



Booker Avenue Junior School SEND Policy

Approved by: Booker Avenue Junior Governing Body

Date: January 2025

Last reviewed on: January 2024

Next review due by: January 2026

Name and contact details for the SEND (Special Education Needs and Disabilities) Team.

The SENCo at Booker Avenue Junior School School is Miss A Majumdar

a.majumdar@bookeravenue-jun.liverpool.sch.uk

Miss Majumdar will be contactable for SEND related matters during school hours on Mondays, Tuesdays and Wednesdays. If contact is made outside of these times, she will endeavor to respond within 72 hours of contact being received by the school. Please expect any responses to be made during working hours and in term time.

Miss Majumdar works closely with the Headteacher, Deputy Headteacher and teaching staff 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).

The school governor for responsibility for SEND is Ms Laura Wade.

Aims and objectives of Booker Avenue Junior School in relation to SEN and Disability provision are:

- to create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers;
- to encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood;
- to reflect the Special Education Needs and Disability Code of Practice: 0-25 years (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child, including those with special educational needs or disabilities;
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress;
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision;

- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

How Pupils with SEN and Disabilities are identified within Booker Avenue Junior School

We recognise the definition of SEN as stated in the SEND Code of practice 0-25years:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

The four broad areas identified within the SEND Code of Practice 0-25 years are:

- **Communication and Interaction** (including ASD, Speech and Language difficulties)
- **Cognition and Learning** (including specific learning difficulties such as Dyslexia, Dyscalculia, Moderate learning difficulties, Severe learning difficulties, Global Developmental Delay)
- **Social, Emotional and Mental Health Difficulties** (including ADHD, Tourette’s Syndrome, Phobias, Anxiety, Eating Disorders)
- **Sensory and/or Physical needs** (including hearing impairment, visual impairment, physical disabilities, Dyspraxia, sensory processing difficulties)

The purpose of identification is to work out what action the school needs to take. Booker Avenue Junior School takes into consideration the needs of the whole child which will include not just the special educational needs of the child or young person.

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the class teachers to promote effective identification. Any children presenting with behavioural difficulties will also be discussed at Senior Leadership meetings to ensure that there are no underlying SEN/additional needs and where appropriate outside agencies may be consulted for advice and/or children observed by the SENCO.

At Booker Avenue Junior School, we also use a number of indicators to identify pupils’ special educational needs, such as:

- analysing data including: termly and yearly assessments, reading ages, spelling ages and annual pupil assessments;
- teachers and support staff raising concerns via Pupil Progress meetings, CPOMS or directly with the SEND team;
- following up parental concerns;
- tracking individual pupil progress over time;
- liaising with schools on transfer;
- using information from previous schools and other services.

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Pupil Premium children
- LAC (Looked After Child)
- EAL (English as an Additional Language)

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN, but 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 left unaddressed, may lead to frustration and the child becoming disaffected from education, 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 Graduated Approach

Please see SEND Graduated Approach Windscreen in Appendix 1

Booker Avenue Junior School teaches pupils with special educational needs with regard to the SEND Code of Practice: 0-25 Years through:

- Inclusive classroom environments in which the teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching which is adapted for particular pupils as a first step in responding to pupils who may have SEN.
- Taking action to remove barriers to learning and putting effective special educational provision in place.
- Support for children with SEND takes the form of a four-part cycle **Assess, Plan, Do and Review (APDR)**. This is known as the graduated approach. This process helps to develop growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes.

How Booker Avenue Junior School adapts the curriculum and the learning environment for pupils with special educational needs

- In line with this, there is a fully developed accessibility plan which is in writing and also available on the school's website.
- Booker Avenue Junior School is proactive in removing barriers to learning. Staff engage in regular training to develop their skills in supporting children.
- Booker Avenue Junior School increases and promotes access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Booker Avenue Junior School has improved access to the school including improvements to the physical environment of the school and physical aids to access education. This includes access to such aids as sloping boards and specialist implements to aid writing and the use of ear defenders as appropriate. Scheduled movement breaks are timetables for children whose needs mean that they manage better in the classroom with regular opportunities to move. This may include, but is not limited to, children with ADHD / other SEMH difficulties.

