Pensby Primary School

Every child belongs, achieves and believes in themselves.

Special Educational Needs and Disability Policy

Agreed by: FGB

Date: September 2026

Review Date: September 2027

Statement of Intent

At Pensby Primary School, we embrace the fact that every child is different and, therefore, the educational needs of every child are different. Our ambitious curriculum is broad and balanced for all children and we provide a safe, caring and nurturing environment with high expectations of all pupils.

We know that some children within our school have specific and diverse needs and that they will develop and learn in different ways. We respond to the diversity of needs, which includes, but is not limited to, Special Educational Needs.

Additional information about the implementation of this policy can be found in our SEND Information Report. This is part of the Local Offer for children and young people with SEND.

https://www.sendlowirral.co.uk/

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

1.Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Aims and Objectives

The aims of this policy are:

- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- To create an environment that meets the special educational needs of each child, enabling them to make progress to achieve their best possible outcomes
- To help children begin to acquire the skills needed for a successful transition to adulthood.
- To ensure that the special educational needs of children are identified early, assessed appropriately and provided for effectively.
- To make clear the expectations, roles and responsibilities of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our approach to planning and provision is person-centred and that children have a voice in the process.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:

1. Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
2. Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
3. A SEN information report about the implementation of the school's policy for pupils with SEND.

We recognise that many pupils will have special needs at some point during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties and that barriers to learning will be reduced.

3. Definitions

The 2015 SEND Code of Practice states that:

"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 them. A child of compulsory school age or a young person has a learning difficulty or disability if he/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/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

Although there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability and disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this report reflect this inter-relationship; each are utilised according to their relevance.

4. Roles and Responsibilities

4.1 SENDCo

The SENDCo is Rebecca Embery, the SENDCo:

- Liaises with the Head teacher and SEND governor to determine the strategic development of SEND provision in the school and to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Oversees implementation of the SEND policy

- Coordinates the provision for children's special educational needs and disabilities including those pupils who have Education Health Care plans (EHC), Pupil Funding Agreements (PFA), Health Care plans (HCP) or Individual support plans (ISP)
- Advises on the graduated approach to providing SEND support
- Provides professional guidance to colleagues and supports staff to ensure pupils with SEND receive high quality first teaching supplemented with appropriate intervention where relevant to meet needs
- Ensures records of all children with special educational needs are up to date
- Liaises with parents/carers of children with SEND and agrees outcomes
- Acts as a point of contact with external specialist support agencies and agrees outcomes
- Monitors and evaluates the special educational needs provision and prepares reports for the governing body
- Monitors and evaluates the progress of children with SEND using Edukey Provision Map
- Contributes to the professional development of all staff ensuring they are aware of their role and responsibilities for SEND
- Advises on the deployment of the schools delegated budget and other resources to meet needs effectively

4.2 SEND Governor

The SEND link governor is Mrs Deborah Fairhead, the link governor:

- Liaises with the Headteacher and SENDCo to determine the strategic development of SEND provision in the school
- Monitors the quality and effectiveness of SEND provision within the school and updates the governing body on this
- Raises awareness of SEND issues at governing body meetings

4.3 The Headteacher

The Headteacher is Mrs Kirsty Wright, the Head teacher:

- Liaises with the SENDCo and SEND link governor to determine the strategic development of SEND provision in the school
- Has overall responsibility for SEND provision and progress of learners with SEND

4.4 Classroom Staff

Teachers and support staff

- Have responsibility for the progress and development of all pupils in their class
- Have a duty of care to implement the SEND policy
- Have a responsibility to assess the impact of support for SEND pupils and liaise with the SENDCo to discuss progress, this includes effectiveness of provision and reviews of targets
- Have a responsibility to deliver quality first teaching to all pupils

5. Areas of Need

The SEND Code of Practice (2015) as well a variety of other academic and working documents regularly refer to four broad areas of need. These are:

- Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or communication.

