



# **Prescot Primary School and Nursery**

*Empower Today. Prepare for Tomorrow.*

---

## **Special Educational Needs and Disabilities (SEND) Policy**

Adopted: Autumn 2025

Review: Autumn 2026

### Policy Document Version Control

<b>Responsibility for Policy:</b>	Lisa Seddon
<b>Policy approval/date:</b>	Autumn 2025
<b>Frequency of Review:</b>	Annually
<b>Next Review date:</b>	Autumn 2026
<b>Related Policies:</b>	Safeguarding & Child Protection Policy Equality and Diversity Policy Attendance Policy Behaviour and Relationships Policy Feedback and Marking Policy
<b>Revisions:</b>	Sept 2025: Whole document rewrite v1

## Contents

Introduction
Inclusion at Prescot Primary School and Nursery
Definitions and Duties in Law
Context
Relevant Legislation
Identification of Pupils Needs
Arrangements for Co-ordinating SEND Provision
Admission Arrangements
Specialist SEND Provision
Facilities for Pupils with SEND
Allocation of Resources for Pupils with SEND
Access to the Curriculum, Information and Associated Services
Inclusion of pupils with SEND
Evaluating the Success of Provision
Complaints Procedure
In Service Training (CPD)
Links to Support Services
Working in Partnership with Parents/Carers
Links with Other Schools
Links with Other Agencies and Voluntary Organisations
Monitoring and Review

*This policy applies to all aspects of Prescott Primary School and Nursery in relation to the provision of education and nursery services. The policy applies to all staff (permanent and sessional), agency workers, governors, volunteers and visitors to our school and all other people who are conducting work on behalf of our school and nursery.*

## Introduction

At our school, we believe every child is unique, valued, and entitled to an education that supports their full potential — academically, socially, emotionally, and personally. Our approach to Special Educational Needs and Disabilities (SEND) is rooted in respect, equity, and inclusion. We are committed to ensuring that all pupils, including those with SEND, feel safe, heard, and empowered.

**Our vision is to ‘Empower Today. Prepare for Tomorrow’.**

**Our Mission:** We will achieve our vision by **Putting the Learner First.**

This vision is underpinned by key principles from the **United Nations Convention on the Rights of the Child (CRC):**

- **Article 2 — Non-Discrimination:**  
Every child, regardless of need or background, has the same rights to learn, participate, and succeed. We ensure that no child is disadvantaged or treated unfairly due to their SEND.
- **Article 6 — Life, Survival, and Development:**  
We support every child’s wellbeing, growth, and success. We are committed to nurturing confidence, independence, and resilience in all learners.
- **Article 12 — Right to Be Heard:**  
Children with SEND have the right to express their views, contribute to decisions about their education, and feel listened to. We actively involve pupils in planning and reviewing their support.
- **Article 28 — Right to Education:**  
We provide an inclusive and accessible curriculum that enables every child to make progress, with the right support in place to help them thrive in a safe, positive learning environment.
- **Article 29 — Right to Develop Talents and Abilities:**  
Our responsibility goes beyond academic achievement. We help pupils discover

and build on their interests, talents, and strengths — celebrating success in all forms.

Through strong partnerships with families, personalised support, and a whole-school commitment to inclusion, we aim to remove barriers, raise aspirations, and create a school community where every child can flourish.

Our SEND policy also supports the Prescott Primary School and Nursery value of '**Botheredness**'. We want our children to 'be bothered' about themselves, about each other and about their planet.

## **2. Inclusion at Prescott Primary School & Nursery**

Our purpose is to develop our children's individual talents and abilities to their full potential by providing a happy, safe school environment, which promotes high achievement. This will be achieved through a broad and balanced curriculum with high quality teaching and varied learning experiences. This will be in partnership with parents/carers, governors and the wider community. All of this will be provided in a well-resourced school that encourages creativity and co-operation and where individual efforts are valued and celebrated.

Prescot Primary is an inclusive school and we work hard to remove barriers to learning and meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. The class teacher, SLT and SENDCOs, will track individual pupil progress using school tracking systems. Where a child is not making the expected progress the class teacher will work alongside parents, the SENDCOs and external agencies (where appropriate) to plan tailored support.

