Special Educational Needs and Disability Policy

This policy is for parents and carers. It explains how Livingstone Primary School identifies and supports children with Special Educational Needs and Disabilities (SEND), and what you can expect from us at each stage. We want every child to thrive, and we believe that works best when school and families work together. If you have any questions about your child's support, please speak to their class teacher or to our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Lianne Marshall.

Completed by: Lianne Marshall (SENDCo)
SEND Co-ordinator: Lianne Marshall (SENDCo)
SEND Link Governor: Scott Davey

Special Educational Needs and Disabilities (SEND) at Livingstone: Our beliefs and values

Every child deserves a fair start in life and the opportunity to achieve their full potential. At Livingstone Primary School, inclusion is central to our ethos. We work proactively to remove barriers to learning so that every pupil can thrive. All children are recognised as individuals with unique strengths, talents, and needs, and we are committed to nurturing these as fully as possible.

We believe that every teacher and every member of support staff is responsible for the progress and wellbeing of all pupils, including those with special educational needs and/or disabilities. Our school culture is built on high expectations, ambition, and a caring environment where every child is valued.

Across all aspects of school life, we are committed to promoting equality, respect, and dignity. We ensure that all members of our community are treated fairly and without discrimination. We actively challenge barriers that may lead to unequal outcomes and work to ensure equality of access for all. Diversity is celebrated, and we foster positive attitudes that support an inclusive and equitable education for every pupil.

Aims

This policy aims to:

- raise aspirations and expectations for all children with SEND.
- maintain a strong focus on improving outcomes for pupils.
- create an environment that meets the individual needs of each child.
- ensure early identification, assessment, and provision for children with SEND.
- clarify expectations for all stakeholders.
- outline the roles and responsibilities of staff in supporting pupils with SEND.
- ensure full access to all areas of the curriculum.
- promote active parental involvement in their child's education.
- ensure that children have a meaningful voice in decisions about their support.

Objectives

- Identify and provide for children with SEND and additional needs.
- Work in line with the *SEND Code of Practice* (2014).
- Implement a whole-school, whole-child approach to SEND provision.
- Ensure the SENDCo leads and oversees effective implementation of the SEND Policy.
- Provide staff with the support, training, and guidance needed to meet pupils' needs.
- Offer pupils regular opportunities to express their views about their learning and support.

What are Special Educational Needs and Disabilities (SEND)?

At Livingstone Primary School, we follow the definition of Special Educational Needs and Disabilities set out in the *SEND Code of Practice* (July 2014). A pupil is identified as having SEND when their learning difficulty or disability requires special educational provision that is different from, or additional to, that normally available to pupils of the same age (SEND Code of Practice 0–25, p.94).

The *SEND Code of Practice* outlines four broad areas of need:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory and/or Physical Needs

Many pupils may have needs that span more than one of these areas, and their needs may change over time. Our approach ensures that provision remains flexible, responsive, and tailored to each child's evolving profile.

What is a 'Disability'?

Under the Equality Act 2010, a disability is defined as a physical or mental impairment that has a long term (lasting a year or more) and substantial adverse effect on a person's ability to carry out normal day to day activities. This definition includes sensory impairments, such as those affecting vision or hearing, as well as long term health conditions including asthma, diabetes, and epilepsy.

How are Special Educational Needs identified?

When a child requires support that is additional to or different from this, they are placed on the SEND Register at *SEN Support*, in line with the *SEND Code of Practice* (2014). Each child at SEND Support has a One-Page Pupil Profile outlining their strengths, needs, and the strategies that will support their learning.

Pupils with medical or other specific needs are also recorded on the register to ensure that any barriers to learning are clearly identified and addressed.

If a child no longer requires additional provision, they may be removed from the SEN Register. Their progress will continue to be monitored by the class teacher, and parents/carers will be informed of the decision and the reasons for it.

