



Blackmoor Park Infant School and Kindergarten – SEND Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 2 – Non-discrimination

Every child has rights, regardless of disability, race, gender, or background.

Article 3 – Best interests of the child

All decisions and actions affecting children must be made with their best interests in mind.

Article 12 – Respect for the views of the child

Children have the right to express their views on matters affecting them, and their opinions should be considered.

Article 23 – Children with disabilities

Children with disabilities have the right to special care, support, and education to help them achieve their full potential.

Article 28 – Right to education

Every child has the right to education, and schools must ensure access to quality learning for all.

Article 29 – Goals of education

Education should develop every child's personality, talents, and abilities to the fullest.

For more information on the convention and the rights of each child visit:

<http://www.unicef.org.uk/>

Special Educational Needs and Disability Policy

Blackmoor Park Infant School aims to enable pupils with special education needs and disabilities to be fully involved in the life of the school, and to reach their full potential, taking an active role in school life, feeling secure and happy whilst experiencing success in a caring and stimulating learning environment. The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with special educational needs or disabilities.

We recognise the definition of SEND as stated in the Code of Practice 2015:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'

Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special or additional 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:

- have a significantly greater difficulty in learning than the majority of others of the same age
- 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.

A child under compulsory school age has special educational needs or disability if they fall within these definitions or would so do if special educational provision was not made for them.

Clause 20 Children and Families Bill

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Aims

- To create an inclusive environment that meets the additional needs of each child.
- To ensure that the additional needs of children are identified, addressed and their needs are provided for.
- To make clear the expectations of all partners in the process (including parents and children).
- To identify the roles and responsibilities of staff in providing for all children's educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To actively involve pupils in a sensitive and non-stigmatising way in the SEND Support process to promote positive confidence and self-image.

Identification of SEND

The school reflects the Code of Practice, and pupils are identified as having SEND if they do not make adequate progress once they have had high quality, personalised teaching along with interventions/adjustments. This is known as 'SEN Support'.

We place great importance on identifying pupils with SEND very early on so that we can help children as early as possible. Since the opening of West Derby Children's Centre in 2008, the needs of children can be identified under the age of three years. The Code of Practice describes how help for children with SEND in schools and early education settings should be made by a step by step or 'Graduated Approach.' This approach is a cycle of:



The use of the 'Graduated Approach' for individual children is captured on a Support Plan. This identifies individual targets and provides information regarding the provision to be put in place to support the child to achieve those targets. Parents/carers have the opportunity to meet with their child's class teacher three times per year to discuss and review the Support Plan.

Areas of Need

The four broad areas of need identified in the SEND Code of Practice (2015) are:

Communication and Interaction

- Speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and Learning

- Difficulties in understanding parts of the curriculum
- Difficulties with organisation and memory skills

Social, Emotional and Mental Health ~

- Difficulty in managing their relationships with other people
- Difficulties in regulating their own emotions which may impact on their ability to learn or hinder other children's learning
- Includes Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) and attachment disorder

Sensory and/or Physical Difficulties

- Visual and/or hearing impairments
- Physical needs/difficulties
- Sensory Processing Differences (SPD)

Some children may have more than one area of need, and their needs will then be categorised as primary and secondary needs.

The purpose of identification is not to place pupils into a category, but rather to establish the action school needs to take to ensure their needs are being met.

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teacher's Standards (2012) Teachers are guided and supported by the SENCo. Although the SENCo has overall responsibility for pupils with SEND in school, according to the SEND Code of Practice (2014) 'Every teacher is a teacher of SEN', so while the SENCo role is to provide strategic support for those pupils with SEND, it is the class or subject teachers role to:

- Ensure early identification of needs or barriers to learning
- Identify appropriate interventions and actions in consultation with the SENCo
- Have full knowledge of children's SEN Support or Education Health Care Plans (EHCP)
- Provide access to a broad and balanced curriculum
- Understand and provide high quality teaching

- Assume responsibility and accountability for their attainment, progress and development
- Maintain responsibility for working with them on a daily basis
- Regularly assess, monitor and review their progress

Assessment of Progress is made from:

- Observations
- Close analysis of data
- Monitoring progress through planning
- Early Learning Goals at Foundation Stage
- Consultation with parents and teachers
- End of term assessments
- Examples of work
- Class teacher's knowledge of the child
- Concerns expressed and noted
- Transfer information from previous settings
- Parental concerns and information
- Information from other services
- Diagnostic testing provided by specialist outreach providers

After consultation with the class teacher, parents and the SENCo, pupils are monitored closely to support identification of any additional needs. After a maximum of 3 terms of monitoring the child, the class teacher and SENCo will gather information to make an assessment of the child's needs. Through this assessment it may be felt necessary to place the child on the SEND register.

