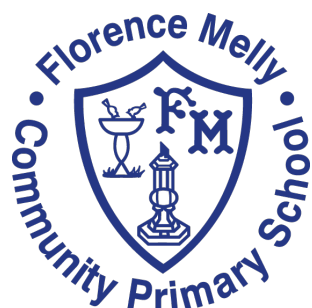


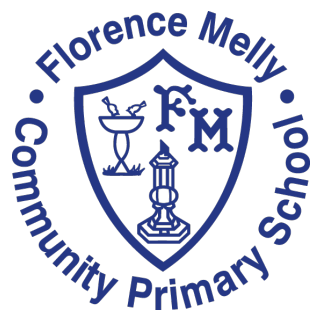


Florence Melly Community Primary School

SEND Policy

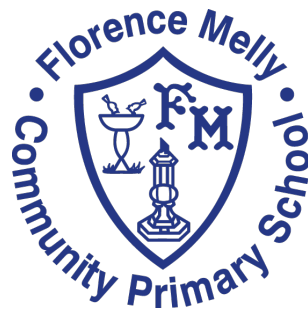
Policy Title:	SEND Policy		Date written:	September 2023
Written by:	Christina O'Keefe (Deputy Headteacher/ Inclusion Lead/SENCo)		New or revised policy:	Revised (Version 4)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
October 2024	Annual update to reflect the current practice and procedures.	V2
September 2025	Annual update to reflect the current practice and procedures.	V3
September 2026	Comprehensive review and redesign of the SEND Policy to reflect current SEND practice, legislative guidance and the school's inclusive ethos. Updates include a stronger focus on inclusion and equity, adaptive teaching, pupil voice, emotional wellbeing, attendance, safeguarding, transition arrangements and partnership working with families and external agencies. The policy has been streamlined and restructured to improve clarity, accessibility and alignment with the SEND Code of Practice, while reinforcing the school's commitment to ensuring that all pupils with SEND are supported to achieve ambitious outcomes and fully participate in school life.	V4



SEND Policy

September 2026

Compliance

This policy was developed in collaboration with staff and governors to promote the inclusive practice and approach we have in our school and is available via the school office and website for parents/carers.

SENCO: Mrs Christina O'Keefe

Contact: 0151 226 1929 or c.okeefe@fmp.liverpool.sch.uk

SEND Link Governor(s): Mrs Janet Matthews and Mr James McDonald

Our Vision

At Florence Melly Community Primary School, we believe that every child has the right to achieve their full potential and to participate fully in school life.

Our vision, "**If you can dream it, you can do it!**", reflects our commitment to raising aspirations and supporting every child to flourish, regardless of need or starting point.

We are committed to providing an inclusive, nurturing and ambitious learning environment where all children feel valued, respected and supported to succeed.

This policy complies with:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0-25 Years (updated September 2024)
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Teachers' Standards (2012)
- School SEN Information Report Regulations 2014

This policy should be read alongside:

- SEND Information Report
- Local Offer
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions Policy

The school recognises its duty to provide a broad, balanced and inclusive education which enables all pupils to achieve the best possible educational and wider outcomes.

Aims

At Florence Melly Community Primary School we aim:

- To create a fully inclusive learning environment where all children are valued.
- To identify SEND at the earliest opportunity.
- To ensure that every child has access to high-quality adaptive teaching.
- To raise aspirations and improve outcomes for pupils with SEND.
- To develop independence, confidence and resilience.
- To ensure pupils with SEND participate fully in all aspects of school life.
- To work collaboratively with parents, carers and external agencies.
- To ensure children's views, wishes and feelings are central to decision making.
- To prepare children effectively for future transitions and adulthood.

Inclusion and Equity

Florence Melly Community Primary School is committed to ensuring equality of opportunity for all pupils.

We recognise that pupils with SEND are entitled to:

- High expectations.
- Ambitious outcomes.
- Access to a broad and balanced curriculum.
- Meaningful participation in school life.
- Appropriate support and reasonable adjustments.
- A strong sense of belonging within their school community.

Through adaptive teaching, targeted intervention and partnership working, we seek to remove barriers to learning, participation and achievement.

Definition of SEND

In accordance with the SEND Code of Practice:

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 has a learning difficulty or disability if they:

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

Identifying SEND

The school adopts a graduated approach to identifying and meeting pupils' needs.

Identification may be informed by:

- Teacher observations and assessments.

- School assessment and attainment data.
- Concerns raised by parents or carers.
- Pupil voice.
- Information from previous settings.
- Medical information.
- Assessments from external professionals.

Early identification enables appropriate support to be implemented promptly.

The Four Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Speech and language difficulties.
- Autism Spectrum Condition.

Cognition and Learning

Including:

- Learning difficulties.
- Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Including:

- Anxiety.
- Trauma-related difficulties.
- ADHD.
- Attachment needs.
- Mental health difficulties.

Sensory and/or Physical Needs

Including:

- Hearing impairment.
- Visual impairment.
- Physical disabilities.
- Medical needs requiring specialist support.

Distinguishing SEND from Other Factors

The school recognises that not all barriers to learning indicate SEND.

Other factors affecting attainment may include:

- Attendance concerns.
- English as an Additional Language.
- Disadvantage.
- Looked After status.

- Family circumstances.
- Health and welfare issues.

These factors are carefully considered during assessment before identifying SEND.

High-Quality Adaptive Teaching

High-quality adaptive teaching is the first response to meeting the needs of all pupils, including those with SEND.

Teachers are responsible and accountable for the progress and development of every pupil in their class.

Adaptive teaching may include:

- Differentiated resources.
- Visual supports.
- Pre-teaching and over-learning.
- Assistive technology.
- Alternative recording methods.
- Flexible grouping.
- Scaffolded learning opportunities.
- Reasonable adjustments.

Every teacher is a teacher of every child, including those with SEND.

The Graduated Approach

When a pupil is identified as requiring additional support, the school follows the graduated approach:

Assess

The child's needs are assessed using:

- Teacher assessment.
- Progress data.
- Parent and pupil views.
- Advice from professionals where appropriate.

Plan

The teacher, SENCo, parents and pupil agree:

- Desired outcomes.
- Support strategies.
- Interventions.
- Review arrangements.

Do

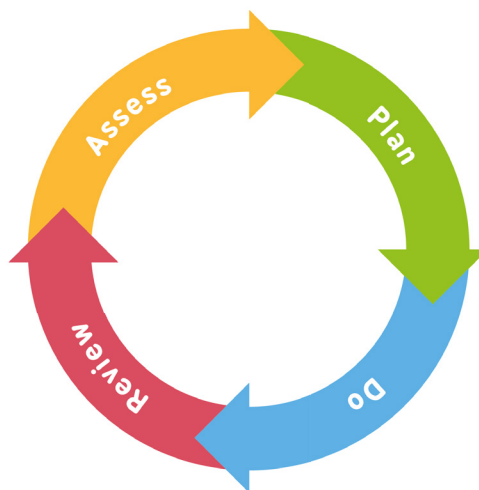
Support is implemented.

The class teacher remains responsible for the child on a daily basis, even when interventions are delivered by support staff.

Review

Progress towards outcomes is reviewed regularly.

Parents, pupils and staff contribute to the review process and support is adjusted where needed.



SEND Support

Most pupils' needs are met through SEND Support within school.

Support may include:

- Classroom adaptations.
- Small-group interventions.
- Individual programmes.
- Specialist resources.
- Advice from external professionals.

The effectiveness of support is reviewed through the graduated approach.

Education, Health and Care Plans (EHCPs)

Where a child continues to experience significant difficulties despite appropriate support, the school and parents may request an Education, Health and Care Needs Assessment.

The school will:

- Gather evidence of interventions and progress.
- Support families throughout the process.
- Work collaboratively with the Local Authority.

EHCPs are reviewed annually and pupils and families are fully involved in the review process.

Attendance and SEND

The school recognises the strong relationship between attendance and educational outcomes.

Where pupils with SEND experience attendance difficulties, the school will work collaboratively with:

- Families.

- Health professionals.
- External agencies.
- Liverpool Local Authority where appropriate.

Supportive strategies will be implemented to address barriers to attendance and promote engagement in learning.

Working in Partnership with Parents and Carers

Parents and carers play a vital role in supporting children with SEND.

