

Special Educational Needs and Disability Policy September 2026

Park Brow is committed to providing an inclusive learning environment in which all pupils are valued, respected and enabled to achieve their potential. Wherever possible, pupils with SEND are educated alongside their peers and access the full curriculum and wider life of the school.

Park Brow recognises that effective SEND provision is achieved through partnership. Pupils, parents, staff and external professionals are actively involved in identifying needs, planning support, reviewing progress and evaluating outcomes.

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (January 2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (DfE, 2015)
- Keeping Children Safe in Education 2026 (current edition)
- The National Curriculum in England
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

In accordance with Section 19 of the Children and Families Act (2014) and the SEND Code of Practice (2015) this policy considers:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

(SEND Code of Practice, 2015 Section 1.1)

Equality and Inclusion

Park Brow is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations in accordance with the Equality Act 2010.

Reasonable adjustments will be made to ensure pupils with SEND can access education, facilities and activities alongside their peers.

SENDD Information Report

School's SEND Information Report is updated annually and published on the school's website.

The report provides information about:

- SEND provision
- Admission arrangements
- Accessibility
- Identification processes
- External agencies
- Arrangements for consulting parents and pupils

The Local Offer for Knowsley outlines Local Authority Expectations and provision for SEND

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-special-educational-needs-and-disability>

Knowsley Family information service

<https://www.knowsleyinfo.co.uk>

Roles and Responsibilities

Role	Current Postholder
Headteacher	C. Swinburn
SENDCo	N. Ballinger
Inclusion Governors	J. Connell (DHT) A. Truesdale (Chair) C. Seddon (Parent governor)
Early Help Lead	E. Casey
DSL	A Burke
SEMH lead	T Forsyth

SENDCo – Mrs N Ballinger

Our SENDCo is responsible for:

- Coordinating SEND provision across the school
- Maintaining the SEND register
- Monitoring progress and provision
- Liaising with parents, staff and external agencies
- Supporting staff to meet pupils' needs
- Contributing to staff training and school improvement

- Reporting to governors regarding SEND provision

The governing body will:

- Ensure compliance with SEND legislation.
- Monitor the effectiveness of SEND provision.
- Promote inclusive practice throughout the school.
- The SEND Governor will monitor the effectiveness of SEND provision and support the Governing Body in fulfilling its statutory duties regarding SEND.

The Headteacher will:

- Ensure SEND remains a strategic school priority.
- Monitor the quality of SEND provision.
- Ensure appropriate deployment of staffing and resources.

Class teachers will:

- Maintain responsibility for the progress and development of all pupils in their class.
- Deliver adaptive teaching.
- Work closely with the SENDCo and parents.

Admissions and Partnership with Parents

Park Brow Community Primary School is an inclusive school and welcomes applications from all pupils in accordance with the Local Authority admissions policy.

We are committed to ensuring that pupils with SEND can access a broad, balanced and inclusive education. Where a pupil has identified additional needs, the school will work collaboratively with parents/carers, the pupil and relevant professionals to plan appropriate provision and support a successful transition into school.

Parents/carers play a vital role in their child's education. We value their views and encourage active involvement in identifying needs, planning provision and reviewing progress. Effective partnership working between home and school is essential to achieving positive outcomes for pupils with SEND.

Principles

At Park Brow, we believe that every pupil has the right to a high-quality, inclusive education that enables them to achieve their full potential. We are committed to valuing and respecting the individuality of every child and ensuring that their needs, strengths and aspirations are recognised and supported.

We believe that:

- All pupils should have access to high-quality teaching and a broad, balanced curriculum that is adapted to meet their individual needs.
- Pupils, parents/carers and staff should work in partnership to support positive outcomes.
- Pupils should be actively involved in decisions about their education and wellbeing.
- All members of the school community should be valued, included and treated with respect.
- High aspirations and expectations should be promoted for every pupil.