Children from Nursery to Year 2 with additional needs receive SEN support. Our school involves parents in identifying needs, deciding outcomes, planning provision and seeking expertise from external agencies at the point it is deemed necessary. The number of the children on the SEND register may change regularly. Some children make progress with intervention and then no longer need that support.

Provision for SEND at Blackmoor Park Infant School

- Access to high quality teaching
- Reasonable adjustments made in the classroom to remove barriers to learning by:
 - Providing adapted learning tasks and opportunities for all pupils to achieve success
 - Planning for children's full participation in all learning activities
 - Supporting children to manage their feelings and behaviour and engage with their learning
- Additional support from the class teacher or LSA in the classroom
- Intervention which takes place outside of the classroom in a small group or on a one to one basis
- Movement and/or sensory breaks

If a child continues to make less than expected progress or is still having difficulties after strategies and interventions have been put in place within school, then additional support or advice can be sought from specialist external agencies within Liverpool. Support can be given from specialist teachers from SENISS, the Educational Psychology Service, the Speech and Language Service or other health professionals. Parents are consulted and kept informed at all times about their child's progress. Written consent must be given by the parents before outside support can be sought. Parents are included in all discussions and their views considered when any decisions are made.

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant, may decide that an Early Help Assessment Tool (EHAT) is appropriate. Some children and young people on the SEND register may have more significant or complex needs, and there may be a number of specialist services involved with the child and their family. These can include

specialists from externally commissioned services directly by the school or services that are commissioned through the Local Authority such as outreach support, specialist teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the Local Authority issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes identified in the EHCP will be reviewed.

Responsibilities

Mrs J Hitchmough (Head Teacher)

The Head Teacher has overall responsibility for:

- Monitoring and evaluating the progress of all pupils
- Making strategic decisions to maximise learning opportunities for all
- Ensuring that all governors are aware of the school's inclusive provision, including the deployment of staff and allocation of funding
- Working closely with the school SENCo to coordinate the provision for pupils with SEND

(SEND Governor)

The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- fostering communication between parents/carers of children with SEND and the school;
- meeting regularly with the SENCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEND is allocated by the school;
- attending training in relation to SEND;
- assisting in monitoring the progress of vulnerable pupils;
- Reviewing and monitoring the effectiveness of the SEND Policy.

Mrs D Parker (SENCo)

The SENCo has a number of responsibilities including:

- Keeping and regularly updating the SEND Register
- Monitoring Support Plans and their reviews with parents
- Providing support and advice to class teachers
- Managing the effective deployment of Learning Support Assistants (LSAs)
- Attending training in order to stay up to date with current practice

- Coordinating the provision for pupils with SEND with the help and support of:
 - Head Teacher and Governing Body
 - Class teachers
 - Parents and children
 - Learning Support Assistants
 - External agencies
 - Support services
 - Local Education Authority (LEA)

The role of teaching and non-teaching staff

- to be involved in the development of the school's SEND policy
- to be fully aware of and implement the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs, including writing SEND support plans, and reviewing and reporting progress to parents/carers
- to provide appropriate and challenging activities for pupils with additional needs.

PUPIL PARTICIPATION

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child are given due weight according to the age, maturity and capability of the child
(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give children the opportunity to discuss feelings and views with family and staff, and to contribute to the development of their SEND support plans at an appropriate level
- We aim to ensure that children are aware of their targets, if they have achieved them, or of the progress that they have made. Children provide views in their SEND support plans, along with their parents, where necessary
- Children celebrate their success through praise from staff, certificates, stickers, rewards, sharing their success with other children and teachers, thus raising self-esteem and their motivation to succeed
- Children are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward
- The purpose of any assessment or SEND support plan is explained to the child, to avoid any anxiety or confusion
- The purpose of any visiting professional is explained to the child
- School acknowledges the importance of providing therapeutic interventions for children

Staff CPD

All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENCO that is designed to explain the systems and structures in place to support the needs of individual children and young people. The training needs of all staff are identified, a programme of professional development is in place linked to the school development plan, and all staff are encouraged to access this either through in house, Consortia led or specialist CPD courses. The school's SENCO regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENCOs and Schools.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Head teacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chairperson of the School Committee.
- Further appeal can be made to the L.A.

Policy Review

We will review this Policy within our trust and school policy review cycle. This may be brought forward at any time to reflect any Local or National recommendations or changes to policy and guidance.