Broad Square Primary School



SEND POLICY

Created by: D.E. Jones & K. Lester

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Updated on:	Changes made / notes:
September 2023	Updated qualifications
October 2024	Name changes, provision/ procedure updates
November 2025	Updated contact details, updated roles and responsibilities. Added information about PIVATS.
September 2026	New EWO and Medical/ First Aid Officer named. CPD updates (e.g., allergies) New SEND Governor

School Values: Excellence, Responsibility, Respect, Community, Enjoyment, Compassion and Perseverance

Broad Square Primary School

Special Educational Needs and Disability Policy

Name of SENDCO – Miss D.E. Jones, Assistant Headteacher National **Masters Level Award for SEN Coordination (NASENCO) P.G. Cert., NPQH, PG Cert 'Attachment, Trauma and Mental Health'**

EYFS/Year One SENDCO, Mrs K. Lester **National Masters Level Award for SEN Coordination (NASENCO)**

Contact Details of SENDCO – Phone: 0151 226 1117, E-mail: senco@broadsquare.liverpool.sch.uk

Introduction

The SENDCO will be contactable during school hours and will use their best endeavours to respond within 5 working days (Please note working hours are between 8:30am-4:00pm, Monday-Friday, term time only)

The role of the SENDCO at Broad Square Primary School is as Assistant Headteacher, Miss Jones, and EYFS practitioner, Mrs. Lester. The policy was developed in collaboration with all parties to promote the inclusive practice and approach we have in our school. It is important to recognise that all our teachers are teachers of all children and we use reasonable adjustments to remove barriers to children's learning and development so they can achieve their full potential and meet their very best outcomes.

The Deputy Head Teacher, Mrs A. Taylor, (SAFEGUARDING Lead) works closely with the SENDCOs concerning Looked After Children (LAC) to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND). The Pastoral Lead, Mr. Singleton, supports SENDCOs with accessing provisions for Social, Emotional & Mental Health (SEMH).

Our School Governing Board also has a Governor with responsibility for SEND.

AIM

At Broad Square Primary School, we aim to continually raise the aspirations of and expectations for all pupils with SEN and Disability; our school provides a focus on outcomes for children. We aim to create an inclusive environment that recognises all needs of children with SEN and Disability and provides a broad and fulfilling educational experience which prepares each individual for adulthood.

We have high expectations for *all* pupils to support inclusion.

Broad Square Primary School is committed to "developing a school for all", regardless of gender, age, ethnicity, attainment, disability, medical needs or background.

OBJECTIVES.

At Broad Square Primary School, we will fulfil our aim through the following objectives:

1. To identify need early, and provide for children who have special educational needs, disability and additional needs.
2. To work within the guidance provided by the SEND Code of Practice (January 2015).
3. To fully adopt the graduated approach to ensure that all pupils with SEND are at the centre of the process.
4. To provide a Special Educational Needs & Disability Co-ordinator (SENDCO) who will work with teachers, Support Staff and other key individuals or services.
5. To provide support and advice for all staff, parents and carers working or living with children with special educational needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At Broad Square Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCO becomes involved, we expect our staff to use regular assessment, monitoring and observation and to work with the SLT in Pupil Progress Meetings to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the Teachers' Standards (2012).

We take account of any concerns from other professionals when considering if a child is presenting with SEND.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having a SEND. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes. The first port of call for parents and carers would always be class teacher and Learning Support Assistant as they are working with the child daily, yet parents can also speak to the SENDCOs, Pastoral Lead or Safeguarding Lead for advice.

Early identification of need is essential, therefore our EYFS SENDCO K. Lester will link with previous settings and health visitors to support children at the earliest possible stage of development. SENDCOs operate a 'monitoring list 'per class where some concerns have been raised about particular children by staff or parents/ carers but there is no immediate intervention need or where a referral has been made to outside agencies but no formal response/ decision has been received.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

- **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions
- **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
- **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying Mental Health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained. Behaviour as communication is recognised in relation to low self-esteem, trauma, etc.

- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.

