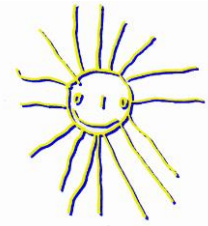


# Netherton Moss Special Educational Needs Policy September 2024



## Policy Overview

At Netherton Moss Primary School, we aim to provide a broad and balanced curriculum for all pupils in a stimulating and creative environment. The school fosters a love of learning by developing and building upon individual strengths and talents. We aim to ensure that the barriers to learning are removed so that every pupil reaches their full potential. We value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of our school.

The policy has been drafted in the context of:

The Children and Family Act 2014

The SEND Code of Practice 2015

The Equalities Act 2010

## Policy Objectives:

The SENDCO in collaboration with the Headteacher, teachers and Governing Body, plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

- To clarify roles and responsibilities to ensure the effective provision of SEND support
- To ensure that Netherton Moss Primary School complies with the requirements of the Children and Families Act 2014, Disability Discrimination Act 1995 and 2005, The SEND Code of Practice 2014 and other statutory guidance and are implemented effectively within the school .
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To provide full access to the curriculum through adapted planning by class teachers, SENDCO, and support staff as appropriate.
- To enable pupils with SEND to maximise their achievements.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

## Roles and Responsibilities:

- The Headteacher is responsible for the overall delivery, monitoring and evaluation of SEND.
- The SENDCO is responsible for the coordination of SEND including provision, interventions, monitoring and review of progress and liaison with parents/carers and external agencies.
- Class teachers are responsible for the delivery of appropriately adapted high quality teaching and the progress of pupils.
- The Governing Body will oversee the provision of SEND throughout the school.

Our SENDCO is Mrs Jody Benham, who can be contacted via the details below. Mrs Benham is supported in this role by Mrs Fiona Washington (Class Teacher)

You can contact our SENDCO or the SEND team as follows:

**Email:** [SEN@nethertonmoss.co.uk](mailto:SEN@nethertonmoss.co.uk) or [jbenham@nethertonmoss.co.uk](mailto:jbenham@nethertonmoss.co.uk)

**Tel:** 0151 525 5026

Our designated SEND Governor is Ms Joeann Hughes who can be contacted via the details below.

**Email:** [admin@nethertonmoss.co.uk](mailto:admin@nethertonmoss.co.uk)

**Tel:** 0151 525 5026

## Defining SEND:

At Netherton Moss we have regard to the definition of SEND stated in the 'Children and Families Act 2014, 20: 1

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her"

A child of compulsory school age or a young person has a learning difficulty or disability if he or she—  
(a) has a significantly greater difficulty in learning than the majority of others of the same age, or  
(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.  
(c) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in—

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided

Any learner may have special educational needs at some time during their time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of the learners identified in the Children and Families Act 2014. It will ensure that no learners, especially those with SEND or disability, are discriminated against.

We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the Children and Families Act 2014 i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.

## **SEND Areas of Need:**

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision different from, or in addition to, that normally available to pupils of the same age. The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

### **1. Communication and Interaction.** This could include:

Speech, Language and Communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.

Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication and imagination.

### **2. Cognition and Learning.** This could include:

General Learning difficulties—children find significant difficulty with learning in many areas of the curriculum.

Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.

Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, Emotional and Mental Health Difficulties.** This could include:

Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect under-lying mental health issues e.g. anxiety, depression, self-harm or eating disorders, Attention deficit disorder or Attention deficit hyperactivity disorder.

**4. Health, Sensory and/or Physical Needs.** This could include: A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning. Physical disability - some children may need additional ongoing support and equipment to access all opportunities available to other children. If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

## **Identification of a child with SEND:**

Children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with the full range of pre-school settings.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Attainment significantly below expected levels.
- Widening of an attainment gap between the child and their peers
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Information/diagnosis from an outside agency e.g. paediatrician.

When a child has been identified as having SEND , we will start a cycle of actions, known as a **graduated response** , which leads us to Assess, Plan, Do and Review.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the schools information and assessment data on how the pupil is progressing. The analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required: the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO, EP and SENISS.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Curriculum Provision for children with SEND:**

**ALL** teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

SEND support is primarily delivered by class teachers through both **High Quality teaching and Adaptive teaching**. This would mean:

- That the teacher has the highest possible expectations for all children in their class
- That all teaching is based on building on what the children already know, can do or understand.
- Teaching is adapted so that all children are fully engaged in, and can access, learning in the classroom.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support a child with SEND to learn.

- The teacher will regularly monitor all children's progress and will decide if a child has a barrier to their understanding/learning. If needed, extra support to help them to make the best possible progress will be put in place.

This support will consist of a flexible approach, involving a variety of forms of interventions such as small group work, 1:1 work with TA or teacher or work with outside specialists. These interventions may take place in or out of the classroom, depending on the needs of the child.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded using SEND support plans and are updated by the class teacher and are monitored by the SENDCO. These interventions are monitored and evaluated termly by the SENDCO and teachers and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **SEND training for staff:**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SEND team attends relevant SEND courses and forums and facilitate/signpost relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **Admission Arrangements:**

Please refer to the information contained in our school admission policy. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Complaints Procedure:**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on the formal procedures for complaint.

### **Outcomes:**

At Netherton Moss all learners, including those with special educational needs, will, have their needs met fully so that they can make good progress, reach their full potential and achieve high standards. The success of the education offered to children with SEND will be regularly monitored and judged against the objectives set out above.

### **Review and Evaluation of this policy:**

This policy will be reviewed annually by a report to governors to evaluate the impact of the SEND provision. This policy may be updated in light of relevant personnel changes or changes to statutory guidance.

