Special Educational Needs and Disability Policy and Guidance Notes

DATE FINALISED – SEP 2026

Mosspits Lane Primary School

Name of SENCO – Miss K.McGing

National Award for SEN Coordination (NASCO) Status – Passed

Contact Details of SENCO – 0151 722 1716 / send@mosspits.com

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

The role of the SENCO at Mosspits Lane Primary School is a member of our Senior Leadership Team. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

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

Our School Governing Board also has a Governor with responsibility for SEND – Mrs Joyce Smith

Aim : At Mosspits Lane Primary School we aim to:

- Continually raise the aspirations of and expectations for all pupils with SEN and Disability.
- Create an Inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

Objectives:

At Mosspits Lane Primary School, we will fulfil our aim through the following objectives:

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

Identifying Special Educational Needs and Disabilities

At Mosspits Lane Primary School, we view the purpose of identification is not to place a pupil into a particular category or diagnosis, but to understand their individual needs and determine the appropriate action and provision required to support them effectively. At our school, we adopt a whole-child approach to identifying and responding to need. This means that we consider not only a pupil's special educational needs, but also the wider factors that may influence their learning, development, wellbeing and ability to access education. Through working closely with the pupil, parents and carers, teachers and relevant professionals, we seek to develop a holistic understanding of each child and ensure that provision is needs-led, personalised and responsive, rather than determined solely by a diagnosis or broad area of need.

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

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

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN.

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

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

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

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

At Mosspits Lane Primary School we acknowledge that there are some factors that impact on progress and attainment that are not SEND based needs such as:

- 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

School staff understand that behaviour is communication and that this can often indicate an unmet need. School aim to work collaboratively with parents to ascertain any barriers to learning in order to overcome them, ensuring all children are able to reach their potential.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEN.

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

Mosspits Lane Primary implement the School Improvement Liverpool (SIL) Graduated Approach by following a constant cycle of Assess-Plan-Do-Review.

The SEND Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching

Step 1: Early Identification of Need

There may be times when a child may need a little extra help with learning, behaviour, or social / emotional development. A concern may be raised by the class teacher, parent/carer, or another adult. This will be shared with parents (if raised by a member of the school staff). The SENCo will be informed and a initial concerns meeting with the class teacher will be held, with views recorded using an Early Identification of Need Form. This process will establish next steps of support for the child and a review date.

Step 2: Assess

Where the desired progress is not made in the 'Early Identification of Need' stage, it may be appropriate to gather some further information in order to assess the child's needs. The teacher, SENCO and other staff working with your child take time to understand your child's strengths and needs. The SENDCO gathers views from: class teacher, parents and other professionals (where appropriate)

This helps us build a full picture of how best to help. At this stage we may advise adding your child to SEN Register. In this instance you as parents/ carers will be asked for consent and your child's primary need shared with you.

Step 3: Plan

If you child is placed on the SEN Register their class teacher will create for them, an Individual Support Plan (ISP). Clear targets are set using the SMART approach (Specific, Measurable, Achievable, Relevant, Timely). The right support, strategies and provisions are planned and recorded. You are fully involved in agreeing and accepting this plan. This may be the point at which a referral is made to an external support service or agency.

Step 4: Do

The child's plan is implemented, as agreed with parents. The class teacher still remains primarily responsible for your child's learning. Additional provision may be put in place for your child such as adapted quality first teaching in the classroom, some smaller group interventions, 1:1 interventions or additional visual or sensory opportunities throughout the day. Any of our staff who work directly with your child will be aware of and understand their plan.

Step 5: Review

ISP's are review regularly to see what's working. More formal reviews and updates to your child's plan are completed termly and shared with you during parents' evenings. We look at your child's progress and talk about what changes (if any) are needed. You and your child are invited to comment on the plan.

For higher levels of need, Mosspits Lane Primary School will seek support from external agencies, this may include specialised assessments from Educational Psychologists, SENISS or the Behaviour Intervention Team. School will use the assessments and reports to inform a child's ISP and school provisions.

Additional intervention and support cannot compensate for a lack of high quality teaching. Mosspits Lane Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

For children with more complex needs:

Some children and young people identified as having SEN may have more significant or complex SEND, and there may be a number of specialist services involved with the child and their family. These can include specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected

progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the LA issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

Supporting Pupils and Families Throughout the Graduated Approach to SEND

Mosspits Lane Primary school offer a person-centred approach to working collaboratively placing the child at the centre of the heart.

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our SEN Information Report is published on our website and available as a printed copy can be requested via the school office.