Once a child has been identified as having SEND, the SENDCO will ensure joint working with staff and parents to begin gathering evidence and start what is known as the GRADUATED APPROACH. At this point a pupil will be placed on the SEND register at SEND Support. This process will lead to the identification of the child's primary and, if required, additional needs. The school will not delay in putting in place extra teaching / pastoral support or other interventions designed to secure better progress, where required.

What is not SEND but might impact on progress and attainment may include:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC) - a child in foster care
- Being a child of Serviceman/woman

THE GRADUATED APPROACH

At Broad Square Primary school, we use a "Graduated Approach" when working with children with SEND. We use the model 'Assess, Plan, Do, Review.'

- Broad Square Primary School delivers high quality teaching in our classes. It is the role of the class teacher/subject specialist teacher in providing for all pupils.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants (LSAs) or specialist staff.
- High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils through: classroom observations from the Senior Leaders and Subject Leaders, learning walks, book scrutiny, moderation of work (externally/internally), talking with pupils and parent/carer questionnaires. This is then reviewed and, where necessary, improving teachers' / LSAs' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND is supported.
- After collecting and considering all of the information gathered from within the school about a pupil's progress, alongside National Data and expectations of progress, the SENDCO, teacher and parents/carers will discuss a way forward. This may include referrals to outside agencies for specialist advice or further assessments from specialist agencies or professionals.

The SENDCO at Broad Square Primary School will be responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant designated teacher / DSL where a Looked After Child has SEND
- advising on the graduated approach to providing SEND support
- liaising with parents / carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents / carers are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- supporting equality and diversity
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with the Pastoral Lead around provision of therapies and experts to support SEMH, e.g. Councillor and MHST (Mental Health Support Team) and monitoring the impact of these.
- liaising with the Inclusion Officer, P O'Donnell / EWO, Natalie Charnock / Attendance Lead, B. Singleton, in supporting families
- supporting safeguarding policy, e.g. Intimate Care Plan / risk assessments/ Allergies
- communicating with class teachers, Key Stage, Curriculum / Subject Leads and the Assessment Lead with regard to progress of children and any adaptations needed for them to access curriculum / have accelerated learning.
- Contributing to SDP.
- Accessibility planning

MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA

At Broad Square Primary School, the ASSESS, PLAN, DO, REVIEW cycle manages needs.

We review progress at least 3 times across the academic year in 'Termly Pupil Progress meetings' with the Assessment Lead/SENDCO and teachers (intervention personnel may attend / reports from external agencies may be referred to.) They look at evidence and impact of interventions/outcomes for children. The SENDCOs monitor the use of Pupil Profiles/ Learning Plans to capture needs, support, targets and strategies. Evidence Me (EYFS) and Insight are used for recording evidence and tracking data. Pre-key stage documents and PIVATS are used to guide target setting and assessment. The school uses 'Provision Map' to evaluate what works. SENDCO, D. Jones, oversees access to professional learning and ensures training is offered in her position as CPD Lead. This includes SLT, teachers, LSAs, Pastoral Lead and lunchtime supervisors as needed.

In addition to these termly progress meetings, the SEND Register in reviewed three times a year. If a child is removed or added to the register, the parents/carers are informed and the outcomes for the child are discussed/agreed. If a child is removed from the register but the parents/carers are still concerned, we will continue to monitor need robustly and review the child sooner.

Some children on the SEND Register may have more significant or complex SEND needs, and there may be a number of specialist services involved with the child and their family. These can include specialists from external services commissioned directly by the school or services that are commissioned through the Local Authority Services such as; Outreach, Specialist Teachers from SENISS, Educational Psychology Services or part-time placement at Language Resource Units. 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. In more complex cases a request can be made for an Education, Health and Care Plan (EHCP) Assessment of Need. This would involve the child, parents/carers, and all agencies involved with the child, and may lead to the LA 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 LA Review, where the outcomes on the EHCP will be considered. In some cases, a move to Specialist Provision may be required.

SUPPORTING PUPILS AND FAMILIES THROUGHOUT THE GRADUATED APPROACH TO SEND

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is published on our website and available as a printed copy at our Main Reception. We guide parents towards the LA Local Offer https://fisd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0 for information about services which can be found across Liverpool and the wider Merseyside Area. In addition to information about the personalised support we offer your child, we also provide information about:

- Our Admissions Policy
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements (these are flexible depending on a child's need)

We have a Person-Centred Approach and work with children and their parents/carers in different ways.

- We annually have a parent questionnaire to seek parent/carers' views.
- We obtain the views of children through pupil voice.
- We have a SEND Governor who is involved in the monitoring process with the SENDCOs.
- We then evaluate the evidence we have gathered, celebrate achievement and address issues arising in a timely manner. We always strive to improve outcomes for our children.

SUPPORTING OUR CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS

At Broad Square Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some children may require an Individual Healthcare Plan. Some may also have SEND and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please see our 'Supporting Medical Conditions in School' Policy that can be found on our website. Whole school allergy

training delivery underway Autumn term 2026 linked to Benedict's Law. This is overseen by our Lead First Aid Practitioner, J. Furlong, under supervision of DSL, Health & Safety Officer & SENDCOs. We support children who cannot access school temporarily due to medical / physical conditions.

MONITORING AND EVALUATION OF SEND

The SENDCO, senior leaders and governors regularly monitor and evaluate SEND provision. This includes regular audits, sampling of parents' views, pupils' views, learning walks, book scrutiny, Learning Plan monitoring, LSA timetables & intervention grids, etc.

The SEND school governor meets with the SENDCOs. Governors are encouraged to attend LA training linked to SEND.

They are updated at Full Governing Body meetings by SENDCO D. Jones who is an Associate Governor as part of her role of Assistant Headteacher. SENDCO, K. Lester provides data reports also.

The evaluation and monitoring arrangements in place promote an active process of continual review and improvement of provision for all pupils. They link directly to Action Plans / School Development Plan.

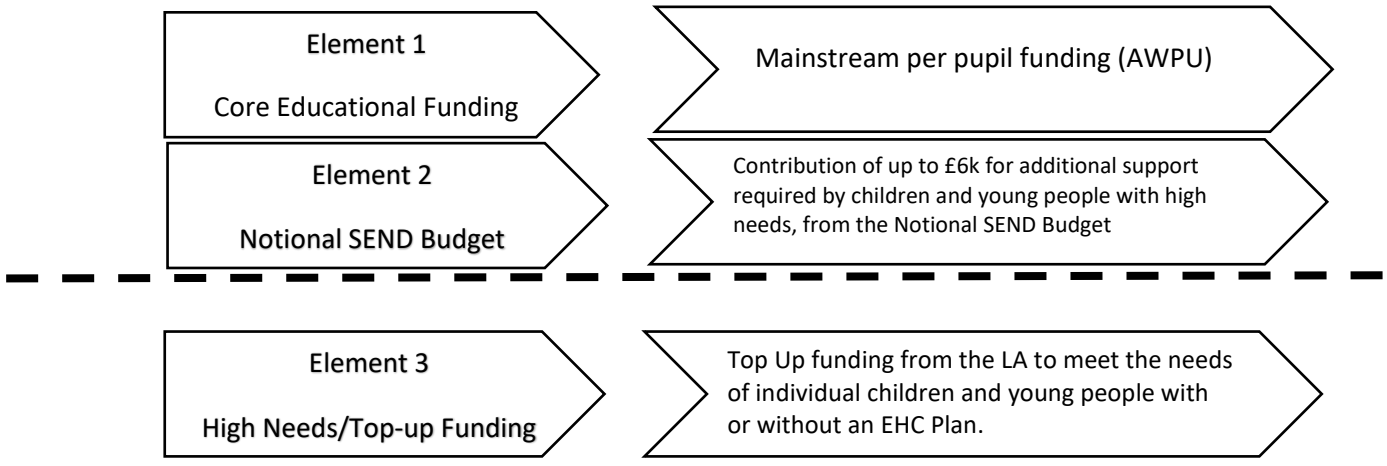
Attendance of pupils via Arbor monitoring system highlights any children with SEND who are Persistent Absentees. This is followed up by SENDCOs supported by our Inclusion Officer, Pastoral Lead and EWO / Safeguarding Team accordingly.

RESOURCES AND TRAINING

Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEND budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment coming from the SENDCO.

The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and

operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through Top-up Funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e., 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Funding may be used to provide additional staff training / support (in-class / withdrawal when necessary), resources, recommended intervention schemes, ICT equipment, etc.

Workforce Development and Continuing Professional Development (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 Deputy Head Teacher that is designed to explain the systems and structures in place to support the needs of individual children. SENDCO, D. Jones, contributes to this.

The training needs of all staff are identified; a programme of professional development is in place, and all staff are encouraged to access this. SENDCO D. Jones in her role as CPD Lead, co-ordinates this. The school's SENDCOs regularly attend LA Local Area Consortia Meetings / network groups to access support and share good practice with other SENDCOs and Schools.

ROLES AND RESPONSIBILITIES

As previously stated within the SEND Policy, we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Broad Square Primary School these include;

- The SEND Governor, who communicates with SENDCOs termly.
- The school employs 14 support staff. They carry out a range of roles across the school, supporting in all classes, completing Precision Teaching / 1:1 or small group targeted support, etc. They are line managed by the Assistant Headteacher (SENDCO) / other senior leaders. They work closely alongside the class teachers who oversee their work and plan with them.
- The Designated Safeguarding Lead, Mrs. A. Taylor (DHT) and the Deputy Safeguarding Leads: Miss D. Jones (SENDCO), Mr. Singleton (Pastoral / Mental Health Lead) and Mrs. D. McNamara (Senior Team / Curriculum Lead) Mrs C. Foden (Head Teacher) and Mrs M. Osborne (Senior team / KS2 &History Lead.) Two additional members of staff, RI & EM, have undergone DSL training as temporary cover for M.O. who is on secondment 2026-27.
- The member of staff responsible for Looked After Children is Mrs. A. Taylor, Designated Safeguarding Lead.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are all trained and confident in procedures.

STORING AND MANAGING INFORMATION

School is in line with the GDPR 2018 and all procedures all followed in order to keep personal data safe. The school privacy statement can be found on the school website along with the details of our school data protection officer. Children's medical / SEND reports are scanned and a paper copy is filed in a secure cupboard. They are uploaded to Provision Map and CPOMS.

REVIEWING THE POLICY

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

ACCESSIBILITY

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually by SENDCO, D. Jones, barriers are identified, and plans put in place to remove them. This can be seen on the school website. *A paper copy can be supplied upon request.*

Parents/carers can contact key staff by telephone on 0151 226 1117 within the school day. If you require an appointment to discuss an issue with any member of staff, please contact the school office at any time.

OTHER POLICIES RELATING TO SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEND information on the school website (SEND Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding / Child Protection Policy
- Intimate Care Policy
- Supporting Medical Conditions Policy
- Relationships and Behaviour Policy
- Allergies Policy

DEALING WITH COMPLAINTS

If you are unhappy at any time with how your child with SEND has been supported and wish to discuss your concerns, please come and speak to the SENDCOs in order to find a positive resolution for both you and your child. If the complaint cannot be resolved in this way, you could follow the complaints procedure which can be found on the school website.

COMPLIANCE

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information and policies that:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

Trauma Informed Practice

Broad Square has worked with ARC to become a 'trauma informed school. 'The SENDCO, Miss D. Jones, and Pastoral Lead, Mr. B. Singleton, have completed a PgCert with Chester University in 'Attachment, Trauma and Mental Health.' This is linked to the development of our Relationships & Behaviour Policy and to supporting children's Social, Emotional and Mental Health needs.

Authored by D.E. Jones, Assistant Headteacher / SENDCO / Deputy Safeguarding Lead / CPD Lead
K. Buckley Early Years Practitioner / SENDCO

SIGNED:

Headteacher: C. Foden

SEND Governor:
Newly appointed Autumn 2026