



# Special Educational Needs and Disabilities (SEND) Policy

Liscard Primary School — Updated Autumn 2026

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|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SEND Co-ordinator (SENDCO):</b> | Mrs R Squirrell (Contact: 0151 638 3910 via school office or at <a href="mailto:schooloffice@liscard.wirral.sch.uk">schooloffice@liscard.wirral.sch.uk</a> ) |
| <b>Named SEND Governor:</b>        | Anna Dollard (Contact via school office)                                                                                                                     |
| <b>Statutory Compliance:</b>       | Children and Families Act 2014, SEND Code of Practice 2014, Equality Act 2010                                                                                |
| <b>Review Period:</b>              | Annual                                                                                                                                                       |

## 1. Introduction & Statutory Framework

This policy outlines the framework for providing high-quality support and education to pupils with Special Educational Needs and Disabilities (SEND) at Liscard Primary School. This document has been comprehensively updated in line with the statutory requirements of the SEND Code of Practice 2014, the Children and Families Act 2014, and the Equality Act 2010. It should be read in conjunction with the school's separate statutory SEN Information Report.

## 2. Policy Core Objectives

At Liscard Primary School, we are guided by our vision statement: "Dream, Believe, Achieve". We are committed to providing an inclusive environment that ensures:

- Meeting a wide range of Special Educational, Medical, and Physical needs within our mainstream school setting.
- The delivery of a broad, balanced, and relevant curriculum, both within the classroom environment and beyond it.
- Supporting each and every child to fully achieve their individual potential across the curriculum.
- Early identification of children's individual challenges and needs to implement timely adjustments, support and/or intervention.
- Working in close, collaborative partnership with parents and carers to deliver tailored education and care.
- Active collaboration with outside agencies to implement highly specialised and professional support.
- Fostering independent learning and resilience, helping pupils develop into confident, self-reliant individuals.
- Maintaining exemplary levels of professional expertise across both teaching and support staff.

- Actively seeking, respecting, and valuing the views of both the children and their parents.

### 3. Roles, Responsibilities & Coordination

Effective provision is delivered through a team-based approach, involving the SENDCO, class teachers, support assistants, parents, and external professionals.

#### 3.1 The Special Educational Needs Coordinator (SENDCO)

- Liaising with, advising, and providing ongoing professional guidance to teachers and classroom support assistants.
- Maintaining and updating the school's comprehensive SEND register and securely sharing required information with the Local Authority (LA).
- Coordinating provision and working as a direct liaison point for parents, carers, and external agencies.
- Organising in-service and professional training (CPD) for school personnel.
- Coordinating with the year 6 lead to secure the transfer of SEND files and documentation when pupils transition to high schools and coordinator with an receiving school if a child leaves Liscard during their time with us.
- Submitting termly reports to the governing body and keeping the Headteacher and SEND Governor fully informed.
- Ensuring that the statutory duties under the SEND Code of Practice are consistently met across the institution.
- Collaborating with the family support team who complete Personal Education Plans (PEPs) for Children looked after (CLA) to ensure that they align with their SEND support.

#### 3.2 The Governing Body

The governing body holds statutory responsibility for overseeing the school's SEND provision. The designated SEND Governor meets with the SENDCO to review professional practices, monitor the size and demographic of the SEND register, and conduct on-site evaluation visits to observe intervention programs and adaptations within the classrooms.

### 4. Admission Arrangements

Admission to Liscard Primary School is administered directly by the Local Authority. The criteria and arrangements for admission apply equally to all children, ensuring completely non-discriminatory access regardless of a child's Special Educational Needs or Disabilities.

school will admit any pupil whose Education, Health and Care Plan (EHCP) names Liscard Primary School, as this is a strict statutory requirement under Section 43 of the Children and Families Act 2014.

