

Sefton Park Infant and Junior Schools Special Educational Needs and Disability Policy

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Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (July 2014) and has been written with reference to the following legislation, guidance and documents

- Children and Families Act 2014
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (March 2026)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Mental health and behaviour in schools (DfE, November 2018; updated guidance 2023)
- Sefton Park Schools' Safeguarding Policy
- Sefton Park Schools' Accessibility Plan
- Teachers Standards 2012

This policy was created by the Head of Inclusion in consultation with Governors and in liaison with the Senior Leadership Team

A glossary of all acronyms forms Appendix 1 of this policy.

The school's provision for pupils with SEND is coordinated by Ms Rebecca Earnshaw (Head of Inclusion) Ms Earnshaw is an experienced classroom teacher and Senior Leader. She is a qualified SENDCo holding an additional post-graduate certificate in SEND Co-ordination. Ms Earnshaw is a member of the school's Senior Leadership Team. Ms Earnshaw is supported by Mrs Gemma Battle-Welch, Assistant SENDCO. The SEND Governor is Amv Lewis.

Guiding principles

The 7 principles of inclusion, as set out in UK educational guidance for schools are key standards designed to make learning environments accessible and supportive for every pupil. "Developing an inclusion strategy using the inclusive mainstream fund" First published in June 2026 and updated in August 2026, this guidance provides a framework for school leaders in England. Under the conditions of the Inclusive Mainstream Fund (IMF) grant, state-funded mainstream schools are required to design, implement, and publish an official "Inclusion Strategy" on their websites by 31 December 2026.

The 7 Principles

- Ambitious leadership and governance: Inclusion is a core priority driven directly by school leaders and managers, rather than left to a single specialist.
- Early intervention and evidence-based support: Staff identify student needs early and offer help before problems grow larger.
- High-quality adaptive teaching: The daily classroom curriculum is flexible and designed to fit a diverse range of learner needs.
- Enriching provision beyond the classroom: All children can join in with wider school activities, trips, and experiences regardless of their background.
- A safe and respectful culture: Schools foster a welcoming environment that encourages a true sense of belonging, good attendance, and active participation.
- Strong partnerships with families and wider services: Staff work closely with parents, carers, and outside agencies to support each child.

- Inclusive environments: Buildings, routines, and systems undergo continuous updates to improve physical and emotional accessibility.

In line with these principles, at Sefton Park:

- We believe that all children, including those identified as having "special educational needs and disabilities" (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.
- We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- We are committed to inclusion and the development of cultures, policies and practices that include all learners. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We recognise that pupils learn and develop at different rates and that there are many factors that may affect achievement and engagement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and development, and we recognise that these may be long or short term.
- At Sefton Park Infant and Junior Schools we aim to identify these needs as they arise and provide teaching and learning contexts which enable all children to have full access to all elements of the school curriculum. Every teacher is a teacher of every child, including those with SEND. Every Leader, is a Leader of SEND.

Admissions

- We believe that the admissions criteria should not discriminate against pupils with SEND and have due regard for the practice advocated in the Code of Practice (CoP), in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission' (COP 1:33)

Aims and Objectives

Aim

- Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils

Roles and responsibilities

The Governors and the Head teacher are responsible for ensuring that the general policy is followed and that the approach to provision ensures the needs of the children with special needs are met. The Governors appoint a Governor with responsibility for SEND and ensure that SEND is an integral part of the School improvement Plan. The SEND Governor has specific oversight of the school's provision, including how funding, personnel and resources are deployed. The Governing Body should review SEND provision annually and make adjustments if necessary. It is responsible for ensuring that no child is discriminated against because of their needs or disability.

- The SENDCO has an important role to play in determining the strategic development of SEND policy and provision in the school.
- The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans (EHCPs)
- The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

Identifying Special Educational Needs (SEN)

Definitions of SEN

- Sefton Park Infant and Junior Schools identify pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice.