The school will:

- Communicate openly and honestly.
- Involve parents in all stages of the graduated approach.
- Share information regarding progress and provision.
- Seek parental views and aspirations.
- Signpost parents to support services where appropriate.

The school operates an open-door approach and values positive partnerships with families.

Participation of Children and Young People

Children are encouraged and supported to express their views, wishes and feelings.

Pupils will contribute to decisions regarding:

- Their learning.
- Target setting.
- Support arrangements.
- Reviews.
- Transition planning.
- EHCP annual reviews.

A person-centred approach underpins all SEND provision.

Emotional Wellbeing and Mental Health

The school recognises the importance of promoting positive mental health and emotional wellbeing.

Some pupils may experience:

- Anxiety.
- Low self-esteem.
- Trauma-related needs.
- Attachment difficulties.
- ADHD.
- Autism.
- Emotionally Based School Avoidance.

Support is available through:

- The Mental Health Lead.
- Pastoral staff.

- MHST.
- CAMHS.
- Seedlings.
- Beautiful New Beginnings.
- External agencies.

The school adopts a graduated approach to emotional wellbeing support.

Accessibility

Under the Equality Act 2010, Florence Melly Community Primary School has a duty to make reasonable adjustments for disabled pupils.

The school is committed to:

- Improving access to the curriculum.
- Improving the physical environment.
- Improving access to information.
- Ensuring inclusion in wider school activities.

Further details are contained within the school's Accessibility Plan.

Transition Arrangements

Effective transition planning is essential.

Support may include:

- Additional visits.
- Visual supports and transition booklets.
- Meetings with receiving staff.
- Information sharing with new settings.
- Enhanced transition programmes.
- Multi-agency planning meetings.

Transition planning begins early for pupils with the highest levels of need.

Working with External Agencies

The school works closely with a range of specialist services including:

- Educational Psychology
- Speech and Language Therapy
- SENISS
- OSSME
- CAMHS
- MHST
- Beautiful New Beginnings
- Together Trust
- Seedlings
- Liverpool Occupational Therapy Service
- Dyslexia Teaching School
- Liverpool Family Help Services
- Behaviour Intervention Team

External advice is sought where appropriate to improve outcomes for pupils with SEND.

Staff Training

The school is committed to ongoing professional development.

Training may include:

- Adaptive teaching.
- Autism.
- Speech, language and communication needs.
- ADHD.
- Trauma-informed approaches.
- Neurodiversity.
- Mental health and wellbeing.
- Medical needs.
- Safeguarding children with SEND.

Training priorities are reviewed annually and included in our professional learning programmes accordingly.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress data.
- Provision reviews.
- Learning walks.
- Book scrutiny.
- Pupil voice.
- Parent feedback.
- EHCP annual reviews.
- Governor monitoring.

Provision is regularly evaluated to ensure positive outcomes for pupils.

Role of the Governing Body

The Governing Body is responsible for ensuring the school meets its statutory responsibilities for SEND.

The SEND Governors support this role by:

- Meeting with the SENCo.
- Monitoring provision.
- Reviewing policy and practice.
- Monitoring the use of SEND funding.
- Promoting inclusion.
- Reporting to Governors regarding SEND provision and outcomes.

Safeguarding

Florence Melly Community Primary School recognises that children with SEND can be more vulnerable to abuse, neglect, bullying and exploitation.

All staff receive safeguarding training which includes consideration of the additional barriers some children with SEND may experience when recognising, reporting or communicating concerns.

The SENCo works closely with the Designated Safeguarding Lead to ensure vulnerable pupils receive appropriate support and protection in line with the school's Safeguarding and Child Protection Policy.

Funding

The school uses its delegated SEND budget to support pupils through:

- Additional staffing.
- Intervention programmes.
- Specialist resources.
- Training.
- Assistive technology.
- External specialist services.

Resources are allocated according to needs and intended outcomes.

Complaints

Any concerns regarding SEND provision should initially be discussed with the SENCo.

If concerns remain unresolved, parents/carers should contact:

1. The Headteacher.
2. The SEND Governor.
3. The Governing Body in accordance with the school's Complaints Procedure.

The school is committed to resolving concerns promptly and collaboratively.