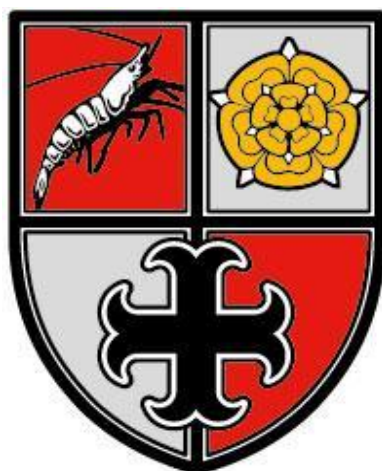


MARSHSIDE PRIMARY SCHOOL



Special Educational Needs Policy

September 2025

Date Approved by Full Governing Body: September 2025

Co-Chairs: Wendy Cheetham and Joanne Swift

Headteacher: Shaun Haughey

Review Date: September 2026

EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

At Marshside Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All children at Marshside Primary are entitled to a curriculum that enables them to feel valued, included and enabled to thrive. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers we adapt learning opportunities to ensure that all children can access and enjoy their lessons, make progress and experience success within their learning. Where possible we aim to incorporate are unique setting into learning opportunities so pupils are better able to understand the real world value of education.

Definition of Special Educational Needs

(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) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Aims

- To ensure we fully implement national guidance and legislation for our pupils with SEND needs.
- To provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Ensure that the SEND policy is understood and implemented consistently by all staff.

The 4 areas of need

- The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area and their needs may change over time.
- Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Categories of need:

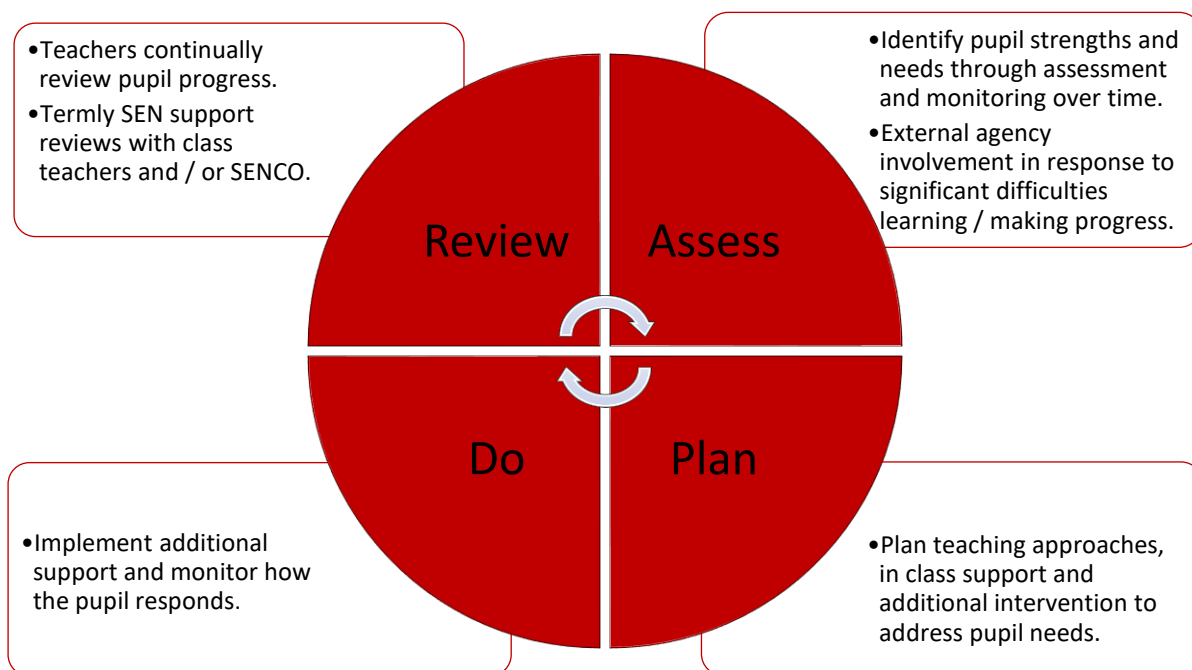
AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Identifying Need

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by:

- Gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school. A diagnosis will be used to support school's understanding of a child's educational needs.
- Monitoring the progress of all children in order to aid the identification of pupils with SEN. Progress for children on the SEND list is tracked using frameworks appropriate for individual children's needs. These include whole school systems, Autism Education Trust Framework and BSquared.
- Implementing a graduated approach of assess, plan, do and review to identify pupils' needs and implement interventions and resources to support a pupil to keep up or catch up.



- Completing SEND pupil profiles for any pupils whose needs are identified as requiring additional provision (SEND Support on the school SEN list). This will be shared and discussed termly with pupils and parents who can provide information on their child's needs to develop an understanding of the whole child. It is the responsibility of class teachers to implement SEND support plans and any individual recommendations from external agencies.
- Working with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Working with and in support of outside agencies when the child's needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children and Adult Mental Health Service (CAMHS).
- Creating a safe and inclusive learning environment through the development of key relationships using trauma informed approaches.

Education, Health and Care Plans

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of a child's needs requires a multi-agency approach to assessing need, planning provision and identifying resources. The decision to make a referral for an Education, Health and Care Plan will

be taken at a SEN review. The application for an Education, Health and Care Plan will combine information from a variety of sources.

Following Statutory Assessment, an EHC Plan may be provided by Sefton Council, if it is decided that the child's needs are not being met by the support that is ordinarily available.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Assessment and diagnosis

As a school we have access to Sefton Local Authority's Educational Psychology and Inclusion services. If we, in consultation with parents, feel that a child requires further assessment beyond what is normally available in school we will arrange an assessment to ascertain barriers to progress and recommendations to support.

As a school we are also able to refer children to Speech and Language, Occupational Therapy and the ASD and ADHD pathway at Alderhey.

In line with national guidance any private assessments will be taken into consideration by school, however, there is no statutory requirement for schools to act on recommendations made by private professionals. This is to ensure fairness and equity in the allocation of support and resources across school.

Unit Provision

As part of our offer to meet the needs of all children with an identified SEND we offer a 24 place autism unit provision. This provision is over four classes and is funded by the Local Authority for specific, named pupils with an Education, Health and Care Plan and diagnosis of autism.

Admissions

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Essential criteria for admissions to one of our unit classes is an Education, Health and Care Plan and a diagnosis of autism.

External Agency Support

External agency support is requested as part of the assess, plan, do, review process. If a pupil does not make progress in line with their ability over time we would refer to other agencies to seek advice on how to remove barriers to learning for children. Recommendations, resources and interventions from external agencies will be included within a child's SEND support plan.

Termly reviews will be held between the SENCo and class teachers to discuss individual needs and requests for specialist support, this information will feed into planning meetings with the school's Educational Psychologist and Inclusion Consultant.

Key Responsibilities

The SENCO is the person responsible for overseeing and co-ordinating the provision for children with SEN in school and our unit classes. The SENCO will hold details of all SEN records for individual pupils.

The SENCO

The SENCO at our school is Miss Brindle – 01704211177

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the I Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Governors

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents/carers on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governors are: Wendy Cheetham and Anna Taylor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- In conjunction with the SENCO inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.
- They will be:
 - Invited to termly meetings to review the provision that is in place for their child
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
 - Given an annual report on the pupil's progress

- The school will take into account the views of the parents or carers in any decisions made about the pupil.

The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - Explaining what their strengths and difficulties are
 - Contributing to setting targets or outcomes
 - Attending review meetings
 - Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.