How Booker Avenue Junior School assesses and reviews the progress of children with special educational needs

ASSESS: Assessment of children's progress and attainment is an ongoing process, with reasonable, minor adaptations to daily provision made as a matter of course. Assessments draw on the teacher's assessments, experiences of the child, and the child's previous progress and attainment. Assessments and views of parents and teachers, and possible involvement of outside agencies, may indicate that a child should be on the SEND register. The child's views are sought as are those of parents and carers, and assessment of more specific child-centred targets are then undertaken and updated termly via a SEND Support Plan.

PLAN: Parents will always be involved in the decision to provide SEN support. The teacher and SENCO will discuss concerns and any adjustments, interventions and support to be put in place with both the parents/carers and the pupil. They will also consider the expected impact on progress, personal development or behaviour as the outcomes of provision put in place. The child will be involved as fully as is possible.

DO: The School's SENCO supports the class teacher in problem solving and advising on the effective implementation of support and further assessments. The teacher remains responsible for the child. The teacher will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how this can be linked to classroom teaching. The class teachers work with the SENCO termly to create provision maps by year group, detailing any support that is in addition to the standard classroom timetable. A SEND Support Plan will be completed for the child detailing their barriers to learning, adaptations that are needed within the class environment, their strengths and interests. Targets, which relate to the child's area of need, alongside other targets relating to their learning, will be set here. These are shared with parents and reviewed termly.

REVIEW: Reviewing the suitability and efficacy of a child's provision is an ongoing process, and is also carried out termly against the SEND Support Plan. This will take into account the teacher's observations, assessment data, views of the child and any conversations with parents that have taken place. When we The teacher, working with the SENCO where necessary, will adapt support in the light of the child's progress and development. Any changes to support and outcomes will be made in consultation with the parent/carer and pupil and reflected in an updated SEND Support Plan. We encourage them to be fully involved in planning next steps. In transition to another setting information to be passed on will be shared with parents/carers and the child. This may involve others being present at review meetings and the SENCOs attending meetings offsite to support the transition process. At any time, Parents/carers may contact school to arrange an appointment with the most appropriate member of the SEND Team to give feedback. SEND Support Plans will again be updated if necessary.

How Booker Avenue Junior School manages the needs of pupils who qualify for SEN support

- Where a child continues to make less than expected progress parents/carers will be informed and involved in the decision to seek the advice of a specialist. Parents/carers will be asked to give their consent formally by agencies. (Except in child protection cases where a child is deemed to be at risk). The SENCO or a member of the SEND team will meet with parents and complete a concerns form or a referral to an outside agency.
- Reasonable adjustments are made for learners with SEND which may include adapting the curriculum, adjusting the provision of written information, use of visual supports
- Classroom environments aim to support neurodiversity. Staff are supported with this with training from outside expert agencies and regular liaison with the SENCO.
- In collaboration with the class teacher, where appropriate, interventions are put into place, in addition to classroom support. Interventions are delivered by a Teaching Assistant, using research based

intervention programmes, for a specified duration and frequency. The progress of these is reviewed and a child may be removed from the intervention if it is not effective or if they make sufficient progress to return to typical classroom learning.

- Support Services used at Booker Avenue Junior School include, for example, Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Purple Circle Autism outreach and SENISS (Special Educational Needs Inclusion Support Service). These services have to be commissioned by the school using its own budget.
- Some children may have multi-agency involvement. The school or another professional agency may consider that a FHA (Family Help Assessment) is appropriate. Mrs Novelli (Deputy Headteacher) leads and manages the Family Help Assessment.

The process for engaging additional support/engaging specialist services. Who monitors this? When and how are parents/families/children and young people involved?

