MURDISHAW WEST PRIMARY and NURSERY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Autumn 2026

Policy Title	SPECIAL EDUCATIONAL NEEDS POLICY
School/HBC	School
Written by	C Sarsfield
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Signed by Chair of Governors	D Cox
Date	
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At Murdishaw West Primary and Nursery School, we work together to…. Collaborate, Achieve, Respect and Enjoy. At Murdishaw West, we CARE!

CONTEXT

"*All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs, and all schools should play their part in educating children from their local community, whatever their background or ability*."

Murdishaw West Community Primary School is committed to offering our children an inclusive curriculum and educational experience to ensure the best possible progress for all, whatever their needs or abilities. We are committed to working with parents at every stage to ensure this can be effectively implemented with high impact.

The implementation of this policy is the responsibility of all staff.

AUTHORITY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

STATEMENT OF POLICY

At Murdishaw West Primary we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from', that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014), as listed below:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and / or Sensory

Behaviour is no longer included as a SEND and has now been replaced by social, mental and emotional health. We have children on role who fall into all of these categories of SEND.

What are Special Educational Needs?

"A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England." SEND Code of Practice 2014.

The SEND policy details how at Murdishaw West we 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 participate in all school activities.

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Miss Sarsfield (SENDCo). Please make an appointment with the school office if you wish to arrange a meeting with the SENDCo. Alternatively contact via telephone (01928711254) or via email: senco@murdishawwest.co.uk

Headlines from the 2014 Code of Practice

- Statements will no longer be offered from the education authority. Statements have been replaced by Education and Health Care plans (EHC plans) which can be used to support a child from birth to 25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as '*Special Educational Needs and Disability Support' (SEND Support).* All children are closely monitored, and their progress tracked each term. Those at SEND Support are additionally tracked by the SENDCo.
- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of and hopes for their child.
- All children benefit from 'Quality First Teaching': this means that teachers assess, plan, and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all of our children. Children identified as having a SEND make progress from their starting points which compares well with the progress made by other children in school.

AIM AND OBJECTIVES

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

RESPONSIBILITY

We recognise that the identification of a child's need can be made by a number of people including G.P, Health Visitor, previous teacher / educator, parent, Educational Psychologist, Special Educational Needs Coordinator (SENDCo).

The Local Authority is responsible for providing schools with a network of support which enables access to a range of expert agencies and services. The LA seeks a range of advice before making a formal decision for next steps. The needs of the child are considered to be paramount in this.

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The Governing Body, with the support of the Headteacher, is responsible for securing the necessary provision for any pupil identified as having special educational needs. The Governors will ensure that all teachers are aware of the importance of providing for these children. They will consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body will ensure that parents are notified of any decision by the school that SEND provision is to be made for their child. The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs (Mrs M. Knowles). The SEND Governor will work in partnership with the SENDCo to ensure that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The Headteacher is responsible for ensuring that the National Curriculum is implemented and Statutory Assessments are undertaken. The Leadership Team will support the Headteacher in monitoring assessment procedures and ensuring that it is an integral part of teaching and learning by having a coherent policy on gathering, recording, retaining and transferring evidence.

The SENDCo is responsible for providing class teachers with advice, support, and provision for pupils with an additional need which includes liaising with parents and multiple agencies, for coordinating statutory assessment including the completion of all necessary paperwork. The SENDCo works closely with parents and teachers to plan an appropriate programme of support. For example, a Pastoral Support Plan may be put in place.

The Class Teacher is responsible for early identification, which we feel is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

Identifying Children at SENS (SEN Support)

Children with Special Educational Needs are identified through assessments, which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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 gap between the child and their peers.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, a concern can be addressed by Quality First Teaching, some catch up or booster interventions and parental support. Otherwise, the child is placed at SENS.

Actions Following Identification

The child's class teacher and SENDCo will decide on the action needed to help the child to progress in the light of the earlier assessments.
This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children being withdrawn to work with the teacher or teaching assistant
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies.

After discussions with the SENDCo, the class teacher will then be responsible for supporting the child on a daily basis. Parents will continue to be consulted and kept informed.
Although the school can identify special educational needs and make provision to meet those needs, we will sometimes require additional advice and support from outside agencies and will make appropriate referrals with parental consent.

Working with Parents

We aim to have good and informative relationships with all of our parents. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.
If a child is experiencing difficulties, parents will be informed either at parents' evenings or during informal meetings to discuss a child's progress. It should not come as a surprise to parents to learn that their child is being identified as having a special educational need.
Once a child has been identified as having a special educational need, the class teacher and / or SENDCo will invite the parents to a meeting to:

1. Formally let them know that their child is being placed at SEND Support
2. Discuss any assessments that may have been completed
3. Agree a plan and provision for the next term in the form of a SEND Support Plan. This may include a plan to refer to outside agencies for further assessments and support.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required by the Code of Practice (2014). Depending on their age, and their interest, the child may be invited to attend all or part of the SEN support meetings. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer there is an annual review of the child's progress.