## **Appendix A: Frequently Asked Questions**

### **What is the role and responsibilities of the Special Needs Co-ordinator (SENDCO)?**

Our SENDCO, is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN. She works with the headteacher and governing body to determine how Special Educational Needs is catered for within the school and decisions concerning additional support agreed. The SENDCO liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. There is regular contact with a wide range of external agencies that are able to give more specialised advice and support to help pupils overcome their difficulties. The SENDCO facilitates training to ensure that staff are skilled and confident about meeting a range of needs.

### **How does Netherton Moss know if children need extra help?**

Teachers are continually assessing and monitoring pupils to ensure there is good progress and development. Both High Quality Teaching and Adaptive Teaching is implemented by all teachers and this is evidenced by regular Senior Leadership Team observations. Regular assessment through Pupil Progress Meetings helps to identify pupils who are not making the expected progress and therefore require more targeted support. Parents /carers and the child may also raise concerns.

### **What should I do if I think my child may have special educational needs?**

The class teacher is the initial point for responding to parental concerns. You should speak to the class teacher if you have concerns about your child learning or progress in school.

### **How will I know if Netherton Moss will support my child?**

Each pupil's education programme will be planned by the class teacher. It will be adapted to suit the pupil's individual needs. This may include additional general support by the class teacher or teaching assistant in class. As part of the minimum quality first offer, teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual needs and requirements. Adaptive Teaching approaches are used to support access and ensure that all pupils can experience success and challenge in their learning. Teachers adapt tasks to meet the varying needs of the children in their class, allocating additional targeted support when necessary.

If a pupil has needs related to more specific areas, such as spelling, handwriting, maths or literacy skills, then the pupil may be placed in a small focus group or receive some 1-1 support. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need and it will be regularly reviewed.

Pupil Progress meetings are held each term. This meeting between the class teacher and Senior Leadership Team to discuss the progress of the pupils in their class.

Sometimes a pupil may need more specialist support from an outside agency. A referral will be made, with consent from parents/carers and forwarded to the appropriate agency.

### **How will the curriculum be matched to my child's needs?**

When a pupil has been identified as having a special educational need, the class teacher to ensure their teaching is adapted to ensure the child is able to access the curriculum more easily. Teaching assistants may be allocated to work with the pupil 1-1 or in small focus groups to target specific needs.

If a child has been identified as having a special need they will be set targets according to their area of need. Specialist equipment may be provided for a pupil.

## **How will I know how well my child is doing?**

All pupil's progress is discussed at Parent's Evening.

Class Teachers are available at the end of most days if concerns wish to be raised. Appointments can also be made to speak in more detail to the teacher and SENDCO.

## **How will school support my child to move to a new class, year group or different school?**

We support children moving into the next year groups through transition afternoons, so they can meet the teacher and become familiar with their new classroom.

Class teachers meet at the end of each academic year to share information about the pupils with their new class teacher .

In certain cases, transition booklets are made for specific children to help with their transition to their new class.

When moving to another school, the SENDCO will share information about provisions that have been made to help the child achieve their learning goals. Additional transition visits can be arranged if felt appropriate.

The SENDCO and/or class teacher will attend the Year 6/7 transition meetings to discuss the specific needs of each child and the level of support which has the most impact. In some cases additional multi-agency meetings may be arranged to create an enhanced transition plan which may include more visits to the new school and/or additional visits from the new school staff.

## **What specialist services are available at or accessed by the school?**

School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

*These are some of the agencies used by our school:*

Early Help

Team around the family (TAF)

Child and Mental Health Service (CAMHS)

Occupational Therapy (OT)

Paediatric services

Physiotherapy

Speech and Language Therapy (SALT)

Alder Hey School Mental Health Support Team (MHST)

*We also work in partnership with the:*

Educational Psychology Service - Our Educational Psychologist is-Dr Tricia Lunt

Sefton Inclusion Service - Our Inclusion consultant is Sophie Walsh

School Nurses - Our School Nurse is Ruth Swanson

Brighter Horizons 4U - our counsellor Clare Hanrey

Art Therapist- Selina McEntyre

## **What training and knowledge do staff have to support children with SEN?**

As children's needs are identified, relevant training is undertaken which is supported by qualified staff from outside agencies. Staff are also involved in discussions and meetings with outside agencies to support children with SEN.

### **How accessible is the school environment?**

Netherton Moss is a mainstream primary school on one level adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Netherton Moss the SENDCO will work with outside agencies, pre-school provider and parents to ensure a smooth transition.

Facilities we have at present include:

- Ramps in school
- Specially adapted toilet
- Changing facilities
- Access to modified equipment and ICT
- Access to strategies and programmes to support occupational/physiotherapy needs
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### **How are the school's resources allocated and matched to the children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support and/or resources. Resources may include deployment of staff depending upon individual circumstances. Top up funding (High Needs Funding) may be requested from the Local Authority if the cost of support goes beyond the £6000 threshold provided by schools.

For children with more complex needs, or where a child with SEND is still not making progress, despite the school taking a graduated approach, school will submit an application for an Education Health Care needs assessment to the Local Authority. If the application is successful, an Education Health Care Plan (EHCP) will be issued.

### **How is the decision made about how much support my child will receive?**

Pupil's progress is tracked at Pupil Progress Meetings each term. Targets are set for each child from their previous levels achieved and any pupil not making progress is highlighted and interventions put into place. The impact of the interventions are closely monitored and evaluated to ensure pupils are making progress and the intervention is effective. If progress is not made then support would be stepped up to a higher level with advice from outside agencies.

### **How will I be involved in discussion about planning for my child's education?**

All parents are encouraged to contribute and this may be through discussions with the class teacher and/or the SENDCO.

### **Who can I contact for further information?**

If you would like to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the class teacher and/or SENDCO.