To achieve these aims, we will:

- Identify and respond to SEND as early as possible.
- Work in accordance with the SEND Code of Practice (2015).
- Adopt a whole-school approach to inclusion and SEND provision.
- Ensure effective leadership through the SENDCo.
- Provide guidance, training and support for staff to meet the needs of pupils with SEND.
- Work collaboratively with pupils, families and external professionals to secure the best possible outcomes.

Identification of SEND

Park Brow uses a range of assessment information to identify pupils who may require additional support. This may include:

- Progress and attainment data
- Teacher observations
- Screening and assessment tools
- Parent and pupil concerns
- Information from previous settings
- Advice from external professionals

A pupil has SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them. Slow progress and low attainment do not necessarily mean that a pupil has SEND. Equally, attainment in line with age-related expectations does not mean that SEND is not present.

The following factors alone do not constitute SEND:

- Attendance and punctuality
- Health and welfare needs
- English as an Additional Language
- Receipt of Pupil Premium

- Looked After Child status
- Service family status

There are four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Ordinarily Available Provision and the Graduated Approach

- Park Brow is committed to ensuring that all pupils have access to high-quality, inclusive teaching through adaptive practice and appropriate classroom support. Ordinarily Available Provision includes strategies such as adapted teaching, visual supports, assistive technology, pre-teaching, additional processing time, flexible grouping, environmental adaptations and sensory regulation strategies.
- The class teacher remains responsible for the progress and development of all pupils and will ensure teaching is adapted to meet individual needs.
- Where a pupil requires support that is additional to or different from that ordinarily available, a graduated approach of **Assess, Plan, Do, Review** will be implemented. The school will work in partnership with parents/carers, pupils and relevant professionals to identify needs, plan provision, review progress and agree next steps.
- Additional support may include targeted interventions delivered individually or in small groups. Pupils requiring ongoing additional provision may be placed on the SEND register and supported through a Personal Pupil Passport (PPP), which is reviewed regularly to evaluate progress and inform future provision.
- Where, despite appropriate support and intervention, a pupil continues to experience significant barriers to learning, the school may request an Education, Health and Care (EHC) needs assessment in collaboration with parents/carers and relevant professionals.
- Pupils with an Education, Health and Care Plan (EHCP) will have their provision and progress reviewed annually in accordance with statutory guidance. Annual Reviews will consider progress towards outcomes, future aspirations and preparation for adulthood.
- At any stage, where sufficient progress has been made, provision may be reduced and the pupil may return to Universal Provision.

Preparation for Adulthood

Park Brow supports all pupils to develop the knowledge, skills and confidence needed for future education, employment, independent living and participation in society.

This is developed through:

- Independence skills
- Self-advocacy
- Emotional regulation
- Social communication
- Community participation
- Transition planning

Social, Emotional and Mental Health

Park Brow promotes positive emotional wellbeing through universal, targeted and specialist support.

Provision may include:

- Pastoral support
- ELSA interventions
- Nurture provision
- Sensory support
- Emotional literacy programmes
- Early Help
- Referrals to external services where appropriate

Support is planned in partnership with pupils, families and professionals.

We recognise that some pupils may experience social, emotional and mental health difficulties which impact upon learning.

Mental health needs will be identified and supported through:

- Early identification
- Pastoral support
- Evidence-based interventions
- External agency involvement where appropriate
- Partnership working with parents and carers

Early Help

Early Help Lead – Miss E Casey

Early Help may be used to support pupils and families where additional barriers to learning or wellbeing have been identified. The school works collaboratively with families and external agencies to coordinate support and improve outcomes. Access to Early Help is not dependent upon a pupil being identified as having SEND.

Supporting Pupils at School with Medical Conditions and Disabilities

- If your child has a medical need, all staff are informed.

- If required a detailed Care Plan will be put in place with support of the school nurse and the parent/carers and discussed with all staff involved with the child.
- Staff receives training on specific medical needs as necessary.
- Medicine is kept in reception and administered by a named member of staff, after a medicine consent form has been signed.
- There are named members of staff who are trained first aiders.
- All children with a Health Need have an information poster sharing the information in key areas across the school.
- The SENDCO and DSL work closely with kitchen staff to ensure that information about children with food allergies is shared systematically.

