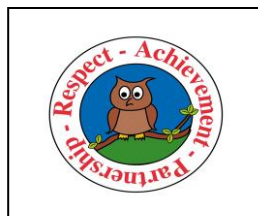


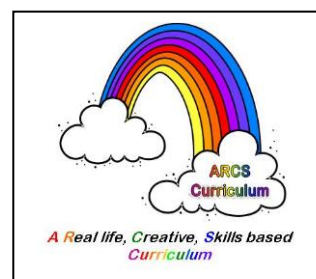
EVELYN C P SCHOOL



Special Educational Needs and Disabilities Policy

Reviewed & Updated: Autumn Term 2025

To be reviewed: Autumn Term 2026





EVELYN C P SCHOOL

Special Educational Needs & Disabilities Policy

RATIONALE

Evelyn Community Primary School is committed to providing a high quality education for everyone within the school community. We endeavour to provide appropriate personalised educational provision for each pupil, including those identified as having 'Special Educational Needs and Disabilities'. All are equally valued at this school and we acknowledge the individual achievements of every pupil; celebrating diversity, promoting confidence and independence in a positive way. We recognise that every child has an equal entitlement to a broad, balanced, academic and creative curriculum (ARCS) and we strive to develop an environment where all are nurtured to flourish and feel safe.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- SEN and Disability Duties: Guidance for School Governing Boards (2025)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Knowsley LA SEND Strategy

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available not only to those families in Knowsley that have an Education, Health and Care Plan (EHCP) but those who do not have a plan, yet still experience some form of special educational need (e.g. therapies, learning support, transport). The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Details of Evelyn C P School's Local Offer can be found on the school website: www.evelyncpschool.co.uk and also <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send> <https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley#>

The school will adapt and enhance the information and services it offers to children with special educational needs and disabilities (SEND), to make sure it aligns with new national expectations.

AIMS

At Evelyn Community Primary School, we are committed to providing an inclusive, high quality education which values the achievement of all pupils through an overarching ethos of respect. This will enable our pupils to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education and ensure that they thrive.

All teachers have the highest aspirations and expectations for each pupil, including those with special educational needs. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, formed through a clear, consistent approach.

OBJECTIVES

- Strive to establish a fully inclusive school
- Respond pro-actively to individual needs, monitoring the progress of all pupils in order to further aid the identification of pupils with SEND that they are enabled to reach their full potential.
- Establish effective provision in order to remove barriers and improve equitable long term outcomes
- Work closely in partnership with parents in a supportive manner, ensuring that they are provided with comprehensive information and are encouraged to participate in all decision making
- Work with and in support of specialist agencies to enable effective targeted support.
- Provide support, advice and training for all staff working with pupils with special educational needs, enabling them to respond to the strengths and needs of all pupils.
- Create a school environment where pupils feel safe to express opinions regarding their individual need and provide regular meetings between pupils, their families and relevant school staff.
- Explore different ways of involving pupils in their own SEND reviews to ensure their voices shape the support they receive, as required by the 2025 Area SEND Framework's co-production approach.

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Those responsible for overseeing SEND provision for pupils at Evelyn C P School are:

- **Headteacher** **Ms Sandra Macleod**
- **SEND Governor** **Mrs Lesley Campbell Hunter**
- **SENDCo** **Mrs Lesley Leppard**

SENDCo – Mrs Leppard

0151 477 8570
evelyn.de@knowsley.gov.uk

The main responsibilities listed in this policy fall within the role of Special Educational Needs Coordinator (SENDCo). The SENDCo will:

- Take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer
- Follow a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Oversee the identification of children needing intervention through SEND Provision, Provision Plan or EHC plan
- Work with and advise colleagues
- Co-ordinate provision for pupils with SEND, assessing the progress of pupils using all available data in conjunction with the Headteacher and SLT; ensuring that the progress of vulnerable groups is carefully tracked
- Oversee the records on all children with SEND
- Work in partnership with the parents and carers of children with SEND, facilitating co-production.
- Ensure all SEND pupils are involved in the target setting and review process
- Support the in-service training of all staff and ensure CPD is aligned with inclusive curriculum standards.
- Work with external agencies
- Liaise with local primary and secondary schools to enable smooth transition for children with SEND.
- Ensure transition planning includes mental health and social care support where applicable, as per updated SEND guidance.
- Liaise with the governor responsible for SEND
- Review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

The SEND Governor at Evelyn Community Primary School can be contacted via the Headteacher. The SEND Governor promotes the development of SEND provision by:

- Championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- Being familiar with key updated legislation and policy.
- Fostering communication between parents/carers of children with SEND and the school; promoting parental partnerships
- Meeting regularly with the SENDCo and visiting classrooms
- Ensuring they have an understanding of the role of the SENDCo and how children are supported
- Developing an awareness of the types of SEND present within the school cohort
- Understanding how funding received for SEND is allocated by the school in line with revised DfE accountability measures (2025).
- Attending training in relation to SEND including governor briefings.

ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENDCo will hold details of all SEND documentation for individual pupils.

All staff can access:

- Evelyn C P School's SEND Policy
- A copy of the full Inclusion Register
- Information on individual pupils' special educational needs
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Details regarding Knowsley's SEND Local Offer
- Guidance available on the school's website about school's SEND offer
- Information held in the individual class teacher's SEND file

This information is available for all staff in order to aid the effective co-ordination of the school's SEND provision. As a result, members of staff have access to complete and up-to-date information about pupils with special educational needs and/or disabilities, and how to provide further for the individual needs of those pupils.

SEND Support Staff

The designated SEND Specialist Support TA's, work with the SENDCo in providing support for children who have an EHC Plan. They liaise with class teachers in order to:

- Maintain a support diary, and home/school contact book.
- Maintain records of pupils they work with in conjunction with teaching staff.
- Attend reviews and meetings as requested.
- Support with the delivery of any remote learning alongside the class teacher where and when required for example due to medical absences (e.g. immunocompromised pupils), localised closures (e.g. environmental hazards, extreme weather) or behavioural or emotional needs that may require short-term remote support.

Admission Arrangements

In line with current policy, a place at Evelyn Community Primary School is available to a child with SEND provided:

- That the parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently.

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. (Please refer to additional school guidance on managing the medical conditions of pupils).

Admission decisions will be reviewed in light of updated SEND legislation, ensuring compliance with updated statutory guidance and inclusive practice benchmarks.

Evelyn Community Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) (as well as The Special Educational Needs and Disability Regulations 2014) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school.
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

The Building

Evelyn Community Primary School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is an adapted specialised toilet and bathroom facility. There is a designated Sensory Room and quiet zones across school.

Accessibility audits will be conducted annually in line with updated recommendations which focus on physical, sensory, and digital access.

Access to the National Curriculum

At Evelyn Community Primary School, our approach to SEND provision is firmly rooted in the principles of the **Inclusion Statement** from the National Curriculum (2014), which recognises:

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.”

We believe that every child is entitled to a rich and broad curriculum that reflects their individual needs, strengths, and potential. In line with updated recommendations for expectations for inclusive practice, we are committed to removing barriers to learning and ensuring that all pupils with special educational needs and/or disabilities (SEND) are both supported and challenged fairly across all subjects.

All class teachers, the SENDCo, and our specialist support staff work collaboratively to carry out a continuous cycle of assessment, planning, and review. This process recognises each child’s strengths and identifies areas where additional support may be needed. We use a robust tracking system to monitor

progress and to quickly identify any pupils who may not be making expected gains.

To support equitable access to the National Curriculum, we use a wide range of strategies and adjustments, including:

- Curriculum adaptations to ensure tasks are accessible and appropriately challenging.
- Flexible grouping in English and Maths to match teaching to ability levels, while also encouraging mixed-ability learning through collaborative activities.
- Specialist Teaching Assistants (TAs) who provide targeted support in lessons and, where appropriate, assist with remote learning.
- Tailored intervention programmes to meet individual learning needs across a range of subjects and skills.
- Accessible resources and specialist equipment for pupils with sensory, physical, or communication needs.
- Use of technology, including assistive software and remote learning tools, to provide alternative ways of engaging with the curriculum.
- Peer support strategies, such as paired reading, buddy systems, and cooperative learning tasks.
- Positive behaviour support, in line with our whole-school Behaviour Policy, to promote inclusion and emotional wellbeing.
- Full access to extracurricular opportunities, clubs, and school events to support personal and social development.
- Ongoing staff training (CPD) to ensure all staff is equipped with the knowledge and skills to meet the diverse needs of our pupils with SEND.

We aim to ensure that no child is left behind, and that every learner can access, engage with, and succeed in the curriculum in a way that works for them

Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs, circumstances and values about what sort of support they would like to help them make the most of their education.

They will be encouraged to participate in the decision making processes, including the setting of learning targets and contributing to Personal Provision Plans, when appropriate. This will be achieved through a variety of different approaches as appropriate to the age of the child and include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil target-setting

Mental Health

Mental health challenges affect children and young people as well as adults. Since September 2014, Social, Emotional and Mental Health (SEMH) has been recognised as a distinct category within SEND.

At Evelyn Community Primary School, we are committed to supporting pupils with SEMH needs through a range of tailored approaches.

