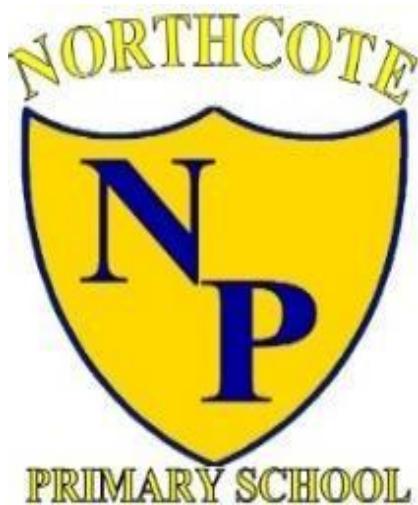


SEND Policy



2024-2025

Northcote Primary School

Special Educational Needs and Disability Policy

Name of SENCO – Mrs. G Langley

National Award for SEN Coordination (NASCO) Status – Passed in 2009 (Clause 64, C & F Act 2014)

Contact Details of SENCO –

0151 284 1919 school switchboard

Send@northcote.liverpool.sch.uk

The role of the SENCO at Northcote Primary School is a member of our Senior Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors to promote the Inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children, and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Headteacher Mr. G Anders advocates and works closely with the SENCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Our School Governing Board also has a Governor with responsibility for SEND – Mrs H Harris

Equality Objectives

All pupils share the right to a broad and balanced curriculum. As teachers it is important to identify the Special Educational Needs of pupils and accept responsibility in dealing with them through effective collaboration and teamwork.

Aim:

At Northcote Primary School we aim to create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives:

At Northcote Primary School we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To work within the guidance provided by the SEND Code of Practice (January 2015)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils.

Section 3: Identifying Special Educational Needs and Disabilities

At Northcote Primary School we recognise the importance of the early identification of

children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observation and work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

We will continually work with parents/carers to listen and hear their concerns that they may have in regard to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Throughout the process of identifying a child /young person as having SEN, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs.

The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

We will consider what is NOT SEN but may impact on progress and attainment;

- 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

- Any concerns relating to child or young person's behaviour would be described as an underlying response to a need which we will aim to recognise and identify effectively.

Section 4: The Graduated Approach

- The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- Northcote Primary school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The decision to make special educational provision stems from communication between the teacher and SENCO and parents whilst considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

The role of the SENCO requires that they hold QTS. The Headteacher and Governors developed the role of the SENCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Section 5: Managing Pupils Needs On The Send Register Through The Graduated Approach And Exit Criteria

As part of our ASSESS, PLAN, DO, REVIEW cycle we evidence and capture the support and provision and review this at least 3 times across the academic year, using One Page Profiles (OPPs), support and strategies, the use of Provision Mapping to evaluate what works and what has changed in the support, the use of Pupil Progress Meetings to discuss strategies and next steps/actions and how we continue to promote the use of High Quality Teaching with access to CPD (more in Section 9 – Resources and Training).

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school (which would be recorded on school provision map). Their progress will be monitored by the school and also through an Annual Review, where the outcomes of the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Section 6: Supporting Pupils and Families Throughout the Graduated Approach to SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is updated regularly and is published on our website and available as a printed copy upon request.

[SEND - Northcote Primary School \(northcoteschool.com\)](#)

We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

Our Admissions Policy [Admissions - Northcote Primary School \(northcoteschool.com\)](#)

Our links with other agencies [SEND - Northcote Primary School \(northcoteschool.com\)](#)

Section 7: Supporting Our Children/Young People with Medical Needs

At Northcote Primary School we recognise that children and young people at school with

medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website.

Section 8: Monitoring and Evaluation of SEND

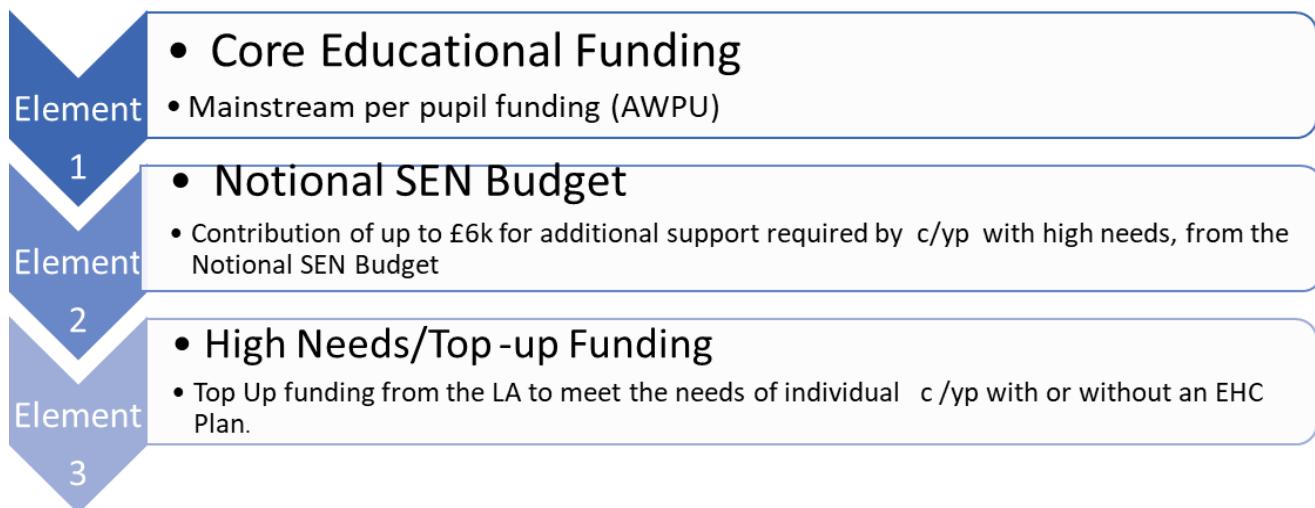
SEND provision is robustly and regularly monitored and evaluated at Northcote Primary School in the following forums (not an exhaustive list):

- Termly Governors Meetings, in addition to school SENCO and SEND Governor meeting to monitor provision.
- Weekly Senior Leadership Team meetings, including School SENCO.
- Weekly Staff Meetings.
- Termly Pupil Progress Meetings.
- Termly Parent Consultation meetings
- Termly formal capture of pupil voice.

Section 9: Resources and Training

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of.

Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or

EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff (including Initial Teacher Trainees), this includes a session with the SENCO designed to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this (as detailed in our SEN Information Report). The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

Section 10: Roles and Responsibilities

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make.

There are other key colleagues that have a significant impact on the progress and development of our children and young people at [Northcote Primary School](#) these include;

- The SEN Governor is Mrs H Harris and she meets with the SENCO and monitors the progress of pupils/students with SEN
- The school employs 22 members of classroom-based support staff. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Ms L McCulloch

Section 11: Storing and Managing Information

Northcote Primary School uses CPOMS alongside provision mapping software to store and manage information in a confidential and protected way.

Section 12: Reviewing the Policy

We will review this Policy within our school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working.

Section 13: Accessibility

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them.

Section 14: Other Policies Relating To/Referenced in Our SEND Policy

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)

- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy
- Remote & Blended Learning Accessibility Plan

Section 15: Dealing with Complaints

A copy of our Complaints Policy can be collected from our school office or emailed directly at request.

Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards This

This document was produced by

Mrs Langley

Date: Sept 25