevant staff:
 - will contact the new school's SENDCO to ensure a comprehensive hand over.
 - will ensure all records are passed on as soon as possible.
 - will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement
- When moving classes in school:
 - Information, including PPPs, will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place.
 - If beneficial, a social story book will be created.
- In Year 6
 - The SENDCO will attend the Secondary School Transition Day to discuss the specific needs of SEND pupils with the SENDCO.
 - Small group sessions in school, will support understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - SEN pupils will visit their new school on several occasions and in some cases staff from the new school will visit Banks Road.

In service training (CPD)

All school staff will be kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND by:

- The SENCO supporting training needs and disseminating relevant information received from the Local Authority.
- ensuring Early Careers Teachers have SEND training as part of their induction programme
- utilising outreach providers to train staff.
- Training plans detailed in the SEND Action Plan.

Facilities for pupils with SEND

Our school will comply with all relevant accessibility requirements, e.g.,

- Assistive technology
- Increased access to the curriculum and assistance during assessments
- Physical environments (wheelchair access, lighting etc.)

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible and children have to be withdrawn from class (for instance into a quieter environment, or for 1:1 work) the SENDCO will consult with the child's parents/carers for other flexible arrangements to be made. The school will ensure access to all through the reduction of barriers as identified in the School's Accessibility Plan.

Complaints

If parents or carers have concerns or are dissatisfied with the support provided they should directly contact the school and follow the complaints procedure which can be found on the school website - <http://www.banksroadprimaryschool.liverpool.co.uk/> A paper copy can be provided on request via the school office.

This Policy should be read in conjunction with:

- The Equality Policy
- The Accessibility Plan
- The Curriculum Policy
- The Teaching and Learning Policy

Policy Agreed: September 2025

Policy to be reviewed: September 2026

Signed:

Chair of Governors: