

SEND Policy 2026-2027



Approved by:	H Harris	Date: 07-10-2026
Last reviewed on:	Sept 26	
Next review due by:	Sept 27	

Northcote Primary School

Special Educational Needs and Disability Policy

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014
- Accessibility Plan
- Safeguarding Policy

This policy was developed in collaboration with staff and governors to promote the inclusive practice and approach we have in our school and is available via the school office and website for parents/carers.

Contact Information:

Headteacher: Mr. G Anders

Name of SENCO – Mrs. G Langley

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

Assistant SENDCo: P Balfour

Contact Telephone: (0151) 284 1919 (select option 3)

Email: Send@northcote.liverpool.sch.uk

SEND Link Governor: Mrs H Harris

Email: office@northcote.liverpool.sch.uk

Designated Safeguarding Lead: Mrs L McCulloch

Email: Safeguarding@northcote.liverpool.sch.uk

Vision for SEND at Northcote Primary School:

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, including those with Special Educational Needs and Disabilities (SEND), are supported to develop confidence, independence and resilience. Through high-quality teaching, strong partnerships with families and a person-centred approach, we strive to ensure that every child can thrive academically, socially and emotionally, living out our belief that **"Great Things Happen Every Day."**

SEND Values at Northcote:

Our SEND provision is underpinned by the following values:

- **Inclusion** – Every child belongs and is valued as an important member of our school community.
- **High Aspirations** – We have high expectations for every pupil and believe all children can achieve success.
- **Child-Centred Practice** – Children's views, wishes and strengths are central to decision-making.
- **Partnership** – We work collaboratively with families, pupils, staff and external agencies.
- **Respect and Diversity** – We celebrate differences and promote equality of opportunity for all.
- **Wellbeing** – We prioritise emotional wellbeing, positive relationships and a sense of belonging.
- **Independence** – We support children to develop the skills and confidence needed for lifelong learning and future success.

Aims and Objectives of Northcote Primary School in Relation to SEND Provision:

At **Northcote Primary School**, we are committed to ensuring that every child is valued, included and supported to achieve their full potential.

To achieve our vision, Northcote Primary School aims to:

- Ensure all pupils have access to high-quality teaching.
- Identify needs as early as possible.
- Remove barriers to learning.
- Promote independence and resilience.
- Involve pupils and families in decision-making.
- Support pupils to make good progress from their starting points.
- Work collaboratively with external professionals when required.
- Meet statutory responsibilities under the SEND Code of Practice (2015).
- Prepare pupils for adulthood and future learning opportunities.

Roles and Responsibilities:

The SENDCo at Northcote Primary School is a member of the Senior Leadership Team (SLT). This policy has been developed in collaboration with staff, parents/carers and governors to promote the inclusive ethos and practices that underpin all aspects of school life at Northcote Primary School.

We recognise that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Through high-quality teaching, adaptive practice and reasonable adjustments, we seek to remove barriers to learning and development, enabling all pupils to access the curriculum, participate fully in school life and achieve their individual potential.

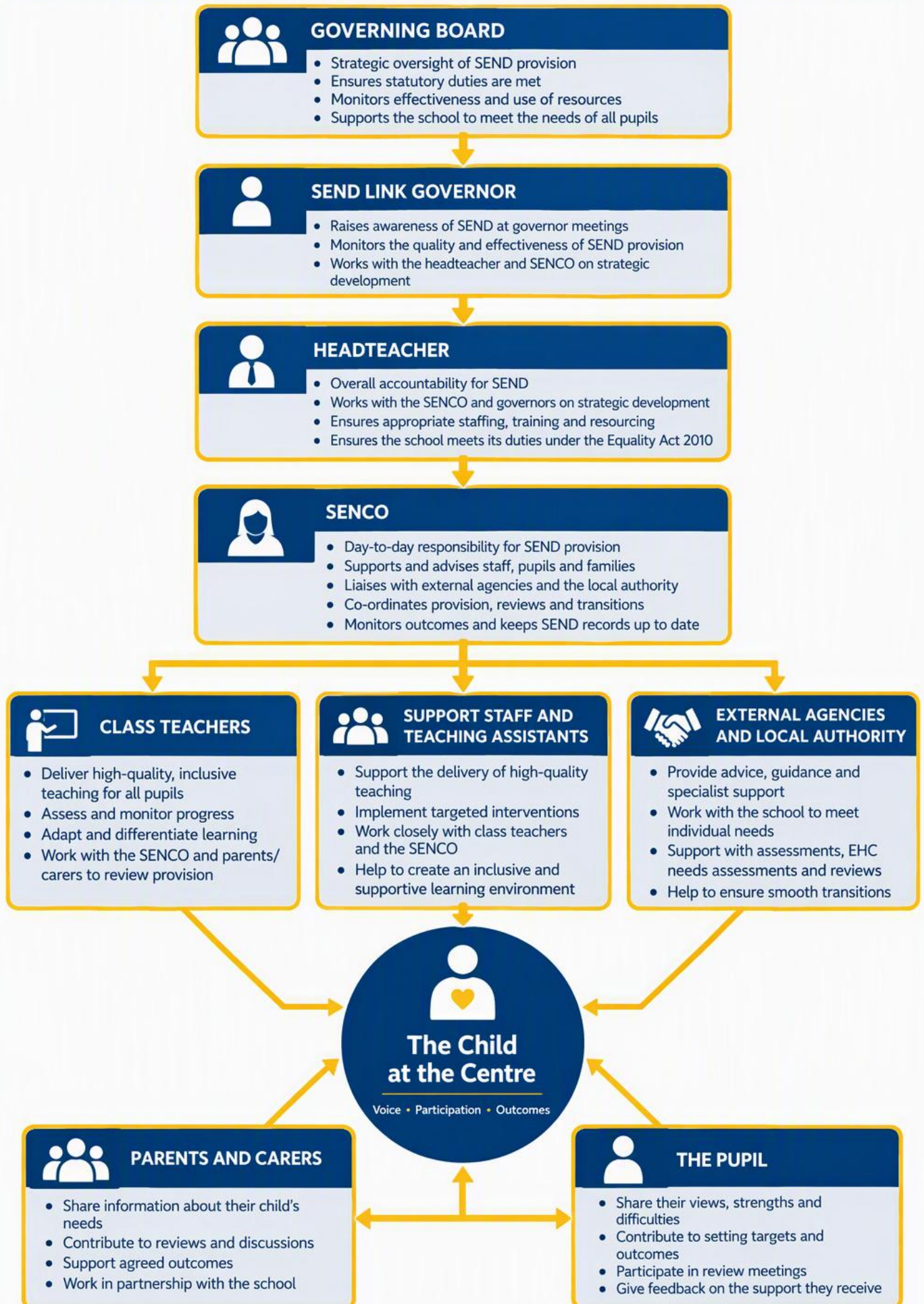
The Headteacher, Mr G Anders, works closely with the SENDCo to ensure that appropriate provision and reasonable adjustments are in place across the school. Together, they ensure that pupils with SEND have equal access to the curriculum, teaching, learning and assessment opportunities, and are supported to achieve the best possible outcomes.

The Governing Board shares responsibility for ensuring that the needs of pupils with SEND are met. The designated SEND Governor, Mrs H Harris, works alongside the Headteacher and SENDCo to monitor the effectiveness of SEND provision and support the strategic development of inclusive practice across the school.

The SEND Link Governor

The SEND Governor can be contacted via the school office on **0151 284 1919** or through the school at offi@northcote.liverpool.sch.uk.

SEND Roles and Responsibilities



Inclusion & Equal Opportunities:

At Northcote Primary School, we are committed to creating an inclusive and welcoming environment where every pupil is valued and supported to achieve their full potential. We believe that all children have the right to access a broad, balanced and ambitious curriculum, regardless of their needs or abilities.

Principles of Inclusion

At Northcote Primary School we believe:

- Every teacher is a teacher of SEND.
- High-quality teaching is the first response to pupils who may have SEND.
- All children deserve to feel valued, safe and included.
- Parents are partners in supporting their child.
- Pupil voice should be central to decision-making.
- Provision should be evidence-informed and reviewed regularly.

We are committed to removing barriers to learning and participation by making reasonable adjustments to teaching, the curriculum and the school environment. Through high-quality teaching, appropriate support and a person-centred approach, we ensure that pupils with SEND are fully included in all aspects of school life and are given every opportunity to thrive, achieve and develop independence.

Definition of Special Educational Needs (SEN) and Disability

At Northcote Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are provided with an inclusive education that enables them to achieve their potential, participate fully in school life and develop independence.

Definition of Special Educational Needs:

In accordance with Section 20 of the Children and Families Act 2014 and the SEND Code of Practice (2015), **a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.**

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, the support ordinarily available to all pupils through high-quality teaching and inclusive classroom practice.

A pupil will not be identified as having SEN solely because they are learning English as an Additional Language (EAL), are in receipt of Pupil Premium funding, have poor attendance, or are making slower progress than their peers.

Definition of Disability:

Under the Equality Act 2010, a person is considered to have a **disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.**

Some pupils with disabilities may also have **Special Educational Needs**, while others may not. The school recognises that disability and SEN are not the same, although there is often an overlap between the two.

Identifying Special Educational Needs and Disabilities at Northcote Primary School:

At Northcote Primary School, we recognise the importance of identifying children at the earliest opportunity who may be experiencing difficulties in accessing the curriculum or in their personal, social, emotional, or behavioural development. Early identification enables us to provide timely and appropriate support to help children achieve their full potential.

Before the involvement of the SENDCo, class teachers are expected to use ongoing assessment, monitoring, observation and quality first teaching strategies to identify pupils who may be making less than expected progress. Teachers work collaboratively with senior leaders through regular Pupil Progress Meetings to review attainment, progress and any emerging concerns.

Less than expected progress may be characterised by a child who:

- Is making significantly slower progress than their peers from the same starting point.
- Fails to match or improve upon their previous rate of progress.
- Does not close the attainment gap between themselves and their peers.
- Experiences a widening attainment gap.

We recognise that slow progress and low attainment do not automatically indicate the presence of a special educational need and should not, in isolation, result in a pupil being identified as having SEND. However, these factors may be indicators of a learning difficulty or disability that requires further investigation. Equally, attainment in line with chronological age does not necessarily mean that a child does not have SEND. Some difficulties and disabilities occur across the full range of cognitive ability and, if left unaddressed, may lead to frustration, reduced self-esteem, disengagement from learning, or emotional and behavioural difficulties within school and at home.

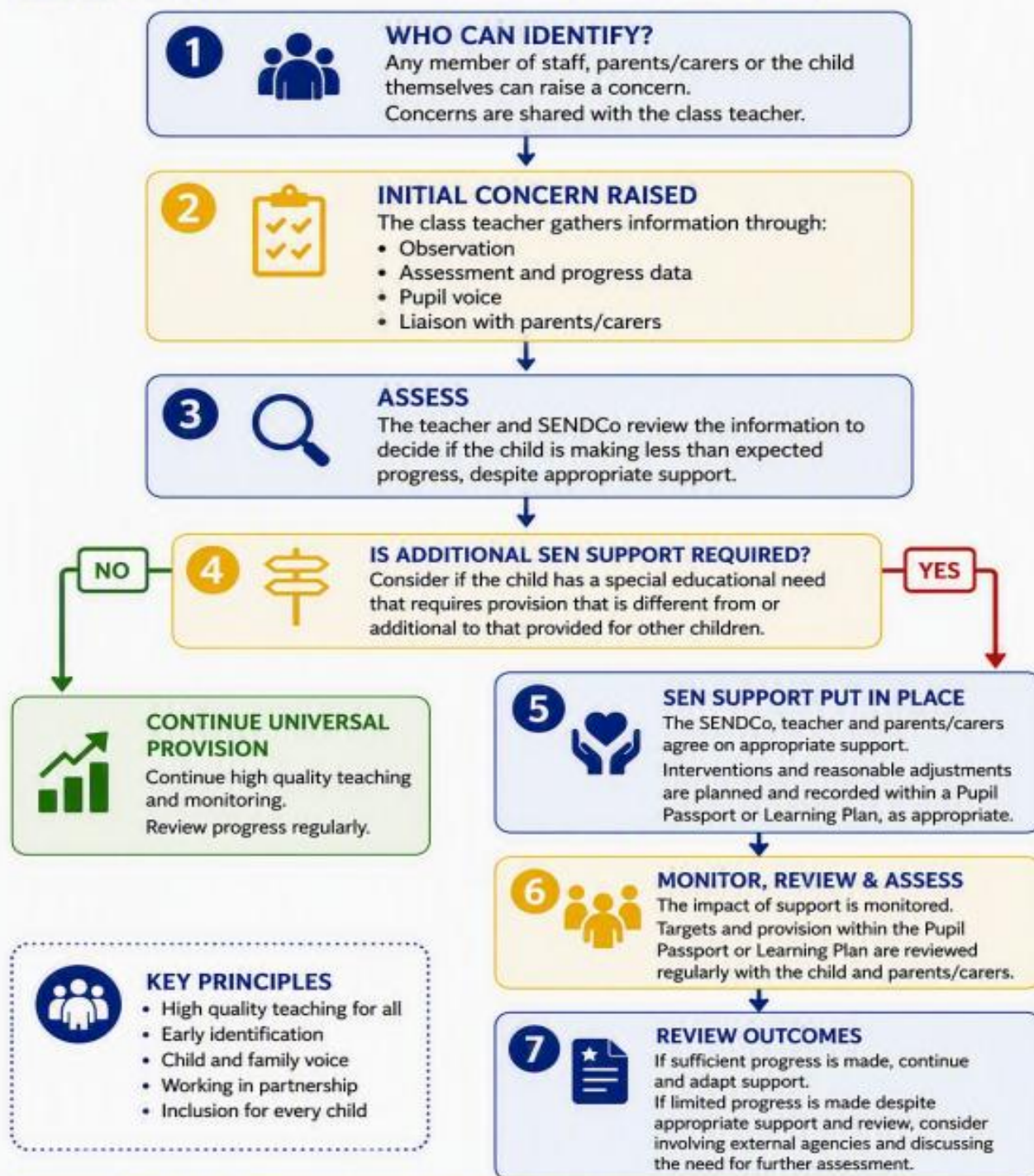
We place great value on working in partnership with parents and carers throughout this process. We actively listen to and consider parental concerns regarding their child's development, wellbeing and progress. By working collaboratively with families, we aim to build a comprehensive understanding of each child's strengths and needs, ensuring that support is tailored effectively and outcomes are meaningful and achievable. This commitment to consultation with parents and carers is also reflected within Northcote's SEND Information Report.



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.

Four Broad Areas of Need

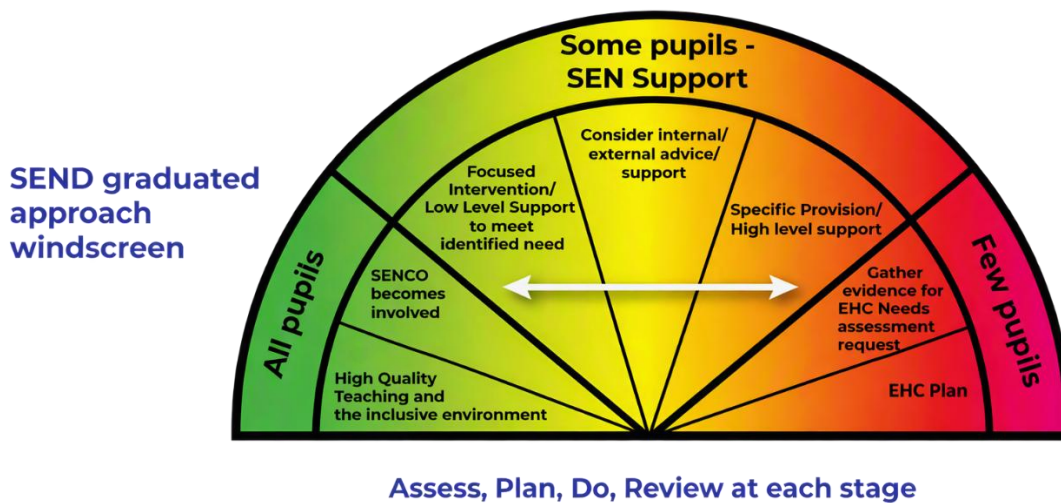
At Northcote, when a pupil is identified as having SEND, we will identify the pupil's primary area of need within one of these four broad areas. We recognise that pupils may have needs across more than one area and that these needs may change over time.

The **SEND Code of Practice (2015)** identifies four broad areas of special educational need and disability (SEND), which help schools to identify pupils' needs and plan appropriate support. These areas are:

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

SEND Graduated Approach



The **SEND Graduated Approach Windscreen** provides a visual model of how support is delivered and adjusted at Northcote according to a child's individual needs.

The windscreen demonstrates that **all pupils** benefit from high-quality teaching, effective differentiation, and an inclusive learning environment. Where a pupil requires additional support to access learning or make expected progress, targeted interventions and provision may be introduced. For a smaller number of pupils with more complex or significant needs, specialist advice, enhanced provision, or an Education, Health and Care (EHC) Plan may be required.

A child's needs can change over time. Support is therefore flexible and responsive, allowing pupils to move between levels of provision as their needs develop or reduce.

Movement through the Graduated Approach

Whilst there is no fixed timescale for a child to move through the stages of the SEND Graduated Approach Windscreen, progression is determined by the **nature, severity and persistence of need**, rather than the length of time a child has been receiving support. Before considering movement to higher levels of provision, the school would expect recommendations from any involved external agencies to have been fully implemented, monitored and reviewed. Over a period of time to provide sufficient time to assess the impact of interventions and specialist advice through the Assess, Plan, Do, Review cycle. **However, where needs are particularly complex or severe, progression may occur more quickly if evidence indicates that a higher level of support is required.**

Decisions regarding SEND support are informed through the graduated approach of **Assess, Plan, Do, Review**, ensuring that interventions and provision are regularly monitored and evaluated for effectiveness.

Parents and carers play a vital role throughout this process. We work collaboratively with families, pupils, school staff, and, where appropriate, external professionals to identify strengths, understand needs, review progress, and plan the most appropriate support.

Levels of SEND Provision

School-Based SEND Provision (SEND Support)

Pupils identified as having Special Educational Needs and/or Disabilities (SEND) and requiring support that is additional to or different from that ordinarily available will be placed on the school's SEND Register.

On the school census, these pupils are recorded using the code **K (SEND Support)**.

Education, Health and Care (EHC) Plans

Some pupils may have complex, significant, or long-term needs that require support beyond that which can reasonably be provided through the school's SEND Support arrangements. In these circumstances, the school, in partnership with parents/carers and relevant professionals, may request an **Education, Health and Care Needs Assessment (EHCNA)** from the Local Authority.

Where an assessment determines that additional provision is required, an **Education, Health and Care (EHC) Plan** may be issued. An EHC Plan is a legally binding document that sets out:

- The child's special educational needs
- The outcomes sought for the child or young person
- The educational, health, and social care provision required to meet those needs
- Any additional funding or resources necessary to support the provision

On the school census, these pupils are recorded using the code **E (EHC Plan)**.

Graduated Levels of Support

At Northcote Primary School, support is provided at different levels according to a child's individual needs and is reviewed regularly to ensure that provision remains appropriate and effective.

Universal Support

High-quality teaching, reasonable adjustments, and inclusive classroom practice available to all pupils.

Emerging Needs

Additional monitoring and targeted strategies are implemented where concerns arise regarding a pupil's learning, communication, social interaction, physical development, or emotional wellbeing.

Targeted Support (SEND Support)

Provision that is additional to or different from that ordinarily available, delivered through a SEND Support Plan and reviewed regularly using the graduated approach.

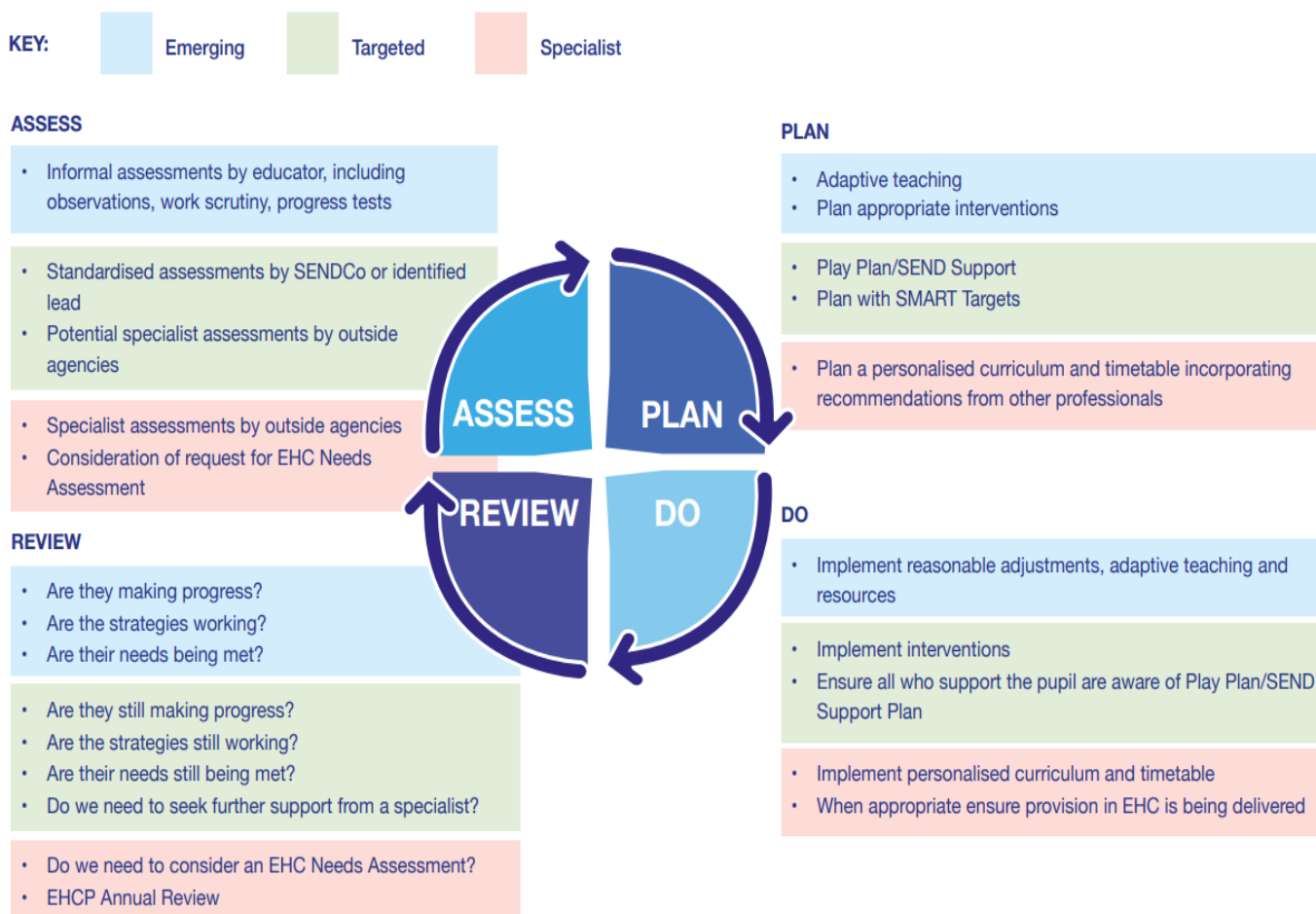
Specialist Support (EHC Plan/High Needs Provision)

Highly personalised support involving specialist professionals and, where appropriate, an EHC Plan to ensure needs can be met effectively.

This graduated approach ensures that every child receives the right level of support at the right time and that provision is regularly reviewed in partnership with parents/carers, pupils, and professionals.

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.



Evaluating Effectiveness of SEND Provision

At Northcote, provision and support are monitored and reviewed at least three times during the academic year and progress communicated with parents both informally and formally during parents' evenings and through written reports.

Evidence is gathered through a range of sources to assess need and evaluate progress, including:

- **Pupil Passports** – Person-centred profiles that identify a pupil's strengths, interests, aspirations, areas of need, successful strategies and any involvement from external agencies.
- **Provision Maps** – Records of interventions, targeted support and reasonable adjustments implemented to meet identified needs, alongside regular reviews of their impact.
- **Pupil Progress Meetings** – Termly SEND-focused meetings involving class teachers, senior leaders and the SENDCo to review progress, identify barriers to learning and agree next steps.
- **Assessment and Attainment Data** – Ongoing analysis of attainment, progress and wider outcomes to support the early identification of need and evaluate the effectiveness of provision.
- **Pupil Voice** – The views, wishes and feelings of pupils, gathered through discussions and contributions to their Pupil Passports and review processes.
- **Parent and Carer Feedback** – Information gathered through regular communication, review meetings, Parents' Evenings and formal reporting processes.
- **Review of Interventions, Strategies and Reasonable Adjustments** – Regular evaluation of support to ensure provision remains appropriate, effective and responsive to the changing needs of the pupil.

These processes enable staff to evaluate the effectiveness of provision, identify next steps and ensure that High-Quality Teaching remains the foundation of support for all pupils. Staff are supported through ongoing professional development and training to continually strengthen inclusive classroom practice.

The effectiveness of SEND provision is monitored and reviewed regularly through a range of quality assurance processes, including:

-  Governors & SEND Governor Meetings
-  Weekly SLT Meetings
-  Weekly Staff Meetings
-  Termly Pupil Progress Reviews
-  Termly Parent Consultations
-  Termly Pupil Voice

Removing a Pupil from the SEND Register:

A pupil may be considered for removal from the SEND Register when they are consistently able to access learning and make sustained progress through High Quality Teaching and

ordinarily available provision, without the need for additional SEND support. Decisions regarding removal from the SEND Register are based on a range of evidence, including:

- Attainment and progress data
- Teacher assessments and observations
- Review of interventions and support
- Pupil voice
- Parent/carer views
- Advice from external professionals, where appropriate

The decision to remove a pupil from the SEND Register is made collaboratively with parents/carers and, where appropriate, the pupil. Following removal from the register, the pupil's progress will continue to be monitored through the school's standard assessment and monitoring systems to ensure that positive outcomes are sustained

Working in Partnership with Parents & Carers

At Northcote Primary School, we recognise that parents and carers play a vital role in supporting their child's education and development. We are committed to working in close partnership with families and ensuring that they are fully informed and involved in decisions regarding their child's Special Educational Needs and Disabilities (SEND).

We value regular communication with parents and carers and encourage them to share information, concerns, and aspirations for their child. Parents are involved throughout the graduated approach to SEND support, including assessment, planning, implementation, and review of provision.

Our **SEND Information Report** is reviewed regularly and is available on the school website or as a printed copy upon request. The report provides detailed information about the SEND provision available within school and how children and families can access support.

Parents and carers can access our SEND Information Report via the link below:

[View our SEND Information Report](#)

We also signpost families to the **Liverpool Local Offer**, which provides comprehensive information about services, support, activities, and resources available for children and young people with SEND across Liverpool and the wider Merseyside area.

Liverpool Local Offer

[View the Liverpool Local Offer](#)

In addition to information about the personalised support available for individual pupils, families can find further details about:

- The school's Admissions Policy
- Links with external agencies and specialist support services
- The school's Accessibility Plan
- Support available for pupils with medical needs
- Transition arrangements
- Our approach to identifying and supporting pupils with SEND

Additional information can be accessed through our school website:

Admissions

[View Admissions Information](#)

SEND Information

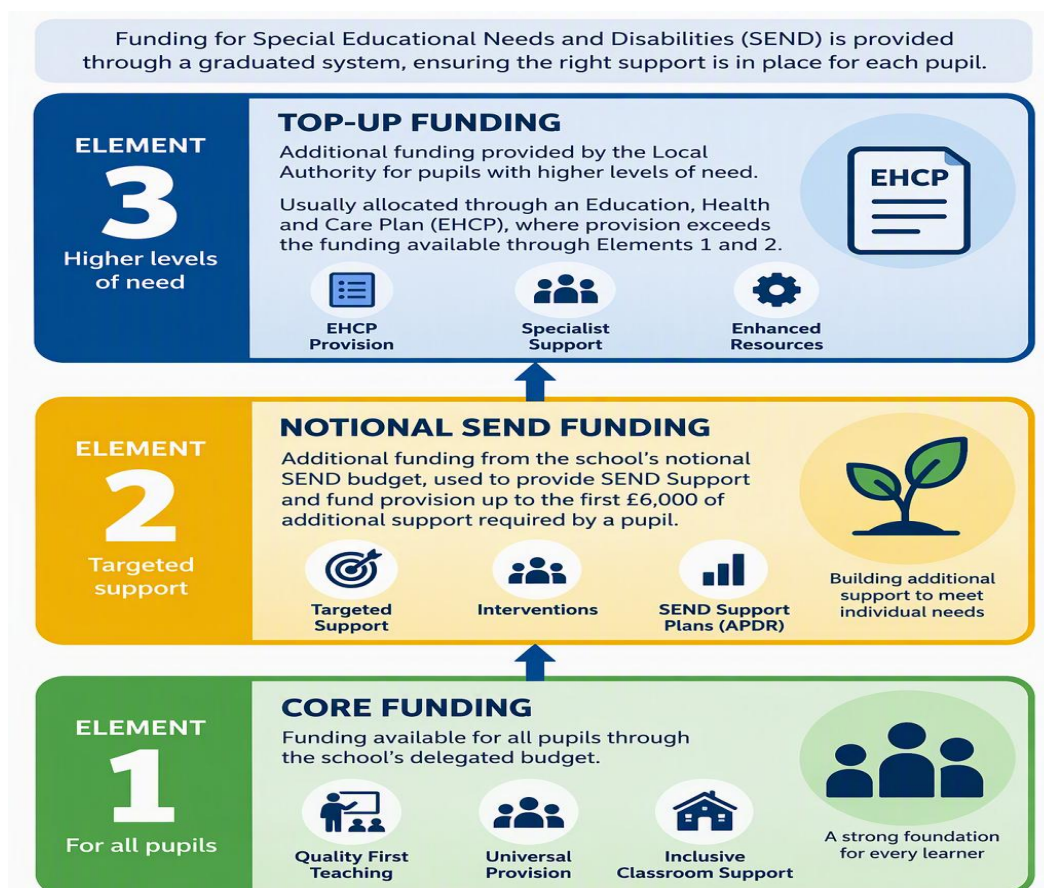
[View SEND Information](#)

Through strong partnerships with families, external agencies, and the wider community, we are committed to ensuring that every child receives the support they need to achieve their potential, participate fully in school life, and thrive within our inclusive school community.

SEND Funding

Northcote Primary School receives funding from the Local Authority to support pupils with Special Educational Needs and Disabilities (SEND). This funding forms part of the school's overall budget allocation and includes a notional SEND budget, which is used to provide additional support and provision for pupils with identified needs.

The Headteacher and SENDCo work closely together to ensure that SEND funding is used effectively to meet the needs of pupils and improve outcomes.



The school deploys its SEND resources according to individual pupil needs and may use funding to provide:

- Specialist interventions and targeted support.
- Additional adult support where appropriate.
- Specialist equipment, resources, and assistive technology.
- Staff training and professional development.
- Advice and support from external agencies and specialist services.

SEND & Medical Needs

At Northcote Primary School, we recognise that some pupils with Special Educational Needs and Disabilities (SEND) may also have medical conditions that impact upon their learning, wellbeing, attendance, or access to school life. We are committed to ensuring that these pupils receive coordinated and effective support so that they can fully participate in all aspects of school life, including educational visits, extracurricular activities, and physical education.

We work closely with parents/carers, healthcare professionals, and external agencies to identify and meet pupils' medical needs. Where appropriate, Individual Healthcare Plans are developed and reviewed regularly to ensure staff are aware of the support and procedures required.

Some pupils with medical needs may also be disabled under the Equality Act 2010. In these circumstances, the school will make reasonable adjustments to ensure that pupils are not disadvantaged and can access the curriculum, facilities, and opportunities available to their peers.

Where a pupil has both SEND and a medical condition, the school adopts a holistic approach to support. Medical needs are considered alongside educational, social, emotional, and communication needs when planning provision. Where a pupil has an Education, Health and Care Plan (EHCP), medical needs are incorporated into the wider planning, provision, and review process.

The SENDCo works in partnership with families, school staff, healthcare professionals, and other agencies to ensure that appropriate support is in place and that any barriers to learning are identified and addressed at the earliest opportunity.

SEND & Attendance

At Northcote Primary School, we recognise that some pupils with SEND may experience additional barriers to attending school regularly. These barriers may arise from a pupil's special educational needs, disability, medical condition, social, emotional or mental health needs, or difficulties accessing the school environment.

We are committed to promoting excellent attendance for all pupils and recognise that children with SEND have the same entitlement to a full-time education as their peers. The attendance ambition for pupils with SEND is therefore the same as for all pupils; however, we acknowledge that some pupils may require additional support, reasonable adjustments and a personalised approach to achieve this.

Where attendance concerns are identified, the school will work collaboratively with pupils, parents/carers, external agencies and relevant professionals to understand and address any

barriers to attendance. Support may include adaptations to routines, transition support, pastoral interventions, reasonable adjustments, multi-agency involvement or the implementation of individual attendance support plans where appropriate.

Our approach to supporting pupils whose attendance is affected by their SEND is detailed within the school's Attendance Policy and reflects the principles of early intervention, partnership working and inclusive practice. Attendance is regularly monitored as part of the school's wider provision for pupils with SEND and is considered during review meetings, Pupil Progress Meetings and Annual Reviews for pupils with an EHCP.

[Further Attendance information is available on the school's website or upon request from the school office.](#)

SEND & Safeguarding

At Northcote Primary School, we are committed to safeguarding and promoting the welfare of all children. We recognise that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable to abuse, neglect, exploitation and bullying, and may face additional barriers when recognising, reporting or communicating concerns.

Some pupils with SEND may experience difficulties with communication, social understanding, emotional regulation or expressing their views and feelings. These factors can make it more challenging for staff to identify indicators of abuse or for children to seek help independently. Staff therefore maintain a high level of vigilance and consider any changes in presentation, behaviour, attendance or emotional wellbeing when monitoring pupils with SEND.

All staff receive regular safeguarding training and are aware of the additional safeguarding needs of children with SEND. The Designated Safeguarding Lead (DSL), SENDCo and pastoral staff work closely together to ensure that pupils receive appropriate support and that any concerns are identified and acted upon promptly.

Where necessary, reasonable adjustments and additional support are put in place to help pupils with SEND understand how to keep themselves safe, develop positive relationships and communicate any worries or concerns. The views, wishes and feelings of the child remain central to all safeguarding decisions.

[Further information about safeguarding procedures, pastoral support and the measures in place to support pupils with SEND can be found in the school's Safeguarding and Child Protection Policy which is available on the school's website or upon request from the school office.](#)

Admission Arrangements

Northcote Primary School is committed to providing an inclusive education for all children. Pupils with Special Educational Needs and Disabilities (SEND) are admitted in accordance with the school's admissions policy and the Local Authority's coordinated admissions procedures.

The school welcomes applications from all children, including those with SEND and disabilities. We work closely with parents, carers, previous settings, and external agencies to ensure appropriate support is planned and implemented as early as possible.

Where a pupil has an Education, Health and Care Plan (EHCP) that names Northcote Primary School, the school will admit the pupil in accordance with the Children and Families Act 2014.

The school does not discriminate against pupils with SEND or disabilities and makes reasonable adjustments to support a successful transition into school.

Accessibility Arrangements

Northcote Primary School is committed to ensuring that disabled pupils are not treated less favourably than other pupils and can participate fully in all aspects of school life.

We achieve this through:

- An inclusive ethos that values diversity and promotes equality of opportunity.
- Reasonable adjustments to teaching, learning, policies, and procedures where required.
- Adaptive teaching and personalised support to meet individual needs.
- Staff training to develop knowledge and understanding of SEND and disability.
- Close partnership working with parents, carers, and external professionals.

To support access to education and school life, the school may provide:

- Adapted resources and equipment.
- Assistive technology and communication aids.
- Personalised support plans and risk assessments.
- Access to sensory and regulation resources.
- Support from specialist services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, and SEND advisory teams.
- Adjustments to educational visits, extracurricular activities, and school events to ensure participation for all pupils.