We guide parents towards the LA Local Offer for information about wider services which can be found across Liverpool and the wider Merseyside Area.

http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10

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

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements

Supporting Our Children/Young People with Medical Needs

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

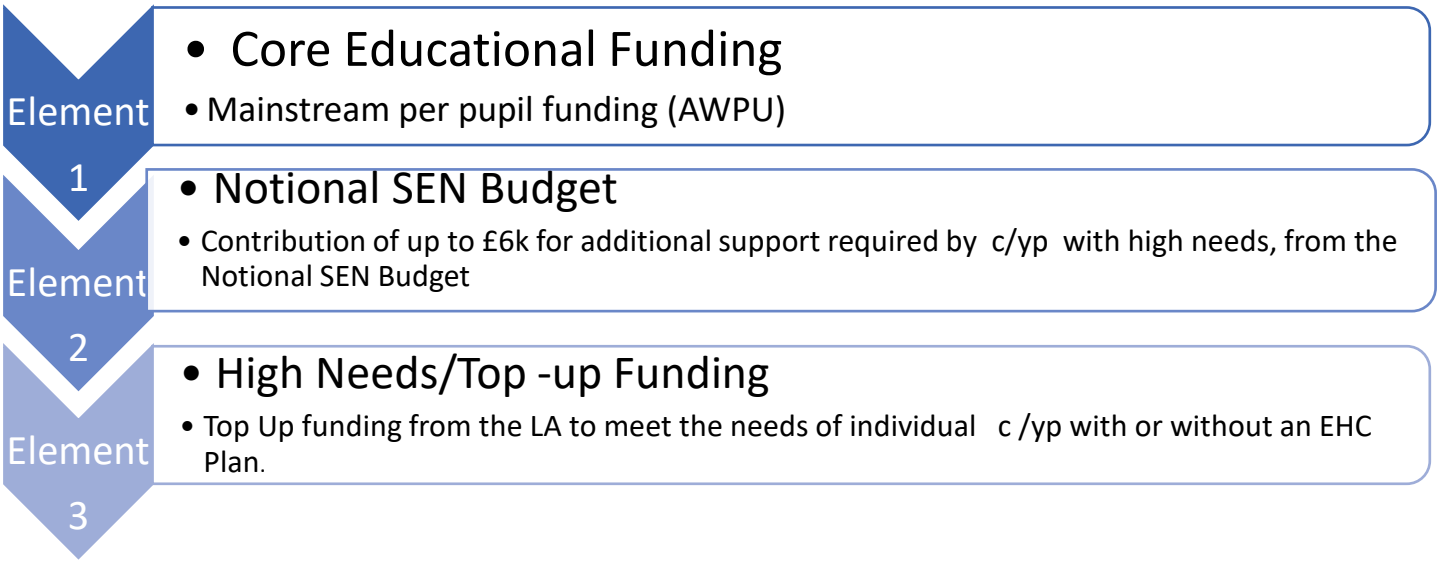
Monitoring and Evaluation of SEND

At Mosspits Lane Primary School, we are committed to regularly monitoring and evaluating the effectiveness of our SEND provision to ensure that all children with additional needs make progress, achieve positive outcomes and feel included in school life. We use the graduated approach of **Assess, Plan, Do, Review**, as outlined in the *SEND Code of Practice (2015)*, to review individual pupils' needs, the impact of interventions and the effectiveness of support. We actively seek and value the voice of the child and their parents/carers through building positive relationships, knowing our children and families well, and working directly with them to understand their experiences, aspirations and concerns. Regular learning walks are undertaken by the SENCO and Senior Leadership Team (SLT) to monitor the quality of inclusive classroom practice, the accessibility of learning and the effectiveness of SEND provision across the school. These reviews also consider how effectively the SENCO and SLT work collaboratively with teachers and support staff to develop knowledge, strengthen practice and ensure appropriate provision is in place. Findings inform professional dialogue, staff development and school improvement priorities. Our SEND link governor meets regularly with the SENCO to review SEND provision, discuss progress against priorities and provide appropriate challenge and support in fulfilling the school's responsibilities. Monitoring and evaluation are informed by the *SEND Code of Practice (2015)*, the school's SEND Information Report, SEND Policy and relevant local authority guidance, including the Graduated Approach Windscreen. This ongoing cycle of review ensures that provision remains responsive to pupils' changing needs and supports continuous improvement across the school.

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

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



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

Workforce Development and CPD

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

Roles and Responsibilities

We promote the responsibility of our teachers and the use of High Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Mosspits Lane Primary School these include;

- The SEN Governor is Joyce Smith, she meets with the SENCO regularly and monitors the progress of pupils/students with SEN
- The school employs support staff who support the teacher is facilitating SEND provisions. They carry out a range of roles across the school (specify) and are line managed by Mr Heery (Headteacher) and by Miss McGing (Assistant Headteacher and SENCO) They work closely with the class teachers who oversee their work and plan with them.
- The Designated Teacher for Safeguarding is Mrs Phillips
- The member of staff responsible for Looked After Children is Miss McGing
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mr Heery, Miss McGing and Mrs Phillips

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

Other Policies Relating To SEND

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

Compliance

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

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014

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