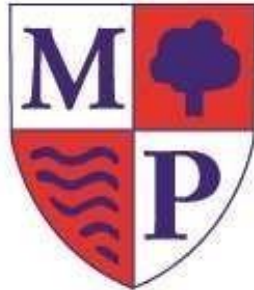


# MERSEY PARK PRIMARY SCHOOL



## Policy on Special Educational Needs and Disability (SEND)

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At Mersey Park Primary School, we strive to support all children to enable them to achieve at school. We have high expectations for all of our children as unique individuals and endeavour to enable each child to achieve their full potential, whatever their ability or specific needs by providing equal opportunities for all within our school. In order to do this, many steps are taken to support them through their learning journey.

We aim to achieve this through the removal of barriers to learning and participation. Our curriculum promotes the development of the whole child as confident, resourceful and independent learners who are able to face the future with resilience and ingenuity.

Every teacher is a teacher of every child including those with SEND.

This policy has been developed and written with child representatives, parents, governors and teachers.

It reflects the revised Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014. It works within the guidelines set out by Wirral education authority and other policies within the school.

## **Introduction**

- 1.1 This policy was reviewed and updated in October 2023 in line with the revised Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014 (last updated April 2020).
- 1.2 Mersey Park Primary School provides a broad and balanced curriculum for all children. The National Curriculum (September 2015), is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Children and Families Act 2014 Section 100 'Supporting Pupils at School with Medical Conditions' identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Children and Families Act 2014. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.6 The aim of the Act 'is to ensure that all children with medical conditions, in terms of both physical and mental health; are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.'
- 1.7 Teachers, parents, school nurses, paediatricians, specialist nurses/professionals and pupils are required to work closer together to understand the medical condition and ensure that discreet adaptations can be made to ensure the pupil can fully participate in all aspects of school life. Everyone needs to understand how to manage the pupil's condition as well as what to do should a medical emergency occur.

## **2 Aim and objectives**

2.1 At Mersey Park Primary School we aim to raise the aspirations and expectations for all pupils with SEND.

### **2.2 Objectives**

- to create an environment that meets the special educational needs of each child;
- to identify and provide for pupils who have special educational needs and additional needs;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to provide support and advice for all staff working with pupils with SEND;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014 (last updated April 2020).

## **3 Identifying Special educational needs**

3.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

3.2 All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

3.3 The Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014 (last updated April 2020) describes four broad categories of need. These categories give an overview of the range of needs that should be planned for:

- communication and interaction
  - cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

3.4 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom adaptations and school resources. Interventions will be offered that are different from or additional to those provided as part of the school's usual working practices if necessary. The class teacher will keep parents

informed and draw upon them for additional information. The Special Educational Needs Coordinators (SENDCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs. We will record, using the graduated approach, the strategies used to support the child. This is known as SEND Support whereby a support plan will be created.

- 3.5 If the Provision review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services.

3.6 **Additional Support Plan**

If the child continues to demonstrate significant cause for concern then the graduated approach will continue to be used to Assess, Plan, do, review each half term. This will involve more detail of the child's needs and explain how school, home and if necessary health and care provision will support the child. Each time it is reviewed new targets may be set if needed or support will continue in order for the child to achieve. This will be undertaken each term – October, February and May using Provision Map.

3.7 **Education, Health and Care Plan**

For some children, even further support may be required in school. If this is the case then the next step is an Education, Health and Care Plan. An Education, Health and Care Plan brings your child's education, health and social care needs into a single, legal document. It should enable children, young people and parents to have more control over decisions about their support and sometimes includes the use of a Personal Budget. Education, Health and Care Plans will extend from birth to 25, where necessary, replacing the Learning Difficulties Assessment for young people leaving school.

- 3.8 Other circumstances may impact on progress and attainment which are not defined as SEND. This includes:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of serviceman/woman

- 3.9 Behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

## **4 A Graduated Approach to SEN Support**

- 4.1 Here at Mersey Park Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations for all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational needs and aspirations;
  - require different strategies for learning;
  - acquire, assimilate and communicate information at different rates;
  - need a range of different teaching approaches and experiences.
- 4.2 Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
  - planning to develop children's understanding through the use of all their senses and of varied experiences;
  - planning for children's full participation in learning, and in physical and practical activities;
  - helping children to manage their behaviour and to take part in learning effectively and safely;
  - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
  - ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND
- 4.3 All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed. We want all children to feel that they are a fully inclusive and valued member of our school community.
- Mersey Park is committed to working in partnership with parents/carers, external agencies and Wirral Local Authority to ensure the best outcomes for our children identified with special educational needs.
- 4.4 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and/or specialist staff.
- 4.5 A much more detailed explanation of our SEND provision can be found on our website <http://merseyparkprimary.co.uk/> under 'School SEND Information'.