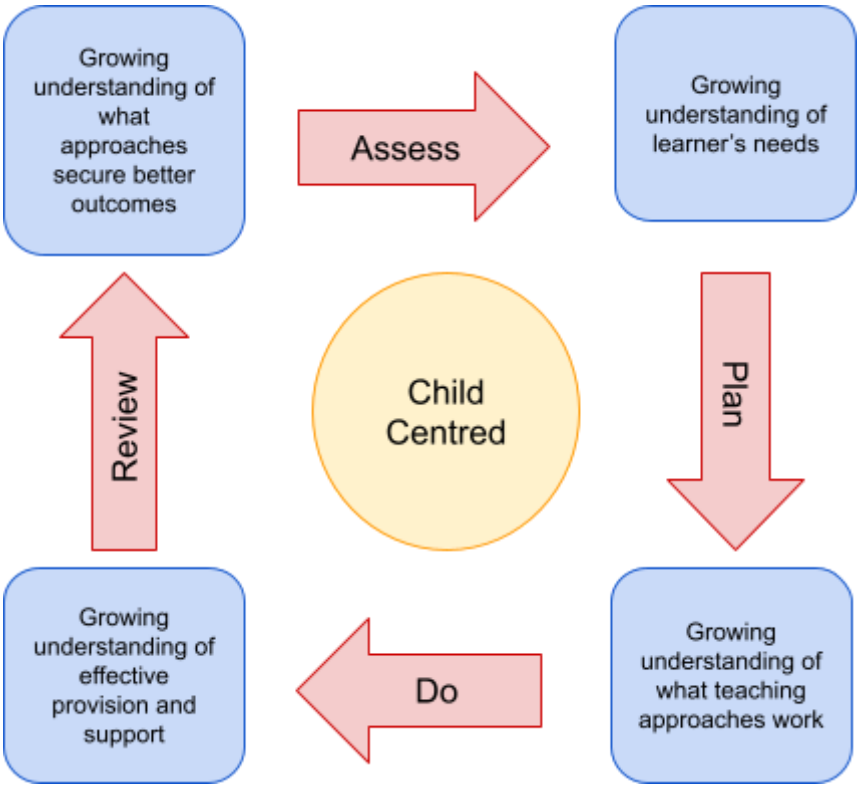
- Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia also fall within this category.
- Social, Emotional and Mental Health: Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in different ways. These behaviours may reflect underlying disorders such as attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD).
- Sensory and/or Physical needs: Some children and young people have a disability which prevents or hinders them from making use of the educational facilities generally provided. These could be, for example, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Some children with a physical disability (PD) may also require additional support.

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that span across more than one, or sometimes, all of these areas. Similarly, a children's individual needs may change over time. It is the position of Pensby Primary School that, whilst the local authority does require a primary area of need to be stated on certain applications and documents, the school and its professional partners will deliver a holistic approach whereby we will endeavour to identify the core need, the primary need and the range of other needs, so that pupils can be as fully supported as possible and can achieve their best possible outcomes.

6. Graduated Approach

The SEND Code of Practice (2015) states that:

'where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective specialist educational provision in place. This SEND support should take the form of a four-part cycle: Assess, Plan, Do and Review. This is known as the graduated approach.'



6.1 Assess

An analysis of the pupil's needs will draw on baseline data, teacher assessments and experience of the pupil's learning and development in comparison to their peers and national data. The views of the parents/careers and the pupil's own views, if appropriate, should contribute to the assessment process along with any information from other agencies and/or specialists involved with the pupil. Assessments should be carried out regularly for monitoring purposes.

6.2 Plan

Where it is decided that a plan is needed to meet a pupil's needs, parents/carers must be notified and involved in the planning process for example, the support, adjustments and interventions that are to be put in place as well as expected outcomes and a date for review. Interventions put in place for pupils will be selected to meet the outcomes identified for the pupil based on reliable evidence of effectiveness. All staff who work with a pupil will be informed of the plan.

6.3 Do

Class teachers remain responsible for daily teaching for pupils, where interventions take place out of the main classroom or with a member of support staff, the class teacher still retains responsibility for the pupil, they will work closely with support staff to plan and assess the impact of interventions and how they can be linked to class teaching. The SENDCo will support the teacher in further assessment of the pupil's particular strengths and weaknesses and advising on the effective implementation of support.

6.4 Review

The effectiveness of provision will be reviewed inline with the agreed date. Evaluation of provision will include the views of the parents/carers and where appropriate, the views of the pupil. Provision may be revised in light of the pupil's progress and development in consultation with the class teacher, SENDCo and parents/carers.

7. Identification and Assessment of Needs

At Pensby Primary School, we recognise the benefits of identifying a child's needs at the earliest opportunity so that we can make effective provision to improve long-term outcomes. In identifying a child as having SEND needs, school will implement the graduated approach.

A child's needs may be identified by:

- Concerns raised by classroom staff
- Concerns raised by parents
- Concerns raised by the child
- Data analysis of assessments
- Information received from pre-school settings and from previous schools if pupils transfer mid year
- Information received from other services (health and social care)
- Assessment from outside agencies

8. Provision

8.1 Provision for children with SEND

At Pensby Primary School we aim to offer a broad, balanced and engaging curriculum for all of our children. This is done through high quality teaching, which is adapted to suit all pupil's individual needs. Teachers use adaptive teaching approaches to ensure that all pupils can access ambitious learning, regardless of their starting point or individual needs. Lessons are designed with clear explanations, carefully modelled examples, appropriate scaffolds, visual supports, vocabulary development and opportunities for guided practice. Teachers continually assess pupils' understanding and adapt teaching in response, while maintaining high expectations for all. Support is provided in a way that develops pupils' independence and confidence, rather than creating reliance on adults. However, where a pupil is identified as having special

educational needs, the school provides additional support in a variety of ways, which will be specific to the pupil. This can include:

- Targeted and specific intervention programmes implemented to meet identified needs
- Provision of alternative learning materials or special equipment
- Staff development/training to undertake more effective strategies

8.2 Extra Curricular Provision

- All of our extra curricular activities and trips are available to all pupils including our extended provision breakfast and after school club and residential trips. Opportunities such as 'Bike ability' and 'Rock steady' from external providers are fully inclusive and accessible. No pupil is ever excluded from taking part in opportunities to develop their personal, social and emotional well being due to their disability or additional needs.

