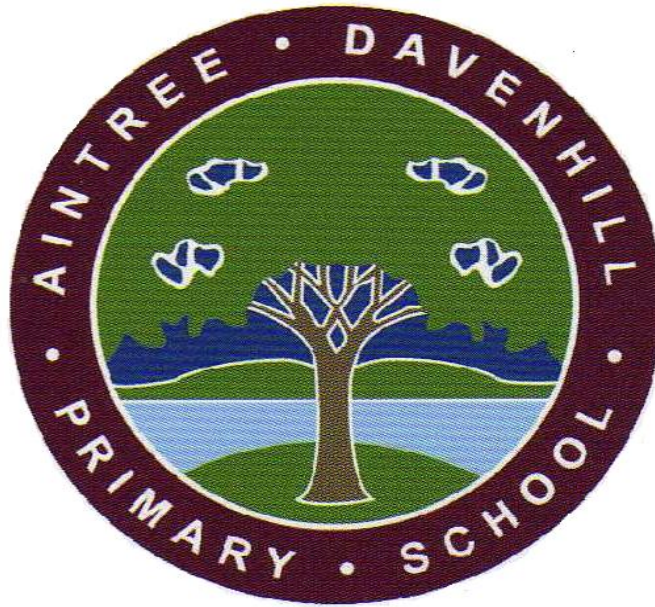


Aintree Davenhill Primary School



Special Educational Needs and Disability Policy

Approved by the Governing Board

Autumn 2025

Aintree Davenhill Primary School

Policy for Special Educational Needs and Disability

Headteacher: Miss Clay

Inclusion Manager for SEND: Miss Siveyer

Special Educational Needs Co-ordinator (SENDCO): Mrs Gibson

Special Education Needs (SEND) Policy

Definitions of special educational needs (SEN taken from section 20 of the Children and Families Act 2014)

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

New legislation (The Children and Families Act 2014) came into force on the 1st September 2014. A new SEN code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
 - Children and Families Act (2014): Section 69
- Schools SEN Information Report Regulations (2014)

Aintree Davenhill Primary School is committed to **inclusion**. Inclusion engenders a sense of community and belonging. As an inclusive school it aims to have,

- an inclusive ethos;
- a broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

Principles

The school has regard to the 2014 SEND Code of Practice in carrying out the statutory duties to identify, assess and make provision for children with special needs.

Guidance from the SEND Code of Practice is informed by these general principles:

- The identification and assessment of children with SEN is as early as possible. This is done by gathering information from parents, education and health and care services and early years' settings prior to the child's entry into the school.
- Monitoring the progress of all children. The continuous monitoring of those children with SEN by their teachers will help to ensure that they are able to reach their full potential.
- A child with special needs should have their needs met. Appropriate provision will be made to overcome all barriers to learning and ensure that children with SEN have full access to relevant education and a broad and balanced curriculum. All procedures for identifying children with SEN are known and understood by everyone.
- Records relating to SEN follow the child through the school, which must be clear, accurate and up to date; individual progress will be closely monitored to ensure that the child's needs are being met.
- When a child's needs cannot be met the school will work with and in support of outside agencies.
- Staff awareness and expertise is increased through INSET.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education. They need to be involved in all stages of the child's education and there needs to be regular feedback on the child's progress.

All staff can access the Aintree Davenhill Primary SEN Policy. Teachers have a responsibility for identifying students with special educational needs and class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. Concerns about a child's learning within the school are discussed with the SEN Inclusion Manager and the SENCO at half termly pupil progress meetings. In accordance with the SEN Code of Practice the school operates a **graduated approach**. This is a model of action and intervention to help children with SEN. The approach recognises that there is a continuum of SEN. Relevant specialists will be consulted to support a child with SEN.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- having a disability
- attendance and punctuality
- health and welfare
- using English as an Additional Language (EAL)
- being in receipt of Pupil Premium Grant
- being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEND Support

The school is committed to early identification in order to meet the needs of children with SEND. 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. Children are all entitled to Quality First Teaching. Teachers' on going assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, end of key stage tests, standardised assessments, or the use of B Squared. Teachers will then consult the SEN Team to consider what else might be done – the child's learning styles; the learning environment, the task and the teaching style should always be considered.

Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SEN Team to review the

strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills.