This defines SEN as:

xi. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE, July 2014)

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.” p15

Supporting Pupils at School with Medical Conditions

- 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 PE. 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.
- The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support

required to meet the medical needs of these pupils. Where children and young people also have SEND for example if the condition is a physical disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

Disability

- Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
- This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as severe asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
- Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition. We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires 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.

Broad Areas of Need

- The school provides for pupils whose special educational needs broadly fall into the 4 areas of:
  Communication and Interaction - this includes children with speech and language delay, impairments or disorders, and those who demonstrate features within the autistic spectrum.
  Cognition and Learning - Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or Sensory impairment. Specific learning difficulties (SpLD), affect one or more

specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health (SEMH) - these difficulties may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.
Sensory and or Physical – this includes visual and hearing impairments, multi-sensory impairments and physical disabilities, including significant medical conditions.

- Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment. At this school, we believe that 'behaviour is communication' and the behaviour will be serving a function. For example, if a child shows repeated behaviours of concern, the SENDCO and Safeguarding and Behaviour Lead will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may complete a 'Team Around the Family' meeting with the family and supporting services and help the child through that process. If it is felt that the presenting behaviours may be due to factors in the school environment, the SENDCO will support class teachers to make adjustments.

Identifying SEND

- There are many ways a child's journey to the SENDCO's door can begin. It may be a parent, teacher or member of support staff who first asks for guidance. Some children have arrived at our school on the Special Educational Needs Register or have a need highlighted on a home/Nursery visit in preparation for their start in Nursery or Reception.
- Those of us at Sefton Park working with children with special needs have, between us, great experience in the different types of need, so when a child is not achieving well or is causing concern, we can look at the presenting behaviours and barriers to learning and begin to 'unpick' the concern.

- Children who are seen to be 'falling behind' not achieving the expected attainment or progress in their learning journey will be highlighted. Class teachers discuss achievement and progress in regular meetings with the Leadership Team. These are called Pupil Progress Meetings and the SENDCo is always present. Some pupils may be attaining well but may be struggling with other areas of need such as social, emotional and mental health.
- If teachers have concern about a child, they can request support and advice from the SEND Team using a Request for Help form.
- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas, it *may* be that a child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.
- There can be many reasons for 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning may be vulnerable. This does not mean that all vulnerable learners have SEND. We strive to make a clear distinction between "underachievement" - and special educational needs. Only those with a difficulty that requires special educational provision will be identified as having SEND.
- Special Educational Need might be an explanation for delayed or slower progress but we will not use it as an excuse, we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.
- The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

A Graduated Response to supporting SEND

- In line with the 2015 Code of Practice requirements the school will deliver a graduated response to supporting pupils with SEND.
- We know that that children learn and develop at different rates. Sometimes a child may need additional support for a short time, while others may need more specialist help over a longer period. Our aim is to identify needs early and provide the right level of support at the right time.

- The graduated response is a step-by-step process to understand a child's needs, plan support, review progress and make changes where necessary.
- When a child appears not to be making progress, then it may be necessary to offer different opportunities or use alternative approaches to learning. The child may simply need time and support to develop – rather than having SEND. This is known as making reasonable adjustments.
- This approach recognises that a chid's needs may change over time and different levels of support may be needed at different stages
- There is a whole-school approach to SEND in our school – we use a cyclical approach that is called the 'assess plan do review' cycle. This means that teachers TAs and Senior Leaders monitor children's progress on a regular basis.
- The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the child or young person progress.
- Some children or young people will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times with increasing specialist advice and support. Sefton Park Schools Graduated Response is outlined in detail in Appendix 3.

Action by the class teacher (prior to involvement of the SENDCO).