- If a child requires a higher level of specialist support, schools can apply to the Local Authority for additional funding to provide this, where appropriate. The school in partnership with parents will make this application. All the relevant paperwork is then submitted to a High Needs Support team moderation panel within the Local Authority, who will then decide if additional 'top up' funding is required or not. Any allocated funding is time limited and needs to be re-applied for at specified times through the academic year. Any child with an EHCP (issued since 2021) will be banded by the LA using the EHCP-Graduated Approach and funding may be allocated per Band. School are informed of funding and payments made each term.
- On occasion, despite the school having taken relevant action to identify, assess and meet the need of a child, the child may not have made expected progress then we may, in discussion with the class teacher and parents, make a referral to specialist agencies for further assessment e.g. ASD pathway, EP assessment, Speech and language. Parents are always involved in this decision. On occasions, school or parents/carers may consider requesting a statutory assessment of a child's special educational needs for a possible Education, Health Care Plan.
- We ensure children with SEND are able to access assessments. The SENCO liaises with the class teachers to ensure that access arrangements are put in place for school tests and SATs. For SATS, these arrangements are finalised in April for children in year 6, by Mrs Novelli (Deputy Headteacher) and Mr Thompson (Headteacher). Parents will be informed of the decision made. Pupils will be aware of the arrangements in place to support them and will be familiar with any additional adults that may be involved e.g. readers, scribes.
- All children with an EHCP will be invited to attend part or all of their Annual Review and to contribute their views in a manner which is appropriate for the child's level of need and communication style
- Children will be informed by their class teacher or a member of the SEND team when they are going to be observed/assessed by an outside specialist. We explain what is being looked at in a way that is most appropriate for the child's personality and level of development. This takes place in a child friendly space. When appropriate the child will also be invited to the feedback and consultation session. Reports are shared with the children when appropriate.

How Booker Avenue Junior School works with parents and carers in planning for provision and reviewing progress, and parents are supported accessing information

- At Booker Avenue Junior School, we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being used. We value the essential information on the impact of SEN support outside school which parents/carers can provide and welcome the particular knowledge of their child and any changes in needs.

- Parents will be invited to meet outside agencies for feedback from specialist's assessments e.g. speech and language therapy, Educational Psychologist. Reports will always be copied to parents/carers.
- Parents are given details of interventions through SEND Support Plans and can request information on progress from the class teacher or the SENCO.
- At all stages of the SEND process the school aims to keep parents/carers fully informed and involved. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to work closely in partnership with the school and to make a full and active contribution to their child's education.
- Parents of children with an EHCP are invited to attend the child's annual review and a relevant section of the EHCP will be sent home before this meeting to ascertain the parent's views and wishes and any questions that they want to be raised at the review meeting. Copies of the Annual Review report will be sent to the LA and to the parent.
- All parents of children joining us in Year 3 are given the opportunity to meet the SENCO at the Year 3 parent information meeting. Parents of children that already have an identified SEN are encouraged to make contact with the SENCO in the summer term prior to the child starting
- Children that transfer from other school mid- term with an identified need will also be invited to meet the SENCO.

How Booker Avenue Junior School enables children with SEN to participate in all activities together with pupils who do not have SEN

- At Booker Avenue Junior School, all children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities. The SENCO monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups.
- Children in receipt of High Needs Top-Up funding may also have support from a 1:1 LSA who is able to support the child and enable them to be included in all areas of school life
- Any specialist equipment that is needed is provided and available for lunch/extra- curricular clubs
- Additional teaching assistants may attend school trips/residential trips to support the inclusion of pupils with specific needs
- We endeavor to ensure that all vulnerable children have the same opportunities to succeed and to provide support for families
- We have high expectations for all children, reflected in curriculum access, engagement and positive relationships

How Booker Avenue Junior School supports pupils with medical conditions

- At Booker Avenue Junior School, we support children with medical conditions by providing any necessary staff training and following the support and guidance of the school nurse and parents/carers. Please see the Policy for Supporting Medical Conditions in School.
- Mr Thompson, Headteacher, holds responsibility for Children with Medical Conditions

How senior leaders and governors at Booker Avenue Junior School monitor and evaluate the impact of the school's SEN provision.

