

SEND Information Report 2026-2027



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SEND Information Report 2026-2027

Welcome to Our SEND Information Report

Welcome to the Northcote Primary School SEND Information Report for 2026-2027.

The governing body has a legal duty to publish information about the implementation of the school's policy for pupils with Special Educational Needs and Disabilities (SEND). This report explains how Northcote Primary School identifies, supports and reviews provision for pupils with SEND and how we work in partnership with children, families and external agencies to achieve the very best outcomes.

At Northcote Primary School, we believe that every child has the right to feel valued, included and successful. We are committed to creating a nurturing, inclusive and aspirational environment where all pupils develop confidence, independence and resilience whilst achieving their individual potential. Our vision is underpinned by our belief that **"Great Things Happen Every Day."**

Our Special Educational Needs Co-ordinator (SENDCo)

Our SENDCo is **Mrs Gaynor Langley**, Assistant Headteacher for Inclusion and Attendance and Designated Teacher for Looked After Children.

Mrs Langley is a qualified teacher with **over 19 years of teaching experience**, including **12 years as a SENDCo and SEND leader**.

Mrs Langley has extensive experience teaching and leading within an **enhanced provision for pupils with Autism Spectrum Condition (ASC)** and complex learning needs.

As SENDCo, Mrs Langley provides strategic leadership for SEND and inclusion across the school. She oversees the identification, assessment and provision for pupils with SEND, coordinates Education, Health and Care Plan (EHCP) processes, supports staff development and works closely with families, external agencies and the local authority to ensure the best possible outcomes for pupils.

Mrs Langley holds the **National Award for Special Educational Needs Co-ordination (NASENCO)** and is currently in the **second year of a Master's degree in SEND and Specific Learning Difficulties (SpLD)**. As part of this specialist postgraduate qualification, she is developing the skills and knowledge required to assess and diagnose dyslexia, further enhancing the school's capacity to identify and support pupils with literacy difficulties.

Mrs Langley is also a **qualified Team Teach Trainer**, enabling her to provide training and support to staff in the use of positive behaviour support strategies, de-escalation techniques and safe, restorative approaches for supporting children with social, emotional and behavioural needs.

Dedicated leadership time is allocated each week to enable Mrs Langley to effectively lead, manage and monitor SEND provision across the school.

Assistant SENDCo

Our Assistant SENDCo is **Mr Philip Balfour**.

Mr Balfour supports the day-to-day operation of SEND provision across the school and works closely with the SENDCo to ensure that support is effectively implemented and monitored. His responsibilities include contributing to assessments and reviews, supporting intervention programmes, liaising with staff and families, and assisting with the deployment and monitoring of SEND provision.

Mr Balfour participates in ongoing SEND-related professional development and training to support pupils with additional needs.

Contact Information:

Assistant Headteacher / Inclusion Lead & SENDCo – Mrs G Langley

Assistant SENDCo – Mr P Balfour

Mental Health Lead – Ms L McCulloch

SEND Governor: Mrs H Harris

✉ send@northcote.liverpool.sch.uk

☎ 0151 284 1919 (select option 3)

If you have any questions, concerns, or would like to discuss your child's SEND provision, please email **SEND@northcote.liverpool.sch.uk**.

We aim to respond to all enquiries within **72 hours**. If your matter is urgent, please contact the school office, who will ensure that it is passed to an available member of the Senior Leadership Team

SEND Staffing Structure



SEND Profile at Northcote Primary School

Northcote Primary School is a highly inclusive school with a higher proportion of pupils with SEND than both local and national averages.

As of July 2026:

- 34.2% of pupils are identified as having SEND.
- 154 pupils are on the SEND Register.
- 126 pupils receive SEND Support.
- 28 pupils have an Education, Health and Care Plan (EHCP).

The school's SEND profile reflects increasing complexity of need and a growing number of pupils requiring specialist provision and targeted support.

Communication and Interaction remains our primary need, followed by Social, Emotional and Mental Health needs and autism spectrum disorder (ASC)

Our Inclusive Ethos

‘Great Things Happen Every Day’

At Northcote Primary School we believe:

- Every child belongs.
- Every teacher is a teacher of SEND.
- High-quality teaching is the first response to need.
- Parents are essential partners.
- Children's views should influence decisions.
- Provision should be evidence-informed and regularly reviewed.
- Inclusion is everybody's responsibility.

Our learning environments continue to evolve to meet pupil needs through the development of sensory-friendly classrooms, nurture spaces, intervention rooms, calm corners and regulation areas. These developments support pupils to access learning, regulate emotions and fully participate in school life.

What Types of SEND Do We Support?

We support pupils across the four broad areas of need identified within the SEND Code of Practice.

At Northcote, when a pupil is identified as having SEND, we will identify the pupil's primary area of need within one of these four broad areas. We recognise that pupils may have needs across more than one area and that these needs may change over time.

At Northcote Primary School, we recognise the following four areas of need:

Area of Need	Description:	Examples of Needs
Communication and Interaction	Pupils may have difficulties communicating with others, understanding language, or developing social interaction skills.	• Speech and Language Difficulties • Autism Spectrum Condition (ASC), • Social Communication Difficulties
Cognition and Learning	Pupils may learn at a different pace from their peers or have specific difficulties with particular aspects of learning.	• Dyslexia • Dyscalculia • Moderate • Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD)
Social, Emotional and Mental Health (SEMH)	Pupils may experience difficulties managing emotions, behaviour, relationships, or mental health that impact on learning.	• Anxiety • Attachment Difficulties • Attention Deficit Hyperactivity Disorder (ADHD) • Low Self-Esteem, • Mental Health Needs
Sensory and/or Physical Needs	Pupils may have a sensory impairment, physical disability, or medical need that affects access to learning.	• Hearing Impairment • Visual Impairment • Physical Disabilities, • Sensory Processing Differences • Medical Conditions

How Do We Identify SEND?

Early Identification of SEND

At Northcote Primary School, early identification is a key priority.

The SENDCo works proactively alongside staff and families to identify needs at the earliest opportunity and ensure that appropriate support is put in place without delay.

In addition to attending regular SEND pupil progress meetings, the SENDCo is actively involved in transition arrangements, including Nursery and Reception intake stay-and-play sessions, parent welcome meetings, visits to external nursery settings, and home visits where appropriate. These opportunities enable the SENDCo to gather valuable information about a child's strengths, needs and previous support arrangements before they start school.

Parental questionnaires, discussions with families, liaison with previous settings and direct observations help identify potential barriers to learning across the four broad areas of need. This collaborative and proactive approach supports smooth transitions, timely intervention and the effective implementation of support from the earliest stages of a child's educational journey.

Class teachers use:

- Ongoing assessment.
- Observation.
- Pupil progress meetings.
- Screening tools.
- Discussions with parents.
- Information from previous settings.
- Advice from external professionals.

A child may be identified if they:

- Make significantly slower progress than peers.
- Fail to match previous rates of progress.
- Experience increasing gaps in attainment.
- Present with barriers to learning, communication, social interaction or emotional wellbeing.

We recognise that slow progress alone does not automatically indicate SEND and look carefully at each child's individual strengths and needs before making decisions

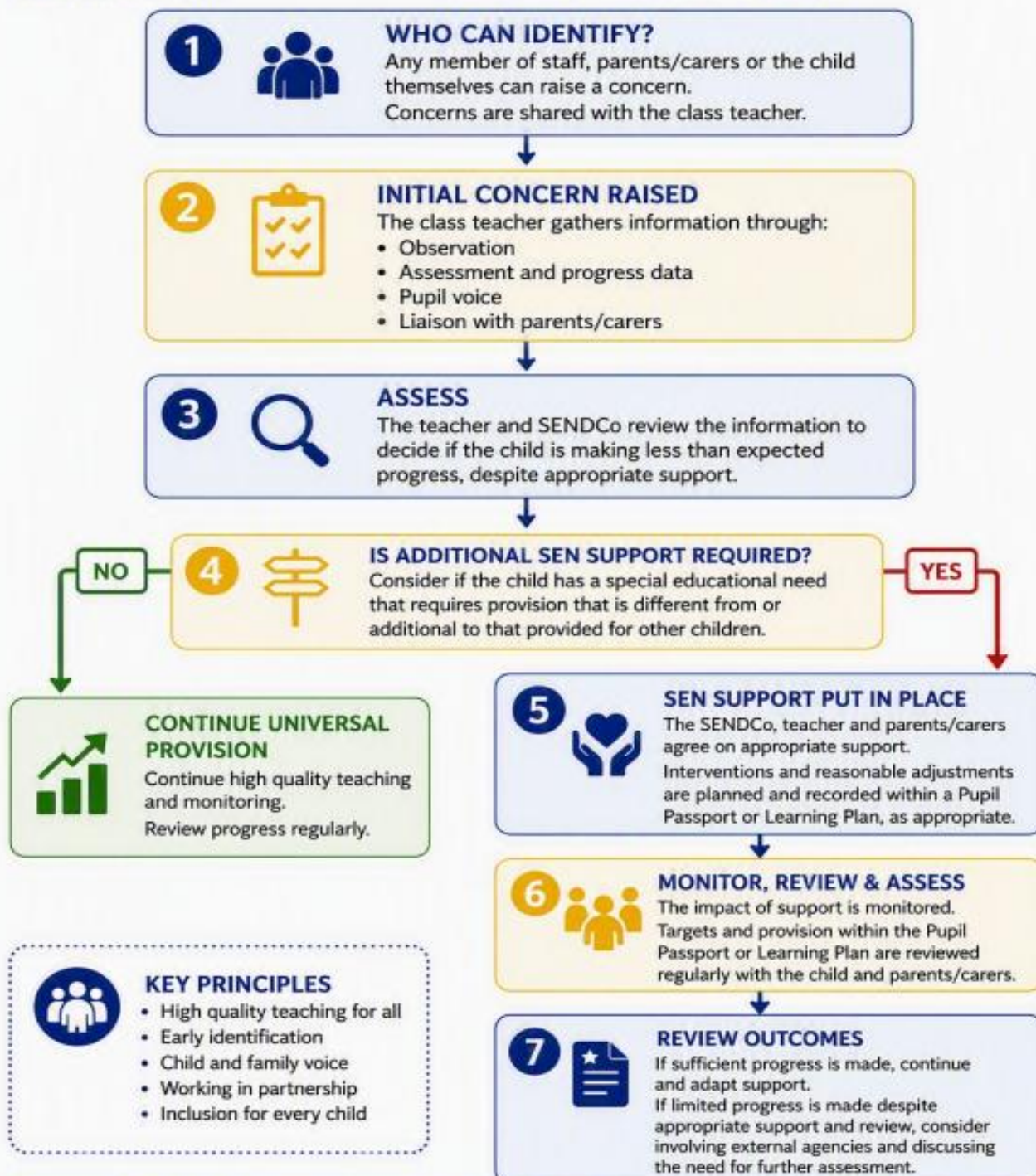
A visual overview of Northcote's approach to the identification of SEND can be found in the **Primary SEND Identification of Need Flowchart**. The flowchart illustrates the pathway from initial concerns and Quality First Teaching adjustments through to SENDCo involvement, the Assess, Plan, Do, Review (APDR) cycle, external agency involvement where required, and ongoing monitoring and review. It provides a clear representation of how Northcote ensures that concerns are identified early, investigated thoroughly and responded to through timely, graduated support.



NORTHCOTE
PRIMARY SCHOOL

IDENTIFICATION OF SEND FLOWCHART

Great things happen every day.



At Northcote Primary School, we are committed to identifying and supporting every child with SEND to help them thrive and achieve.

How Do We Support Pupils with SEND?

At Northcote, we use a **graduated approach to supporting pupils**, ensuring that support is tailored to individual needs and can be increased or reduced as children make progress. The table outlines the different levels of provision available, from support that is available to all pupils through to highly personalised specialist provision.

All pupils benefit from **Universal Provision**, which includes high-quality teaching, adaptive classroom practice, visual supports, structured routines and an inclusive learning environment. These strategies form the foundation of support for every child and are designed to help all pupils access learning successfully.

Where a pupil is not making expected progress, **Emerging Needs Provision** may be introduced. This includes additional reasonable adjustments, targeted small-group interventions and closer monitoring. At this stage, staff work closely with parents/carers and the SENDCo to identify barriers to learning and determine which strategies may be most effective.

If a pupil requires support that is **additional to or different from that ordinarily available**, they may be identified as having SEND and receive **Targeted Support**. This may include an Assess, Plan, Do, Review cycle, a Pupil Passport or Learning Plan, targeted interventions, personalised adaptations and additional adult support where required. Outcomes are reviewed regularly with pupils and families to ensure that provision remains appropriate and effective.

For pupils with more complex or persistent needs, **Specialist Support** may be required. This involves working in partnership with external professionals

The Graduated Approach

Assess – Plan- Do- Review

At Northcote following the identification of a special educational need, School implements a graduated approach to identifying, assessing and meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). This approach is a continuous cycle of **Assess, Plan, Do and Review**, enabling provision to be carefully tailored, monitored and adapted in response to a pupil's individual strengths, needs and desired outcomes.

The diagram below illustrates our Graduated Approach to SEND support. It shows the ongoing cycle of Assess, Plan, Do and Review, which helps us identify needs, provide appropriate support and regularly evaluate its impact. The colour coding demonstrates how support can progress from Emerging Needs to Targeted and Specialist Support, ensuring provision is matched to each child's individual needs.

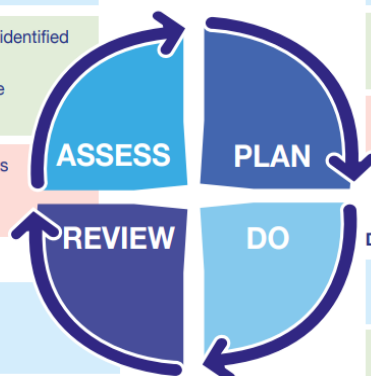
KEY: Emerging Targeted Specialist

ASSESS

- Informal assessments by educator, including observations, work scrutiny, progress tests
- Standardised assessments by SENDCo or identified lead
- Potential specialist assessments by outside agencies
- Specialist assessments by outside agencies
- Consideration of request for EHC Needs Assessment

REVIEW

- Are they making progress?
- Are the strategies working?
- Are their needs being met?
- Are they still making progress?
- Are the strategies still working?
- Are their needs still being met?
- Do we need to seek further support from a specialist?
- Do we need to consider an EHC Needs Assessment?
- EHCP Annual Review



PLAN

- Adaptive teaching
- Plan appropriate interventions
- Play Plan/SEND Support
- Plan with SMART Targets
- Plan a personalised curriculum and timetable incorporating recommendations from other professionals

DO

- Implement reasonable adjustments, adaptive teaching and resources
- Implement interventions
- Ensure all who support the pupil are aware of Play Plan/SEND Support Plan
- Implement personalised curriculum and timetable
- When appropriate ensure provision in EHC is being delivered

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How will the school adapt its teaching for my child?

At Northcote Primary School, we aim to ensure that support is matched to a pupil's individual needs and increased progressively where necessary. At every stage, support is informed by the Assess, Plan, Do, Review cycle and developed in partnership with pupils, parents/carers and, where appropriate, external professionals.

The levels of support available are outlined below.

Level of Support	Who is it for?	Examples of Provision
Universal	All pupils	• High Quality Teaching • Adaptive teaching • Visual timetables • Differentiated outcomes • Literacy mats • Structured routines • Classroom rewards • Sensory-friendly adjustments. • Dyslexia specific resources / Strategies
Emerging Needs	Pupils making less than expected progress despite universal provision	• Reasonable adjustments • Small group support • Social skills groups • Sensory breaks • Catch-up interventions - Phonics, Reading, Writing & Maths

		• SENDCo consultation, parental discussions.
Targeted Support	Pupils identified as having SEND who require additional or different provision	• Development of Pupil Passport / Learning Plan as appropriate • Assess, Plan, do Review Cycle • ELSA support • Precision Teaching • Personalised adaptations • Direct adult support as required.
Specialist Support	Pupils with significant and persistent difficulties despite targeted support	External Agency Involvement including: • Educational Psychologist involvement • Speech and Language Therapy • CAMHS • Occupational Therapy • Mental Health Support Team • Beautiful New Beginnings • Play Therapy • YPAS / Seedlings • SENISS • Behaviour Intervention Team • Paediatrician /Consultant Involvement • Specialist equipment • Highly personalised programmes. • High Needs Funding / EHCP provisions • Access to the Learning Bases – need dependent.

Learning Bases

Northcote Primary School has developed a range of **school-funded learning bases** to provide targeted support for pupils across the four broad areas of need.

The school currently operates **four learning bases**, with one located within each phase of the school:

- EYFS Learning Base
- KS1 Learning Base
- Lower Key Stage 2 (LKS2) Learning Base
- Upper Key Stage 2 (UKS2) Learning Base

These provisions are funded directly through the school's delegated budget and SEND resources and are **not Local Authority-funded resource bases or specialist provisions**. Northcote has chosen to invest its own funding to provide additional staffing, targeted interventions and enhanced support for pupils who require provision that is additional to, or different from, that ordinarily available through Quality First Teaching.

The structure and delivery of provision within each base reflects the developmental needs of the pupils accessing support. The **KS2 learning bases are teacher-led**, recognising the increasingly formalised nature of the curriculum and the need for specialist teaching in reading, writing and mathematics. The **EYFS and KS1 learning bases operate through a more intervention-based model**, overseen by school SENDCo, Phase Leads and teaching staff with programmes delivered primarily by skilled higher level teaching assistants.

EYFS and KS1 Learning Bases

Within EYFS and Key Stage 1, the learning bases focus on early identification and intervention. These provisions are overseen by SENDCo, Phase Lead and teaching staff, with interventions delivered primarily by experienced higher level teaching assistants (HLTAs). Provision is tailored to pupils' individual needs and focuses on developing communication and language, early literacy and numeracy skills, attention and engagement, sensory development and the foundational skills required for successful learning.

KS2 Learning Bases

Across Key Stage 2, the school operates two Cognition and Learning Bases, each providing access to **five mornings per week of targeted small-group teaching**. Provision is delivered by qualified teachers and focuses on addressing barriers to learning in reading, writing and mathematics. Learning is adapted to match pupils' developmental stage rather than their chronological age, enabling them to consolidate and secure the fundamental skills needed to access the wider curriculum. Whilst learning is tailored to need, the school remains committed to inclusion and strives to keep pupils within their own year group and phase wherever possible.

The morning provision within the KS2 bases has a specific focus on **cognition and learning**, providing structured, highly adapted teaching designed to accelerate progress and increase pupils' confidence as learners. During the afternoons, the KS2 bases offer a wide range of **social, emotional and sensory-based interventions**, supporting pupils to develop emotional literacy, self-regulation, resilience, sensory processing skills, social communication and

positive learning behaviours. This provision helps pupils build the skills necessary to successfully engage in mainstream classroom learning and wider school life.

Access to a learning base is determined through the school's graduated approach and ongoing assessment processes.

A placement may be considered where evidence demonstrates that:

- A pupil is experiencing significant cognition and learning difficulties that cannot be fully addressed through Quality First Teaching and classroom adaptations alone.
- Assessment information indicates that a pupil is working significantly below age-related expectations.
- Additional targeted intervention is required to improve access to learning and promote progress.
- A range of classroom strategies, interventions and reasonable adjustments have been implemented, reviewed and evaluated through the Assess, Plan, Do, Review cycle over a 12-month period.
- Where appropriate, a pupil may be in receipt of an Education, Health and Care Plan (EHCP), High Needs Funding, or have a High Needs Funding and/or EHCP application in progress where evidence indicates that additional provision and resources are required to meet their identified needs.

Pupils are grouped according to their **individual needs rather than their age or year group**, enabling staff to provide highly targeted and responsive support. Learning groups are reviewed regularly to ensure provision continues to match need and promote progress.

Importantly, **no pupil attends a learning base full-time**. The learning bases form part of a flexible continuum of provision and are designed to complement, rather than replace, mainstream education. All pupils continue to access their mainstream class, year-group curriculum, enrichment activities and social opportunities alongside their targeted interventions. This ensures pupils benefit from specialist support whilst remaining active members of their class and wider school community.

This model reflects Northcote's commitment to inclusion by providing the right support at the right time, whilst maintaining high aspirations for all pupils and promoting participation, belonging and achievement across the school.

How will the school measure my child's progress?

At Northcote Primary School, we carefully monitor the progress of all pupils through regular assessment, observation and review. Progress is measured from each child's individual starting point and considers both academic achievement and wider outcomes such as communication, independence, social skills and emotional wellbeing.

Class teachers, the SENDCo and senior leaders regularly review pupils' attainment and progress through pupil progress meetings. If your child receives SEND support, personalised targets and provision will be reviewed to ensure they are making progress from their individual starting points.

Progress may be measured through:

- Everyday classroom assessment and teacher observations.
- Progress towards individual SEND targets or outcomes.
- Work completed in class and intervention sessions.
- Standardised assessments where appropriate.
- Feedback from parents, pupils and external professionals.
- Reviews of attendance, engagement, independence and wellbeing where relevant

Parents will be kept informed through review meetings, parents' evenings, reports and ongoing communication with school staff. If the support in place is not helping your child make the expected progress, the school will work with you to review and adapt the provision

Pupils working significantly below age related expectations:

For children working two or more years below age-related expectations, and often where an additional need has been identified, we use **PIVATS** assessment materials to track and celebrate smaller steps of progress. **PIVATS** (Performance Indicators for Value Added Target Setting) are a small-steps assessment framework used to measure and celebrate progress for pupils who are working significantly below age-related expectations.

Rather than assessing children solely against National Curriculum objectives, PIVATS breaks learning down into much smaller, achievable steps. This allows schools to identify and track incremental progress that may not be visible through standard assessment methods.

Following formal assessments, the SENDCo and Senior Leadership Team meet termly to review the progress of pupils. Dedicated SEND pupil progress meetings are held to discuss the progress of children with SEND, identify next steps and agree any additional provision or support required.

Any agreed provision is then implemented by school staff and reviewed at the next termly pupil progress meeting to evaluate its impact and determine future actions.

The SENDCo also meets with class teachers each term to support the development and review of individual learning plans for pupils who are assessed using PIVATS. This ensures that targets remain appropriate, provision is tailored to individual needs and progress continues to be monitored closely.

Parents and carers are kept informed through review meetings, parents' evenings, reports and ongoing communication with school staff. By working together, we can ensure that every child is supported to achieve their personal best and that all progress, however small, is recognised and celebrated.

How Are Parents and Pupils Involved?

Working in Partnership with Families

At Northcote Primary School, partnership is one of our core SEND values. We recognise that parents and carers know their children best and play a vital role in helping us understand their child's strengths, interests, aspirations and needs. We are committed to developing positive, trusting relationships with families and ensuring that parents are actively involved in decision-

making throughout their child's educational journey. This commitment to partnership and child-centred practice is reflected throughout Northcote's SEND provision.

We believe that effective collaboration between home and school leads to the best possible outcomes for children. Parents are encouraged to share information, raise concerns, celebrate successes and work alongside staff to plan and review support. Communication is open, honest and centred on achieving the best outcomes for each child

Northcote Primary School operates an **open-door policy**, and we encourage parents and carers to contact us whenever they have questions, concerns or information they wish to share. We believe that early communication and collaborative problem-solving are key to supporting children effectively.

We work in partnership with parents and carers through regular communication and opportunities for involvement, including:

- Parents' Evenings
- SEND Review Meetings
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- Early Help and Team Around the Family (TAF) Meetings
- Multi-Agency Meetings with external professionals
- Coffee Mornings and Parent Workshops
- Monthly SENDCo Drop-In Sessions, providing opportunities for parents to discuss concerns, seek advice and explore support available for their child
- Regular communication with class teachers, the SENDCo and support staff through meetings, telephone calls, emails and Class Dojo
- Transition meetings when pupils move between classes, key stages or schools
- Signposting to local services, support organisations, training opportunities and community resources through Class Dojo, newsletters and the school website
- Sharing of practical resources, strategies and guidance to support children's learning, development and wellbeing at home
- Contributions to the Assess, Plan, Do, Review (APDR) process

Parents are encouraged to contribute to one-page profiles, support plans, provision reviews and EHCP assessments and reviews where appropriate. Their aspirations, concerns and priorities help shape individual outcomes and ensure that provision is tailored to meet each child's specific needs.

In addition to formal review meetings, we strive to maintain strong home-school communication throughout the year. Information, guidance and support are regularly shared through Class Dojo and the school website to help families access relevant services and resources. Our monthly SENDCo drop-in sessions provide a welcoming opportunity for parents and carers to ask questions, discuss concerns and seek advice. Alongside this, our open-door approach ensures that families can contact school whenever they feel further discussion or support may be beneficial.

We understand that navigating SEND processes can sometimes feel overwhelming. Our SEND team is committed to supporting families, signposting parents to appropriate services and ensuring they have access to information, advice and guidance when needed. By working in partnership with families, we aim to secure the best possible outcomes for every child.

How Is Pupil Voice Included?

At Northcote Primary School, pupil voice is at the heart of our SEND provision. We believe that children and young people should be active participants in decisions about their education and support. Listening to pupils helps us understand their experiences, identify what is working well and ensure that support reflects what matters most to them.

Children are encouraged and supported to share their views about:

- Their strengths, achievements and successes
- Their interests, talents and hobbies
- Their experiences of learning and school life
- Their aspirations, goals and future ambitions
- Any worries, challenges or barriers they may be experiencing
- Strategies and approaches that help them learn and thrive
- Their support plans, targets and desired outcomes

Pupil voice is gathered in a variety of ways, including:

- Individual conversations with trusted adults
- Review meetings and support-plan discussions
- One-page profiles and pupil passports
- Classroom observations and assessments
- Wellbeing check-ins
- Person-centred reviews
- Ongoing discussions with teachers and support staff

The level and method of participation are adapted to meet the needs of the individual child. Where appropriate, alternative methods of communication, visual supports, symbols, drawings or assistive technology may be used to help pupils express their views.

By listening carefully to both parents and pupils, we are able to develop a deeper understanding of each child's needs and ensure that support is personalised, meaningful and focused on achieving positive outcomes. We believe that children achieve their best when they feel heard, valued, respected and empowered to take an active role in their learning journey.

How will the Northcote evaluate whether the support in place is helping my child?

At Northcote Primary School, we regularly review the effectiveness of SEND provision to ensure that support remains appropriate and helps pupils make progress towards their individual outcomes. We evaluate the impact of provision through our Assess, Plan, Do, Review cycle and by working closely with pupils, parents and staff.

Provision is evidence-informed and reviewed regularly.

We will evaluate the effectiveness of support by:

- Reviewing progress towards individual targets and outcomes at least termly.

- Monitoring academic, social, emotional and behavioural progress through ongoing assessment.
- Evaluating the impact of interventions and support programmes, typically after 6-12 weeks, and adapting provision where necessary.
- Measuring the impact of all interventions through baseline and exit assessments. This may include standardised assessments, teacher assessments, observation records, pupil voice activities and pre- and post-intervention questionnaires.
- Evaluating the effectiveness of social, emotional and mental health (SEMH) interventions through recognised wellbeing measures, pupil questionnaires, self-reflection tools and staff observations to identify changes in confidence, wellbeing, emotional regulation and engagement.
- Gathering the views of pupils and parents as part of the review process.
- Holding termly pupil progress meetings involving teachers, teaching assistants and senior leaders to evaluate progress and identify next steps.
- Monitoring provision and outcomes through SEND provision maps and assessment data.
- Undertaking regular SENDCo monitoring, including classroom observations, learning walks, pupil discussions and reviews of support plans.
- Seeking advice from external professionals where appropriate and reviewing the impact of their recommendations.
- Holding Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP) to review progress towards EHCP outcomes and consider whether any changes are required to provision or support.

If a child is not making expected progress, we will review the support in place, consider alternative approaches, seek specialist advice where appropriate and work with parents to agree the next steps.

How will the school secure the resources needed to support my child?

We are committed to ensuring that all pupils with Special Educational Needs and Disabilities (SEND) have access to the support, resources and provision they need to achieve their best outcomes.

The school allocates resources according to pupils' identified needs and regularly reviews provision to ensure it remains effective.