Class teachers will be expected to have undertaken the following actions:

- To use existing information as a starting point
- To use assessment to identify what child knows, understands and can do
- To ensure on-going observation/assessment provides feedback so that assessment forms the basis of next steps
- To involve parents
- To involve the child
- To not assume difficulties are within the child and to make adaptations to their teaching plans and styles.
- To make use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- To provide evidence of adaptations (and match planning to individual needs)
- To plan and oversee any arrangements to address the child's difficulties.
- Pupils not making sufficient progress with this level of support will trigger a consultation with the SEND Team.
- If a child's needs emerge as a concern during the year, the class teacher will complete a 'Request for Help' form. These forms are triaged by the SENDCo and Assistant SENDCo on a Monday morning.
- The class teacher will meet with parents (with a member of the SEND Team if

needed) and then put in place additional support strategies and interventions to ensure progress.
- A date to review progress will be agreed.
- If a child has not made adequate progress, the child will be placed on our Monitoring List, which allows schools staff to track progress closely and evaluate whether further support is needed. Parents will always be informed when this happens.
- If, despite target support and appropriate adjustments and adaptations, the child continues to experience barriers to learning, a decision may be made in partnership to place them on SEN Support.

Levels of support at Sefton Park Schools

We use a graduated model of support which recognises that different children need different levels of provision.

Universal Provision

- Universal provision is the support available to very child in school through high-quality inclusive teaching. It takes into account the learning needs of all the children in the classroom. Before any additional provision is considered we consider what is already available to all pupils through adaptive teaching and reasonable adjustments.
- Many children and young people will have their special educational needs met in mainstream schools through good classroom practice.

  Examples include:
  A well-organised and labelled classroom (with picture symbols)
  Clear routines and expectations
  Visual timetables and visual supports
  Breaking instructions into smaller steps
  Checking understanding regularly
  Modelling and demonstrating tasks
  Providing examples of successful work (WAGOLLs)
  Use of practical and concrete resources
  Support with organisation, memory and attention
  Over-learning, opportunities to rehearse and consolidate new learning
  Visual, verbal and written scaffolds
  Use of technology and tangible resources.

Teachers continually adapt their teaching to ensure all pupils can access learning and achieve.

Targeted Provision

- This can be part of our normal adapted curriculum and teachers' regular planning for 'target' groups or small group interventions. Most pupils receive targeted provision because they have fallen a little behind their peers in literacy or mathematics or in social and emotional development. They will not necessarily have SEND as defined in the CoP. This may include:
- Short-term interventions or small group work
- Additional pastoral support
- Increased monitoring and assessment
- Individual targets

The impact of this support will be reviewed regularly through the Assess-Plan-Do-Review cycle.

Personalised/Specialist Provision

- This intervention is for pupils for whom quality first teaching and small group programmes are not enough. It may need to be a more intensive programme, involving more specialist expertise/advice in the delivery, and may involve individual support.

The intention of intervention is to support progress for all children; we believe that interventions should be a short term measure, not a way of life. Our whole school approach means that interventions will be provided to meet the needs of the pupils currently within school whether they have been identified as having Special Educational Needs or need targeted support as part of a focus group. The school will maintain a provision map of the support, arrangements and evidence-based interventions available to ensure that pupils with SEND can access learning and maximise their achievements.

The stages of SEN/D provision are:

SEN Support
Education, Health and Care Plan (EHCP)

SEN Support

A pupil moves to SEN Support when:

- High-quality teaching has been implemented
- Targeted intervention has been tried

- Progress remains below expectations
- SEN is thought to be the main barrier
- SEN Support involves intervention that is additional to, or different from the normal curriculum. This is targeted support and can be within a classroom or in the form of evidence-based interventions.

- If the interventions planned during support do not enable the child to make satisfactory progress over a period of time then we, in consultation with parents/carers, may seek support from external agencies.

- Pupils' needs and strategies will be recorded on a 'SEND Profile' these profiles provide a snapshot of the child and are a key communication tool to be shared with all staff who work with the pupil. 'Additional to or different from' provision will be recorded on these by the teacher, monitored by the SEND Team. These will be shared with parents.

- For the majority of pupils these documents will be written by the class teacher and the pupil, with advice where necessary from the SENDCO. The Profile details the child's strengths, their areas of weakness and the support that should be offered by all adults working with the child. This might include specific instructions about seating or classroom layout; detail the prompts and scaffolds (sentence starters, word mats etc) or specialist equipment to be used by the child. Plans should list any interventions the child is receiving along with specific outcomes/targets.
- These documents need reviewing either when the provision made for a child changes or the child's need change. They are timetabled to be written/reviewed in Term 1, Term 3 and Term 5, involving pupils and parents as much as possible. These documents are explained in more detail in Appendix 3.