Routes to Identification

Children with SEN may be identified through one or more of the following assessment pathways, all of which form part of the school's wider approach to monitoring progress:

- **Termly Pupil Progress Meetings**: The progress of every pupil is reviewed termly. Where a child is not making expected progress despite high-quality teaching, their needs are discussed with the SENDCo and/or senior leaders, and appropriate actions are agreed.

- **Ongoing Teacher Assessment**: Teachers continually monitor pupils' learning. If a child is making less than expected progress, given their age and individual circumstances, the teacher will explore potential underlying needs. According to the *SEND Code of Practice* (2014), this may include progress that:
    - is significantly slower than that of peers starting from the same baseline
    - does not match or improve upon the child's previous rate of progress
    - does not close the attainment gap between the child and their peers

- **Parental Concerns**: Parents and carers may request that the school looks more closely at their child's learning. All such concerns are taken seriously. In many cases, needs can be met through high-quality teaching or targeted support at home. Where additional provision is required, the child will be placed at SEN Support.

Diagnosis and External Support

While the school can identify special educational needs and put appropriate provision in place, it does not diagnose specific conditions. Where further assessment or specialist input is required, the school and/or SENDCo may seek support from external agencies, including local authority services and educational psychologists. Staff also have access to guidance from ISCAN (Integrated Services for Children with Additional Needs) to support identification and provision planning.

My child's progress is giving cause for concern — what happens next?

We are committed to maintaining open, supportive, and informative relationships with all parents and carers. If a child is experiencing difficulties, this will be discussed either during parents' meetings or through additional conversations arranged with the class teacher.

The class teacher, in partnership with parents/carers and the child (where appropriate), will begin the assess–plan–do–review cycle. A review date will be agreed so that progress can be monitored and next steps identified.

Following this review, a decision will be made about whether your child should be added to the SEND Register at SEND Support. This decision will always be explained clearly, and it should not come as a surprise; we aim to involve parents and carers at every stage of the process. Parental consent will be requested before a child is formally added to the SEND Register.

My child is on the SEND Register — how will their progress be monitored?

The Assess–Plan–Do–Review Cycle

When a child is added to the SEND Register for learning needs, parents and carers are invited to a meeting to agree the most effective ways to support their child. This information is used to create a One-Page Pupil Profile, which is also discussed with the child so their views about school and learning are included. Records of these meetings are kept, and copies are available to parents.

Parents, carers, and pupils are invited to meet at least once each term to review progress, evaluate provision, and agree next steps. Meetings are arranged at mutually convenient times to ensure families can attend.

During these termly reviews:

- Evidence of progress is shared by the child, parents/carers, and the class teacher. This may include work in books, assessment information, and the teacher's knowledge of the child.
- The impact of interventions and teaching strategies is evaluated to determine how effectively they have supported progress towards agreed targets. The child's views are considered first, followed by those of parents/carers, and then the class teacher.
- A new plan of action is agreed, including personalised targets and clear success criteria. The plan outlines the contributions to be made by the child, the parents/carers, and the school.
- The class teacher remains responsible for ensuring that the child has access to appropriate resources and receives the support required to meet their targets.
- If a child continues to make slower than expected progress despite high-quality, targeted support, further assessments may be carried out to explore underlying needs and remove barriers to learning.

My child is on the SEND Register; does this mean that they will always be on the SEND register?

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires Special Educational Needs Support (SENS) and they will be removed from the SEND register.

Please note that this decision will be made based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of SENS to ensure that the child is able to continue to make good progress. Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress.

However, all pupils will continue to be monitored every half-term and during pupil progress meetings. If your child's progress becomes a cause for concern at a later date, the process for identification of SEND may result in your child being placed back onto the SEND register.

What is an Education, Health and Care Plan (EHCP) and why might a child be assessed for one?

