Monksdown Primary School

Policy for Special Educational Needs and Disabilities

(SEND)

INTRODUCTION

- The school SENDCo (Special Educational Needs and Disability Co-ordinator) is Mrs Maria White.
- email: senco@monksdownprimary.co.uk Telephone: 0151 226 1606
- Mrs White is an experienced SENDCo and has been a SENDCo for 30 years (prior to 2009)
- Mrs Perkins works in school one day per week as an experienced SENDCo with over sight of EYFS. and completed the National Award for SEN in June 2018.

- The Headteacher, Mrs J Price works closely alongside the SENDCo team to ensure reasonable adjustments and adaptations are made to the curriculum, teaching and learning for all children, including those with Special Educational Needs and/or Disability (SEND)

This policy explains how Monksdown Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010, Children's and Families Act 2014)

Definition of Special Educational Needs and Disabilities.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher. The class teacher will then make contact with the SENDCo if they feel further advice and support is needed.

The SEND Information Report and School's Contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The Special Educational Needs Information Report and School's**

Contribution to the Local Offer is available from the school office and the school's website: https://monksdownprimary.co.uk

Monksdown Primary School is a large mainstream primary school. We have three classes per year group. We believe that every staff member is a teacher of every child or young person, including those with SEND. Good practice for pupils with special educational needs is good practice for all. We endeavour to ensure all children are included and thrive within our setting.

Our School Moto is 'Where Children Come First.'

POLICY AIMS

- Our school community aims to provide an inclusive education that allows all children to reach their full potential within a safe, happy and creative environment. We believe that pupils learn in different ways and adapt our teaching to support this. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain an ethos that encourages curiosity, a life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures. Each child is encouraged to be the best version of themselves.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We have high expectations for all pupils, including those with additional or special educational needs.
- We aim to provide full access to the National Curriculum whenever we can and to encourage success and participation for all pupils.
- We aim to continually raise the aspirations of and expectations for all children with SEND. Our school provides a focus on outcomes for children and young people.
- We aim to create an inclusive environment that recognises all needs of children with SEND and provides a broad and fulfilling educational experience which prepares each individual for transition to Secondary School.

POLICY OBJECTIVES

In order to achieve these aims, we will:

- Use our best endeavours to make sure that any child with SEND is identified early and receives the right support through high quality teaching.

- Ensure that students with SEND are given equal opportunities to engage in activities alongside their peers whenever possible;
- Operate a “whole child, whole school” approach to the management and provision of support for SEND;
- Identify children with SEND as early as possible and make appropriate adaptations through using appropriate teaching methods and intervention when necessary;
- Identify children of all ability who are underachieving, act upon this and support children to make optimum progress;
- Provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND Policy

- Provide support and advice for all staff working with children with special educational needs.

- Develop effective and supportive partnerships with parents/carers in the education of their child and involve parents/carers and children SEND process;
- Produce an annual SEN Information Report.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Monksdown Primary School, the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school’s Policy on Teaching and Learning;

It is really important that in school we identify children who experience difficulties accessing learning and general school life as early as possible. This is achieved through continual use of classroom observations and assessments of all children and is known as ‘The Graduated Response’ as identified in the Code of Practice. Information is gathered on pupils prior to them starting in Reception classes at Monksdown Primary School through visits to EYFS providers by the EYFS lead and SENDco and conversations are had with previous schools for in-year transfers. Once attending Monksdown, progress is tracked on a half termly basis and where appropriate, more frequently than this. Class teachers initially discuss concerns with the SLT (Senior Leadership Team) and SENDco at Pupil Progress meetings. If further action is deemed necessary, parents are informed immediately by the class teacher and appropriate support put in place. All criteria for defining Special Educational Needs and Disabilities are in accordance with Liverpool Education Authority policy.

