



Liscard Primary School

Special Educational Needs and Disabilities Policy

Updated Autumn 2023

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1 Introduction

The information within this policy document has been updated in line with the new SEND Code of Practice 2014. Please also refer to the school **SEN Information Report** (separate document).

2 Objectives

- 2.1 We are committed to meeting a wide range of Special Educational, Medical and Physical needs within our mainstream setting.
- 2.2 Our aim at Liscard is to deliver a broad, balanced and relevant education, both within the classroom and beyond it.
- 2.3 We want to help each and every child to achieve their full potential, both within the curriculum and beyond it.
- 2.4 We aim to identify children's individual challenges as early as possible in order to best meet their needs.
- 2.5 We aim to work in close partnership with parents to provide the best care and education for every child.
- 2.6 We aim to work in collaboration with a wide range of outside agencies, to ensure the most appropriate provision is made for every child.
- 2.7 We aim to create children who are independent learners.
- 2.8 We aim to maintain high levels of expertise in both teaching and support staff.
- 2.9 We are committed to seeking the views of the children and parents.

This policy details how these objectives are applied to the day to day provision for children with Special Educational Needs and/or disabilities at Liscard Primary School.

The Special Needs and Disabilities Co-ordinator (SENDCO) is Mrs R Squirrell. She is responsible for co-ordinating the day to day provision for children with Special Educational Needs, as well as writing and reviewing this policy document. She can be contacted on 0151 638 3910 via the school office.

The named governor for Special Needs is Anna Dollard. She can be contacted via the school office.

3 How provision is coordinated within school

3.1 At Liscard Primary school we believe that good provision for children with Special Educational Needs can best be provided when people work as a team. It is the SENDCO's role therefore to work closely with class teachers, support assistants, parents and outside agencies.

3.2 *The SENDCO is responsible for:*

- the day to day implementation of this policy.
- Liaising with, advising and supporting other teachers and classroom assistants.
- maintaining the school's SEND register. (including information being shared with the Local Authority (LA), keeping them up to date).
working • with parents.
- liaising with external agencies.
- organising in-service training.
- co-ordinating the transfer of SEND records to other schools.
- reporting to governors when necessary and keeping the SEND Governor informed.
- keeping the Headteacher informed.
- ensuring the Code of Practice is being followed.

3.3 The governing body have elected a representative who is responsible for overseeing the SEN provision at Liscard. The SEN Governor meets with the SENDCO to discuss and review practice. The SENDCO reports to the governing body termly.

4 Admission arrangements

Admission is the responsibility of the Local Authority. Arrangements are the same for all children regardless of their Special Educational Needs or Disability.

5 Provision that the school specialises in

5.1 Liscard is a mainstream school with a commitment to meeting the individual needs of all children, whatever their area of need.

5.2 As part of our population we have children who have:

- Medical/Physical needs
- Cognitive and learning needs
- Speech/language/communication needs
- Social, emotional and mental health needs

- Hearing/vision needs.

5.3 Training and links with outside agencies on all of the above areas have been established in order to best meet the needs of every child.

6 Facilities for children with Special Educational Needs and Disabilities

6.1 At Liscard, we are committed to the inclusion of children who have special educational needs and/or a disability. This means that we regularly review our facilities to see how they can be improved.

The current facilities include:

- Ramps to some external doors
- A lift from the ground to the first floor of the main building.
- A number of accessible toilets which have hand rails.
- 2x Disabled toilets
- A parking bay for parents of disabled children or for disabled adults which provides easy access to the school's front entrance.

7 Allocation of resources for children with Special Educational Needs and Disabilities

7.1 Children with significant needs may have an Education Health and Care Plan (EHCPs) or an Individual Pupil Funding Agreement (IPFA) and may receive additional funding from the Local Authority. This is in addition to the funding allocated from the school's own budget (Element 1 and 2 funding). It is for the school to decide how this funding can best be 'spent' so to maximise the benefit for the individual child. However, the parents' views on what the child needs and the child's own views will be taken into account. The school SENDCo will liaise with the headteacher, parents and any outside professionals involved, before making an application to the Local Authority for additional funding (Element 3 funding)

7.2 Resources allocated to children at 'School Support' comes from the main school budget - element 2 funding

How the money is spent is decided by the Headteacher in consultation with SLT/SENDCO and Staff. However, the views of the parents and the child themselves would always be taken into account. Money is used for:

- Buying in SENAAT time and other private outside agency support.
- Buying in weekly support from a Speech and Language Therapist
- Buying in weekly support from a play therapist
- Time for SENDCO to meet with parents and/or outside agencies and to carry out assessments or observations on children.
- Classroom assistant time to support children on SEND register.
- Classroom resources to support specific children.
- Extra teachers in in each year group to reduce class sizes.
- Specialist resources linked to children's Individual Plans.

- Assertive technology to support children's learning needs.
- Rapid groups (with smaller numbers of children) to target some of our SEND children.

8 Identification of children with Special Educational Needs

8.1 At Liscard, we are committed to the early identification of children with special educational needs.

8.2 Early identification of children additional needs is not only advantageous but in some areas is critical and the sooner appropriate help is offered the more positive the results. Failure to identify may lead to frustration and compound difficulties.

8.3 Children are identified under the headings of needs given by the code of practice. These are:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

8.4 Children may be identified in a range of ways. These include:

- Identification by the class teacher; through lack of academic progress, concerns raised about changes in a child's behaviour or emotional well-being or a lack of social, emotional or communication progress.
- children whose parents have expressed concerns about their child's progress.
- children transferred from another school, where they have been identified as having special needs.
- children whose needs become apparent during whole school screening.

8.5 Screening of children includes:

- Foundation Stage Assessments
- NFER non-verbal/verbal reasoning test
- Accelerated Reading programme and Star Maths screening
- Reading & spelling of high frequency words/keywords
- Y2 SAT Results
- 'Speech, language and communication assessments' (Wellcomm Screening) and other screening via our Speech and Language Therapist and/or in class by school staff
- Phonics assessments/Phonics tracker
- Formal phonics screening during year 1.

More specific screening includes;

- ADHD/ADD observation of behaviours
- Dyslexia Screening Test
- Connors and Rating scales

- Observation Profiles to observe ASC/Social and communication Differences
- Assessments carried out by our SENATT including WRIT, BPS, memory testing, dyscalculia and dyslexia screening tests.

Children are also continuously assessed throughout the year, informally and more formally. Progress is checked for all children (including those with SEND) at termly progress meetings and using our online tracking tools.

8.6 An IEP (Individual Education or support Plans) may be written by the class teacher setting specific outcomes which focus on the child's individual needs. These will be reviewed on a termly basis. Children may also have a SCIP (social Communication Individual Plan) or a Person Centred Plan (PCP).

8.7 Annual Reviews - during each school year each child with an EHCP or IPFA will have their progress reviewed. This is organised by the SENDCO and all relevant parties invited to attend a review meeting. Completed paperwork will then be sent to the Local Education Authority and copies given to the parent/carer and those who have attended the review meeting.

8.8 Recording and reporting of children's achievements happen formally through parents' evenings and a written report in the summer term (as with all other children). As well as at the end of each SEND plan period, when outcomes are evaluated and are shared with parents. Parents/carers are invited to discuss their child's progress with the class teacher and/or SENDCo, on request. However, at Liscard we are committed to regular positive feedback delivered informally both to the child and/or their parents/carers by the child's class teacher and/or teaching assistant. Parents/carers and children are also encouraged to share their own views on their child's progress.

9 Access to a broad and balanced curriculum for all children on the SEN register

9.1 We feel that it is fundamental that all children are able to access a broad and balanced curriculum.

9.2 The key to this is good differentiation. It is the responsibility of all class teachers to differentiate all areas of the curriculum so that every child can participate and access learning regardless of their Special Educational Needs or disability.

9.3 Currently, the key methods for children to access the broad and balanced curriculum are;

- through a differentiated curriculum
- through additional support (from the class teacher or teaching assistant).
- through specific resources to help children access the curriculum.
- by providing reasonable adjustments to support individual children's needs.
- Via the implementation of support and advice from outside agencies/professionals on how to best support and include children.

10 Social Inclusion

10.1 Where possible children will be taught alongside their peers. However, this is not always possible and at times children may need to be withdrawn from lessons and be taught in smaller intervention groups.

11 How the governing body evaluates success

11.1 The governing body regularly reviews the number of children on the SEN register and are given termly feedback and data from the SENDCo.

11.2 The named SEN Governor (Anna Dollard) liaises with the SENDCO to discuss current issues. They also visit the school to see the SEN children working.

12 Treatment of Complaints

12.1 Complaints regarding special educational provision will be handled by the headteacher in line with the school complaints procedures.

12.2 Parents at any time can contact the Parent Partnership/WIRED or IPSEA about all issues relating to SEND. Information links can be found on the Wirral Local Offer Page (link at the end of this policy).

13 Training

- 13.1 At Liscard, we believe that quality training is the key to good special needs provision and we constantly try to keep up to date with issues relating to special needs. Training consists of:
- SENDCO attending LA run courses on a range of issues relevant to SEND.
 - SENDCO then disseminates information to staff in the form of staff meetings/updates.
 - Guest speakers are invited in to speak on specific issues or staff complete online training.
 - Meetings with outside professionals who can provide support and advice for the SENDCO, class teacher and/or support assistants in order to meet the needs of individual children.
 - Support assistants are provided with in house training and with regards to specific areas of SEND and also receive training from outside agencies/professionals.
 - Specialist medical training from health care professionals.
 - Our family support workers, SENDco and other relevant staff receive training from a range of organisations.
 - We have a range of staff that are trained Mental Health First Aiders.

14 Working with outside agencies

14.1 This is a highly valued part of the role of the Special Needs and Disabilities Co-ordinator.

14.2 At Liscard we are proud of the well-established links that we have with a wide range of outside agencies. Not only do they offer expertise in a range of areas, but also by working closely with them, help us to extend our own knowledge and skills. We have worked closely with the following agencies, many of whom work regularly within our school:

- Educational Psychologist (private and local authority)

- SENAAT (Orretts Meadow Outreach services)
- Speech and Language Therapists (private and NHS)
- Hearing Support
- Vision Support
 - ASC Team
- Ellera Park Outreach services
- Physiotherapists -allocated by health according to a child's specific needs
- Occupational Therapists - allocated by health according to a child's specific needs
- Child Health - community paediatricians/school nurses and health visitors
- CAMHS service and MHST
- Specialist nurses (asthma, allergies, epilepsy, incontinence, diabetes nurses) - on request for training, HCP meetings or advice.
- Social Care team - for advice or to attend meetings
- ADHD Foundation
- Gilbrook Outreach services
- ASC Team
- Our Family support workers
- Early years SEND team

14.3 Referrals to outside professionals occur with parents' consent - unless a child is deemed to be 'at risk'.

Referrals to a health care professional can be made through our school SENDco via our school nursing team. Please discuss with your class teacher first.

15 Parents

The Code of Practise places the views of parents and children at the heart of decisions made within school.

15.1 At Liscard we believe that successful practice in SEND involves a clear partnership between school and parents. Where this is the case, it is clear that children make the most progress. We have worked hard to build up these partnerships by:

- Regularly keeping parents informed of their child's difficulties and their progress. This is usually through reviews or informal meetings between staff and parents.
- Being honest and open at all times.
- Having an open door policy. We understand having a child who has special educational needs can be difficult or even upsetting at times. We are always available to talk over issues and will make every effort to give appointments at the earliest opportunity.
- We believe that the parent is the expert on their child and that they have a great deal of information to give. We encourage them to contribute ideas as well as keeping us informed of any changes in the child's life.
- Parents are encouraged, although not under any pressure to support their child's learning at home. All parents receive a copy of their child's Individual SEN Plan or Person Centred Plan, showing the targeted areas and reviews.
- Training sessions are at times available to parents and are advertised via school dojo as they become available.

16 Homework

Homework can be a difficult area for children on the SEN register and can be a concern for parents. Parents who have concerns regarding homework can speak in the first instance to the class teacher. It may be that homework can be differentiated to a more suitable level or that a teaching assistant could spend a little more time explaining tasks to the child/parent. Some year groups also run Homework Clubs or enrichment clubs where children can be given extra support and the pressure can be removed from parents. If however, difficulties persist, parents are encouraged to speak to Mrs Squirrell, the Special Educational Needs and Disabilities Co-ordinator.

17 Support for emotional needs

The self-esteem of all children at Liscard is considered vital in addressing positive well-being and progress. Staff are encouraged to monitor carefully the self-esteem and confidence of all pupils on the SEN register. This is done by:

- Ensuring that no stigma is attached to children receiving extra support.
- Individual programmes to support self-esteem, social skills, confidence, resilience, anger management and anxiety are available as required.
- Children/parents can access individual/group support from our Family Support Worker/s, if required
- Children on the SEND register are encouraged to participate in a range of extra-curricular activities.
- Special weeks to celebrate Neurodiversity and promote positive mental health and well-being are held across school.
- Children can be referred by our SENDco or Family Support workers to our Mental Health Support Team (MHST) practitioner or main CAMHS.

18. Please refer to our SEN Information Report for a breakdown of terminology. Further terminology includes;

IEP	Individual Education Plan
SCIP	Social Communication Individual Plan
HCP	Health Care Plan
EHCP	Education, Health and Care Plan
IPFA	Individual Pupil Funding Agreement
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
IBP	Individual Behaviour Plan
PCP	Person Centred Plan
CAMHS	Child and Mental Health Services
MHST	Mental Health Support Team