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SEN Team, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SEN Inclusion Manager and the SENCO will be responsible for liaising with those agencies. They will also provide advice and guidance throughout the process, and may carry out some additional assessment. Each class in the school will produce a termly provision map, which will clearly identify the interventions, which are taking place for children with special needs within the class. These will be shared with parents. Intervention target sheets will be completed for each intervention to monitor the progress and impact of the intervention. If a child's needs are more complex and the child requires a specific programme in relation to their need, a Portage Plan is written. The SEN team will monitor all records of provision and the impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher and SEN Team will consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SEN Team, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

PLAN - Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will be given a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO - The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW - The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

Planning Meetings

Informal meetings are held with SAIS (Sefton Advisory and Inclusion Service) to:

- review progress since the last meeting
- identify the needs of different children
- identify the support to be provided by SAIS
- identify and plan the training needs of all staff.

Outside Agency Involvement

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed successfully and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematical skills.
- has emotional or behavioural difficulties, which regularly and substantially interfere with the child's own learning or that of the class group.
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- despite having received intervention, the child continues to fall behind the level of his peers.

Integrated Assessment of SEND

If the school feels that they are unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise, and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

If the Local Authority (LA) agrees to an Integrated Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for children with a visual or hearing impairment, if appropriate.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website.

www.sefton.gov.uk

All Statements/ EHC Plans must be reviewed at least annually. The SEN Team initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA.

Supporting Pupils and Families

Sefton's Local Authority's Local Offer can be found on the Sefton Directory and links to the Local Offers of Sefton, Knowsley and Liverpool are found on our school website.

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and parents meet regularly with school staff so that concerns and successes can be shared.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and the SEN team. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carer. If support is required, the school nurse will be contacted. A multi-agency approach may be initiated if school staff require further knowledge, understanding or training regarding a child's medical needs, or if adjustments need to be made.

Admission arrangements

Admission to the school is as stated in the School Prospectus and is in line with the school's Admissions Policy. An exception does occur for children with a physical disability who may have Aintree Davenhill as the named school on their Education Health Care Plan. The school prepares carefully for the admission of any child with special needs, meeting with parents and relevant professionals to ensure that the child's needs can be met by the school.

Aintree Davenhill is a mainstream school designated for children with a physical disability. The new building was designed to ensure a safe environment in which children with a disability can access the curriculum alongside able-bodied pupils. The school has a fully equipped treatment/physiotherapy room that enables health service professionals to assess and support children with special needs and to give on-going training/support to the staff in school working with the children.

The school makes every effort in the Foundation Stage to identify early a child's special needs. The SEN Inclusion Manager, Teachers and SENCOs (Special Educational Needs Co-ordinators) work closely with parents and professionals to put in place an appropriate curriculum and the support to access that curriculum. The school works hard to ensure that those children with special needs transfer successfully into Aintree Davenhill or into other educational settings from the school.

Monitoring and Evaluation of SEND

At Aintree Davenhill Primary School, a system of Provision and Impact Mapping is used to ensure that we are able to analyse the impact and outcomes of provision and resources made available to an individual child and wider groups of pupils. Assessment and other progress information is inputted from whole school systems already in place, to inform teachers and senior leaders on the progress of pupils. It helps us to determine the effectiveness of our provision for pupils with special educational needs and disabilities, and ensures that the provision of resources is equitable among pupils according to their needs.

Transfer Reviews

Where possible the child and his/her parents will meet the SENCO of their preferred high school and arrange further visits to the school. A similar meeting will be arranged for any children with specific needs. A meeting to share updated SEN support plan, children's notes and the records of children with special needs, takes place in June between the child's present teacher and new class teacher.

ROLES AND RESPONSIBILITIES

The **SEN Team's roles and responsibilities:**

- co-ordinate provision for children with special needs
- liaise with and advise teachers
- ensure that provision for pupils with SEN is mapped
- ensure that the impact of SEN interventions are assessed for each pupil
- meet regularly with the Headteacher to discuss individual children, resources and use of time.
- advise teaching assistants
- oversee the records of children with special needs
- liaise with parents of children with special needs
- contribute to the in-service training of staff
- liaise with external agencies – SAIS, Educational Psychologist, Speech and Language, Physiotherapy, OT, Social Services
- liaise with the designated members of staff from the child's preferred high school to ensure a smooth transition process
- liaise with the LA's SEN section.