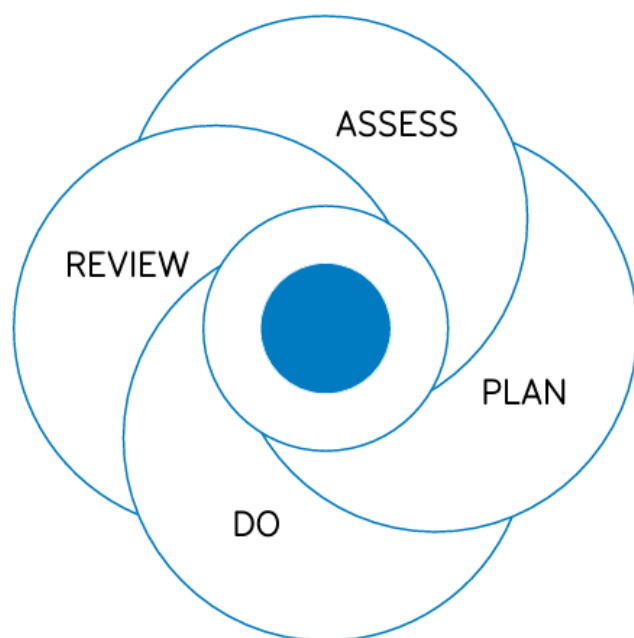
## 5. Areas of Specialism & The Graduated Approach

Liscard Primary School operates as a large inclusive mainstream school capable of meeting a diverse range of pupil requirements across the four broad areas of need identified in the SEND Code of Practice:

1. **Cognition and Learning** (e.g., specific learning difficulties, moderate learning delays)
2. **Communication and Interaction** (e.g., speech, language, and communication differences, Autism Spectrum Conditions)
3. **Social, Emotional and Mental Health (SEMH)** (e.g., anxiety, attachment challenges, attention deficits)
4. **Sensory and/or Physical Needs** (e.g., hearing/vision impairments, physical and medical conditions)

### 5.1 The Graduated Approach Framework

The school strictly implements the Graduated Approach as outlined within Wirral's Local Offer (SENDLO) <https://www.sendlowirral.co.uk/wirral-graduated-approach>, applying the continuous cyclical model of Assess, Plan, Do, and Review across four clear tiers of support:



#### ASSESS

Teachers have accurate information about a CYP's attainment and the progress that they make. Teachers identify CYPs who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level. The assessment of CYP attainment levels and target setting is moderated rigorously.

#### PLAN

Following assessment, all agree on a plan of action to include time limited outcomes for the CYP; the adjustments, support and interventions to be put in place. All planning must be CYP centred, and outcomes focused and a date for review recorded.

#### DO

All support the plan and implement the adjustments, support and interventions. Teachers are responsible for: Differentiating and personalising the curriculum Delivery of 'additional and different' provision for a CYP with SEN linking interventions to classroom teaching.

#### REVIEW

The quality, effectiveness and impact of provision are evaluated by the review date. This is shared with CYP, and parent/carers and their views sought. The cycle recommences at Assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

| Tier / Support                  | Description & Classroom Provision                                                                                                                                                                                                                   | Scope & Oversight                                                                                                               |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Tier 1<br>(Universal)           | Quality First Teaching (QFT): High-quality, differentiated teaching targeted at the entire class. This forms the foundational response to pupils who have or may have SEND.                                                                         | All Pupils: Monitored regularly by the Senior Leadership Team (SLT) and subject leaders to prevent underachievement.            |
| Tier 2<br>(Targeted)            | Additional Targeted Support: Adjustments and/or small-group or structured short-term interventions deployed inside mainstream classrooms, identified and targeted by class teachers. For some children advice from external services may be sought. | Some Pupils: Tracked via termly pupil progress tools SEND plans and/or PCP's and evaluated at formal intervals.                 |
| Tier 3<br>(Specialist)          | Specialist Support: Involves personalised, intensive support and direct advice/assessment from external specialist services (e.g., Educational Psychologists, Inclusion Teams, SEND advisors).                                                      | A Few Pupils: Supported by custom SEND Support Plans or Person Centered Plans (PCP) implementing advice from external services. |
| Tier 4<br>(Highly Personalised) | Specialised High-Needs Support: Intensely tailored, individual provisions funded and guided by an Education, Health and Care Plan (EHCP).                                                                                                           | Very Few Pupils: Governed by statutory annual reviews and individual funding frameworks.                                        |

Please also refer to the schools quick guide to the schools graduated tiered approach, the graduated approach for each area of SEND need and the Local Authorities Ordinarily Available provision guide.

## 6. Identification, Screening & Progress Assessment

Liscard Primary School recognises that early identification of additional needs is critical to secure positive long-term outcomes and prevent student frustration. Identification is driven through a combination of teacher observations, parental concerns being raised, data review meetings and screening frameworks.