SEN Support Plus

A pupil requiring more personalised provsvion, significant adaptation, specialist involvement or consideration of a future EHC Needs Assessment will be internally recorded as SEN Support Plus.
Triggers might include:

- Two or more APDR cycles at SEN Support with limited progress.
- External agency involvement and recommendations with limited progress.
- Persistent and growing social or attainment gap.

Specialist Support Services

- Our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. We work in partnership with the following outside agencies:

A speech and language therapist who visits school three times yearly. Our link speech and language therapist is Matt Hazell. We may also seek advice from: Educational Psychologist, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), School Nurse, Community Paediatrician, Families in Focus, Sensory Support Service, Bristol Autism Team (BAT), Northstar Outreach (for SEMH needs)

Education Health and Care Plan Needs Assessment Request (EHCNA)

- Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority (LA) to carry out an assessment of their needs to see if they are eligible for an Education Health and Care Plan (EHCP).

- The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried.

- The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

- Assessments should be carried out in 20 weeks from the date of the initial request

- Only a very small proportion of pupils require an EHCP. These pupils are likely to have severe and complex needs that require more specialist advice and support.

- In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Further information about EHCPs can be found here

https://www.bristol.gov.uk/web/bristol-local-offer/education-health-and-care-plans

Education Health and Care Plan (EHCP)

- Once a pupil has an EHCP naming Sefton Park, the SENDCO will ensure that those teaching or working with the child are aware of their needs and have arrangements in place to meet them.

- The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place at least annually.

- If a pupil's special educational needs change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

Criteria for exiting the SEND Register

- There is a whole school approach to SEND in our school – it is everyone's responsibility and concern. Teachers and TAs monitor children's progress on a regular basis using both formative and summative assessments. We have a robust tracking system and data is uploaded and analysed 3 times yearly.

- There are informal and formal discussions and meetings to discuss pupil progress. We look to see whether children are making the expected progress and achieving their potential.

- If, through the intervention and support that has been put in place, children make rapid progress and are then in line with age-related attainment and expectations then they may be removed from the SEND list in consultation with parents, the child, the class teacher and SENDCO. If other professionals or outside agencies have been involved then they may also be consulted if it is needed.

Working with parents and pupils

Parents as Partners

All parents and carers of pupils with special educational needs at Sefton Park are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated

- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Sefton Park will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Parents/carers should be involved at all stages of the education planning process. Meetings to discuss your child's progress can be arranged with the class teacher (or SEND Team if this is appropriate)

Pupil Voice

- The pupil's views will always be sought, but this may not be through direct discussion with the pupil.

- Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Access Arrangements

- At Sefton Park, we ensure that all children are able to access tests and assessments by use of 'Access Arrangements'. Access Arrangements are changes made to the conditions under which candidates sit tests if there is evidence that they have specific difficulties.

- Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, additional time, readers, scribes and Braille question papers, coloured overlays, sign language interpreters.
- Access Arrangements for KS2 SATs are applied for by the SENDCo in April. Your child's class teacher will inform you of what arrangements have been made.
- We use our best endeavours to ensure that pupils can have additional time or access arrangements in assessments at other times.

Transition

- Transition is a part of life for all learners, whether it involves moving to a new class or moving to a new school. We recognise transition is an important time for all children, but especially so for a child with SEND. Consequently, we work with parents, children and staff to ensure these transitions run as smoothly as possible.

- If your child is joining our school we are happy to meet parents of children with 'SEND' to discuss the transition to our school. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us. Home visits are often carried out as part of the induction process.

- In Term 6, we dedicate 2 staff meetings or 1 INSET day to transition and 'Handover' between year groups. We acknowledge that transition to new classes and in particular, transition between the two schools can be difficult for pupils with SEND.

