

Mount Primary School Special Educational Needs and/or Disability Policy



Approved by: FGB

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Introduction

Children come to our school with a wide variety of needs. Our responsibility is to ensure that those needs are met. Sometimes those needs will only need to be met for a short period of time, sometimes those needs may need to be met for the duration of a child's education. At Mount Primary School, we are implementing the Special Needs and Disability Code of Practice: 0 to 25 (2015). We follow a Graduated Approach to supporting children with Special Educational Needs and / or Disabilities to ensure that children are fully supported to achieve their potential.

A child or young person is considered to have a Special Educational Need and / or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, **or**
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children come to our school with a variety of needs. Each child has a right to have those needs recognised and met. We aim to give all children access to the National Curriculum by recognising those needs and making adaptations to our environment, teaching, resources and practice.

We believe that family involvement is important in the support of our pupils, so we aim to fully involve parents and carers in assessment and provision. We make sure that all children on our Special Educational Needs and/or Disabilities (SEND) Register are fully integrated into mainstream classes and supported by all staff members, according to their individual needs.

Please read this policy in conjunction with our *Mount Primary School SEND Information Report*.

The SEN Code of Practice (January 2015)

The fundamental principles of the code are:

- The views, wishes and feelings of the child or young person, and the child's parents/carers must be sought,
- The importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions,
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- the participation of children, their parents and young people in decision-making,
- the early identification of children and young people's needs and early intervention to support them,
- greater choice and control for young people and parents regarding support,
- collaboration between education, health and social care services to provide support,
- high quality provision to meet the needs of children and young people with SEND,
- a focus on inclusive practice and removing barriers to learning,
- successful preparation for adulthood, including independent living and employment.

To meet these principles:

- Teachers will identify any children who may have Special Educational Needs and/or Disabilities so that they can be assessed as soon as possible,
- All children should receive provision from the most appropriate agency. In most cases this will be the school, and where needed, external agencies will be contacted for support and advice,
- The Local Authority must act in accordance with the SEND code of practise.

This means that the Local Authority must:

- identify and assess the special educational needs of any child or young person who **may** have a Special Educational Need and / or Disability (SEND),
- always think about how the child or young person can be supported to facilitate their development and to help them achieve the "**best possible educational and other outcomes**".

If a child or young person needs, or may need, more support than their school or other setting can give them, then the LA must carry out an Education, Health and Care needs assessment. This assessment may lead to an Education, Health and Care plan (EHCP) being produced for that child. An EHCP will set out the additional support the child or young person needs and the school or other institution they will go to. For more information please see **SENDLO, Wirral's Local Offer of SEND Services**: <https://www.sendlowirral.co.uk/>

At Mount Primary School we recognise that, high quality teaching that is personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision. Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach, and draws on the 'assess-plan-do-review' cycle. It draws on more detailed assessments, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to ensure children with SEND are making progress towards outcome. Where special educational provision is necessary, it is important to take into account the ascertainable wishes of the child, considering his or her age and understanding, as well as the views and wishes the child's family. A multi-disciplinary approach is most effective and co-operation between all professionals involved is vital.

Objectives

In order to successfully implement a Graduated Approach to supporting children with Special Educational Needs and / or Disabilities the Special Needs and comply with the Disability Code of Practice: 0 to 25 (2015), the following objectives are set for the school:

- The school will update the SEND Register, which contains the names of all of the children with special Educational Needs and/or Disabilities, at least once a term,
- The school will identify children with SEND as soon as is possible, and in accordance with the graduated response outlined in the Code of Practice,
- The school will review progress termly with input from teachers, parents and carers. Advice from outside agencies will be sought when necessary and wherever possible,
- Parents and carers will be kept informed at all times,
- The school will maintain clear and up to date records at every stage of the Graduated Approach,
- The school will refer children to appropriate outside professionals when necessary,
- The school will monitor pupils' progress in Literacy and Numeracy, as well as in foundation subjects, implementing intervention programs as appropriate,
- The school will monitor pupils' personal, social and emotional development, implementing intervention programs as appropriate,
- The school will monitor pupils' progress in the Foundation Stage through the Foundation Stage Profile, implementing intervention programs as appropriate.

Governing Body and Staff Roles

Specialist Trained Teachers and Partnerships

Qualified SENDCo
Lead Teacher for Mental Health
Designated SEN Governor

Mrs Rachel Sexton-Perinkadakatt
Mrs Laura Stones
Mr Henry Finney

The Governing Body, in conjunction with the head teacher, have responsibility for the school's general policy and approach to provision for SEND children including the allocation of resources.

