

St. Margaret's Anfield Church of England Primary School

Jesus said, "Love one another as I have loved you" John
13:34.

Therefore, by faith and work, be the change you want
to see.

With God, all things are possible.



Policy for Special Educational Needs and Disabilities (SEND)

Miss T. Owens

Date	Action	Review Date
February 2026	Final Approved by FGB	February 2027

Introduction

- Special Educational Needs Coordinator (SENCo) is Miss T Owens.
- email: t.owens@st-margaretsanfield.liverpool.sch.uk
- Telephone: 0151 260 5522
- SEN Governor: Ms R Andrew

Aims

At St. Margaret's Anfield C.E. Primary School we support and value the abilities of all our pupils. We are committed to inclusion within the school curriculum and participation in all aspects of school life. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. The school is dedicated to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

The objectives of our SEN policy and practice at SMA are to:

- Identify barriers to learning and participation as early as possible for pupils with SEN.
- Provide appropriate support so pupils with SEN can access the curriculum and wider school life.
- Work in partnership with parents and carers and involve them fully in decisions about their child's support.
- Listen to pupils' views and take these into account when making decisions about their education.

- Ensure pupils with medical conditions are fully included in all school activities where possible.
- Clarify the roles and responsibilities of all staff in supporting pupils with SEN.
- Carefully plan and monitor provision for vulnerable learners to ensure resources and interventions lead to good outcomes.
- Provide staff with appropriate training and guidance to support high-quality teaching for all pupils.
- Work collaboratively with the Local Authority and other professionals to meet the needs of vulnerable learners.
- Be proactive in developing pupils' self-esteem, with a long-term goal of independence and preparation for adulthood.

Co-ordination of SEN Provision

The SENCo has overall responsibility for the day-to-day operation of the school's SEN policy and for coordinating provision for pupils with Special Educational Needs, including those with Education, Health and Care (EHC) plans.

The key responsibilities of the SENCo are to:

- Oversee the implementation of the school's SEN policy.
- Coordinate support and provision for pupils with SEN.
- Advise on the effective use of the school's budget and resources to meet pupils' needs.
- Liaise and work in partnership with parents and carers of pupils with SEN.
- Act as the main point of contact for external agencies, including the Local Authority and support services.
- Work with next providers of education to ensure effective planning and smooth transitions for pupils with SEN.
- Work with the headteacher and governors to ensure the school meets its duties under the Equality Act (2010), including reasonable adjustments and access arrangements.
- Ensure accurate and up-to-date records are maintained for all pupils with SEN.

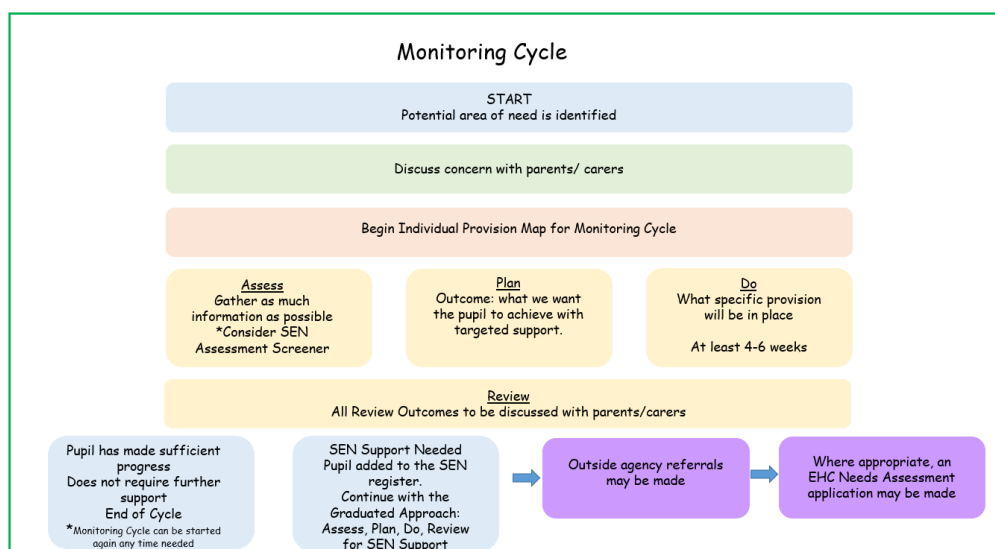
Identification

Early identification of Special Educational Needs (SEN) is a priority at SMA, with teachers, the SENCo, the headteacher, and parents working collaboratively in the identification and assessment process.

Pupils at SMA may be identified as having SEN through a range of information, including:

- Teacher assessment and professional judgement
- Analysis of progress, attainment, and behaviour data
- Comparison with expected developmental milestones and peer progress
- Parental views and experiences
- The pupil's own views
- Advice from external professionals and support services
- Information from previous schools or early years settings

Where a concern has been identified in relation to a pupil's possible Special Educational Needs, The Monitoring Cycle will begin.