### **AIMS AND OBJECTIVES**

#### **Aims**

At Prescott Primary School and Nursery we aim to:

- Develop the full potential of each child, continually seeking to raise the aspirations of and expectations for all children. We work hard as a school to ensure that all additional support is deployed effectively and focus on outcomes for children, rather than hours of provision/support.
- Create an inclusive environment where children can flourish and feel safe. Recognising and celebrating the strengths and uniqueness of each child is a guiding principle shared by the whole school community.
- Provide a broad, balanced, fulfilling curriculum and educational experience that equips children with the skills, knowledge, understanding and attitudes that will prepare them for transition to adulthood.

## Objectives

At Prescott Primary School and Nursery, we will fulfil our aims through the following objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the EYFS and National Curriculum.** This will be coordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work within the guidance provided by the SEND Code of Practice (January 2015).**  
[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf) All teachers are responsible and accountable for the progress of each child in their class, including where children access support from other members of the teaching staff or specialist teachers.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the school alone cannot meet the pupils' needs. Further information is also available on Knowsley's Local Offer which can be found at [www.knowsleyinfo.co.uk](http://www.knowsleyinfo.co.uk)
- **To provide support and advice for all staff working with special educational needs pupils**, either from in-school experience or from outside sources.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school, where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as: Rights Respecting Pupil Steering Group; educational visits; sports teams and clubs; a wide Leadership Programme for pupils for: sports, play, digital curriculum and peer mentors.

### 3. Definitions and Duties in Law

Definition of special educational needs: taken from section 20 of the Children and Families Act 2014. [www.legislation.gov.uk/ukpga/2014/6/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted)

#### **When a child or young person has special educational needs:**

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she –

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is, or will be, taught is different from a language (or form of language) which is, or has been, spoken at home.

#### **Duties under the Equality Act 2010** [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

## 4. Context

The Children and Families Act 2014 provides for:

- A clear and transparent 'Local Offer' of services across education, health and social care with children, young people and parents involved in preparing and reviewing the Local Offer
- Services across education, health and care to be jointly commissioned
- Education, Health and Care (EHC) plans replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- New statutory rights for young people in further education, including the right to request a particular institution named in their EHC plan and the right to appeal to the First-tier Tribunal (SEN and Disability), and
- A stronger focus on preparing for adulthood, including better planning for transition into paid employment and independent living and between children's and adults services

## 5. Relevant Legislation

The Children and Families Act (2014) came into force on 1st September 2014. A new SEND Code of Practice (2015) also accompanies this legislation. More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

Since 2018 all statements have been converted to Education, Health and Care plans.

***The SEND Code of Practice 0 – 25 years can be found here and on our school website:***

***[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)***

***The SEND Code of Practice guide for Early Years Settings can be found here and on our website:***

***[https://assets.publishing.service.gov.uk/media/5a7e5159e5274a2e8ab473d4/Early\\_Years\\_Guide\\_to\\_SEND\\_Code\\_of\\_Practice\\_-\\_02Sept14.pdf](https://assets.publishing.service.gov.uk/media/5a7e5159e5274a2e8ab473d4/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf)***

***A guide for parents and carers can be found here and on our school website:***

***<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>***

***A copy of the Prescott Primary's SEN Information report is also attached to this policy and can be accessed through the school website.***

***<http://www.prescotprimary.org.uk>***

The SEND Local Offer is a resource which is designed to support children and young people and their families with special educational needs and/or disabilities. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

You can view the Knowsley SEND Local Offer at:

[https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley#lgd-guides\\_\\_title](https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley#lgd-guides__title)

## 6. Identification of a Pupil's Needs

**Identification** : See definition of Special Educational Needs in section 3 of this policy

At Prescott Primary School and Nursery 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.

### **A Graduated Approach: Quality First Teaching**

- a) Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND list. Any concerns will be discussed with parents/carers informally or during Family Consultation Meetings.
- c) The child's class teacher will take steps to provide appropriate learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo's will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this

category, as continued monitoring will be necessary.

g) Parents/carers will be informed at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

i) Pupil Achievement Meetings with the teaching team, Inclusion team and Senior Leadership are used to monitor and assess the progress being made by children. Parents/Carers are informed about their child's progress through discussions with class teachers and/or Family Consultation meetings.

## **SEN Support**

The SEND Code of Practice (January 2015) specifies four broad areas of need: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Physical/Sensory. We understand that a child's needs may fall into more than one of these areas.

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this and the decision will be added to the SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff may already be involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

## **Plan**

Planning will involve consultation between the teacher, SENDCos and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCos will support the teaching team with further assessment of the pupil's strengths and weaknesses, problem solving and advice regarding the implementation of effective support.