The head teacher is the designated responsible person in overall charge of the management of SEND provision and its resourcing. The head teacher works closely with the SENDCo. The SENDCo is responsible for the day-to-day implementation of the provision.

The SENCO is responsible for:

- maintaining and reviewing provision to ensure that there is provision for all needs,
- overseeing provision is appropriate to ensure that children work towards achieving their outcomes,
- liaising with and advising colleagues,
- coordinating the provision for children with SEND,
- evaluating interventions,
- overseeing the records of pupils with SEND,
- liaising with Teaching Assistants (T.A.s) on the delivery of specific interventions,
- liaising with parents and carers of children with SEND,
- coordinating SEND Administration,
- liaising with and coordinating outside professionals,
- contributing to the In-Service training of staff.

Class teachers have responsibility for the children with SEND in their class and in respect to this are responsible for:

- planning and delivering a curriculum, including making reasonable adaptations so that all children are able to access learning,
- collecting and analysing information and assessments,
- liaising with children, parents and carers as well as external agencies,
- liaising with T.A.s and other support staff and colleagues, where necessary,
- planning, monitoring and evaluating progress,

- attending INSET and training sessions.

Teaching Assistants who are directly involved with a child or group of children will liaise with the class teacher and SENDCo in order to plan for, and meet the needs of, that child. The teacher will monitor pupils' progress regularly.

The school provides support for children across the English and Maths curriculum. Where necessary, children with SEND work in smaller groups with the support of an adult.

Children with Education Health Care Plans or Individual Funding Agreements have support in accordance with their plan or agreement.

Admission Arrangements

The Local Authority's admissions policy gives priority to children who have Education Health Care Plans, where the school is either named in the plan or the provision specified. The school has full access for children with mobility issues. Please see Mount Primary School's *Accessibility Plan*

Evaluating Success

The criteria for success of the provision for children with Special Educational Needs and / or Disabilities is as follows:

- Children achieve well because of the support offered,
- Children's needs are met early, thus allowing them to be removed from the SEND register,
- The Special Educational Needs and/or Disabilities Register is updated at least once a term,
- Progress of children with SEND is monitored regularly,
- Parents and carers are kept informed and involved,
- Children are involved, as appropriate to their age and stage of development,
- The SENDCo to be available to speak to parents and carers at school parents' evenings,
- School involves external agencies where appropriate,
- The SENDCo and head teacher liaises effectively with external agencies,
- SEND updates are shared with colleagues where appropriate,
- Class teacher, SENDCo and headteacher monitor the impact of support for children with SEND.

The head teacher and governors will use these success criteria to determine the success of the SEND provision.

SEND In-Service Training (INSET) for Staff

The SENDCo will attend in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant training.

INSET is provided for in the school's budget and school development plan.

Partnership with Parents and Carers

Arrangements for including parents and carers of children with SEND will follow the procedures outlined in this Policy and *Mount Primary School SEND Information Report*

External Agencies

A wide variety of agencies are available to support children with special educational needs and / or disabilities. The school liaises closely with external agencies to offer support within school and to coordinate support from other professionals.

The school refers and liaises regularly with the following services:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

- Physiotherapists
- Visual and Hearing Impaired Support Service
- Wirral Specialist Support Team for Children with Medical and / or Physical Needs
- Wirral Autism and Social Communications team
- Wirral Outreach services such as: Elleray Park, Gillbrook
- Inclusion Team
- Early Help team
- GPs or paediatricians
- School nurses
- Neurodiversity team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

We co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer / transition.

Arrangements for Complaints

All complaints regarding SEND and SEND provision should follow the school's complaints policy. Initial complaints should be directly raised with the class teacher.

If that is not appropriate, a meeting should be arranged with the school's SENCO.

If the complaint is about the actions of the School's SENCO, the complaint should be forwarded to the head teacher.

If the complaint remains unresolved, the complaint can be forwarded to our SEND governor; Mr Henry Finney via our SEND Administration Assistant, Mrs Kate Bromley: adminofficer@mount.wirral.sch.uk

We are keen that parents and carers are supported in this process and would refer all families to Wirral's SEND Partnership if they require further support: <https://wired.me.uk/services/wirral-send-partnership>