

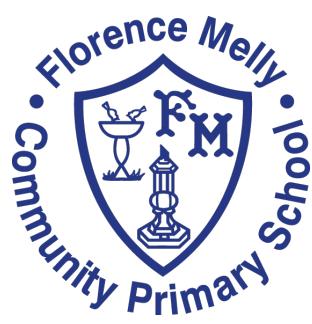
Florence Melly Community Primary School

SEND Policy

Policy Title:	Safer Working Practices Code of Conduct For Adults	Date written:	November 2025
Written by:	Stacey Byrne (Designated Safeguarding Lead)/Aaron Leach (Headteacher)	New or revised policy:	Revised
Implementation:	Date of ratification:	Date presented to staff:	Date of renewal:
	November 2025	November 2025	September 2026

Date of Update	Overview of changes made
October 2024	Annual update to reflect the current practice and procedures.
September 2025	Annual update to reflect the current practice and procedures.





SEND Policy

September 2025

Compliance

This policy complies with the statutory requirement laid out in the [SEND Code of Practice 0 - 25 \(2014\)](#) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014
- Accessibility Plan
- Safeguarding Policy

This policy was developed in collaboration with staff and governors to promote the inclusive practice and approach we have in our school and is available via the school office and website for parents/carers.

SENCOP: Mrs Christina O'Keefe

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SEND Link Governor(s): Mrs Janet Matthews and Mr James McDonald

This policy will be reviewed in Autumn 2026.

Aims and objectives of Florence Melly Community Primary School in relation to SEND provision:

- For all of our pupils to believe that, '**if they can dream it, they can do it!**'
- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart, along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND, which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). '**Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities**'.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting, with high expectations for the best possible progress.

- To work within a 'person centred approach', fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children, young people and parents/carers in the decision making and the planning and reviewing of outcomes, with regards to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities, thus developing positive self-esteem, with a long-term goal of independence and preparation for adulthood.

How Pupils with SEND are identified within Florence Melly Community Primary School:

- The school's particular arrangements for assessing and identifying pupils as having SEND also form a part of our published **Local Offer**, which was produced in consultation with parents, in cooperation with the Local Authority, and with due regard to the general duties to promote disability equality.
- We recognise the definition of SEND as stated in the Code of Practice 2014:

'A pupil has SEND 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' (p83)

- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as having SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties, as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Emotional and Mental Health Difficulties**' and '**Sensory and/or Physical Needs**' and the children are identified largely within these areas. 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. 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 ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012); teachers are guided and supported in this by the SENCO and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for supporting the identification of pupils with SEN in the school, it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment lead to interrogate the school tracking data.
- We seek to identify pupils making less than expected progress given their age and individual circumstances. Most children will experience difficulties in learning at some time in their school life, for a child to have a special educational need, some, or all, of the factors below are likely to apply:
 - Lack of progress despite good health and good attendance
 - Lack of progress despite high quality teaching
 - Lack of progress in response to the use of specific, targeted, recognised (tested and published) teaching interventions
 - Short/long term memory difficulty

- Child has a pattern of barriers to learning experienced across the curriculum and over time
- Short attention span
- Child does make small steps of progress when an individually assessed and planned programme, delivered individually, is in place
- There are a range of professionals involved in assessing and supporting the child's needs
- The child's needs would be the same regardless of the setting. Additionally, the Code of Practice refers to:
 - Significantly slower than that of their peers starting from the same baseline
 - Failing to match or better the child's previous rate of progress
 - Failing to close the attainment gap between the child and their peers
 - The widening of the attainment gap

At Florence Melly Community Primary School, we also use a number of indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: termly and yearly assessments, reading ages and annual pupil assessments
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Very close liaison at the outset with EYFS staff, the SENCO and parents

Factors that are not SEN, but may impact on progress and attainment and therefore, should be considered:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

How Florence Melly Community Primary School adapts the curriculum and the learning environment for pupils with special educational needs:

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. In line with this, there is a fully developed accessibility plan which is in writing and which is also available on the school's website.
- The school is proactive in removing barriers to learning.
- The school increases and promotes access for disabled pupils to the school curriculum; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits.
- The school improves access to the physical environment of the school; this covers improvements to the physical environment of the school and physical aids to access education.

How Florence Melly Community Primary School teaches pupils with special educational needs:

- Adapted quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and put effective special educational provision in place.

- The SEN support takes 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 cycle is known as the graduated approach.
- The four stages of the cycle are:
 - Assess
 - Plan
 - Do
 - Review
- The graduated approach starts at the whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all children, however, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.



How Florence Melly Community Primary School assesses and reviews the progress of pupils with special educational needs

Assess

In assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil along with their previous progress and attainment. This is put in the context of the individual's development, compared to the school's core approach to pupil's progress, attainment and behaviour and their peer and national data. The pupil's own views are sought, as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

Plan

We will notify parents/carers if their child is being provided with SEN support, despite prior involvement and communication. The teacher and SENCo agree, in consultation with the parent

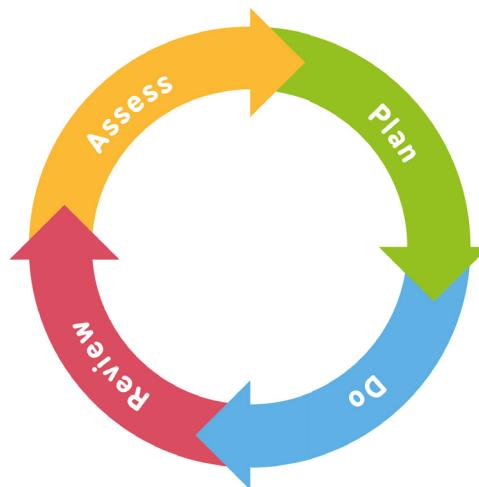
and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do

The School's SENCo, Mrs O'Keefe, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how this can be linked to classroom teaching.