This may include:

- Specialist equipment or resources
- Adaptations to the learning environment
- Additional teaching assistant support
- Staff training and professional development
- Advice and support from external specialists and agencies

Where a pupil requires additional support, we will work closely with parents, staff and relevant professionals to identify the most appropriate provision. Recommendations from external agencies, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or specialist SEND services, may help inform decisions about the resources required.

Schools receive funding to support pupils with SEND and will meet the first £6,000 of additional support costs from their delegated budget. Where a pupil's needs require provision beyond this level, the school may apply to the Local Authority for High Needs Funding which is additional funding to secure the necessary support. The amount of high needs funding is dependent on level of need and

We will always keep parents informed and involved in decisions regarding the support and resources provided for their child.

How will the school make sure my child is included in activities alongside pupils who do not have SEN?

At Northcote Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have equal opportunities to participate in every aspect of school life. We promote an inclusive culture where differences are valued and barriers to learning and participation are identified and removed wherever possible.

All extra-curricular activities, educational visits, enrichment opportunities and before and after-school clubs are open to all pupils. Careful planning and reasonable adjustments are made to ensure that pupils with SEND can participate fully and safely alongside their peers.

All pupils are encouraged to take part in school trips, residential visits, sporting events, performances, themed days, workshops and leadership opportunities. Where necessary, we work closely with families, staff and external professionals to identify and provide appropriate support, adaptations or resources to enable participation.

We make reasonable adjustments to the environment, teaching approaches, resources and staffing arrangements to ensure that pupils with SEND can access the same opportunities as their peers. Risk assessments are completed where appropriate and individual needs are carefully considered when planning activities.

No pupil is excluded from participating in activities, trips or events because of their SEND or disability.

Our aim is for every child to feel valued, included and able to make a full contribution to school life.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Northcote Primary School follows the admission arrangements determined by Liverpool City Council and is committed to ensuring that all children are treated fairly and equitably throughout the admissions process. We welcome applications from all families, including those of children with Special Educational Needs and Disabilities (SEND), and are committed to removing barriers to learning and participation from the earliest possible stage.

Admissions for pupils with SEND or disabilities

Children with SEND are admitted to Northcote Primary School in the same way as other pupils. The school does not discriminate against any child on the grounds of disability, medical need or special educational need. We work closely with parents, early years settings, previous

schools, Liverpool Local Authority and relevant professionals to gather information about a child's needs and plan appropriate support before admission.

Prospective parents are encouraged to visit the school and discuss their child's individual needs with the SENDCo and school leaders. This helps us to identify any reasonable adjustments that may be required to support a successful transition.

Reasonable adjustments

Where appropriate, Northcote Primary School will make reasonable adjustments for pupils with disabilities and additional needs. These may include:

- Additional transition visits and personalised transition programmes.
- Adaptations to the physical environment to improve accessibility.
- Specialist equipment, resources or technology.
- Flexible arrangements to support medical, sensory, communication or mobility needs.
- Staff training to meet identified needs.
- Individual support plans developed in partnership with families and external agencies where required.

Our aim is to ensure that every child can access school life safely, confidently and successfully from the start of their education at Northcote.

Children with an Education, Health and Care (EHC) Plan

In accordance with the SEND Code of Practice (2015) and the School Admissions Code, any child whose Education, Health and Care (EHC) Plan names Northcote Primary School will be admitted to the school. These pupils are allocated places before the normal admissions criteria are applied to other applicants.

Oversubscription arrangements

Where applications exceed the number of places available, admissions are allocated in line with Liverpool City Council's published admissions criteria. These criteria are applied fairly and transparently to all applicants and do not disadvantage children with SEND or disabilities. A child's SEND status or disability will never be used as a reason to refuse admission.

Northcote Primary School is committed to equality of opportunity and inclusion. We strive to ensure that all pupils, regardless of need or disability, are welcomed into our school community and have access to the support, resources and opportunities they need to thrive.

How does the school support pupils with disabilities?

At Northcote Primary School, we are committed to ensuring that disabled pupils are not treated less favourably than their peers and can participate fully in all aspects of school life. We promote an inclusive culture where barriers to learning, participation and achievement are identified and removed wherever possible.

Preventing discrimination and promoting inclusion

We comply with our duties under the Equality Act 2010 and take proactive steps to ensure that pupils with disabilities can access the same opportunities as their peers. This includes:

- Making reasonable adjustments to teaching, learning and assessment arrangements.
- Providing appropriate support, resources and interventions to meet individual needs.
- Ensuring that school trips, enrichment activities, clubs and residential visits are accessible to all pupils.
- Working closely with families and external professionals to understand and support individual needs.
- Providing staff training to develop knowledge and understanding of a range of disabilities and medical needs.
- Fostering an inclusive ethos where all pupils are valued, respected and encouraged to participate fully in school life.

Facilities, auxiliary aids and services

Northcote Primary School provides a range of support and resources to enable disabled pupils to access education and the wider life of the school. Depending on individual needs, these may include:

- Accessible entrances and facilities.
- Adaptations to the learning environment.
- Specialist seating, writing equipment or furniture.
- Assistive technology and communication aids.
- Visual timetables, adapted resources and alternative methods of recording.
- Individual healthcare plans and support for medical needs.
- Additional adult support where appropriate.
- Advice and support from external agencies and specialist services.

Reasonable adjustments are considered on an individual basis to ensure pupils can participate safely, confidently and successfully in all aspects of school life.

Accessibility Plan

The school's Accessibility Plan is available on the school website and sets out how we will continue to improve access for disabled pupils.

The plan details how we will:

Increase participation in the curriculum by:

- Adapting teaching approaches and resources to meet a range of needs.
- Providing staff training and specialist advice.
- Ensuring that learning is accessible through a range of inclusive practices and reasonable adjustments.
- Making effective use of assistive technology and specialist equipment where appropriate.

Improve the physical environment by:

- Reviewing the accessibility of the school site and facilities.

- Making improvements where necessary to support access and inclusion.
- Ensuring that classrooms and learning spaces are organised to meet individual needs.
- Considering accessibility requirements when planning future developments.

Improve the availability of accessible information by:

- Providing information in alternative formats where required.
- Using visual, auditory and practical methods to support communication.
- Working in partnership with families to ensure information is accessible and understood.
- Making reasonable adjustments to communication methods for pupils and parents with disabilities.

Through these measures, Northcote Primary School aims to ensure that all pupils are able to access a broad, balanced and inclusive education and are supported to achieve their full potential.

How will the school support my child's Mental Health, and Emotional and Social development?

At Northcote Primary School, we recognise that positive mental health, emotional wellbeing and social development are fundamental to children's happiness, readiness to learn and overall achievement. We are committed to providing a safe, inclusive and nurturing environment where every child feels valued, understood and supported to reach their full potential.

We promote emotional wellbeing through our whole-school ethos, strong relationships and inclusive practices. Pupils with SEND are encouraged to participate fully in all aspects of school life, including the School Council, leadership opportunities, extracurricular clubs, educational visits and enrichment activities, helping them to build confidence, independence and friendships.

We provide a range of pastoral, therapeutic and targeted interventions to support pupils' emotional wellbeing and social development, including:

- Regular check-ins with trusted adults
- Emotional wellbeing and nurture support
- Access to our SEND and pastoral teams
- Support from the Mental Health Support Team (MHST)
- Referrals to **Beautiful New Beginnings** for specialist emotional wellbeing and family support where appropriate
- Access to **Play Therapy**, enabling children to express and work through their thoughts, feelings and experiences in a safe and supportive environment
- Social skills and friendship groups
- Emotional regulation and self-esteem interventions
- Therapeutic approaches, including access to our school therapy dog where appropriate
- Support from external professionals and specialist services when required

We place a strong emphasis on listening to the views of our pupils. Children with SEND are encouraged and supported to share their wishes, feelings and aspirations through pupil voice activities, SEND reviews, one-page profiles, annual reviews and regular conversations with

staff and families. We believe that children should be actively involved in decisions about their education and support.

Northcote Primary School has a zero-tolerance approach to bullying. We actively promote kindness, respect, inclusion and acceptance through our curriculum, assemblies, PSHE lessons and daily interactions. We work proactively to prevent bullying by:

- Teaching pupils about diversity, inclusion and respectful relationships
- Developing children's understanding of differences and individual needs
- Encouraging pupils to speak to a trusted adult if they have concerns
- Carefully monitoring pupil wellbeing and friendships
- Responding promptly and effectively to any incidents or concerns
- Working closely with families to support positive outcomes
- Using restorative approaches where appropriate to repair relationships and promote understanding

We understand that some pupils with SEND may be more vulnerable to social, emotional and mental health difficulties. Through early identification, personalised support and close partnership with families and external agencies, we aim to ensure that every child feels safe, included, listened to and able to thrive both academically and emotionally.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Northcote Primary School, we understand that transitions can be an anxious time for some children, particularly those with SEND. We work closely with pupils, families, staff and outside agencies to ensure that transitions are planned carefully and tailored to individual needs, helping children feel confident, secure and prepared for change.

Transition Between Year Groups

To support pupils moving between classes, we:

- Share detailed information between current and receiving teachers to ensure continuity of support and provision.
- Hold transition meetings where pupils with SEND are discussed and individual needs are reviewed.
- Provide opportunities for pupils to visit their new classroom and spend time with their new teacher and support staff.
- Use transition booklets, photographs and social stories where appropriate to familiarise pupils with new environments and routines.
- Offer additional visits or enhanced transition arrangements for pupils who may require further support.

Transition to a New School

When a pupil moves to another school, we work closely with families and the receiving setting to ensure a smooth transition.

We will:

- Discuss with parents/carers and the pupil what information should be shared.
- Transfer SEND records and relevant documentation promptly and securely.
- Liaise with staff at the new setting to discuss strategies, provision and individual needs.
- Arrange additional visits where needed to help reduce anxiety and build familiarity with the new environment.

Transition to Secondary School

We work closely with local secondary schools to ensure pupils with SEND are well prepared for the next stage of their education.

Support may include:

- Meetings between our SENDCo and the SENDCo from the receiving secondary school.
- Sharing detailed information about pupils' strengths, needs and successful support strategies.
- Additional transition visits arranged through the secondary school.
- Opportunities to meet key staff and become familiar with the new environment.
- Transition activities focused on organisation, independence, social communication and emotional wellbeing.
- Use of visual supports, transition booklets and personalised transition plans where appropriate.

For pupils with Education, Health and Care Plans (EHCPs), transition planning forms part of the Annual Review process to ensure that the correct support is in place before transfer.

Preparing for Adulthood

Although primary-aged pupils are at an early stage of their educational journey, we recognise the importance of developing the skills that will support future independence and successful transition into adulthood.

Throughout their time at Northcote Primary School, pupils are encouraged to develop:

- Independence and self-help skills
- Communication and social interaction skills
- Confidence and resilience
- Problem-solving and decision-making skills
- Self-advocacy and the ability to express their views and preferences
- Organisation and responsibility for their own learning

Our curriculum, pastoral support and wider enrichment opportunities help prepare pupils for the next stage of education and for participation in their communities and wider society.

We believe that effective transition planning is essential to ensuring that every child feels safe, supported and ready to succeed in their new environment.

What support is in place for looked-after and previously looked-after children with SEN?

At Northcote Primary School, we recognise that looked-after children (LAC) and previously looked-after children may have additional educational, social, emotional and mental health needs. We are committed to ensuring that these pupils receive the support they need to achieve their full potential and experience success in school.

Mrs Gaynor Langley, our Designated Teacher for Looked-After and Previously Looked-After Children and SENDCo, works closely with class teachers, school leaders, families, carers, social workers, the Virtual School and external agencies to ensure that pupils receive co-ordinated and personalised support. This joined-up approach helps staff understand how a child's care experiences may interact with their special educational needs and disabilities and the implications this may have for teaching, learning and wellbeing.

Children who are looked-after or previously looked-after and have SEND are supported through the graduated approach of *Assess, Plan, Do, Review*. Where a looked-after child has additional needs, support plans are developed collaboratively and reviewed regularly to ensure progress and positive outcomes.

Looked-after children will also have a **Personal Education Plan (PEP)**. We ensure that PEP targets, SEN Support Plans and Education, Health and Care (EHC) Plans are aligned and complement one another, creating a cohesive package of support around the child.

Support may include:

- Individualised provision and reasonable adjustments to meet identified needs.
- Regular monitoring of academic progress, attendance and wellbeing.
- Targeted interventions and specialist support where appropriate.
- Enhanced transition arrangements between classes and settings.
- Nurture and pastoral support to develop emotional wellbeing and resilience.
- Opportunities to access mentoring and trusted adults within school.
- Access to sensory resources, regulation strategies and calm spaces where required.
- Use of **Zones of Regulation desk toppers, visual prompts and self-regulation tools** to help pupils identify, understand and manage their emotions and develop independence.
- Close partnership working with carers, social workers, the Virtual School and external professionals.

At Northcote Primary School, we place a strong emphasis on attachment-aware and trauma-informed practice. We strive to ensure that looked-after and previously looked-after children feel safe, valued, included and supported to participate fully in all aspects of school life and achieve their full potential.

What Should I Do If I Have a Complaint About My Child's SEN Support?

At Northcote Primary School, we are committed to working in partnership with parents and carers and aim to resolve any concerns as quickly and positively as possible. We value open communication and encourage families to discuss any worries at the earliest opportunity so that we can work together to find a solution. Partnership with families is one of our core SEND values.

SEND COMPLAINTS PROCEDURE

How to raise a concern about your child's SEND provision

At Northcote Primary School, we value positive partnerships with parents and carers and encourage any concerns to be raised as early as possible. We are committed to working collaboratively with families to ensure that all pupils receive the support they need to thrive.

Step 1



Speak to the Class Teacher

Many concerns can be resolved through early discussion and collaborative planning.



Step 2



Contact the SENDCo

If the matter is not resolved, contact the SENDCo to review the support in place and agree any necessary next steps.



Step 3



Meet with the Headteacher

If concerns remain unresolved, arrange a meeting with the Headteacher to discuss the issue further.



Step 4



Formal Complaint

If you are still dissatisfied, you have the right to make a formal complaint through the school's Complaints Procedure, available from the school office or on the school website.

INDEPENDENT ADVICE AND SUPPORT

If you are unhappy with the outcome of the school's complaints process, you may wish to seek advice and support from the following organisations:

Liverpool & Knowsley SENDIASS (Barnardo's)

Free, confidential and impartial information, advice and support for parents, carers, children and young people with SEND.



0800 012 9066

Option 1 for Liverpool
Option 2 for Knowsley



0333 323 7768

Dedicated Helpline (IPSEA-trained advice)

Further Resolution Options

If concerns remain unresolved, families may also access:

- Disagreement Resolution Services
- SEND Mediation
- First-tier Tribunal (Special Educational Needs and Disability)

Claims may relate to admissions, exclusions, education and associated services, or a failure to make reasonable adjustments.

Liverpool Parent Carer Forum (LivPaC)

Supporting and representing families of children and young people with SEND across Liverpool.



livpacpcf@gmail.com



0151 727 5271



07504 544638



Granby Adult Learning Centre
Granby Street
Liverpool
L8 2TU



LivPaC – Liverpool Parents and Carers Forum



Liverpool Family Information & SEND Directory

Northcote Primary School is committed to working collaboratively with families to resolve concerns at the earliest opportunity and to continually improve SEND provision and outcomes for all pupils.

What support is available for me and my family?

If you have questions about SEND, or if you are finding things difficult, please contact us. We are committed to working in partnership with families and will do our best to support you, your child and your family.

You can contact our SENDCo through the school office or by email at send@northcote.liverpool.sch.uk. We are happy to discuss any concerns, answer questions and help you access appropriate support and services.

Liverpool Local Offer

The Liverpool SEND Local Offer provides information about services and support available for children and young people aged 0-25 with SEND and their families. It includes information about education, health, social care, leisure activities, transport and family support services.

- [Liverpool SEND Local Offer](#)
- [Liverpool Family Information & SEND Directory](#)

SEND Information, Advice and Support Service (SENDIASS)

Liverpool and Knowsley SENDIASS provides free, confidential and impartial information, advice and support for children and young people with SEND and their parents/carers. The service can support families with SEN support, EHCP processes, annual reviews, exclusions, transport, mediation and appeals.

Liverpool and Knowsley SENDIASS

- Website: [Liverpool and Knowsley SENDIASS](#)
- Telephone: **0800 012 9066**

Local organisations and charities

The following organisations offer support, information and advice to families of children and young people with SEND:

- [ADDvanced Solutions Community Network](#)
- [Autism Initiatives](#)
- <https://www.msdp.org.uk>
- <https://www.alderhey.nhs.uk>

National organisations and charities

- [IPSEA](#) – Independent legal advice and support for families of children with SEND.
- [SEND Family Support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

If you are unsure where to start, please contact the school by telephone, through the school office, or via **send@northcote.liverpool.sch.uk**, and we will help you find the most appropriate support for your family.

Glossary:

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