The Head teacher

The Head teacher is the school's 'responsible person' and manages the school's special educational needs work. The Head teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head teacher will work closely with the SEN Inclusion Manager, the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The school will identify areas for development in special educational needs and contribute to the School Improvement Plan.

The Governing Body

The SEND Governor will support the Governors to fulfil their statutory obligations by ensuring:

- it is fully involved in developing and monitoring the school's SEN Policy
- all governors, especially the SEND governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Improvement Plan
- the quality of SEN provision is continually monitored using relevant data.

The school seeks to have a flexible approach in striving to provide access to an appropriate, enriching curriculum for children with special needs.

Whilst the school is committed to developing an inclusive ethos, we recognise our duty to ensure that the inclusion of a child with special needs is compatible with the effective education of other pupils.

The Role of the Teacher and the Teaching Assistant

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. Both the teaching staff and the teaching assistants have an integrated role in curriculum planning and in supporting the learning of each child. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SEN Team to formulate provision and review progress and impact.

Teams of teaching assistants (TAs) are assigned to each of the four phase teams. Where possible, the team will usually consist of a TA3 and a TA2, ensuring a balance of experience and skills. The TA3, together with the HLTA, SENCO and class teachers, will devise a timetable of support. They will prioritise support for children with a physical disability or an EHC. With the remaining time, they will support children on SEN support either in class or through intervention strategies. Teachers will each have some TA support for other classroom activities, preparation and PPA.

A number of intervention strategies for children on SEN Support are implemented during the year by the TAs.

Training Needs

The SEN Inclusion Manager and SENCO attend support meetings, INSET and Co-ordinator Training as appropriate and they will keep abreast of current research and thinking on SEND matters. The training needs of the staff are discussed and planned for at our SAIS/EP planning meetings and in considering the School Improvement Plan. The SEN Team will disseminate knowledge or skills gained through staff meetings, whole school In-service Training (INSET) or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

When possible, the teaching assistants training needs are met at the school as a whole team. Relevant professionals have been involved in providing training to the group. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head teacher or the SEN Team.

Manual Handling training is provided where necessary. Risk assessments are carried out for the handling of each physically disabled child and updated according to changing needs. All handling situations are considered. The physiotherapists work with the TAs to demonstrate appropriate handling for each of the children they support.

Accessibility

The Disability Discrimination Act (1995), as amended in 2005¹, placed a duty on all schools and LAs to implement and review, every three years, the accessibility of schools

¹Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

for pupils with disabilities. Aintree Davenhill Primary School publishes its accessibility plans, which can be found on the website at <http://www.aintreedavenhill.net/>.

Equal Opportunities and Inclusion

Aintree Davenhill has a separate Equality Policy, which is aimed at promoting equality and eliminating discrimination including Disability Discrimination.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with the SEN Team, Senior Leadership Team and individual teachers to ensure all children have equal access to succeeding in the subjects taught.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural 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

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 available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own 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

Incorporating Disability Issues into the Curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity in line with the Equality Act 2010. Advice will be sought from appropriate organisations for specific resources.
- Adults with disabilities are invited to work with the children, as we believe it is important to have positive role models.

Listening to disabled pupils and those identified with additional needs

- Children are involved in their target setting and encourage and support them to take an active part in their termly reviews, through preparation, and making the information and meeting itself accessible and non-threatening.

Working with disabled parents/carers

- Aintree Davenhill recognises that there may be disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.
- When a child starts at the school, we ask the parents/carers about their access needs.

Disability equality and trips or out of school activities

- Aintree Davenhill tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our before, after-school and lunchtime activities and we endeavour to offer additional support where necessary.

Complaints Procedure

The complaint procedure for special educational needs mirrors the school's other complaints procedures. In summary, if a parent has a concern regarding the SEN provision made for their child, they should first discuss the concern with the class teacher. If they still have concerns they may make an appointment with the SEN Inclusion Manager or the SENCO who will listen to their concerns and work with the parents and class teacher. If a parent is still not satisfied they may raise the issue with the Head or the SEN Governor.

Storing and Managing Information

The confidential nature of SEND information is fully recognised at Aintree Davenhill Primary School. Hard copy files are stored in the Assistant Head's office, whilst electronic files are stored on a password protected computer system.

Reviewing the Policy

This policy will be reviewed annually by the SEN Inclusion Manager, SENCO, Head teacher and other staff, governors and parents of children with SEND, along with the SEN Information Report.