### 6.1 Standardized & Universal Screening Tools

- **Early Years & Foundation Stage:** Foundation Stage Assessments and structured speech, language, and communication assessments (including Wellcomm Screening).
- **Literacy & Phonics:** Formal Phonics Screening during Year 1, ongoing Phonics Tracker data, and Accelerated Reading program diagnostic checks.

- **Cognitive & Numeracy:** NFER verbal and non-verbal reasoning assessments, Star Maths screening tool assessments, and tracking of high-frequency keyword for reading/spelling. Quest assessment tools.

## 6.2 Highly Specific & Specialist Diagnostic Screening

Where a child demonstrates persistent challenges, the SENDCO can initiate specific assessments internally or in conjunction with external agencies, which include:

- Formal Connors rating scales and focused observations for ADHD/ADD diagnostic profiling.
- Standardised Dyslexia Screening Tests and specialised Observation Profiles for social/communication differences and ASC.
- Strengths and challenges questionnaires
- Comprehensive assessments conducted via the Special Educational Needs Assessment Advisory Team (SENAAT), including Wide Range Intelligence Tests (WRIT), British Picture Vocabulary Scale (BPVS), short-term/working memory testing, and specific dyscalculia/dyslexia diagnostic tools.

Pupil tracking occurs continuously. Progress data is evaluated at formal termly progress meetings. When a student requires targeted provisions, the class teacher designs a formal SEND Support Plan setting explicit, measurable outcomes. These are reviewed termly and shared with parents (parents are always invited to collaborate and share their views on plans, outcomes and next steps).

## 7. Allocation of Resources & Specialised Commissioning

Core funding for Tier 1 and Tier 2 (School Support) is designated directly from the school's central element 1 and element 2 budgets. Decisions regarding resource deployment are made by the Headteacher in consultation with the SENDCO and Senior Leadership Team.

For high-needs students, the school applies for additional individual funding through the Local Authority via either Tier 3 funding or a statutory Education, Health and Care Plan (EHCP).

### Specialist Services Commissioned by the School:

- Dedicated time allocated from the Special Educational Needs Assessment Advisory Team (SENAAT).
- Weekly, on-site speech and language support delivered via Talk about Town therapists.
- Weekly individual therapeutic support delivered by a qualified Play Therapist.
- As directed by school observations and advice from Dr Helen Bibby, SEND consultant.
- As directed by school observation and advice from Jenny Nock, Clinical/developmental psychologist.
- Weekly contact with a member of the MHST who attends school to work with individual children and support parents.
- A dedicated Early help advisor Shasha Chrone who works closely with school to support families.
- Dedicated SENDCO release time for targeted pupil observation, assessment, parental consults and time with specialist agencies.
- Specialised assistive technology, classroom resources, and targeted small-group teaching structures.

## 8. Curriculum Access & Social Inclusion

We are firmly committed to ensuring that all pupils access a broad, balanced, and enriching curriculum. In alignment with statutory inclusion standards, access is achieved through a carefully scaffolded class curriculum, targeted classroom support, providing adjustments to children in order to access their learning, utilizing adult support within a group, and implementing specialised advice from external healthcare/SEND professionals.

Social Inclusion Policy: Where possible, children are educated alongside their peers in a mainstream setting. If withdrawal from the main class is necessary, it is carefully managed to deliver highly targeted 1:1 or small group support and interventions while still providing the child with regular daily opportunities for full social inclusion and time with their peers.

## 9. Facilities & Accessibility

In accordance with our physical accessibility duties, school facilities are continually reviewed and upgraded. Current physical adaptations include structural ramps on external access doors, a lift servicing the first floor of the main building, two fully designated disabled toilets, and a dedicated accessible front parking bay to ensure easy access to the main entrance.

## 10. Collaborative Partnerships: Parents, Carers & Pupils

In full compliance with the 2014 Code of Practice, parents are viewed as the primary experts on their children. The school maintains an authentic open-door policy to ensure transparent communication. SEND plans, and PCP documents are shared formally with parents on a termly basis. Regular updates, and local training/workshop opportunities are provided directly to families through the school's digital network (School Dojo) and also take place within school setting throughout the year.