Inclusive Practice

Park Brow is committed to providing an inclusive, safe and supportive environment where all pupils can participate fully in school life. *Further information can be found in the school's Behaviour and Anti-Bullying Policies.*

Reasonable adjustments and appropriate support are provided to enable pupils with SEND to access the curriculum, educational visits, extracurricular activities and wider school experiences alongside their peers. Additional support may be provided where necessary to promote participation, wellbeing and independence.

Park Brow promotes respect, inclusion and equality for all and actively challenges discrimination, bullying and prejudice within the school community.

SEND, LAC and Safeguarding

Park Brow recognises that children with SEND can face additional safeguarding challenges. Staff receive appropriate training and concerns are managed in accordance with the school's safeguarding policy and Keeping Children Safe in Education.

We recognise that children who are looked after or previously looked after may have SEND and additional vulnerabilities. The SENDCo works closely with the Designated Teacher for Looked After Children and external agencies to ensure needs are identified and supported appropriately

Tests/ Exams

Children with SEND may qualify for support during tests and exams in line with the access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

Transition

Park Brow is committed to ensuring that transitions are planned carefully and tailored to individual needs. We work closely with pupils, parents/carers, previous settings, receiving schools and relevant professionals to support successful transitions at all stages of education.

Early Years

- Home visits, induction activities and transition sessions support children moving into Nursery and Reception.
- Information is shared with families and previous settings to ensure appropriate support is in place from the start.
- Additional visits and personalised transition arrangements are provided where required.

Between Year Groups

- Teachers meet to share information about pupils' strengths, needs and successful strategies.
- Additional transition support is provided for pupils who may find change challenging.

Transfer to a New School

- The school works closely with receiving settings to ensure relevant information is shared and appropriate support is planned.
- Enhanced transition arrangements may be implemented for pupils with SEND, including additional visits, meetings with key staff and personalised transition plans.
- For pupils transferring to secondary school, the SENDCo liaises with the receiving school's inclusion team, parents/carers and external professionals to support a smooth transition.

Children on the SEND Register

Pupils receiving SEND Support are monitored through the graduated approach of Assess, Plan, Do, Review. Personal Pupil Passports are reviewed regularly with parents, pupils and relevant professionals to evaluate progress and inform future provision. Where appropriate, external agencies may be involved to provide specialist advice and support.

Outside agencies

- Educational Psychologist.
- Behaviour outreach support.
- School Nurse.
- Child/Adolescent Mental Health Service.
- Family First/Stronger families.
- Educational Welfare Officer.
- Speech and Language Service.
- Family Inclusion Worker.
- Autistic Specialist Advisor.
- Social Services.

- Occupational Therapy.
- Alder Hey Epilepsy Clinic.
- Sensory Impaired Service.
- Community Paediatric G.P.
- Optometrist.
- Children/family Centres.

Educational Psychologist allocation

The Educational Psychologist's time for Park Brow Primary is supplied by Knowsley Educational Psychologist Service.

A child's involvement is based on a child's progress review meeting, where it is decided that to understand the child's educational needs better and resolve a child's difficulties, an assessment and advice by the Educational Psychologist is needed.

The Educational Psychologist's involvement is planned at a Planning and Review Meetings between the school and outside agencies.

These meetings are held three times in the school year (Once a Term).

The Educational Psychologist will arrange to meet the parents and assess the child in school, before giving advice to the school and the parents/carers on how to best support the child in a feedback meeting.

If necessary, the Educational Psychologist will help provide a Personal Provision Plan and arrange further planned meetings to assess progress.

Targeted support

Where needed, Park Brow provides teaching assistant support to children with additional needs to access the curriculum or activities by:

- One to one support in class and on the playground.
- Small group in class support.
- Delivering individual speech and language programmes.
- Intervention strategies in literacy and numeracy.
- Support in P.E. lessons.