Review

Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the school, in partnership with the local authority, at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo, will revise the support in light of the pupil's progress and development, and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings, and the SENCo attending meetings offsite to support the transition process.



How Florence Melly Community Primary School manages the needs of pupils who qualify for SEN support:

- In many cases, the pupil's needs are effectively met within school.
- Where a pupil continues to make less than expected progress, despite evidence-based support, matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents/carers will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Florence Melly Community Primary School include: Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, SENISS (Special Educational

Needs Integrated Support Service), Together Trust, OSSME (Outreach Support Service in Mainstream Education), Seedlings and MHST (Mental Health Support Team).

- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an FHAT (Family Help Assessment Tool) is appropriate.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person and they have not made expected progress, the school or parents/carers will consider requesting an Education, Health and Care needs assessment. In applying for this, the school presents evidence of the action taken as part of SEN Support.

How Florence Melly Community Primary School works with parents/carers in planning for provision and reviewing progress, and how you support them in accessing information:

- At Florence Melly Community Primary School, we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We also value and welcome the essential information on the impact of SEN support outside school, as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.
- In creating the School's Local Offer, parental consultation was crucial and parents' views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open-door policy, where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as regular parent surveys and coffee mornings etc.
- Where a pupil is receiving SEN Support, the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.
- At all stages of the SEN process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the pupils with parents/carers and to take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support, as well as contact with parents form an important part of monitoring and recording for the school. I as contact with parents form an important part of monitoring and recording for the school.

How Florence Melly Community Primary School enables pupils with SEN to participate in all activities together with pupils who do not have SEN:

- At Florence Melly Community Primary School, we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act, 2010. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children to prevent them being put at significant disadvantage. We also recognise that these are anticipatory duties and strive to make arrangements in advance to prevent disadvantage. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed.
- Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCO monitors the attendance of those with Special Educational Needs and disabilities, to ensure that there is good representative participation from these groups.

What support Florence Melly Community Primary School offers for improving the emotional, mental and social development of pupils with special educational needs:

- Florence Melly Community Primary School recognises that some children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include: becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as: Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder (AD).
- We have two pastoral members of staff: Mr Doyle (Mental Health Lead) and Miss Campbell (Pastoral Lead) who are available to support children in this area.
- It is also recognised by the school, that children may display certain behaviours as a result of self-esteem or other issues, such as neglect. At Florence Melly Community Primary School, we have clear processes to support children and young people and this is linked to our Safeguarding and Behaviour Policies. These policies include details on how the school manages effects of any disruptive behaviour, so that it does not adversely affect other pupils.

How senior leaders and governors at Florence Melly Community Primary School monitor and evaluate the impact of the school's SEN provision:

Whilst the full governing body remains responsible for SEND, they often appoint a SEN Governor/s to support their work. The SEN Governors at Florence Melly Community Primary School are Mrs. Janet Matthews and Mr. James McDonald. They can be contacted directly or via the Headteacher. The SEN Governors promote the development of SEN 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 SEN 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

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy' p2). The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information Report. In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENCO and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- An analysis of external tests, including SATs
- The school's tracking systems and teacher assessments
- EHCP Annual Review meetings
- Reports provided by outside agencies

What training on SEN will be available for teachers, support staff and the SENCO at Florence Melly Community Primary School:

- Florence Melly Community Primary School works within an SEN Consortia and the North Liverpool Learning Network to share best practice and offers support within the locality. Training on SEN is arranged through these and with the support and involvement of the services attached to these. The training is needs led and linked to the school development plan, needs of the particular consortia and the school's Local Offer. Specific training can be provided for the SENCO, teachers, teaching assistants, whole school and parents/carers.
- Liverpool School Improvement service provides two SENCO Briefings and an annual SENCO Transition Forum (KS2/3) in June where any pupils with SEND and/or vulnerable pupils can be discussed in person and a transition plan can be put in place.
- All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENCO provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND. Staff skills audits are conducted regularly and training needs are then identified and actioned.
- A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

How SEN is funded at Florence Melly Community Primary School:

- The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can, for example, be aligned with other funding (e.g. pupil premium) to optimise impact. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.
- The Governing Body oversees this expenditure of the school budget allocation for SEN and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

The school allocates SEN funding in the following ways:

- Teachers and Teaching Assistants
- Training for all staff so that they can meet pupils' needs more effectively
- Engagement in specialist interventions
- Specialist books, resources and equipment
- In class and withdrawal support from the SENCO, teachers or support staff
- Building accessibility and moderations if required
- Purchasing and maintenance of ICT and electronic equipment

How Florence Melly Community Primary School approaches its statutory duties in terms of increasing its accessibility over time:

- All pupils at Florence Melly Community Primary School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to pupils making relevant progress that is closely monitored.
- Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.
- Provision Mapping features significantly in the SEN provision provided by the school.
- Learning Plans contain outcomes to ensure that all pupils experience success.

How Florence Melly Community Primary School handles complaints from parents/carers of pupils with SEN about SEN provision.

- Any complaints should first be raised with the SENCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.