9. Specialist Services

In instances where the graduated approach has been implemented and pupils are not making expected progress despite targeted intervention and provision, referrals to specialist services and other agencies will be considered. Completion of referrals to specialist services require a collaborative approach between school, parents and any external agencies that may already be involved with the child.

These include but are not restricted to:

- 0-19 Service
- Speech and Language Therapist
- Educational Mental Health Practitioner
- Occupational Therapist
- Educational Psychologist

Further information regarding the process for referral to specialist services can be found in Appendix A

10. Record Keeping and Monitoring

At Pensby Primary School we keep a comprehensive register of all children with additional needs. The SEND register is reviewed by the SENCO on a half termly basis and parents/carers will be notified of any changes to their child's record. Parents will always be notified if their child is being placed on the SEND register, as part of our collaborative working practice.

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place (SEND support), are kept updated by class teachers, and are monitored by the SENCO. These 'Graduated Responses' provide a timeline record of the graduated approach that is in place for pupils. In line with General Data Protection Regulation (GDPR), records have restricted accessibility. Pertinent information is shared with teaching staff and other professionals involved in the child's care and support and with parents/carers in an accessible format.

11. Education Health Care Plans

11.1 Request for EHC Needs Assessment

If, despite an individualised programme of sustained intervention, the pupil's progress and development remains a significant cause for concern and their needs are not being met in the classroom, the school, in consultation with parents, will request an EHC needs assessment from the Local Authority. An EHC needs assessment can also be requested by a parent or outside agency. An assessment can only take place if agreed by the local authority.

In making this application, the school will include:

- Details of how the graduated approach has been implemented
- Individual support plans where appropriate

- Information on the pupil's health and relevant history
- National Curriculum attainment information
- Assessments from outside agencies, such as Paediatrician or Speech and Language reports
- The views of parents/carers
- The views of the pupil, where this is appropriate
- Social Care/Educational Welfare Service reports
- Any involvement with other professionals

11.2 Education, Health and Care Plans (EHCP)

Education, Health and Care Plans (EHCP) are personalised plans for children and young people with special educational needs that cover from birth to age 25 and they are legal documents. They aim to ensure that all the support a young person needs from education, health and social care professionals is agreed, in one place and means that different agencies will work together to help the young person achieve their outcomes.

An EHCP will normally be provided where, after an EHC Needs Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. A decision to assess for an EHC is made by the local authority and does not inevitably lead to an EHCP. An EHCP will be bespoke for each individual pupil.

EHCPs must be reviewed annually and can be reviewed at any time should the child's circumstances change, or concerns raised about the nature of provision. The SENCO will organise these reviews and invite:

- The child's parent
- The child, if appropriate
- The relevant teacher
- The SEND review officer
- A representative from Health
- A representative from Social care
- Any other person that the SENCo or parent/carer considers appropriate

The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend, or cease an EHCP.

12. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

13. Working with Parents

At Pensby Primary School, we believe that education for children with SEND is most successful when Parents/carers and school work closely together. We encourage a close working relationship through:

- Encouraging parents/carers to inform school of any difficulties they perceive their child may be experiencing, or other needs the child may have which need addressing
- Making parents/carers feel welcome
- Giving support during assessment and any related decision-making process about SEND provision
- Working effectively with other agencies supporting children and their families
- Agreeing outcomes for the child with parents/carers
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Focusing on the child's strengths as well as areas of additional need
- Making parents/carers aware of further support which can be accessed through local services and voluntary agencies

14. Transition

Pensby Primary School will plan and prepare for SEND pupils making the transition between education phases. As part of this process, the school will agree with parents the information to be shared with the school and/or setting that pupils are transitioning to.

On entry to our EYFS setting, class teachers will complete transition with parents, PVI settings, childminders and any other relevant provider and/or external agency to gain a comprehensive picture of the pupil's progress and development. This information will then be used to inform the graduated approach for any pupils with identified SEND.

Transition for all pupils (including those with SEND) between year groups will also be planned and prepared for. Class staff and the SENDCo will ensure relevant information regarding the graduated approach to supporting pupils with SEND is passed on. Time will be allocated for teachers and support staff to share information regarding pupil's academic progress but also any pastoral information relevant to each pupil.

15. Joint Commissioning, planning and delivery

Pensby Primary School will work closely with local education, health and social care services to ensure pupils get the right support.

The school will work in partnership with the local authority in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

16. SENDLO

SENDLO (previously 'The Local Offer') gives children and young people with special educational needs or disabilities and their families information about support services that are available in their local area. Every local authority is responsible for maintaining and updating their own local offer website.

17. Complaints

Complaints about SEND provision should be raised with the class teacher and SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child.

This policy has been written and agreed in conjunction with the Governing Body. The provision for SEND is extremely important to the community of Pensby Primary School and the policy will be regularly updated to reflect current legislation and practices.

Next review: September 2027