Park Brow provides outside agency support in school as required e.g

- Occupational Therapy.
- Individualised Intensive speech therapy.
- Physiotherapy.
- SEMH support

Risk assessments are carried out and procedures are put in place to enable all children to participate in school trips, but if an intensive level of support is required a teaching assistant will be allocated.

Staff CPD and Training

We recognise that to have successful inclusion, training has to take place. The training programme as outlined within the information report is devised by the SENDCO and Head teacher. It is reviewed by the Senior Management Team annually. The SEND team uses staff meetings to update staff on recent developments and new initiatives. The SENDCO will ensure the implementation of the Code of Practice by new staff and will explain the relevant documentation to them, and send them on relevant training as soon as possible.

Links with Other Schools.

We have developed links other schools in our cluster e.g. Bluebell Park. We also liaise with our feeder Secondary School, and Schools outside the Borough to make use of their expertise as well as to ensure smooth transition between schools for our Year 6. Kirkby High School Academy and All Saints Secondary School provide a range of subjects and after school training sessions for the Gifted and Talented.

Facilities and Equipment.

Park Brow is always aware of the range of people who will be using the equipment when buying resources, and makes sure the resources contain positive images reflecting the diverse nature of people, both in the community and the wider world. The SENDCO buys resources to enhance the education of children with additional needs, which can also be used for the rest of the pupils.

Allocation of Resources

Money available for additional needs is provided through the School's Budget and children with an education, health and care plan receive money for teacher assistant support or resources.

Park Brow can apply to the Area Partnership for funds or support provision if Provision Mapping highlights an area of provision that the school cannot meet due to budgetary constraints.

Curriculum Co-ordinators and class teachers make provision for children of all abilities, and classroom management/organisation is employed to suit the abilities of individuals or groups of learners.

Monitoring and Evaluation of SEND

In order to make consistent, continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, and pupils throughout the year.

Park Brow's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEND code of Practice.

To ensure quality of our SEND provision, Park Brow will conduct regular audits which involves: lesson observation, book scrutiny, data analysis of intervention programmes, pupil progress meetings, seeking of parent/pupil views, monitoring staff CPD, Termly SENDCo network meetings.

Participation of Children and Young People

The school recognises the importance of involving pupils in decisions relating to their education.

Pupils will be supported to:

- Share their views
- Contribute to reviews
- Participate in planning support
- Contribute to annual reviews where appropriate
- Develop independence and self-advocacy skills

Storing and Managing Information

Information collected about a pupils SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, the head teacher or the SENDCo, unless the school has safeguarding concerns.

The school collects, stores and processes information relating to pupils with SEND in accordance with UK GDPR and the Data Protection Act 2018. Information is stored securely and shared only where necessary to support a pupil's education, welfare or safety.

Accessibility: Disabled Access

Park Brow is committed to improving accessibility and complying with the Equality Act 2010. *Details are set out within the Accessibility Plan.*

We have:

- 4 disabled toilets with 2 having showering facilities.
- A lift to the second floor.
- 4 disabled bays in the car park.
- Wheelchair access to all areas.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will arrange a further meeting with the parent/carers.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Where concerns remain unresolved, parents may seek advice through SENDIASS, mediation services or utilise their statutory rights of appeal through the SEND Tribunal where applicable

Evaluating the Policy.

Several procedures are used to evaluate the policy:

1. Termly Inclusion Governor Meetings are scheduled with the named governors to report on the number of children on the register, and to discuss any issues that have arisen regarding individual children or a group of children.
2. Termly Planning and Review meetings are held to discuss on-going issues, the support provided plus any referrals required to gain expert advice or whether to put in place a support package for a family.
3. Provision Mapping takes place to monitor support provided and if it needs to be redirected e.g., too much going into one year group.
4. Termly meetings are held between the Head teacher and the SENDCO.
5. Annual report to the governors concerning Additional Needs.

Review information

Date approved	September 2026
Approved by	Governing body
Review date	September 2027
SENDD governor	J. Connell
SENDDCo	N. Ballinger