



Hunts Cross Primary School
Special Educational Needs and Disability
Policy and Guidance Notes
DATE FINALISED – September 2025
DATE TO BE REVIEWED – July 2026



SECTION 1:

Name of SENDCo – Mrs Whitlock

National Award for SEN Coordination (NASCO) Status – Completed and passed in 2015 (Clause 64, C & F Act 2014)

Contact Details of SENDCO – 0151 486 1777 sendco@huntscross.liverpool.sch.uk

Aims and Objectives

At Hunts Cross Primary School 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.
- Commit to inclusive practice, ensuring pupils with SEND participate fully in all aspects of school life with reasonable adjustments.
- Provide a safe and nurturing environment where pupils learn effectively.
- Ensure that at least good progress is made for children with Special Educational Needs and Disabilities.
- Ensure pupils value others as individuals whatever their need or ability.
- Promote a successful partnership approach between home and school.
- 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

We will fulfil our aims through the following objectives:

1. We will identify and provide for children and young people who have special educational needs, disability and additional needs
2. We will work within the guidance provided by the SEND Code of Practice (January 2015 – Updated 2024)
3. We will operate a “whole pupil, whole school” nurturing approach to the management and provision of support for special educational needs
4. The SENDCo will work with teachers, Support Staff and other key individuals or services
5. To provide support and advice for all staff working with special educational needs pupils

6. We will capture pupil voice and respond to their wishes and needs.
7. We 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. The school provides a variety of opportunities for parents to access a range of professionals by bringing these professionals into school. This is through coffee mornings, drop ins, workshops and parent courses with agencies such as The ASD Advisory Team and Mental Health Support Team (MHST).

The SENDCo will be contactable during school hours and will use their best endeavours to respond within 48 hours of contact being received by the school, please expect any responses to be made during working hours and in term time. Please be reminded that Mrs Whitlock does have teaching commitments.

The role of the SENDCo at Hunts Cross Primary School is a member of our Senior Leadership Team (SLT). The policy was developed in collaboration with staff, parents/carers and governors 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 Headteacher, Mrs Ware or members of SLT, Mrs Spreadbury, Miss Bennett and Miss Jennings advocates and works closely with the SENDCo 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).

Our School Governing Board also has a Governor with responsibility for SEND – Ms S.Crease.

Section 2

1. Definitions of special educational needs (SEND) set in the legislative context

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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

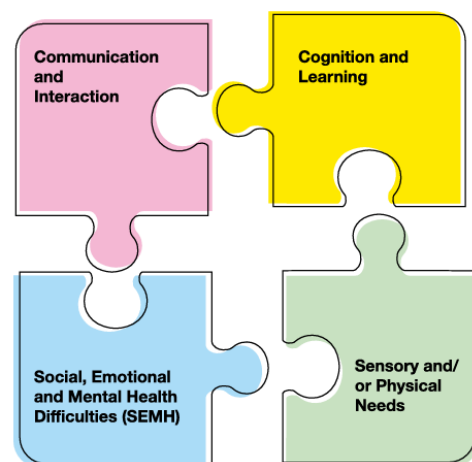
At Hunts Cross Primary School, we recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and 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:

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

We also recognise that slower progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having an SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities. 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 disengaged, 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 SEND Code of Practice (January 2015 – Updated 2024) 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.
- **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments.



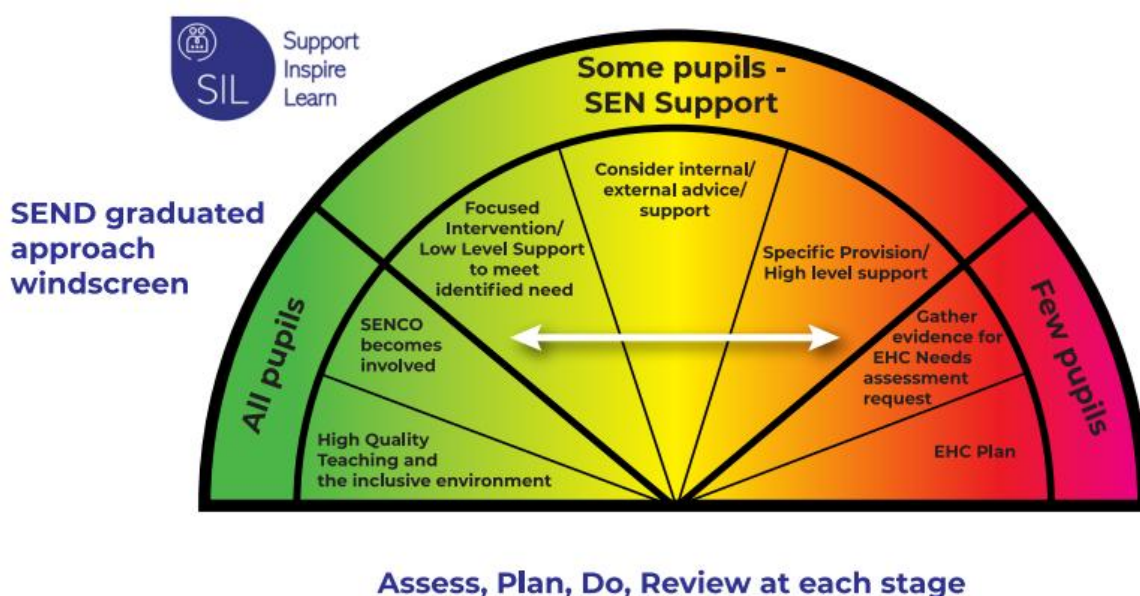
Once a child has been identified as having SEN, the SENDCo will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach (See Section 4). At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. Following this, the

school will consider putting in place extra teaching or other interventions designed to secure improved progress, where required.

As well as SEND, there may also be additional factors to consider which may impact on progress and attainment;

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 3: Graduated Approach



Follow the link for further information

https://search3.openobjects.com/mediamanager/liverpool/fsd/files/send_graduated_toolkit_09_oct.pdf

The aim of this guidance is to support all educators working with children and young people from 0-25 in any educational provision. The graduated approach is an important process of supporting the needs of children and young people with Special Educational Needs and Disabilities. The graduated approach starts at the whole setting/school level, as all educators are continually assessing, planning, implementing and reviewing their approach to teaching for all children and young people. However, for pupils with SEND, this approach is increasingly personalised depending on the needs of the child/young person. All those working with children and young people have a role to play in implementing the

graduated approach with four stages of action: assess, plan, do and review. Using a graduated approach will support the development of a growing understanding of the child/young person's needs. This can then enable them to make good progress and secure good outcomes.

All teachers are responsible for every child in their care, including those with special educational needs. **(Reference: Teaching & Learning Policy 2025 - 26)**

All teachers are responsible for every child in their care, including those with special educational needs. The school recognises that children are at different levels in their learning and learn in different ways. To support all children, the school delivers the curriculum in different ways. We offer small group support and individual support when needed.

We understand that children learn at their own pace so we closely monitor progress using individual targets which may be in the form of a One Page Profile. All parents are invited to contribute to their child's One Page Profile and we will keep you informed of any progress that is made when these are reviewed each term.

The role of the SENDCO requires that they hold QTS, is an experienced classroom practitioner and is essential at Hunts Cross Primary School, the Headteacher and Governors developed the role of the SENDCO in accordance to the SEND Code of Practice to have key responsibilities of working to improve the outcomes of our children and families.

The role of the SENDCo involves:

- 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 where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents 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 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
- ensuring that the school keeps the records of all pupils with SEND up to date

SECTION 4: MANAGING PUPILS NEEDS ON THE SEND REGISTER THROUGH THE GRADUATED APPROACH AND EXIT CRITERIA

Some children and young people on the SEND Register may have more significant or complex SEND, 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 Services such Outreach, Specialist Teachers from SENISS or Educational Psychology Services. As a result of the Graduated Approach and termly SEND review meetings with the SENDCo and class teachers, 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 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 Review, where the outcomes on the EHCP will be considered.

All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support.

SECTION 5: 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 and is updated regularly. We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10> for information about wider services which can be found across Liverpool and the wider Merseyside Area.

At Hunts Cross Primary School, we deliver a person centred approach and work with children/young people and their parents/carers. We do this by capturing the views of parents and carers during one-page profile reviews, annual reviews and drop in sessions.

We also capture the views of children and young people through our personalised approach to teaching and learning of our SEND children. Their curriculum is carefully planned in accordance to their interests and needs. Children have the opportunity to discuss their aspirations for the future during curriculum sessions as well as their one-page profile process. Children are also invited to join the team during an EHAT meeting as well as annual reviews. During this time, the child's voice is recorded.

SECTION 6: SUPPORTING OUR CHILDREN/YOUNG PEOPLE WITH MEDICAL NEEDS

At Hunts Cross 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 may also have SEN 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.

Section 7: Attendance and SEND

Hunts Cross 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, timelimited, 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.
- The school SENDCo and Attendance lead work in collaboration in order to monitor and support the improvement of SEND children's attendance.

SECTION 8: MONITORING AND EVALUATION OF SEND

Whilst the full governing body remains responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Hunts Cross Primary School is Ms S.Crease. She can be contacted via the head teacher. The SEND Governor promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND 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 SENDCO and visiting classrooms;
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported;
- developing an awareness of the types of SEND 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 monitor the effectiveness of the SEND Policy.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENDCO and Curriculum Leads.
- 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:

- PIVATS
- Consideration of each pupil's success in meeting outcomes.
- Use of standardised tests including reading, spelling and Maths ages (NFER) in the Summer term
- An analysis of external tests including SATs
- The school's tracking systems and teacher assessments
- Evidence generated from One Page Profiles and Annual Review meetings.
- Reports provided by outside agencies including Ofsted.

SECTION 9: RESOURCES AND TRAINING

All primary schools within a SEND Partnerships share best practice and offers support within the locality. Training on SEND 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 partnership and the school's Local offer. Specific training can be provided for the SENDCo, Teaching Assistants, whole school and parents. Liverpool school Improvement service provides two SENDCo Briefings and an annual SENDCo 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.

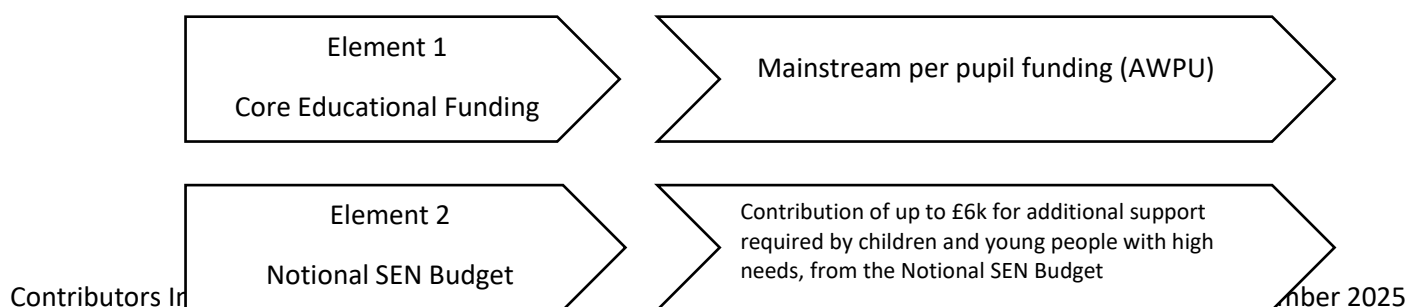
All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCo provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

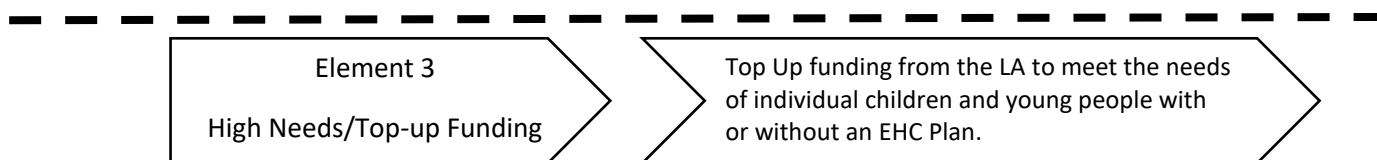
A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan and the outcomes and impact of these will be detailed in the SEN Information report.

a) 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 SEN 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 SEN 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).

b) Funding of Specialist Support and Provisions in Maintained Schools

There is also an additional element of top up-funding allocated to school to meet the needs of the actual pupils in the specialist provision known as a Resource Base. All funding for pupils in the resourced provision comes from the High Needs Budget.

Workforce Development and CPD

For permanent and long-term temporary staff, (including ECTs) this includes a sessions with the SENDCo 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, and all staff are encouraged to access this. Teachers have accessed additional training through The Behaviour Intervention Team (BIT), SENISS, Occupational Therapy Team and Speech and Language. This has enabled understanding of Sensory Circuits, Neurodevelopmental and Dyslexia Friendly Classroom and understanding the use of questioning and promoting language for reluctant talkers. The school's SENDCo 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 SENDCos and Schools. Hunts Cross Primary school has developed close links with The ASD Training Team and a working partnership with Liverpool CAMHS through our Educational Mental Health Practitioner (EMHP).

SECTION 9: 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 Hunts Cross Primary School these include;

- The SEN Governor is Ms S.Crease - she meets with the SENDCo on a termly basis and monitors the progress of pupils/students with SEN
- The school employs 11 support staff, including 1:1 support. They carry out a range of roles across the school and are line managed by Mrs Ware, Mrs Whitlock (SENDCo) and Key Stage leads. They work closely with the class/subject teachers who oversee their work and plan with them.
- The Designated Teachers for Safeguarding are Mr Growney (DSL) Mrs Spreadbury (DDSL) Mrs Ware (DDSL) Mrs Whitlock (DDSL). The member of staff responsible for Looked After Children is Mrs Whitlock.
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils/students are Mrs McDonald and Mrs Hansen.
- Mental Health Lead – Mr Growney
- EYFS Neurodiversity Champion – Mrs Spreadbury.

SECTION 10: REVIEWING THE POLICY

We will review this Policy within our 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. We involve our stakeholders in policy development and make sure the SEND Policy reflects our current working,

SECTION 11: 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, barriers are identified, and plans put in place to remove them.

SECTION 12: OTHER POLICIES RELATING TO SEND

- The Equality Policy
- The Accessibility Plan
- Admissions Policy
- Teaching, Learning and Assessment Policy
- SEN information on the school website (SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014 – Updated 2017)
- Safeguarding Policy
- Supporting Medical Conditions Policy

SECTION 13: DEALING WITH COMPLAINTS

Any complaints must be first raised with our school SENDCo, if necessary, with the Head Teacher and finally, then if unresolved, the Governing Body.

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

Authored by – Mrs Kirsty Whitlock

Contributions by – Mrs Nicola Ware