A strong foundation in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) is central to our graduated approach to early support. High quality teaching, careful observation, and responsive provision ensure that all pupils’ needs are addressed at their stage of development before any consideration of SEND identification. Staff recognise that children develop at different rates, and factors such as being summer born may influence a child’s early progress. Where developmental variation is evident, the school prioritises targeted early intervention and continued monitoring to determine whether a child’s needs reflect typical developmental delay or potential SEND. Assessments—formal or informal—are used only when necessary to build a clear, evidence based understanding of a pupil’s strengths and barriers to learning. This ensures that any SEND identification is timely, accurate, and rooted in a holistic picture of the child’s development rather than premature labelling.

The Early Years Foundation Stage (EYFS) places a strong emphasis on oracy development as a foundation for learning, social interaction, and emotional wellbeing. Staff closely monitor children's communication skills through daily observation, high quality interactions, and responsive provision. Where concerns arise regarding speech, language, or communication, the school implements targeted early support and continues to track progress over time. If difficulties persist, the school will make timely referrals to external agencies—such as Speech and Language Therapy—to ensure children receive specialist assessment and intervention when required. All decisions, observations, and referral processes are carried out in full consultation with parents, recognising their central role in understanding their child's communication development and ensuring a collaborative, supportive approach.

Indicators for identification of a Special Educational Need could be that despite appropriate, good high quality first teaching, intervention and differentiated learning experiences, and taking into account the child's age and stage of development:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following additional support, a child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies commissioned directly by school or services commissioned through Local Authority Services such as the Educational Psychologist, or a Specialist Teacher from SENISS. Some children may receive support from our National Health Service (NHS) colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. The SENDco can also make referrals to the ASD /ADHD teams at Alder Hey, following the application of the graduated response and conversations with parents. Any recommendations shared with the school by these agencies are carried out by staff within the school where possible in liaison with the appropriate agency. Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- Disadvantaged
- Free School Meals (targeted over the last 6 years)
- English as an Additional Language (EAL)

- Being in receipt of Pupil Premium Funding
- Being a Child Looked After (CLA)
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEND, however we recognise that all behaviour is communication. Any concerns over a child's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause. We follow a trauma informed approach to teaching all children and ensure that our classrooms are both dyslexia friendly and ASD family. Class rooms are set up to create a calm learning environment in which children can thrive.

We have an inclusive approach to teaching. with all classrooms having visual timetables displayed at the front in order to support consistency and routine.

THE GRADUATED APPROACH TO SEND SUPPORT: Assess - Plan - Do - Review

The key principles:

- All class teachers are responsible and accountable for the progress, support and development of the pupils in their class, including those pupils who access support delivered by teaching assistants or specialist staff. All children are included in all lessons through an ethos of High Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012); Class teachers must be aware of children's progress within interventions and be able to share this in pupil progress meetings or at any other time it is requested.
- High quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school; When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's EHCPs (Education Health Care Plans), Individual Education Plans (IEPs), Personalised Provision Plans (PPPs) and/or Pupil Profiles. Additionally, teachers adapt teaching and learning as appropriate for children with barriers to learning and disabilities.

	WHAT	WHO	HOW
	Initial Concern	Parents / School	Professional Dialogue, Discussions with Parents Classroom observation

			Pupil Progress Meetings
	Classroom adaptations, reasonable adjustments and/or targeted support in class	Class teacher Teaching Assistants	Examples may include: Classroom positioning Organisations Aids (task cards) Coloured Overlays Focus Group with CT/TA Wobble cushions / chair bands Writing slopes
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the Class Teacher	Small group support for limited period - within the classroom where possible.
	Internal assessments	SENDCo	Examples may include: Dyslexia Screening / BPVS / Vernon spelling test

	WHAT	WHO	HOW
	Parents informed of intention to make additional provision	Class teacher	Class teacher arranges meeting with parents and shares targets and provision to be put inplace.
	Pupil added to SEND register	SENDCo	Added to SIMS and SEND register held by SENDco
	SEND One Page Profile created	Class teacher / parent	Class teacher in consultation with pupil and parent -Held on Insight from January 27
	Individual Leaning Plan (ILP) written (usually*) with 1, 2 or 3 Specific, Measurable, Attainable, Realistic, Timed (SMART) targets OR Personalised Provision Plan (PPP) for pupils with EHCP	Class teacher	Parents are informed throughout the ILP/PPP process. ILPs will be sent home each term and parents asked to sign and return They are encouraged to help pupils to meet their targets by supporting at home and working with school and are kept informed when targets are met and/or adjusted. Held on Insight from January 27.

