



SEND at Northcote Primary School -Frequently Asked Questions (FAQs)

1. What does SEND mean?

SEND stands for **Special Educational Needs and Disabilities**. A child may have SEND if they have a learning difficulty or disability that means they need additional support to access learning and make progress.

2. How will I know if my child may have SEND?

You may notice that your child:

- Finds learning more difficult than children of the same age.
- Has difficulties with communication, speech or language.
- Struggles with social interactions or emotional regulation.
- Finds it difficult to concentrate or follow instructions.
- Has physical, sensory or medical needs affecting their learning.

School staff may also identify concerns through observations, assessments and discussions with parents.

3. Who should I speak to if I have concerns about my child?

Start by speaking to:

1. Your child's class teacher.
2. The SENDCo (Special Educational Needs Coordinator).
3. A member of the senior leadership team if further discussion is needed.

We encourage parents to raise concerns as early as possible.

4. What happens if the school identifies SEND?

The school will:

- Gather information from teachers, parents and professionals.
- Assess your child's strengths and needs.
- Agree appropriate support and targets.
- Monitor progress carefully.
- Review support regularly with parents.

5. What is SEND Support?

SEND Support is the additional help provided within school for pupils who need support that is different from or additional to that provided for most children.

This may include:

- Small group interventions.
- Additional adult support.
- Adapted teaching strategies.
- Visual supports and resources.
- Speech and language activities.
- Social and emotional support programs.

6. Will my child need an EHCP?

Not all children with SEND require an Education, Health and Care Plan (EHCP).

Many children make good progress through SEND Support in school. An EHCP may be considered when a child requires a significantly higher level of support than can normally be provided from the school's available resources.

Before requesting an EHCP Needs Assessment, schools should be able to demonstrate that they have implemented a robust graduated approach over a sustained period of time. This involves the cyclical process of **Assess, Plan, Do, Review**, alongside appropriate interventions, reasonable adjustments, specialist advice and regular reviews of impact. In many cases, local authorities will expect evidence that the graduated approach has been applied and reviewed over a prolonged period, often 12 months or more, unless the child's needs are so significant and complex that urgent specialist provision is required. An EHCP Needs Assessment is generally only appropriate where there is clear evidence that, despite purposeful and sustained SEND Support, the child continues to experience significant barriers to learning and requires provision that is **additional to and different from** that which is ordinarily available within a mainstream school.

Parents can request an EHCP Needs Assessment at any time, as is their legal right. A request for assessment does not mean that a child will automatically receive an EHCP. It means that the Local Authority will consider the evidence and decide whether a statutory assessment of the child's education, health and care needs should take place.

Further information is available from Liverpool's Local Offer:

[Liverpool SEND Local Offer - EHCP Information](#)

7. What is an EHCP?

An **Education, Health and Care Plan (EHCP)** is a legal document issued by the Local Authority describing:

- A child's needs.
- The outcomes they are working towards.
- The support they must receive.
- The school or setting they attend.

8. Can parents request an EHCP assessment?

Yes. Parents, schools or other professionals can request an Education, Health and Care Needs Assessment from the Local Authority.

Parents in Liverpool can request an Education, Health and Care Plan (EHCP) needs assessment by completing a parent request form and emailing it directly to the [Liverpool City Council SEND Team](mailto:sen.team@liverpool.gov.uk) at sen.team@liverpool.gov.uk

9. How are parents involved in decisions?

Parents are central to the SEND process. Schools work in partnership with families and will:

- Share concerns and assessment information.
- Seek parent views.
- Review progress together.
- Involve parents in planning support

10. How often will my child's progress be reviewed?

Children receiving SEND Support have their progress monitored on an ongoing basis by their class teacher, with informal reviews taking place daily as part of high-quality classroom practice. SEND Support is formally reviewed at least three times each year, although some children may require more frequent reviews depending on their individual needs.

Formal pupil progress meetings are held termly and are attended by the class teacher, teaching assistant and a member of the Senior Leadership Team. During these meetings, staff review progress towards agreed targets, evaluate the effectiveness of provision and interventions, and identify any changes needed to ensure that support continues to meet the child's needs.

These meetings are scheduled prior to Parents' Evenings to ensure that up-to-date information is shared with parents in a timely manner. At Northcote Primary School, we hold three formal Parents' Evenings each year, providing regular opportunities for parents and carers to discuss their child's progress and next steps.

If your child has an Education, Health and Care Plan (EHCP), an Annual Review meeting will be held every year. This meeting brings together parents, school staff and any relevant professionals to review progress towards the outcomes in the EHCP and consider whether any changes are required to the provision or support outlined in the plan.

11. What if my child is not making progress?

The school may:

- Adjust support strategies.
- Increase interventions.
- Seek advice from specialist services.
- Consider requesting an EHCP assessment if appropriate.

12. Which external professionals might support my child?

Depending on need, support may come from:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- Autism Advisory Teachers.
- School Health Services.
- Mental Health Support Teams (MHST).
- SEND assessment teams.

13. How does the school support children with autism?

Support may include:

- Visual timetables.
- Structured routines.
- Sensory support.
- Social communication programmes.
- Calm spaces and regulation strategies.
- Staff trained in autism-friendly practice.

14. How does the school support children with dyslexia or literacy difficulties?

Support may include:

- Targeted reading and spelling interventions.
- Technology to support learning.
- Adapted resources.
- Overlearning and repetition.
- Access to specialist programmes where appropriate.

15. How does the school support social, emotional and mental health needs?

Strategies may include:

- Nurture provision.
- Emotional regulation support.
- Wellbeing interventions.
- Pastoral support.
- Referral to specialist mental health services where appropriate.

16. Will my child be taught separately from their class?

At Northcote Primary School, we are committed to inclusion and aim for all children to access learning alongside their peers wherever possible. Some pupils may occasionally receive additional support through small group or individual interventions to help them achieve their individual targets.

For some children with more significant needs, additional provision may be required. Northcote has developed two teacher-led Learning Bases in Lower Key Stage 2 and Upper Key Stage 2. These provide a calm, structured environment with reduced sensory distractions and cater for no more than 12 pupils at a time.

Morning sessions focus on cognition and learning, enabling children to access a curriculum that is appropriately matched to their stage of development and learning needs. Afternoon sessions provide a range of social, emotional and mental health interventions and support programmes.

No child attends a Learning Base full-time. Access is carefully planned according to individual need and may range from a single 45-minute intervention session to several morning sessions each week. To access the cognition and learning provision within the Learning Bases, pupils must have an Education, Health and Care Plan (EHCP) or Higher Needs Funding (HNF) in place.

Learning Base provision is additional to, and does not replace, the support available within mainstream classrooms. All pupils continue to benefit from high-quality teaching, classroom adaptations, and targeted support within their class environment.

17. How are children with SEND included in school trips and activities?

All reasonable adjustments are made to ensure pupils with SEND can participate in:

- School trips.
- Clubs.
- Enrichment activities.
- Residential visits.
- Sports events.

18. What support is available when my child moves to a new class or school?

Transition support may include:

- Additional visits.
- Transition booklets or photographs.
- Meetings between staff.
- Parent meetings.
- Information sharing with the new setting.

19. Where can I find more information about SEND services?

Useful sources include:

- Your school's SEND Information Report.
- The Local Authority SEND Local Offer.
- Liverpool SENDIASS.
- Parent Carer Forums.
- NHS services.

Northcote SEND Directory

Northcote has developed a comprehensive SEND Directory, which is available on the school website. The directory provides information about a wide range of external services and support organisations available across Liverpool for children and young people with Special Educational

Needs and Disabilities (SEND). It includes contact details, telephone numbers, website links, and information on how parents and carers can access advice, guidance, and specialist support.

20. Who can I contact for further advice?

Please contact:

- Your child's class teacher
- The school SENDCo – Mr P Balfour
- Assistant Headteacher & Inclusion Lead – Mrs G Langley

Both Mr Balfour & Mrs Langley are contactable via the school office (0151) 284 1919 or SEND office (select option 3) alternatively, parents can contact a member of the SEND Team by emailing send@northcote.liverpool.sch.uk.

A member of the SEND Team aims to return emails within 48 hours, if your query is urgent, please contact your child's class teacher face to face or via dojo message facility or any senior leader as appropriate.

We are committed to working closely with families to ensure every child achieves their potential and feels happy, safe and included in school.