Resources to Support SEND

Funding Streams include:

- Budgetary support for SEND
- Pupil Premium
- Looked After Child Pupil Premium
- Discretionary Top Up Funding

Additional resources are provided in accordance with the proportion of children with special educational needs or disabilities within the school. Class based resources to support the curriculum are a priority particularly in English and Mathematics. Teaching Assistants are deployed in a variety of roles. A small number of children may receive time limited funding such as Discretionary Top-Up funding which can entitle them to additional resources or a certain amount of small group or 1:1 adult support, within the constraints of the school budget. Other pupils may have support through the provision of an Education Health and Care Plan.

Working with Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.
The external agency may act in an advisory capacity or provide additional specialist assessments or be involved in teaching the child directly. The child's individual targets will be set out as will strategies to be implemented and will be recorded in the child's SEND Support Plan.
Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long time.
- Continues working significantly below that expected of a child at a similar age despite interventions.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties that regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEND Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is looked after and therefore additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASC, ADHD or SpLD) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for the parents, the child, and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, and achieving their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a teaching assistant. Teachers aim to spend time each day working with all children including those with SEND, individually or as part of a group.
When allocating additional teaching assistant support to children or classes the focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach his/her challenging targets, but without developing a learned dependence on an adult.
The school has a range of interventions available which are detailed on our whole school provision map. When considering an intervention, we look first at the child's profile of learning in order to select the intervention which is best matched for the child.
Targets for children at SEND Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher and the SENDCo.

- Interventions are planned in half termly blocks
- At the end of each half term the child's progress towards his/her targets is assessed

- A decision is then made as to whether to continue the intervention, to try an alternative intervention or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the Curriculum and Teaching and Learning Environment
At Murdishaw West we are disability friendly. The school is on one level, corridors are wide, and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with any other disabilities including sensory. We aim for all of our classrooms to be inclusion friendly. We aim to teach in a way that will support children with tendencies towards SpLD, ASC, ADHD etc. This is good practice to support all children but is vital to those who particularly need it. All of our children access the full National Curriculum, and we recognise achievements and expertise in all curricular areas. As part of normal class adaptations curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to Extra-Curricular Activities
All of our pupils have equal access to our lunchtime and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum, and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical need.

Staff Expertise
All of our teachers and teaching assistants are trained to work with children with SEN and disabilities. All have access to advice, information, resources and training to enable them to teach and support all children effectively.
The school organises a programme of training for all teachers and teaching assistants on an annual basis. We also work closely with other schools to share expertise and good practice.
If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the local authority. This includes access to Educational Psychologists and Advisory Teachers.

Children with Social, Emotional and Mental Health Needs
Behaviour is not classified as a SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences (e.g. bereavement, parental separation) we may seek advice from outside agencies and a MAP may be completed with the family to support the child through the process. If parents and school are concerned that the child may have mental health needs, we encourage parents to support a referral to the Mental Health Support Team or to CYPMHS and to visit their GP. If the child is felt to have long-term social, emotional and mental health needs, for example with anger management, the school may offer social skills interventions. These are generally delivered by trained teaching assistants who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our behaviour policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or new school and we will do all that we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parent and the new teacher.
- Additional visit to the new classroom environment, to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places to make a social story for example.
- Additional opportunities for the child to spend time with their new teacher.

Transition to Secondary School

Transition reviews for pupils in Year 6, where possible, are held in the Autumn term of Year 6. The secondary school SENDCo is invited to the annual reviews and any other review meetings and requests information from our SENDCo regarding pupils with SEND so that staff can be made aware in advance and plan for them accordingly. Additional transition arrangements may be made at these reviews for example extra visits.

Complaints

Staff in school work, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously. In the first instance, any concerns relating to SEND should be brought to the attention of the SENDCo who will endeavour to listen and understand the concern in order to find a solution. In rare cases in which no agreement can be found, parent / carers will be advised to follow the school complaints procedure which is available on the school website. Parents / carers are advised to contact Halton SENDIASS Service:
https://sendiasshalton.co.uk

Halton's Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Halton's Local Offer is available from the website https://www.haltonfamilyhubs.co.uk/

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect along with a caring and non-judgemental attitude throughout the school.

Admissions

Pupils with special educational needs will be admitted to Murdishaw West Community Primary School in line with the school's admissions policy. The school meets with the statutory requirements of the Children and Families Act 2014 and the Equality Act 2010. When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. For any student whose needs require additional support during internal annual transition suitable support will be put into place.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings

together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website.