	WHAT	WHO	HOW
	Teaching towards ILP targets or Delivery of Personalised Curriculum through PPP managed by class teacher through High	Class teacher Teaching assistant	Short sharp intervention and targeted support – time limited with entry and exit criteria

	Quality First teaching and targeted adaptation / intervention		
	Progress towards ILP targets monitored.	Class teacher /TA	Professional dialogue between classteacher and teaching assistant.
	Review of ILP / PPP targets	Class teacher	As and when necessary but definitely at least according to ILP guidelines below
	Staff access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating pupils with SEND	All staff as directed by SLT /SENDco	As and when necessary and linked to School development plan and CDP

	Full evaluation of ILP / PPP 3 times per year and reviewed half termly	Class teacher informed by formative assessment professional dialogue with TA	Evaluations of ILPs / PPPs sent home to parents.
	SEND Pupil Profile updated annually	Class teacher / Parents / SENCo / Pupil	Significant changes mid-year will also result in a review.

The ILP Cycle

Autumn IEP

July – New ILP1 written with targets for transition to new class in September – shared with parents

October – ILP1 reviewed and interventions adapted to support progress towards target

December – ILP1 evaluated and ILP2 created with targets for January – shared with parents

Spring IEP

January - ILP 2 support starts

February – ILP2 reviewed and interventions adapted to support progress towards target

March – ILP2 evaluated and ILP3 created with targets for April – shared with parents

Summer IEP

April – ILP 3 support starts

May – ILP3 reviewed and interventions adapted to support progress towards target

July – ILP3 evaluated and new ILP1 written with targets for transition to new class in September - shared with parents

At any point in the Review Process, there are several possible outcomes:

	Outcome	Next Steps	Notes
OUTCOMES OF REVIEW	Progress is accelerated and provision needed to maintain this is commensurate with peers	Needs can now be met through classroom differentiation, adaptations and/ or intervention Removed from SEND register	Professional dialogue between teachers and SENDCo and/or consideration at Pupil Progress Meetings before decision to remove from SEND register is made. Evaluation shared and parents informed.
	Progress is good but additional provision needs to continue	New ILP/PPP written Continue with cycle to next review	Evaluation and new ILP/PPP shared with parents
	Progress remains slow/inadequate despite the use of evidence based approached and well-matched interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example: speech and language difficulty or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sought at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress and is working significantly below age related expectations.	The school is unable to fully meet the needs of the pupil through its own provision arrangements*. School and parents/carers should consider applying for an EHCP in consultation with SENDco	Education, Health and Care plans (EHCP)

PROVISION AND PROVISION MAPPING

The provision which the school makes is fully detailed in the school's Special Educational Needs Information Report and School's Contribution to the Local Offer which is available from the school office or on the website: monksdownprimary.co.uk/

- Provision for any child an existing ECHP will be in accordance with their EHCP.
- Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the class teacher and SENDCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior

Leadership Team and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

- Children will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all children's needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a child through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out following the graduated response and an application made to the Local Authority either for High Needs Top-up Funding or for a Statutory Integrated Assessment of a child's needs which may result in an Education, Health and Care Plan (EHCP) being agreed and developed. Further information on this process may be found at https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=3

Children with an EHCP will be allocated additional funding by the LA based on their Banding Levels.