## **5 Supporting Pupils and Families**

- 5.1 Useful web links to support families of children with SEND

Our school information can be found at - <http://merseyparkprimary.co.uk/>

The Local Authority Offer can be found at - <https://www.sendlowirral.co.uk/>

Mersey Park's most recent SEND Information report can be found under 'School SEND information' <http://merseyparkprimary.co.uk/>

How we manage the medical conditions of children in school. This can be found in the medical policy on the school website.

Useful agencies to support families and children can be found here <http://merseyparkprimary.co.uk/parents/family-support/>

Admission arrangements can be found at - <https://www.wirral.gov.uk/schools-andlearning/school-admissions>

- 5.2 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.
- 5.3 The named governor takes a particular interest in special needs and the SENCO's meet with him twice yearly. Currently our SEND link Governor is Phil Crossley
- 5.4 We have regular meetings to share the progress of children with special needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **6 Supporting Pupils at School with Medical Conditions**

Our Medical Care Policy can be found on our website under Medical Policies.

Our Administration of Medicine Policy can be found on our website under Medical Policies.

Our Asthma Policy can be found on our website under Medical Policies.

Supporting Pupils with Medical Conditions can be found on our website under Medical Policies

## **7 Monitoring and Evaluation of SEND**

The SENDCo's monitors the movement of children within the SEND system in school. The SENDCo's provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

- 7.1 The SENDCo's is involved in supporting teachers. The SENDCo's and the head teacher hold regular meetings to review the work of the school in this area. The SENDCo's and the named governors with responsibility for special needs also hold regular meetings.
- 7.2 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.
- 7.3 Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **8 Training and Resources**

- 8.1 The SENDCo's is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children EHCPs.
- 8.2 The head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed in the annual report.
- 8.3 The head teacher and the SENDCo's meet annually (and more often when needed) to agree on how to use funds directly related EHCPs.

## **9 Roles and Responsibilities**

### **9.1 SENDCo**

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure, all children get a consistent, high quality response to meeting their needs in school. Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support the child is getting
- involved in reviewing how they are doing
- Liaising with all the other people/agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of each child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **9.2 Head teacher**

The day to day management of all aspects of the school, this includes the support for children with SEND.

She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that each child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **9.3 Governors**

The Governing Body has due regard to The Special Educational Needs and Disability Code of Practice: 0 – 25 Years 2014 (last updated April 2020) when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are

notified of any decision by the school that SEND provision is to be made for their child. The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **10 Storing and Managing Information**

- 10.1 All records are documented on LA forms. Pupils listed on the Special Needs List have an Additional Support Plan, Education Health Care plan, Tier 3 funding or are on a Provision Map. These are all reviewed termly. The SENDCo is responsible for reviews of Tier 3 funding and Education Health Care plans, Provision Maps, and Health Care plans. These are kept by the SENDCo's and class teachers.
- 10.2 The Special Needs List is compiled by the SENDCo in consultation with class teachers. Children are placed on the list in accordance with LA criteria. The list is constantly reviewed and children may be moved between stages or removed from the list whenever appropriate.
- 10.3 The school keeps a record of children with health problems compiled from information supplied by parents. Each child with a serious medical condition has an Individual Health Care Plan drawn up under consultation with the SENDCo, School Nurse, relevant Health Care Professionals and parents and this is reviewed and updated regularly.

## **11 Accessibility**

Our accessibility plan can be found on our website under other school policies.

## **12 Bullying**

Our anti bullying policy can be found at:

<http://merseyparkprimary.co.uk/key-information/policies/>

## **13 Monitoring and reviewing the Policy**

This policy is monitored termly by the head teacher, who reports to governors on request about the effectiveness of the policy. The SEND policy is the governors' responsibility, and they review its effectiveness annually.