- Robust transition planning ensures that every child will experience support and success as they transfer between the and primary and secondary schools. Planning will take account of the whole child and ensure a multi-agency approach is utilised where necessary. Where possible, children will visit their new school on a few occasions and staff from our school will accompany the child. The SEND Team will liaise with staff to ensure that information is shared and records are forwarded.

Training and Resources

Staff Training

- The SEND Team undertakes regular training as part of their continuing professional development. They attend regular cluster meetings to update and revise developments in SEND.

- SEND is a regular agenda item on the staff meeting rota so all staff are kept up-to-date with SEND issues.

- The school has five inset days a year, where all staff undertakes relevant training for the academic year ahead.

- Training is provided through in house expertise, by the SEND Team or Subject Leaders where appropriate.

- Specialist courses are attended when required to further develop staff's skills.

SEND Funding and Allocation of Resources

- The school has an SEND budget, which is distributed according to needs. Some of this budget is set aside to provide equipment or resources for a specific child if there is a need.

- The governing body takes an overall strategic view of the deployment of financial resources to provide high quality learning for all our pupils. This includes ensuring that provision is made to make good use of the notional SEND budget as well as our Pupil Premium allocation.

- The Head Teacher, the SENDCO and other members of SLT discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children identified as not making as much progress as would be expected.

- Staffing arrangements for pupils with SEND varies according to the needs of each child on the SEND Record. The whole-school Provision Map records in detail the time and cost of additional and different provision.

- We have many teachers and teaching assistants trained in intervention programmes which they can deliver as and when children need them under the direction of the Head of Inclusion and class teacher.

Monitoring the impact and evaluation of SEND provision

We will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Rigorous analysis of data
- Teaching and Learning through Learning Walks, monitoring visits, planning and work scrutiny.
- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress.
- The success of resource use.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcomes of the review process.
- The development of pupil participation.
- Relationships with parents.
- The impact of the statutory process on pupil progress.
- The success of involvement of outside agencies.
- The success of liaison with other schools.

We report information about these aspects to the governing body, who in turn report to parents/carers through the Governor's Annual Report. This Annual Report also includes the details of SEND provision and of the Accessibility Plan, along with information required by the Disability Discrimination Act.

The SENDCO will carry out a yearly audit and produce a development plan. This is the school's 'Inclusion Strategy' which is published on the 31st December. This strategy will be linked to school priorities and will aim to strengthen universal provision. Progress will be reviewed and shared with the Senior Leadership Team.

Publishing and storing information

- Sefton Park Infant and Junior Schools have a duty to publish information on their website regarding policy for pupils with SEND. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible. The information required complies with the Special Educational Needs and Disability Regulations 2014. See our current SEND Information Report for more information.
- Under the Data Protection Act 1998, and other regulating acts, access to their own personal information is a statutory right for pupils (if they are of an age to understand the information they request) and parents (as defined in the Education Act 1996) may also request access to their child's personal data.

- Personal data should always be kept securely and access to it should only be by those authorised to see it – confidentiality should be respected. The law also provides that personal data should not be kept longer than is required.

- Personal data and school records about pupils are confidential to the child. The information can be shared appropriately within the professional working of the school to enable the school to make the best educational provision for the child. The law permits such information to be shared with other educational establishments when pupils change schools.

- School records for a child should be kept for 7 years after the child leaves the school, or until the child reaches 25 years of age (whichever is greater) and examination records the same.

Accessibility

- Sefton Park Infant and Junior Schools are a single site school arranged on two levels with stairs from the ground floor to the first floor (Junior school only). The upper level houses one classroom. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms lead off two main halls, which are both level and therefore suitable for wheelchair access. There is a toilet that is fully accessible for disabled children and adults, with washing facilities and changing area in the infant school.

- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, autism etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum wherever possible, and we recognise achievement and expertise in all curricular areas.

As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

- Our school's 'Accessibility Plan' is available on the school's website.

Access to extra-curricular activities

- All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children if these are run by school. For clubs that are run by external providers, please talk to them directly if your child has additional needs. We are always happy to liaise and advise to support participation.