Our aim is to promote positive mental health by creating a supportive and inclusive school community where every child can:

- Build emotional resilience
- Develop self-esteem
- Grow in confidence
- Enhance their social skills
- Feel valued and connected as part of the Evelyn CP School family

Pastoral and Mental Health Support

To foster wellbeing, we offer extensive pastoral support, including:

- Positive Play initiatives, Circle of Friends, and Emotional Literacy Support Assistants (Designated ELSA Support)
- Access to our School Wellbeing Counsellor and Educational Mental Health Support Practitioner (EMHP) from the NHS
- Personal, Social, Health, and Economic (PSHE) education with Peace & Harmony sessions
- Mindfulness practices to promote calm and focus – Relax Kids sessions.
- Referrals and collaboration with external counselling services such as Listening Ear
- Inclusion activities that encourage belonging and participation.

Supporting Communication and Staff Training

We encourage children to openly discuss any concerns or worries they may have. Our staff receive ongoing training to recognise and respond sensitively to pupils' social, emotional, and mental health needs.

We have a dedicated Senior Mental Health Lead who coordinates closely with mental health professionals and support teams. When concerns arise, they are shared with the SENDCo, Designated Safeguarding Officer (where appropriate), Wellbeing Counsellor, ELSA Support Assistants, and Headteacher to ensure coordinated and timely support.

Further issues are reviewed during termly Inclusion Team meetings and Reflective Supervision sessions to plan ongoing support.

Partnership with External Agencies

We work closely with a range of specialist services to secure the best outcomes for our pupils, including:

- Child and Adolescent Mental Health Services (CAMHS) / Healthy Young Minds / MHSP Team
- Educational Psychology Service
- Behaviour Support Team

This collaborative approach helps us to provide holistic and effective support tailored to each child's unique needs

Resource Allocation

Resources for those pupils on SEND Support at Evelyn Community Primary School are funded according to the Knowsley LA SEND strategy.

The funding covers the cost of staffing, resources and training needs for SEND at all Key Stages.

Resources for pupils with an EHC Plan are line with a banding system. The banding system allows for a more structured and transparent allocation of resources, ensuring that children and young people with similar needs receive equitable support. The delegated school budget then pays for Specialist Support Teaching and Specialist Support TA's, in addition to internal SEND teaching, and some specialist equipment. Furthermore:

- Resources will be allocated according to position on the School Development Plan. LA funding is carefully monitored by the SLT and Headteacher.
- How the money is spent is regularly discussed at SLT meetings.
- All pupils on the register are allocated small group interventions by internal Specialist TA support staff or through designated HLTA support in conjunction with specialist weekly teacher support.
- Pupils are regularly discussed and carefully planned for during termly planning and review meetings, including EP consultation meetings.

Identification, Assessment, Monitoring and Review procedures

At Evelyn Community Primary School, we are committed to the early and accurate identification of children with Special Educational Needs and Disabilities (SEND). Our approach utilises a wide range of ongoing assessment tools and evidence, including robust screening tools, baseline assessments in the Foundation Stage and Key Stage 1, regular observations, and data from the school tracking system. We place great importance on close partnership with parents and carers (as well as the Early Years Support Service) recognising their vital role in supporting the identification process from the Early Years Foundation Stage and onwards through all key stages.

Areas of Need and Whole Child Approach

We recognise that SEND encompasses a broad and often interrelated spectrum of needs, which commonly fall within the four categories outlined in the SEND Code of Practice:

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

We take a holistic view of each child, acknowledging that additional factors can influence learning and progress, including:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Pupil Premium eligibility
- Looked After Children (LAC)
- Children of service personnel

Identification and Monitoring

Children's progress is continuously tracked through a variety of assessment methods tailored to each key stage:

Foundation Stage and KS1:

- Baseline Assessments on entry
- Foundation Stage Profiles and ongoing observations
- WELCOMM language screening tools
- School Tracking System data
- Weekly and termly progress reports
- Annual teacher assessments
- End of Key Stage statutory assessments

Key Stage 2:

- Ongoing profiles tracking progress towards curriculum objectives
- Termly assessments of progress
- Weekly and half-termly teacher assessments
- End of Key Stage statutory tests

Diagnostic tools employed may include:

- British Picture Vocabulary Scale (BPVS)
- Salford Reading Test and Reading Comprehension
- Vernon Spelling Test
- WELCOMM language screening tools
- Boxall Profile and WRIT / WRAT assessments
- THRIVE online diagnostic tool
- GL Assessment Dyslexia Profile and screener

We also monitor SEND pupils' engagement and achievement during remote and blended learning scenarios, taking steps to address digital exclusion and ensure continuity of support.

Graduated Approach to SEND

Our graduated response model is central to providing timely, evidence-based support. Teachers remain responsible and accountable for the progress of all pupils, including those accessing additional support. High-quality differentiated teaching is the first step in meeting SEND.

When a pupil is identified as not making expected progress despite differentiated teaching, the SENDCo collaborates with class teachers, parents, and the pupil to develop a Personal Provision Plan. This plan outlines tailored interventions and expected outcomes, which are regularly reviewed and adjusted based on clear impact data.