- Whilst the full governing body remains responsible for SEN they often appoint an SEN Governor to support their work. The SEN Governor at Booker Avenue Junior School is Ms Laura Wade. Ms Wade meets with the SENCO to discuss SEND Provision on a termly basis. She can be contacted via the head teacher or Chair of Governors.
- Parents are asked for their views via a questionnaire.
- A SEND report is produced annually and presented to governors and available on the school website. Paper copies are also available on request via the school office.

The Governing Body will report annually on the success of the policy under the statements listed in 'The aims and values of this policy'. The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

Resources and Training

Booker Avenue Junior School is part of an SEN Consortia, within which we share best practice and offer support within the locality.

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 SENCO provides school-based, targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

The SENCO liaises regularly with ECTs and is available as required for teachers to seek advice and support. Liverpool School Improvement Service provides 2 SENCo briefings and an annual SEND conference and Transition Forum in June where any vulnerable pupils can be discussed and transition support be put in place. The SENCO is also part of a SENCo Network group that meet termly to discuss National Initiatives, new research into SEND and to share good practice.

Training is delivered by the Educational Psychologist, ADHD Foundation, SaLT and ASD specialists.

We provide staff training at termly SEND focused staff meetings. 1:1 TAs meet regularly with Miss Majumdar to monitor effectiveness of support.

TAs attend feedback and coaching sessions with speech and language therapists and occupational therapists, where appropriate.

How SEN is funded at Booker Avenue Junior School

The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can, for example, be aligned with other funding (e.g Pupil Premium) to optimise impact.

Our notional SEN budget is deployed in the following ways:

- Teaching Staff
- Support Staff- TAs
- Commissioned External services-e.g. EP, SaLT, SENISS, Purple Circle Autism Outreach

- Additional Teaching resources and specialist equipment
- Training for all teachers, teaching assistants, pastoral and welfare staff
- Specialist resources, books and equipment
- Purchasing and maintenance of ICT and software

Roles and Responsibilities

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The designated SEN governor is Ms Laura Wade.

Paragraph 6.36 of the SEN Code of Practice 2014 explains that teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. It adds that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. **All teachers are teachers of SEN.**

The Governing Body will report annually on the success of this policy under the statements listed in **'The aims and objectives of this policy'**

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

- Reports presented by the Head teacher, SENCO and Link SEND Governor
- 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:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests such as SATs
- The school's tracking systems and teacher assessments
- Evidence generated from SEND Support Plans and EHCP Annual Review meetings
- Reports provided by outside agencies including Ofsted.

In line with good practice, reference to children with SEND is included in all our policies.

The role of the support staff in relation to SEND at Booker Avenue Junior School

Support staff are responsible for:

- liaising with class teachers regarding effective strategies and reasonable adjustments that should be made
- delivering intervention programmes which may include pupils with SEND
- providing feedback about progress of individual pupils at progress meetings
- contributing to the review of individual targets
- maintaining records of pupil progress during and after intervention programmes.

Storing and Managing Information

SEND files are retained until a child reaches 25 years. All SEND files are transferred to the child's next education provider in line with GDPR regulations.

Reviewing the policy

This policy will be reviewed annually

Accessibility

Please see Accessibility Plan and Disability Equality Scheme.

All children at Booker Avenue Junior School have equal access to a broad and balanced curriculum, adapted to enable all children to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress that is closely monitored.

Following the Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures e.g. introduce system to assess, target and track progress of children with SEMH using PIVATS PSD
- Changes to physical features e.g. use of individual workstations
- Changes to how learners are assessed e.g. use of access arrangements, rest breaks
- Providing extra support and aids (such as specialist teachers, equipment)

Other Policies

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

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Assessment Policy
- Liverpool's SEND Graduated Approach Handbook

Emergency Planning (e.g. Covid-19 Reponse)

- In the event of further school closures relating to Covid-19, places will be available for children with EHCPs and those who need specific SEN support to continue attending, where appropriate and in joint consultation with parents/carers.
- The online platform Seesaw is used to communicate directly with parents on an individual basis on matters concerning their child.
- Seesaw allows individualised work to continue to be set for any child with specific learning needs, including using background colours and audio/video instructions from teachers.
- Through the schools government allocation of electronic devices, all children will have access to the learning platform Seesaw.

More information can be found on the 'Contingency Plan for Remote Education' on the school website.

Concerns

If you have any concerns about your child with regard to their learning/ progress the first person to contact is your child's teacher.

Any concerns will be discussed and if appropriate will be sent to Miss Majumdar, SENCO.

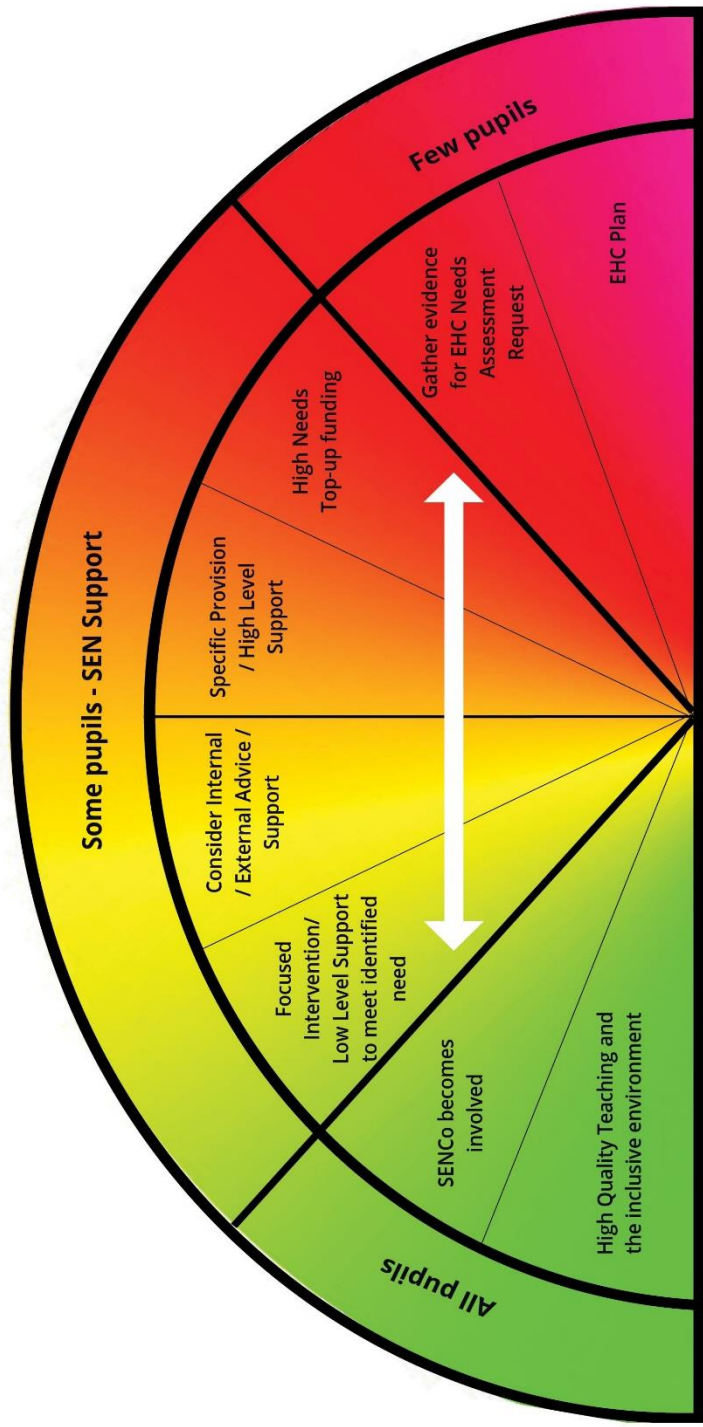
How Booker Avenue Junior School approaches complaints from parents/carers of children with SEN about SEN provision.

Any complaints should first be raised with the class teacher, then the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor or Chair of Governors (Mr Tristan Hughes), then if still not satisfied, the Secretary of State for Education.

The school's complaints policy can be found on the school website.

This SEND Policy was produced in January 2025 and will be reviewed in January 2026.

SEND Graduated Approach Windscreen



Assess, Plan, Do,
Review at each stage