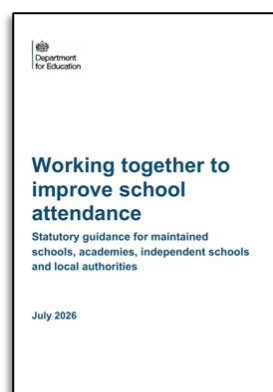
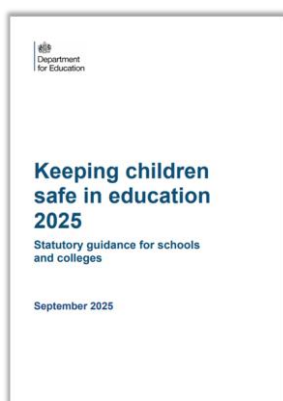
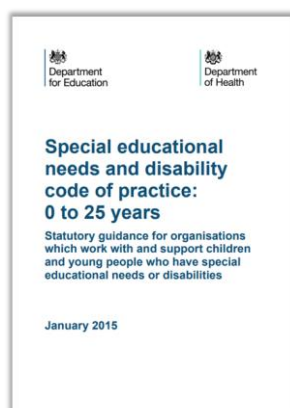


Banks Road Primary School



Special Educational Needs and Disabilities Policy and Procedures

Provenance/ Author	Person (s) Responsible	Version	Reviewers	Effective Date	Recommended Review Date	Distribution
Deputy Headteacher James Savage	Headteacher Jamie Wilson	V11	Governors	September 2026	September 2027	All Staff



SEND Policy

Policy Development

This policy has been developed in consultation with key stakeholders, including the Special Educational Needs and Disabilities Coordinator (SENDCo), senior leaders, teaching staff, support staff and the governing board.

The school has also taken into account the views of parents and pupils with SEND through ongoing engagement, including review meetings, parent workshops and pupil voice activities.

The policy is reviewed annually by the governing board and updated in response to changes in legislation, guidance and the needs of pupils within the school.

Compliance with Current Statutory Guidance

This policy is aligned with the SEND Code of Practice: 0–25 years (2014, updated 2024) and reflects the strengthened expectations introduced in the latest update. These include:

- Early identification and intervention for pupils with emerging needs.
- Inclusive practice ensuring full participation in school life with reasonable adjustments.
- Co-production with families, involving parents and pupils in all decisions about SEND provision.
- Consideration of digital accessibility and assistive technology to support learning.

Banks Road Primary School meets its duties under the **Equality Act 2010**, including the **Public Sector Equality Duty**, by ensuring reasonable adjustments and accessibility planning for pupils with SEND. This policy should be read alongside the school's **Accessibility Plan**, which sets out actions to:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment to enable disabled pupils to take advantage of education and facilities.
- Improve the availability of accessible information.

The Accessibility Plan is published on the school website and reviewed every three years.

Banks Road Primary School monitors SEND provision in line with the Ofsted Education Inspection Framework (2025), which includes SEND as a standalone judgment area. The school ensures that high-quality SEND provision is integral to overall effectiveness and that evidence of inclusive practice, progress, and parental engagement is systematically reviewed.

This policy is aligned with, compliant with and informed by:

Legislation

- Children and Families Act 2014 – Part 3: Special Educational Needs and Disability framework.
- Equality Act 2010 – Public Sector Equality Duty and reasonable adjustments.
- School Admissions Code – Non-discrimination in admissions.
- Education Act 1996 – Duties regarding pupils with special educational needs.
- SEND Regulations 2014 and SEND (Amendment) Regulations 2024 – SENDCO duties and NPQ requirement.

Statutory Guidance

- SEND Code of Practice: 0–25 years (2014, updated 2024) – Core statutory guidance for SEND provision.
- Keeping Children Safe in Education (KCSIE) – Safeguarding responsibilities for pupils with SEND.
- Working Together to Improve School Attendance (2024) – Attendance expectations for pupils with SEND.
- Working Together to Safeguard Children – Multi-agency safeguarding responsibilities.

Non-Statutory Guidance and Best Practice

- Ofsted Education Inspection Framework (2025) – SEND as a standalone judgment area.
- Liverpool Local Offer – Local SEND provision and support services.
- Accessibility Planning Guidance (Equality Act 2010) – Duties to improve access to curriculum, environment, and information.

Definitions of special educational needs and/or disabilities (SEND) taken from Section 20 of the Children and Families Act 2014. This definition is supported by the SEND Code of Practice: 0–25 years (updated 2024).