Definition of Special Educational Needs (SEN)

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age

The SEN Register

The SEND Code of Practice requires that schools record when a pupil is identified as having SEN. This is maintained in the school's SEN register. Where it is decided that a pupil requires SEN Support, parents or carers will be consulted and formally informed that their child will be added to the SEN register.

If a pupil joins the school with an existing identified SEND, appropriate support will continue to be provided, consistent with the support offered to pupils identified within SMA.

Special Educational Provision/ SEN Support

High Quality First Teaching is the foundation of provision for all pupils. However, some children and young people need educational provision that is additional to or different from this. This is known as SEN Support.

SEN Support is the provision put in place for pupils whose needs are additional to or different from the support normally available through high-quality teaching. It may include:

- Additional or adapted materials and/or equipment
- Individual or small-group interventions or programmes targeting specific needs
- Focused support from the class teacher, SENCo, or other school staff
- Assistance to help the pupil participate fully in class activities
- Advice and support from external professionals, such as an educational psychologist, speech and language therapist, or occupational therapist

SEN Support is planned, monitored, and reviewed regularly to ensure it meets the pupil's needs and helps them make progress.

Assess Plan Do Review (ADPR) Cycle

At St. Margaret's Anfield, we use the graduated approach to support pupils with Special Educational Needs (SEN). This involves a continuous cycle of Assess-Plan-Do-Review to ensure that each pupil's needs are effectively met.



1. **Assess:** The pupil's needs are identified and barriers to learning are considered.
2. **Plan:** Intended outcomes are agreed, and additional support or interventions are planned.
3. **Do:** Support and interventions are put in place.
4. **Review:** The impact of the support is evaluated, and adjustments are made if necessary.

Decisions about the type and level of support, as well as expected outcomes, are made collaboratively by the class teacher and SENCo, in consultation with parents and, where appropriate, the pupil. All staff working with the pupil, including support staff, are informed of the pupil's individual needs, the support being provided, specific teaching strategies, and the outcomes being sought.

All SEN Support is recorded on the pupil's Individual Provision Map. Pupil outcomes are regularly monitored to ensure that support is matched to need, barriers to learning are addressed, and interventions are effective and evolving as required.

Monitoring and Evaluation

At school we regularly and carefully review the quality of teaching for all pupils, including those who may be at risk of underachievement. This includes evaluating and, where necessary, improving teachers' understanding of strategies to support vulnerable pupils and their knowledge of Special Educational Needs (SEN). Staff receive ongoing professional development and training to ensure they are equipped with up-to-date skills and knowledge to meet the diverse needs of pupils effectively.

The SENCo monitors the progress and movement of pupils within the school's SEN system and provides regular summaries of the impact of the SEN policy on practice. The SENCo and the headteacher hold regular meetings to review and evaluate the effectiveness of the school's provision for pupils with SEN.

Considerations

We recognise that some pupils may require additional support without necessarily having SEN. These groups may include pupils who:

- Have a disability under the Equality Act 2010; all reasonable adjustments will be made to ensure access to the full curriculum
- Have attendance or punctuality difficulties
- Have health or welfare needs
- Are learning English as an Additional Language (EAL)
- Are in receipt of Pupil Premium funding
- Are Children Looked After (CLA)
- Are children of service personnel

Identifying and assessing the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a child, class teachers, together with the SENCo and EAL Lead, will review all aspects of the child's performance across subjects to determine whether difficulties are caused by limited English proficiency or by special educational needs.

Request for an Education Health and Care Plan

Education, Health and Care Plans (EHCPs) set out the statutory arrangements for children and young people who require support beyond that which can be provided through SEN Support alone.

An Education, Health and Care Plan (EHCP) is a legally binding document for children and young people aged up to 25. It identifies a pupil's educational, health, and social care needs and specifies the additional provision required to meet those needs and help the pupil achieve their potential.

A request can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

Requests can be made by the school to the Local Authority (LA). The LA will be provided with information about the child's progress over time, along with documentation relating to the child's special educational needs and any actions taken to support them, including any resources or special arrangements put in place. The LA will consider this information when deciding whether to carry out an EHC Needs Assessment and, if appropriate, issue an EHC plan.

Once a pupil has an EHC plan, the SENCo will ensure that all staff teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. We will ensure that teachers monitor and review the pupil's progress throughout the year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange a review as soon as possible to ensure that the provision specified in the EHC plan remains appropriate. For further information on EHCPs, please refer to the Local Authority's Local Offer, available on their website.

Appendix 1

Statutory timescales for EHC needs assessment and EHC plan development

