

Draft Special Educational Needs and Disability Policy

DATE FINALISED – JANUARY 2025

DATE TO BE REVIEWED – JANUARY 2026

New Park Primary School



Section 1

Name of SENDCO – Mrs E. Batchelor

National Award for SEND Coordination (NASCO) Status – Completed and passed

Contact Details of SENDCO – 0151 263 4447

The SENDCO will be contactable during school hours and will use their best endeavours to respond within 48 hours of contact being received by the school, please expect any responses to be made during working hours and in term time.

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

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

Our School Governing Board also has a Governor with responsibility for SEND – Catherine McAdam.

Section 2

Aim :

At New Park Primary School we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability, our school provides a focus on outcomes for children and young people and not on the hours of provision/support.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives:

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

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

Section 3: Identifying Special Educational Needs and Disabilities

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

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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having an SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

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

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

Throughout the process of identifying a child /young person as having SEND, the SENDCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the **Graduated Approach** (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, broader needs. The school will not delay in putting in rigorous interventions designed to secure better progress, where required.

Section 4: The Graduated Approach

The Graduated Approach starts at a whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for ALL pupils, however for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

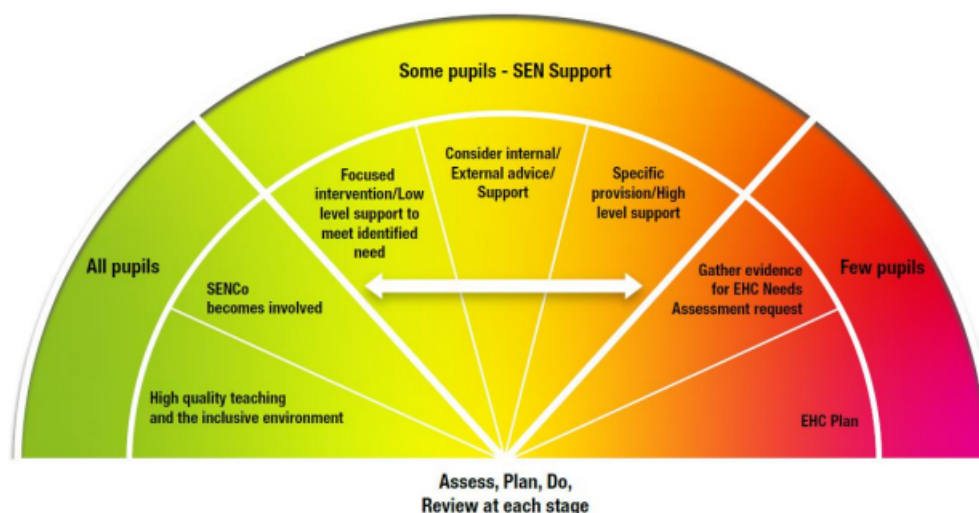
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching
- A decision on special educational provision is made by the school, after collating and considering all the information provided by teachers, the SENDCo and parents/carers about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, the school will seek the advice from external agencies and professionals by making the appropriate referrals.

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

The school follows the graduated approach as part of high quality teaching in order to monitor the progress of the pupil, what is working well and what a pupil requires more support with.



The 'SEND windscreen' shows how the graduated approach works at each level of support.



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

All the children and young people are monitored termly at pupil progress meetings, as part of the whole school monitoring process, but also in terms of their additional support. Teachers meet with parents to review students' targets as recorded on their Individual Learning Plan (ILP) three times per year, at parent's evenings. Decisions about relevant targets as well as whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle i.e. at parent's evenings.

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

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is published on our website and available as a printed copy on request at our Reception and is updated regularly. We guide parents towards the LA Local Offer <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area.

In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other external support agencies
- Our arrangements for examination and assessment access
- Our transition arrangements (from class to class, school to school)

Person-centred ways of working (non-exhaustive):

- Parent surveys, frequent communication with parents
- Student surveys, pupil voice at ILP/EHCP reviews
- To champion the issue of special educational needs within the work of the governing board and to have specific oversight of the school's arrangements and provision for meeting special educational needs.
- Review results of surveys to identify areas for further development to ensure students with SEND feel well-supported throughout their school journey, and to build a school community that is as inclusive as possible.