An Education, Health and Care Plan (EHCP) is a statutory document for children and young people whose special educational needs require a level of support that goes beyond what a school can ordinarily provide through SEN Support. An EHCP identifies a child's strengths, needs, and the specific educational, health and social care provision required to help them achieve positive long-term outcomes. A child may be assessed for an EHCP when, despite high-quality teaching, targeted interventions, and involvement from external professionals, they continue to make limited progress or have significant and complex needs that require coordinated, multi-agency support. The decision to request an EHCP assessment is made in partnership with parents/carers, the school, and relevant professionals to ensure that the child's needs are fully understood and appropriately planned for.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see http://www.tameside.gov.uk/localoffer/families/ehcp

Paperwork for children at SEN support and EHCP

Once a child has been identified as having SEND, the following documentation is completed to ensure their needs are clearly understood and effectively supported:

Children at SEN support (without an EHCP): Pupils identified as having SEND will receive a One-Page Pupil Profile outlining personalised provision, which may include targeted small-group work or one-to-one support. Parents and carers are invited to a review meeting each term to discuss progress, evaluate provision, and agree next steps. If a child makes sustained, accelerated progress and is consistently working at age-related expectations, they may be removed from the SEN Register, with continued monitoring by the class teacher.

Children with an EHCP: Pupils with an Education, Health and Care Plan have long-term outcomes and provision detailed within their EHCP. As these needs and targets are set through the statutory process, they do not require an additional One-Page Pupil Profile with academic targets. Their provision is reviewed through the formal EHCP annual review process.

I feel that my child requires specialist support — what will school do?

Decisions about whether a child requires special educational provision are made collaboratively. The class teacher and SENDCo review all available information about the child's progress, including national expectations, assessment data, and high-quality formative assessments. This ensures that decisions are based on a clear and accurate understanding of the child's needs.

In some cases, a child's needs may be more complex or require a higher level of support. When this is the case, the school may seek specialist assessments or advice from external professionals, which may include:

- medical professionals (e.g., physiotherapists, paediatric consultants)
- educational psychologists

This list is not exhaustive; the school will involve any external agencies necessary to meet the individual needs of the child.

Where specialist involvement is required, parental consent will always be sought. Any reports or assessment outcomes will be shared with parents/carers and used to inform the next stage of the assess–plan–do–review cycle.

What support is available for children with SEND and their families?

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority Local Offer. Details can be found at http://www.tameside.gov.uk/localoffer
- The policy can be found via the school website at http://www.livingstone.tameside.sch.uk
- Class teachers and/or the SENDCo can make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (e.g. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition (between Reception and Year 1, and between Year 2 and Year 3). We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting Children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at www.sendgateway.org.uk
- Where necessary, the school can open an Early Help Assessment with the aim of providing support for children and families at Livingstone.
- School can also lead referrals to other services (e.g. Speech and Language Therapy) and/or provide data for other referrals, provided that parental consent is obtained.

How will school support pupils with medical conditions?

The school recognises that pupils with medical conditions must be properly supported so that they can access all aspects of education, including school trips and physical education. Some pupils with medical conditions may also be considered disabled under the *Equality Act 2010*, and in such cases the school fulfils its statutory duties to ensure they are not disadvantaged.

Some pupils with medical conditions may also have special educational needs. Where this is the case, their needs may be supported through SEND provision or through an Education, Health and Care Plan (EHCP), which brings together educational, health and social care requirements. The school follows the *SEND Code of Practice* (2014) when supporting these pupils.

Where a child has a medical condition, relevant information may need to be shared with staff and other professionals, such as supply teachers, to ensure the child's safety and wellbeing. If a medical condition does not impact learning but requires staff awareness, the child will be recorded on the school's SEND Register with clear information about their condition and the steps staff should take to ensure they remain happy, safe and comfortable in school.

Under the *Equality Act 2010*, schools and other educational settings must:

- not directly or indirectly discriminate against, harass or victimise disabled children and young people
- make reasonable adjustments, including the provision of auxiliary aids or services (such as tactile signage or induction loops), to ensure disabled pupils are not placed at a disadvantage

This duty is anticipatory, meaning schools must consider in advance what disabled pupils may need and plan accordingly to ensure equitable access and participation.

How is the effectiveness of SEND provision monitored and evaluated?