A child or young person has SEND 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.

The Children and Families Act 2014 and the SEND Code of Practice also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website; <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Children with the most complex needs will be supported by the completion of an Education, Health and Care (EHC) Plan. For further details of SEND and EHCs in Liverpool, please refer to the Council's website: <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

Liverpool City Council has also developed the SEND Local Offer, which is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Liverpool that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education,

health and social care, as well as those provided by the private, voluntary and community sectors;

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

Mission Statement:

We Can do it!

This policy outlines how our school ensures that all children with a special educational need are identified and have their needs met within a nurturing and inclusive environment. **We are committed to high aspirations for all pupils with SEND. Our inclusive approach ensures that barriers to learning are identified and removed, enabling every child to achieve their full potential, develop independence and participate fully in school life.**

Inclusion

Banks Road Primary School is committed to being an inclusive school where all pupils, regardless of need or disability, are valued equally and supported to achieve their best.

Aims and Objectives:

Every child will have access to a broad and balanced education; the National Curriculum in line with the Special Educational Needs Code of Practice 2014, updated 2024.

The Staff and Governing Board, through this policy, seek to secure the following aims and objectives:

- To commit to inclusive practice, ensuring pupils with SEND participate fully in all aspects of school life with reasonable adjustments.
- To provide a safe, caring and happy environment where pupils learn effectively.
- To ensure that at least good progress is made for children with Special Educational Needs and Disabilities.
- To ensure pupils value others as individuals whatever their need or ability.
- To work co-operatively supporting and sharing expertise with all stakeholders.
- To encourage a successful partnership approach between home and school.
- To ensure pupils with SEND participate fully in the school community and are active in decisions about their education. To use a range of teaching and learning styles and resources to enable access to the entire curriculum.

Banks Road Primary School will:

- **Identify the needs of pupils with SEND as early as possible.**

We will strengthen early identification through proactive screening from EYFS onwards, in line with the 2024 SEND Code of Practice.

The school's monitoring system is used to identify children who are not progressing satisfactorily and who may have additional needs. All teachers, alongside parents and other staff are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Banks Road Primary School identifies needs within the four broad areas outlined in the SEND Code of Practice (2024): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision. The

purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies 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.

The SENDCO will be proactive in assessing children with possible SEND needs and will employ both external agencies and internal resources to 'build a picture' of each child. The school uses a range of assessment tools and screening processes to support early identification of need.

- **Monitor the progress of all pupils.**

The progress of all children is regularly monitored in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be co-ordinated by the SENDCO with the support of SLT and will be carefully monitored and reviewed at least termly in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents/carers.**

The school will work to develop a strong partnership 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 SEND procedures and practices, providing regular reports on their child's progress, and providing information (at least termly) on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work. Decisions about SEND provision will be made collaboratively with parents and pupils, reflecting co-production principles.

The school provides a wide variety of opportunities for parents to access a wide variety of professionals by bringing these professionals into school. The school provides regular opportunities for parents to access advice, support and external professionals.

Attendance and SEND

Banks Road Primary School follows the statutory guidance Working Together to Improve School Attendance (2024). We recognise that pupils with SEND may face additional barriers to attendance. The school will:

- Monitor attendance for pupils with SEND as part of their Personal Provision Plans.
- Work proactively with families to address barriers, including reasonable adjustments and flexible support where appropriate.
- Ensure that any use of part-time timetables or alternative arrangements is exceptional, time-limited, and agreed with parents, in line with statutory guidance.
- Collaborate with the Local Authority and external agencies to secure full-time education for all pupils with SEND.

- **Work with and in support of outside agencies.**

The school will work with outside agencies when the pupils' needs cannot be met by the school alone. The school works with a range of external professionals, including health, education and social care services, to support pupils where additional expertise is required.

Create a school environment where pupils feel safe to voice their opinions of their own needs.

Regular opportunities are provided for pupils to share their views and contribute to decisions about their support. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

Responsibilities

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet individuals' needs.
- Checking children's achievement through monitoring and assessment; planning for and delivering any additional help needed (e.g. targeted work, additional support, adapting or carrying resources) and discussing amendments made with the SENDCO as necessary.
- Writing Personal Provision Plans (PPPs), and sharing and reviewing these with parents once each term and planning for the next term
- Ensuring that the school's Special Needs Policy is followed in their classroom and for all the pupils they teach with any SEN and/or disabilities.