SUPPORTING PUPILS AND FAMILIES

- The Local Authority's Local Offer (Regulation 53, Part 4) may be found at https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0&localofferchannel=0 This links back to the school's SEND Information Report and school's contribution to the Local Offer, which details how the school works with and supports families of children with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools;
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers are always welcome to discuss any matter relating to their child's progress. The arrangements to keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents;
- The school's statutory SEND Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school website;
- To support families and children, we will continue to update the information in the SEND section of our website and include links to other agencies;

- Children with special educational needs will be admitted to school in line with the school's admissions policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs or a disability. If the school is alerted to the fact that a child may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be identified as having a disability and and where this is the case the school will comply with its duties under the Equality Act 2010;
- Children who have medical needs may require intervention and support from staff in school and will have a Health Care Plan written for them, in liaison with the Health Service and parents. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed. Consent and medical information are kept at the front of the class SEND file.
- Some pupils may also have special educational needs (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The school's policy for supporting pupils with medical conditions can be obtained from the school office or on our website at https://monksdownprimary.co.uk/home/about-us/policies/

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

- Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a PEP (Personal Education Plan) written for them, in liaison with the Social Services.

MONITORING AND EVALUATION OF SEND

- The SENDCo reports annually on the efficient and effective use of resources for children identified as having SEND through evaluation of the SEND Information Report;
- The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Response section (above);
- For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENDCo attends termly pupil progress meetings and works with the Assessment lead to analyse progress data, for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision;
- The SENDCo liaises with the SEND Governor once per term and the SENDCo produces a report on the quality and effectiveness of SEND provision;

- As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

TRAINING AND RESOURCES

- The overall level of funding (the Notional Budget) for SEND is delegated to the school by the Local Authority (LA) and is identified in the school budget statement. This amount is not ringfenced;
- The responsibility for determining the amount of resource for SEND lies with the school Governors who will seek advice from the Headteacher and SENDCo;
- The resources for SEND are used to fund additional staff such as teaching assistants, for specific CPD / training on SEND and specialist resources such as the educational psychologist, and membership of the PSSP. The costs of the SENDCo are met from the main school budget;
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake CPD training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENDCo advises as necessary;
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENDCo or by specialist services working with particular pupils;
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;
- The school's SENDCo is part of the AV2 Primary SEND Support Partnership (PSSP) and attends termly meetings SENDco where good practice is shared between local schools and outside agencies.

ROLES AND RESPONSIBILITIES

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;

- The SENDCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Learning Plans (ILPs) or Personalised Provision Plans (PPPs) and working alongside teachers and the assessment lead to monitor pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEND Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEND;

Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher and SENDCo to deliver targeted small group and 1:1 teaching, as detailed child's IEP / PPP / EHCP and deliver focused in-class support whilst encouraging independence;

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High Quality First Teaching to support children and recognise how the SENDCo will coordinate and monitor the quality of the support and progress children make. There are other key colleagues who have a significant impact on the progress and development of our children and young people at Monksdown Primary School and these include:

- The SEND Governor, Ms S Chapman meets with the SENDCo regularly on an informal basis and monitors the progress of pupils with SEND.
- The school employs a number of additional support staff. They carry out a range of roles across the school including delivery of interventions for groups/individuals and assisting teachers during lesson preparation and lessons. They work closely with the class teachers who oversee their work and plan with them. Some pupils' needs mean that they require close support for all or part of their time in school. These pupils have designated key workers.

THE STORING AND MANAGING INFORMATION

- Documents relating to children with SEND are uploaded to CPOMs. These are shared with secondary schools during transition and any paper copies are delivered to the secondary setting s on the first school day of September.

REVIEWING THE POLICY

- This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will take into account:

The progress made by children with SEND at the school;

ACCESSIBILITY

- The school's accessibility plan is available from the school office;
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEND Information Report and School's Contribution to the Local Offer;

- School likes to have open dialogue with parents both informally and formally. Parents can contact the school office (0151 226 1606) to arrange an appointment to see the class teacher in the first instance.

DEALING WITH COMPLAINTS

- If a parent of a pupil with SEND is concerned about the provision that school is making for their child, they should, in the first instance, refer the matter to the child's class teacher and/or the SENDCo.
- Should further action be deemed necessary, a parent should refer to our school's Complaints Policy. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

BULLYING

- The school Behaviour Policy is available from the website or the school office.
- Further details about how the school keeps children with SEND safe can be found in the SEND Information Report and School's Contribution to the Local Offer on our web-site.

Signed: …Jacquie Price … (Headteacher) Next Review Due: April 2027

Signed: …Martin Reynolds (Chair of Governors) Date: April 2027