All pupils' progress in Reading, Writing and Maths is monitored every term by the Senior Leadership Team. The SENDCo will monitor the progress of individuals and children with SEND to ensure that interventions and adaptations to learning are effective. The information is reported to Governors via the Headteacher's Report to the full Governing Body and the link Governor for SEND. We also present anonymised data to governors at the end of the year.

Parents' views are sought via SEND reviews and Parent's Evening.

How is SEND funded?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local school's forum.

Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEND. The SENDCO, Headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Taken from the SEND Code of Practice 2014.

Funding and personal budgets

Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan. This is organised with the authority not school.

A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs.

Parents/carers (or a representative) will need to agree this with your Tameside local authority.

A Personal Budget can only be used for agreed provision in the EHC plan.

How are the training needs of staff identified and planned for?

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

All staff receive regular training and development to maintain and improve the quality of teaching and provision for pupils with SEND. This is provided by staff at Livingstone and/or by external agencies, organisations and professionals. We also actively encourage all staff to go beyond this and seek out further opportunities to develop their knowledge and skills in meeting the needs of all pupils.

The school's SENDCo regularly attends the Tameside SENDCo network meetings and the Mossley Schools' Partnership network meetings in order to keep up to date with local and national updates in SEND.

Roles and responsibilities

The role of Class Teachers

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.

At Livingstone, every teacher is a teacher of every child, including those with SEND. Teachers respond to children's needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- providing starting points for the development of an appropriate curriculum;
- 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;
- involving parents in implementing a joint learning approach at home.

The role of the SEND Co-ordinator

In our school, the SENDCo:

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents of children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

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. They consult Tameside local authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. 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 governing body has identified Scott Davey to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with an Education, Healthcare Plan are aware of the provision and involved in the review process.

The named governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The role of Parents/Carers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this.

Parents have much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the one-page pupil profile and support their child to progress towards the targets set.

We have meetings each term to share and review the progress of children with SEND 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. During this meeting, we review progress and set new targets for the next term.

The role of Children with SEND

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Livingstone recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and discuss what they need to work on and how they can be supported.

Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility	Rebecca Willard (Headteacher)
Members of staff responsible for managing Pupil Premium Grant and Looked After Children funding	Rebecca Willard (Headteacher) Nicola Brough (Designated teacher for LAC)
Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils	Rebecca Willard (Headteacher)

Storing and managing information

The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy.

Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As the one page pupil profile documents contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely. All records kept by the school will be passed onto the next school when the child transfers.

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans can be provided, upon request, from the School Office.

Compliance

This policy is written in accordance with the statutory requirements set out in the *SEND Code of Practice 0–25 (September 2014), section 3.65.* It also reflects the following legislation and guidance:

- *Equality Act 2010: Advice for Schools (DfE, February 2013)*
- *SEND Code of Practice 0–25 (June 2014)*
- *Special Educational Needs and Disability Regulations (2014)*

- *Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)*
- *The National Curriculum in England: Key Stage 1 and 2 Framework Document (September 2013)*
- *Livingstone School Safeguarding and Child Protection Policy (available on the school website)*
- *Livingstone School Accessibility Plan (available on the school website)*
- *Teachers' Standards (2021)*

SEND policy development

Our SEND Policy has been developed in consultation with children, parents, families, staff and Governors to ensure that all stakeholders have an input into the policy and procedures within the policy. Advice has been provided by the Tameside SEN Team and Nasen via the Whole School SEND website https://www.wholeschoolsend.org.uk/ to ensure the policy reflects the SEND Code of Practice Guidance, 0-25.

How parents and carers may access the policy

Copies of the SEND Policy can be found online at www.livingstone.tameside.sch.uk

The Tameside SEND Local offer can be found online at http://www.tameside.gov.uk/localoffer/

Alternatively, a copy of either document can be requested from the School Office.

Reviewing the policy

This policy will be reviewed every year.

Approved by the Governing Body
9 March 2026

Simon Wilde
Chair of Governors