## 11. Support for Emotional, Mental & Well-being Needs

Protecting and elevating pupil self-esteem is fundamental to academic and personal progress. Staff monitor pupil well-being through explicit support structures:

- Enforcing rigorous practices to ensure zero social stigma is attached to receiving extra educational or physical support.
- Deploying targeted individual programs addressing resilience, social skills, anxiety, confidence, and anger management.
- Having a trained ELSA support worker and Drawing and Talking practitioner in school who can support individuals and small groups of children.
- Providing dedicated access to our three on-site Family Support Workers for individual or group interventions. Plus providing additional support and advice to our families.
- Ensuring our parents have access to our Early Help Advisor.
- Ensuring students on the SEND register are actively encouraged and accommodated in all extra-curricular activities and enrichment clubs.

- Running targeted assemblies celebrating Neurodiversity and promoting positive mental health and well-being school-wide.
- Facilitating direct, rapid referrals via our SENDCO and Family Support teams to our Mental Health Support Team (MHST) practitioner (who attends school weekly), Child and Adolescent Mental Health Services (CAMHS), or BRANCH support services.
- Each classroom has a clam space with additional spaces around school such as our sensory room, diversity room and calming corners.

## 12. Homework Integration

Recognising that homework can occasionally represent a source of anxiety for children with SEND, the school provides adaptive pathways. Parents are encouraged to consult class teachers to differentiate tasks. Additionally, targeted Homework Clubs and enrichment groups run across multiple year groups to offer direct support in school to alleviate pressure at home.

## 13. Staff Training & Professional Development (CPD)

- The SENDCO attends all Local Authority specialist briefings, disseminating updates to teaching staff via structured meetings.
- External specialists are invited to deliver training on specific aspects of SEND (dependent on the schools needs), or staff complete digital CPD modules (See SEN information report for further details).
- Support staff receive targeted in-house coaching alongside external expert training.
- Mandatory healthcare training is delivered by medical professionals, in-house training or completing e-learning modules for staff managing specific medical needs (e.g. asthma, allergies, epilepsy, diabetes).
- The school retains a group of staff certified as Mental Health First Aiders, and all staff have completed professional training regarding Attachment and Trauma.

## 14. Multi-Agency Working & Local Authority Links

The school maintains a wide range of links with external professionals. Referrals are handled systematically by the SENDCO and require full parental consent unless a child is deemed to be at immediate risk. Partner organisations include Educational Psychology Services, SENAAT (Orretts Meadow Outreach), Speech and Language Therapists (NHS & Private), Sensory Support (Hearing & Vision), NEST (Neurodivergence In Education Team), LA Inclusion and Early Years SEND Teams, NHS Physiotherapists & Occupational Therapists, Community Pediatricians & School Nursing and neurodevelopmental teams, MHST, and Children's Social Care Teams.

## 15. Treatment of Complaints

We always aim to resolve any concerns or misunderstandings constructively through open dialogue. If you are unhappy with the SEND provision being made for your child, please follow our staged complaints procedure:

1. Stage 1: Speak directly with your child's class teacher or arrange an appointment with our SENDCO, Mrs. Squirrell, to discuss the issue informally.
2. Stage 2: If the issue remains unresolved, you can request a formal meeting with the Headteacher via the school office.
3. Stage 3: If you feel the matter requires further escalation, a formal written complaint can be submitted to the Governing Body in accordance with the school's official Complaints Policy available on our website.

Parents can also seek free, impartial, and independent support **Wirral SEND Partnership (SENDIASS)** <https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

## 16. Document Terminology & Glossary

| Acronym       | Full Statutory / Local Terminology                          |
|---------------|-------------------------------------------------------------|
| <b>SEND</b>   | Special Educational Needs and Disabilities                  |
| <b>SENDCO</b> | Special Educational Needs and Disabilities Co-ordinator     |
| <b>SSP</b>    | SEND Support Plan                                           |
| <b>PCP</b>    | Person Centred Plan                                         |
| <b>EHCP</b>   | Education, Health and Care Plan                             |
| <b>HCP</b>    | Health Care Plan                                            |
| <b>IPFA</b>   | Individual Pupil Funding Agreement                          |
| <b>SENAAT</b> | Special Educational Needs Assessment Advisory Team          |
| <b>CAMHS</b>  | Child and Adolescent Mental Health Services                 |
| <b>MHST</b>   | Mental Health Support Team                                  |
| <b>SENDLO</b> | Wirral Special Educational Needs & Disabilities Local Offer |

Also please refer to Wirral's Local offer SENDLO at <https://www.sendlowirral.co.uk/>