Accessibility Plan

The school's Accessibility Plan outlines how we will continue to improve access for disabled pupils by:

- Increasing participation in the curriculum through inclusive teaching practices, reasonable adjustments, and appropriate support.
- Improving the physical environment to enable pupils with disabilities to access the education, benefits, facilities, and services provided by the school.
- Improving the availability of information through accessible formats, visual supports, and alternative methods of communication where required.

The Accessibility Plan is reviewed regularly and is available on the school's website or upon request from the school office.

Workforce Development and Continuous Professional Development

Northcote Primary School is committed to ensuring that all staff have the knowledge, skills, and confidence to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

All new staff, including permanent staff, temporary staff, and Initial Teacher Trainees (ITTs), participate in an induction programme. This includes guidance from the SENDCo on the school's SEND procedures, graduated approach, provision mapping systems, referral processes, and strategies used to support pupils with additional needs.

The professional development needs of all staff are identified through performance management, school improvement priorities, and the emerging needs of pupils. A programme of SEND-focused training and professional development is planned throughout the academic year, and all staff are encouraged to engage with relevant learning opportunities, as detailed within the school's SEND Information Report.

Training may include areas such as:

- Adaptive teaching and inclusive classroom practice.
- Autism Spectrum Condition (ASC).
- Speech, Language and Communication Needs (SLCN).
- Social, Emotional and Mental Health (SEMH) needs.
- Trauma-informed and attachment-aware practice.
- Specific Learning Difficulties (SpLD), including dyslexia.
- Medical needs and supporting pupils with health conditions.
- The use of assistive technology and reasonable adjustments.

The SENDCo regularly attends School Improvement Liverpool SEND briefings, Local Authority SEND networks, and other professional development opportunities to remain informed about current legislation, guidance, research, and best practice. The school also works collaboratively with external agencies and local school networks to share expertise and further develop inclusive practice.

Through ongoing training and professional development, Northcote Primary School aims to ensure that all staff are equipped to support pupils with SEND effectively and promote positive outcomes for every child.

Links with External Agencies:

Northcote recognises that it may not be able to meet all of the needs of every pupil through its own provision alone. Where appropriate, and with parental consent, the school works closely with a range of external professionals and agencies to ensure pupils receive the support they need to achieve positive outcomes.

These services may include:

- **Speech and Language Therapy (SALT)** services
- **Educational Psychology Service**
- **Occupational Therapy (OT)**

- **Physiotherapy Services**
- **Community Paediatricians and Health Professionals**
- **School Nursing Service**
- **Neurodevelopmental Assessment Pathways** (including Autism and ADHD assessments)
- **Mental Health Support Team (MHST)**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **Specialist Education Services** and Inclusion Teams
- **Sensory Support Services** for pupils with hearing or visual impairments
- **Education Welfare and Attendance Services**
- **Children's Social Care**
- **Family Support Services and Early Help**
- **Virtual School Team** for Children Looked After and previously looked after children
- **Targeted Youth and Community Services**
- **Liverpool SEND Information, Advice and Support Service (SENDIASS)**
- **Local Authority SEND Team**

Storing and Managing Information

Northcote Primary School is committed to ensuring that information relating to pupils with Special Educational Needs and Disabilities (SEND) is stored and managed securely, confidentially, and in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

The school uses **CPOMS** and its **provision mapping system** to securely record, monitor, and manage SEND information, including assessments, support plans, interventions, communication with parents and external agencies, and records of pupil progress.

Access to SEND information is restricted to relevant staff who require it to fulfil their professional responsibilities. Information is shared on a need-to-know basis and in line with the school's Data Protection and Confidentiality Policies.

Pupil records are maintained securely and retained in accordance with statutory guidance and the school's records management procedures. Parents and carers have the right to access information held about their child in accordance with data protection legislation.

The school works closely with parents, carers, and external agencies to ensure that information is accurate, relevant, and used appropriately to support pupils' educational, social, emotional, and developmental needs.

Reviewing the Policy

This SEND Policy will be reviewed annually as part of the school's policy review cycle. The policy may be reviewed earlier if there are changes to legislation, statutory guidance, local authority procedures, or best practice relating to Special Educational Needs and Disabilities (SEND).

Northcote Primary School is committed to working collaboratively with pupils, parents and carers, staff, governors, and external professionals in the development and review of this policy. This ensures that our SEND Policy reflects current practice and continues to meet the needs of our school community.

Related Policies and Documents

This policy should be read alongside the following school policies and guidance documents:

- Equality Policy
- Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEND Information Report (available on the school website)
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Attendance Policy
- Remote and Blended Learning Accessibility Plan
- Statutory Guidance: *Supporting Pupils at School with Medical Conditions* (DfE, April 2014)

Complaints Procedure

At Northcote Primary School, we value positive partnerships with parents and carers and aim to resolve concerns at the earliest opportunity.

Parents and carers who have concerns about SEND provision should initially discuss these with their child's class teacher or the SENDCo. Most concerns can be resolved through discussion and joint working.

If concerns remain unresolved, parents and carers may follow the school's formal Complaints Procedure. A copy of the Complaints Policy is available on the school website or can be obtained from the school office upon request.

Parents and carers may also seek advice and support from the Local Authority's SEND Information, Advice and Support Service (SENDIASS).