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- maintain statutory compliance by completing the NPQ for SENDCOs within three years of appointment (for SENDCOs appointed after September 2024).
- co-ordinating support for children with special educational needs and/or disabilities and through the SEND Policy make sure all children get a consistent, high quality response to meeting their needs in school.
- ensuring staff have access to details of identified SEND pupils including Personal Provision Plans, which they will share with parents/carers and monitor regularly.
- maintaining, and securely storing, monitoring and assessment data, provision maps, minutes and actions meetings and correspondence from outside agencies.
- working with and ensuring clear communication with parents ensuring that they are:
 - (i) involved in supporting their child's learning
 - (ii) kept informed about the support their child is receiving
 - (iii) involved in reviewing their progress and attainment
 - (iv) part of planning ahead for them
- liaising with all the other people who come into school to help support children's learning e.g., Speech and Language Therapy, Educational Psychology, etc.
- accurately maintaining the school's SEND register
- monitoring children's progress and needs by:
 - ensuring that records are kept and reviewed
 - ensuring that new targets are set when goals are met
 - ensuring that adjustments are made when conditions develop/new diagnosis are made
- providing specialist support and arranging staff training to ensure high quality provision
- providing guidance and signposting for parents and carers
- ensuring all staff have access to copies of:
 - Banks Road Primary School's SEND Policy and SEND register

- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans)
- Individual Pupil Information relating to special educational needs.
- Information on current legislation and SEND provision
- Information available through Liverpool's SEND Local Offer

In accordance with the SEND Code of Practice (2024) and the SEND (Amendment) Regulations 2024, any SENDCO appointed after September 2024 must undertake the National Professional Qualification (NPQ) for SENDCOs within three years of appointment. Banks Road Primary School will ensure compliance with this statutory requirement.

The Headteacher is responsible for:

- the day-to-day management of all aspects of the school – this includes overseeing the support for children with SEND
- delegating responsibility to the SENDCO and class teachers whilst ensuring that children's needs are met.
- ensuring that the school's delegated SEND funding is used effectively to meet the needs of pupils with SEND, and that additional funding is accessed from the Local Authority where necessary.
- ensuring the Governing Board is kept up to date regarding SEND issues in school.

The SEND Governor is responsible for:

- ensuring the Special Educational Needs and Disabilities Policy is up to date
- ensuring provision is appropriate and any necessary adaptations are made to meet the needs of all children in the school
- ensuring the necessary support is provided for SEND children in school.

The Graduated Response to SEND Support

The school follows a graduated approach to SEND support, using the Assess, Plan, Do, Review cycle. Individual support plans are used to record provision, targets and progress, and are reviewed regularly with parents and pupils.

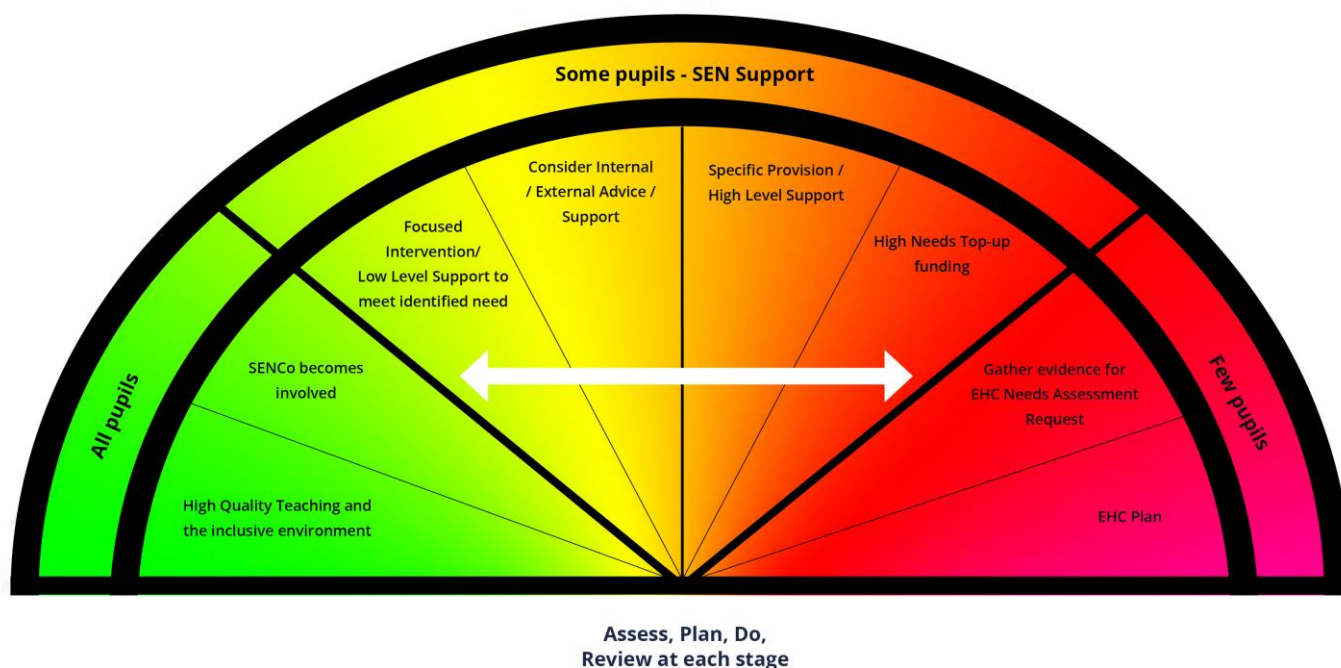
Referral for an Education, Health and Care Plan