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

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

Section 8: Monitoring and Evaluation of SEND

To ensure high quality provisions and support for our pupils we:

- Complete regular Learning Walks to identify good practice and areas for development within the staff body
- Audit parent views, pupils' views, staff views
- Work with the Governor for SEND
- Develop Department Action Plans, Self-Evaluation Forms and the School Development/Improvement Plan to ensure continual review and reflection on best practice for SEND

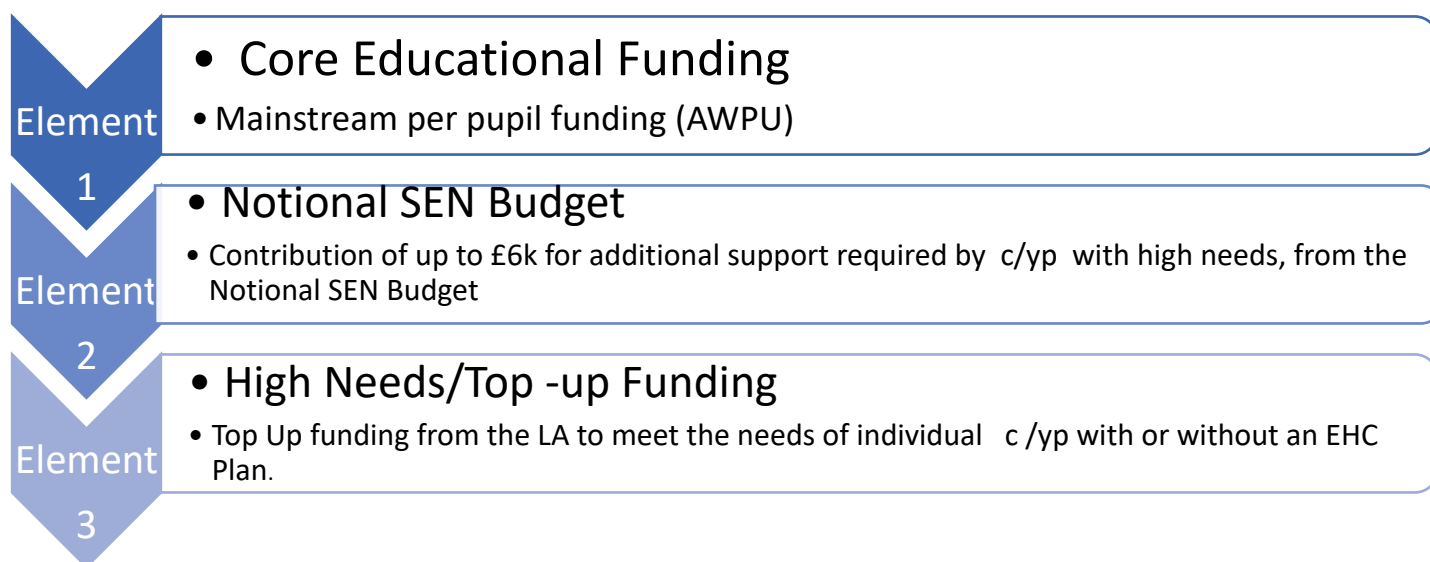
Section 9: Resources and Training

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each

school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENDCO.

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



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Workforce Development and CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access/attend these sessions. The school's SENDCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENDCOs and Schools.

Section 10: Roles and Responsibilities

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

The Role of the SENDCO

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

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

There are other key colleagues that have a significant impact on the progress and development of our children and young people at New Park Primary School these include;

- The SEND Governor is Catherine McAdam she meets with the SENDCO (state how often) and monitors the progress of pupils/students with SEND
- The school employs 17 members of support staff. They carry out a range of roles across the school and are line managed by Emma Batchelor (SENCO) They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Rob Povey.
- The member of staff responsible for Looked After Children is Rob Povey.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are Sara Mitchell. Medical can be administered by all members of the Senior Leadership Team.

Section 11: Storing and Managing Information

Please refer to the whole-school data protection policy.

Section 12: Reviewing the Policy

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

Section 13: Accessibility

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

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

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

Section 14: Other Policies Relating To SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Supporting Medical Conditions Policy

Section 15: Dealing with Complaints

Any complaints should first be raised with the SENDCo, then if necessary with the Headteacher. Following this, should the matter be unresolved the complaint will be raised with the Chair of Governors. All complaints follow the school's complaints procedures.

Compliance

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

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012