The process involves a multi-professional team including:

- Headteacher and Senior Leadership Team (SLT)
- Class teachers
- SENDCo
- EHAT Lead Practitioner
- Early Help Ambassador, Wellbeing Counsellor, ELSA Support Assistants

If progress remains insufficient, specialist advice and support may be sought from external agencies, always with parental consent, unless safeguarding concerns dictate otherwise.

Early Years SEND Support

For children in the Foundation Stage, the Early Years SEND Support process provides additional tailored strategies beyond universal provision. The SENDCo and teacher consider evidence of progress and consult with specialist services such as:

- Educational Psychologists
- School Health Team
- Speech and Language Therapists
- Early Years Support Service and Inclusion Team
- Specialist Teaching Services

Parents are fully involved at all stages and their consent is essential when external advice or funding applications are made.

Request for Education, Health and Care Plan (EHCP)

If a pupil's needs cannot be fully met through SEND Support, the school, in partnership with parents and multi-agency professionals, may request an Education, Health and Care needs assessment. This involves a multi-agency Referral Planning Meeting to collect comprehensive information, leading to a decision on EHCP issuance.

The EHCP is a legally binding document detailing the provision required to meet the child's needs. Additional funding from the Local Authority supports specialist staffing, equipment, and resources. Annual reviews of the EHCP are conducted in collaboration with parents and professionals, focusing on progress, current needs, and future planning.

Involvement of Outside Agencies

For pupils with or without EHCPs, we work closely with a range of external services, including:

- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Specialist SEND/Inclusion Support
- Behaviour Support
- Social Services
- Sensory Impairment Services

Information sharing and collaboration are conducted in compliance with data protection regulations (GDPR), ensuring confidentiality and safeguarding.

Accessibility and Inclusion

Beyond statutory curriculum requirements, Evelyn Community Primary School offers diverse enrichment activities—musical, creative, and sporting—all of which actively include and support SEND pupils. We foster a positive, inclusive ethos with provisions for social integration at unstructured times and structured activities such as Circle of Friends, Peer Mediation, and Relax Kids.

SEND Support and Barrier Removal

Formally identifying SEND and placing children at SEND Support, enables us to remove learning barriers through curriculum adaptation, inclusive teaching strategies, accessible physical environments, and specialist support. We regularly evaluate the impact of interventions to ensure effective outcomes and make adjustments as necessary.

The Local Offer and Threshold Guidance

We ensure families are fully informed about the Knowsley Local Offer and Threshold of Need Guidance, which clearly outline available support and referral criteria. This transparency empowers parents and pupils to access timely help.

The SEND Graduated Cycle: Assess – Plan – Do – Review

- **Assess:** Comprehensive analysis of pupil needs using a range of evidence including teacher assessments, pupil voice, parental input, and specialist advice. Reviews occur termly or more frequently if needed.
- **Plan:** Collaborative development of tailored support plans with clear outcomes and review dates, co-produced with parents and pupils.
- **Do:** Implementation of interventions led by teachers and supported by the SENDCo, teaching assistants, and specialist staff, with ongoing monitoring.
- **Review:** Regular evaluation of impact and progress, with adjustment of provision and next steps informed by parent and pupil feedback. EHCP reviews are held annually in partnership with the Local Authority.

Supporting Emotional, Mental, and Social Development

We acknowledge the importance of social, emotional, and mental health (SEMH) in learning. Our provision includes:

- A robust PSHE curriculum with Peace & Harmony sessions
- Targeted individual interventions overseen by Educational Psychologists
- ELSA and Wellbeing Counsellor support
- Access to NHS Mental Health Support Practitioners (MHSP)
- Senior Mental Health Lead coordination (Senior Mental Health Lead: Mrs L Leppard)

Staff are trained to recognise and respond to SEMH needs, fostering resilience, confidence, and positive relationships.

Complaints Procedure

Parents and carers with concerns about SEND provision are encouraged to speak directly with the SENDCo or Headteacher. Formal complaint procedures are explained and supported to ensure concerns are addressed promptly and fairly.

Staff Training and Development

The SENDCo, in collaboration with senior leaders, ensures all staff receive up-to-date training aligned with school priorities and current best practice. Ongoing professional development supports effective SEND identification and provision.

Partnership with External Agencies and Voluntary Organisations

Strong collaborative relationships with education, health, and social care services underpin our SEND provision. The SENDCo is the key liaison for these partnerships, facilitating seamless support for pupils and families.

Governance

The school governors regularly monitor the implementation and impact of this SEND policy to ensure high-quality provision and compliance with statutory requirements. It is the responsibility of Governors to monitor the implementation and effectiveness of this Policy on a regular basis.

Updated: Autumn Term 2025