



Anfield Road Primary School
Special Educational Needs and Disabilities Policy



Anfield Road Primary School
Teaching and Learning Policy

Policy Drafted:	September 2025
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Review Period:	1 Year
Approval Date:	



“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.”

— **George Dei, Professor of Education**



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Vision

At Anfield Road Primary School, our vision is for every child to thrive, achieve and belong. Our motto “Aim High” drives everything we do. We believe in setting ambitious expectations for every learner, ensuring that all pupils, including those with special educational needs and disabilities (SEND), reach their full potential.

We are **Scouse and Proud**, celebrating our local community spirit, compassion and resilience. We champion inclusion and equity so that every child feels valued and supported within our Anfield family.

We are proud to be a **World in One School**; we embrace diversity in all its forms. We are proud of our multicultural community, and we nurture mutual respect, understanding and acceptance among all pupils and staff.

Our SEND provision reflects this vision by ensuring that every pupil can access a broad, balanced and inclusive curriculum which meets their individual needs and prepares them for the next stage of learning and life.

Aims

At Anfield Road Primary School, we are committed to ensuring that every child learns to read with confidence, fluency and understanding. Our aim is to:

- Ensure all pupils develop strong phonic knowledge and decoding skills.
- Enable children to become enthusiastic and independent readers.
- Provide a consistent, high-quality approach to phonics teaching through the Read Write Inc. programme.
- Close any gaps in reading attainment, particularly for disadvantaged or vulnerable pupils.

Intent

Our intent is to ensure that:



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- All children learn to read as quickly as possible.
- Children develop a love of books and reading for pleasure.
- Phonics teaching is systematic, consistent, and matches each child's level of development.
- Children become confident readers by the end of Key Stage 1, with a secure foundation for further learning across the curriculum.
- No child is left behind through early intervention and targeted support.

Implementation

SEND support is delivered through a whole-school approach:

- **Identification and Assessment:** Class teachers, supported by the SENDCos, use ongoing assessment, observations and data to identify needs
- **Graduated Response:** We follow the four-part cycle—Assess, Plan, Do, Review—to ensure timely and appropriate interventions
- **Collaboration:** Parents, carers and pupils are central to planning and reviewing support
- **Interventions:** Evidence-based programmes are used across the four areas of need:
 - *Communication and Interaction* – ELKLAN, Time to Talk, Socially Speaking
 - *Cognition and Learning* – Read Write Inc, Power of 2, Precision Teaching
 - *Social, Emotional and Mental Health* – Drawing and Talking, Art Therapy, Seedlings, MHST, Hope Therapy Dogs
 - *Sensory and Physical Needs* – Sensory Circuits, Occupational Therapy, Sensory Hive assessments
- **Partnerships:** We work with external professionals including SENISS, OSSME, Together Trust, Speech and Language Therapy, CAMHS, YPAS, and the Educational Psychology Service
- **Transition Support:** Tailored transition plans ensure smooth progression between key stages and educational settings

Impact

The impact of our approach at Anfield Road Primary School means:

- The clear arrangements to identify any additional needs that pupils may have including pupils with special educational needs and/or disabilities (SEND) ensures that there are appropriate adaptations in place to help pupils access learning well (Ofsted 2024)
- Pupils with SEND make good progress from their starting points (Ofsted 2019)



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- Pupil and parent voice show that children feel supported, understood and confident
- Pupil profiles and SEND support plans are embedded into classroom practice and reviewed termly
- Staff report increased confidence in delivering inclusive teaching
- The attainment gap between pupils with SEND and their peers continues to narrow
- Children develop independence and readiness for adulthood from the earliest stages

Resources and CPD

Resources:

- The school invests in specialist resources such as sensory equipment, adaptive technology and literacy/numeracy interventions
- The SEND team includes four SENDCos: Mrs C Turner (EYFS and EHCPs), Ms D Costello (KS2), Mrs J Elliott and Mrs J McDonald (KS1)
- Staff expertise includes ELKLAN accreditation, Nurture and Attachment training, Mental Health and Trauma training, and the National SENDCo Award

Continuous Professional Development (CPD):

- Whole-school training with Educational Psychology Service and SENISS
- ELKLAN training for Early Years and Lower School staff
- Ongoing SEND and safeguarding training
- Regular attendance at Liverpool SEND Consortia and School Improvement SEND briefings
- Support staff are deployed effectively to deliver interventions and promote pupil independence

Monitoring and Review

The SENDCos, Senior Leadership Team and the SEND Governor (Mrs Karen Evans) monitor the effectiveness of SEND provision through:

- Termly pupil progress meetings
- Learning walks and intervention reviews
- Evaluation of pupil profiles and support plans
- Parental feedback and pupil voice



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- Annual report to governors
- The policy and practice are reviewed annually, ensuring alignment with national legislation and the school's development priorities
- The SEND policy is shared with all staff and available on the school website

Conclusion

At Anfield Road Primary School, we are a proud and inclusive community where every child is encouraged to aim high, celebrate who they are, and find their place in our world in one school.

This is Anfield Road.

This is our family.

This is home.