- 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 SEND, disability or medical needs. To ensure inclusion, we meet with parents and draw up a risk assessment and plan, where necessary.

Bullying

- At Sefton Park Infant and Junior Schools we believe that all members of the school community should feel valued, safe and secure and have a right to work and learn in a relaxed, secure environment free from harassment and bullying. We are a TELLING school; incidents will be dealt with promptly and effectively.

- Resources are reviewed regularly to ensure they include books that reflect issues of disability, difference and valuing diversity.

- We aim to make optimum use of tools such as Circle Time and Personal, Health and Social Education (PHSE) to help prevent bullying and discrimination.

- Our Anti-Bullying Policy can be found on our school website. Our Anti-Harrassment and Discrimination Policy outlines how we respond to prejudiced-based incidents and can be found on our school website.

Complaints

- If you have a concern you can make an appointment to see the class teacher to discuss it, this is usually best done after school when the children have gone home, and the teacher is able to give you quality time.

- If you feel the matter has not been dealt with you can make an appointment to see the Head of Inclusion, hopefully this will be on the same day, although this is not always possible.

- Our complaints procedure sets out the steps to follow should you be unhappy with any aspect of your child's education. Please see our school website or enquire at the school office for more information.

This policy will be reviewed and updated annually. The date for the next review is October 2027.

Appendix 1

Glossary of terminology (acronyms)

ADHD

Attention Deficit/Hyperactivity Disorder

ADPR

Assess-Plan-Do-Review

ASC

Autistic Spectrum Condition

CAMHS

Child & Adolescent Mental Health Service

CoP

Refers to the 'Code of Practice' Practical guidance to Local Authorities and the governing bodies of all maintained schools

DfE

Department for Education

Dyscalculia

Pupils having difficulty in acquiring mathematical skills

Dyslexia

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia

Pupils with impairment of gross and fine motor skills/co-ordination

EHCP

Education Health and Care Plan. A legally enforceable document that describes the special educational needs of the child and how these needs will be met by different services.

LA

Local Authority

LSA

Learning Support Assistant

MLD

Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

PMLD

Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties

SALT

Speech and Language Therapist

SEND/D

Special Educational Needs/Disability

SENDCO

Special Educational Needs and Disabilities Co-ordinator

SLD

Severe Learning Difficulties

SpLD

Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

Appendix 2

Roles and responsibilities in relation to this policy:

Provision for pupils with SEND and additional needs is a matter for the school as a whole, drawing on the SENDCO for advice.

The Governors have responsibility for:

- appointing a SEND Governor to monitor the quality of SEND provision and report back regularly to the governing body. This governor should meet regularly with the SENDCO.
- appointing a 'Child in Care' (CiC) governor to monitor the quality of provision for CiC and report back regularly to the governing body. This governor should meet regularly with the designated teacher for CiC (Ms Rebecca Earnshaw)
- reviewing and developing the school's SEND policy with the SENDCO.
- ensuring that necessary provision is made for any pupil with SEND, a disability or an additional need, so they can take part in all school activities.
- ensuring that all staff are aware of their statutory duties in relation to children with SEND.
- reporting to parents on the implementation and effectiveness of the school's SEND policy in the Annual Governors' Report.

The Head teacher has responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for children with special educational needs.
- working closely with the SENDCO.
- monitoring and reporting to the governors on SEND issues and the effectiveness of SEND policy and provision.

The SENDCO (Head of Inclusion) has responsibility for:

- the implementation of the school's SEND policy;
- co-ordinating provision for pupils with SEND;
- supporting and advising colleagues;
- overseeing the records of all children with special education needs;

- acting as the link with external and other support agencies;
- liaising with SENDCOs in receiving schools/feeder settings and or other primary schools to help provide a smooth transition from one setting to another;
- providing additional advice and guidance to parents;
- modelling and ensure exemplary practice and demonstrate impact;
- being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support;
- advising on the graduated approach to SEND support;
- advising the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff;
- keeping up to date with curriculum issues within the setting, the LA and nationally which are specifically related to inclusion;
- working with the Head teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) and the Children and Families Act (2014)

Class teachers have the overall responsibility for:

- identifying and planning provision for children with SEND, with support from the SENDCO when necessary;
- providing a differentiated and personalised curriculum to meet the needs of individual pupils;
- developing and writing SEND profiles; involving pupils and parents in their development wherever possible.
- Acting as the link for parents;
- liaising with support staff (including School Meals Support Assistants) involved with pupils with SEND and keeping them informed about pupils' needs, provision and support strategies;
- reviewing plans at regular intervals with support staff, pupils and parents;
- seek advice from colleagues and opportunities for Continuous Professional Development in order to provide appropriately for children with SEND and additional needs.

TAs have responsibility for:

- supporting pupils' individual needs and help with the inclusion of pupils with SEND within the class;
- contributing to plans, monitoring and reviewing progress;
- contributing to review meetings;

- giving feedback to teachers about pupils' responses to tasks/strategies/interventions
- keeping clear records of interventions, provisions, assessments and observations carried out by themselves.

Appendix 3

Graduated Response

Stage	Response
Universal Provision	● All children receive high quality first teaching. ● Continuing professional development for teachers to cater for all learners.
Emerging concern	● The class teacher will assess needs and liaise with the SENDCo and Assistant SENDCo ● If a child's needs emerge as a concern during the year, the class teacher will complete a 'Request for Help' form. These forms are triaged by the SENDCo and Assistant SENDCo on a Monday morning. ● The class teacher and the SEND Team will agree next steps. ● The class teacher will meet with parents (with Assistant SENDCo if needed) and then put in place additional support strategies to ensure progress. ● A date for review will be agreed (6-8 weeks)
Stage 1 Monitoring List Targeted	● If after 2 cycles of APDR, the pupils needs persist.The SEND Team and the class teacher will agree next steps. This might mean additional screening assessments or observations from the SEND Team, more enhanced classroom adaptations and targeted interventions. ● At this stage we are gathering evidence and evaluating whether needs persist despite intervention. This aligns strongly with CoP paragraphs 6.17-6.19 around identifying SEN before making a decision to place on SEN Support. ● The class teacher will compile a SEND Profile. ● The class teacher will share this with parents. ● Progress will be monitored after 1 cycle of APDR.

	• A child with a diagnosis who is making expected progress, meeting age-related expectations with reasonable adaptations and adjustments in place will sit on our SEN Monitoring List.
Stage 3 SEN Support	• SEN is identified as the child's barrier to learning and they require ongoing additional and different support to make progress.
Stage 4 SEN Support Plus	• These children are receiving additional support from a number of professionals to meet their needs. • There may be additional meetings during the school year which will be attended by the SEND Team in order to ensure that progress is actively monitored. • If a child is not making progress despite this support and it is felt that the child is accessing provision above the core offer (Ordinarily Available Provision) then a decision will be made about progressing to the next step.
Stage 4 Education Health and Care Assessment (EHCNA) Personalised/Specialist Support	• An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. • These pupils are likely to have complex and enduring needs. There is evidence that they need support 1:1 or in small groups for at least 50% of the school day/week. • EHCPs identify educational, health and social needs and set out the additional support to meet those needs. • An EHC needs assessment is an assessment of a child or young person's education, health and care needs. • It's a detailed exploration to find out what your child's special educational needs are and what provision needs be put in place to meet them. • The EHC needs assessment is the step before an Education, Health and Care Plan (EHCP). • The school or parents can ask the Local Authority for

	a needs assessment. ● The assessment does not always lead to an EHCP being written
Stage 5 Education Health and Care Plan (EHCP) Personalised/Specialist Support	● An Education, Health and Care plan is a legal personalised document. ● It sets out the education, health and social care needs of a child or young person. ● Families and professionals work together to consider the outcomes they would like to see and how best to meet them. ● The plan focuses on making sure children can access education, training, health and care services. This helps them to reach their individual potential and be fully prepared for adult life. ● An EHCP is necessary for children to access specialist settings.