## **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENDCos, will revise the support and outcomes based on the pupil's progress and development. Any necessary amendments going forward will be made in consultation with parents/carers and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can also be requested by a parent/carer. This will occur where the complexity of need, or a lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENDCos
- Educational Specialists e.g. Educational Psychologists
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A panel from the local authority made up of education, health and social care professionals, will make a decision about whether the child is eligible for an EHC assessment. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offer:

[https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley#lqd-guides\\_title](https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley#lqd-guides_title)

### **Education, Health and Care Plans [EHC Plan]**

- a) During the statutory assessment process, further information will be gathered from a range of professionals involved with the child during the assessment process. The panel will then make the decision as to whether the child is eligible for an Education, Health and Care Plan.
- b) If it is decided that the child's needs are not being met by the support that is ordinarily available an Education, Health and Care plan will be issued. The school and the child's parents/carers will be involved in developing and producing the plan.
- c) Parents/carers have the right to appeal against the content of the Education, Health and Care Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- d) Once the Education, Health and Care Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **7. Arrangements for Co-ordinating SEND Provision**

The SENDCos will hold details of all SEND records for individual pupils. **All staff can access:**

- The Prescott Primary School SEND Policy;
- A copy of the SEND Register for their class/year group and or group.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs and targets set in their online SEND files and on the Arbor system, which is updated regularly by the SENDCos.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the Knowsley SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

## **8. Admission Arrangements**

Please refer to the information on our website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

## **9. Specialist SEND Provision**

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

## **10. Facilities for Pupils with SEND**

The school complies with all relevant accessibility requirements please see the school accessibility plan for more details.

## **11. Allocation of Resources for Pupils with SEND**

All pupils with SEND will have access to Element 1 and 2 of a school's budget, which equates to a maximum of £6,000, depending on their need. Some pupils with more complex needs may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The SENDCo will refer individual applications to a panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. Resources will then be allocated to meet the individual outcomes stated on the child's Education, Health and Care plan.

## **12. Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND

provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND in a classroom setting, at times this may involve withdrawal for 1:1 or specialist support or intervention in a small group / classroom setting. Where this is not possible, the SENDCos will consult with the child's parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **13. Inclusion of Pupils with SEND**

The Headteacher and SENDCos oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly Inclusion and Review Meetings.

### **14. Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This will be done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents/carers.

Pupil progress will be monitored on a half-termly basis by teaching staff and review meetings with parents/carers will take place in October, February and July in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a provision map, which is updated when the intervention is changed. The class teacher in conjunction with the SENDCo updates these. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents/carers and governors. This helps to identify whether provision is effective.

## **15. Complaints Procedures**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or a member of the School Leadership Team, who will be able to advise on formal procedures for complaint.

## **16. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCos attend relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Inclusion and/or leadership team, ensures that training opportunities are matched to school development priorities.

## **17. Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCos who will then inform the child's parents/carers.

## **18. Working in Partnership with Parents/Carers**

Prescot Primary School and Nursery believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCos may also signpost parents/carers of pupils with SEND to local authority or voluntary services or complete an Early Help Assessment when specific advice, guidance and support may be required from a range of services.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor is also available to consult on matters related to SEND.

## **19. Links with Other Schools**

The school works in partnership with the other schools in the Southern Area through SENDCo forum meetings each half term and other Knowsley initiatives. As part of the Knowsley Southern Area the Inclusion team also regularly attend SENDCo Conferences and are regularly encouraged to link with other schools to share practice and resources. We are part of The Rowan Learning Trust and have regular network meetings and shared CPD to ensure the best for all of our children. The SEND team also regularly work closely with pre-school settings and secondary colleagues when pupils are transitioning in from external nurseries and also moving up from Year 6 to 7.

Prescot Primary School and Nursery is a member of the national Challenge Partner community. We are able to build relationships with SEND colleagues across the country and use these relationships to moderate and improve what we do.

## **20. Links with Other Agencies and Voluntary Organisations**

Prescot Primary School and Nursery invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Knowsley Education Psychology Service
- Social Services (Early Help Assessments and liaison with the Early Help Team)
- Speech and Language Service
- Health Services
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

## **21. Monitoring and Review**

This policy and procedures will be reviewed annually in line with legislation, local and national guidance and presented to the Governing Board for approval.