A child who has lifelong or significant difficulties may undergo a Statutory Assessment Process. This will occur where the complexity of need or a lack of clarity around the needs of the child requires a multi-agency assessment. The decision to make a referral for an EHC Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to

appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer: <http://fsd.liverpool.gov.uk/>



Transition Arrangements

The school plans carefully for transitions between classes and settings, working with pupils, parents and receiving schools to ensure continuity of support.

In service training (CPD)

All school staff will be kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND by:

- The SENDCO supporting training needs and disseminating relevant information received from the Local Authority.
- ensuring Early Careers Teachers have SEND training as part of their induction programme
- utilising outreach providers to train staff.
- Training plans detailed in the SEND Action Plan.

Facilities for pupils with SEND

Our school will comply with all relevant accessibility requirements, e.g.,

- Assistive technology
- Increased access to the curriculum and assistance during assessments
- Physical environments (wheelchair access, lighting etc.)

We will consider assistive technology and digital accessibility as part of our SEND provision.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible and children have to be withdrawn from class (for instance into a quieter environment, or for 1:1 work) the SENDCO will consult with the child's parents/carers for other flexible arrangements to be made. The school will ensure access to all through the reduction of barriers as identified in the School's Accessibility Plan.

Admissions Arrangements for Pupils with SEND

Banks Road Primary School complies with the School Admissions Code and does not discriminate against pupils with special educational needs or disabilities.

The school will admit any pupil whose Education, Health and Care (EHC) Plan names the school, in accordance with statutory requirements.

All admissions are considered in line with the school's published admissions policy, ensuring that pupils with SEND are not disadvantaged. Reasonable adjustments will be made to ensure that pupils with SEND can access the school environment and curriculum on an equal basis with their peers.

Complaints

If parents or carers have concerns about the support provided for their child, they should first discuss these with the class teacher or SENDCO.

If concerns remain unresolved, parents/carers may follow the school's formal complaints procedure, available on the school website or from the school office.

If a parent or carer is not satisfied with the school's response, they may seek impartial advice or mediation through the Local Authority's disagreement resolution service.

Further information about formal mediation and appeals processes, including the SEND Tribunal, is available via the SEND Code of Practice and the Local Authority Local Offer.

SEN Information Report

The school publishes a SEN Information Report on its website, in line with statutory requirements. This report sets out how the SEND policy is implemented and provides detailed information about the provision available to pupils with SEND.

The SEN Information Report is updated annually and is available on the school website. A paper copy can be provided on request from the school office.

Monitoring and Evaluation of SEND Provision

The effectiveness of SEND provision is regularly monitored and evaluated by the SENDCO, senior leaders and the governing board.

This includes:

- Analysis of pupil progress and attainment data

- Monitoring of the quality of teaching and interventions
- Reviewing Personal Provision Plans (PPPs)
- Pupil and parent feedback
- Attendance and behaviour data for pupils with SEND

Leaders use this evaluation to inform school improvement priorities and ensure that SEND provision continues to improve outcomes for pupils.

The SEND Governor works with the SENDCo to review provision and reports findings to the governing board.

The policy is reviewed annually to ensure it remains compliant with statutory requirements and reflects best practice. This policy is reviewed annually by the governing board and approved by the full governing body.

This Policy should be read in conjunction with:

- Accessibility Plan
- Equality Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy