



Queen's Park C.E./U.R.C.
Primary School

SEND Policy

September 2025

*To be reviewed September
2026*

With God, everything is possible (Matthew 19:26) #everythingispossible

Our vision for Queen's Park C.E./U.R.C. Primary School
With God, everything is possible (Matthew 19:26) #everythingispossible

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

Legal Guidance

This policy has due regard to all relevant legislation 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
- The Special Educational Needs and Disability (Amendment) Regulations 2024

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- 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'

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- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy should be used alongside additional school policies available on the school website including (but not inclusive of) the Safeguarding Policy, Equality Policy, Accessibility Plan, Admissions Policy, Curriculum Intent and Mental Health Policy.

The school's SEND Information Report and St Helen's Local Offer are also available on the school website.

Intent

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best in all areas of the curriculum
- become confident individuals living fulfilling lives
- have the skills and knowledge required to achieve their aspirations
- are happy and safe in their school environment

The staff, governors, pupils and parents work together to make Queen's Park CE / URC Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals regardless of their backgrounds. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with special educational needs the opportunity to follow a curriculum specifically tailored to acquire academic knowledge, develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently in order to prepare them with the skills required to achieve their aspirations.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils through quality first teaching. All our teachers are teachers of SEND children. All our leaders are leaders of SEND children. We focus on individual academic, social and emotional progress as the main indicator of success. Additional provision may also include in class support, short-term intervention, before and after school skills groups and other learning interventions developed to personalise learning.

Pupils are:

- encouraged to participate fully in the life of the school
- supported to access a broad and balanced curriculum in line with their peers
- expected to behave in a responsible and respectful way within a learning context
- expected to play a role in voicing their suggestions as to how the teachers can help them to learn better, e.g. children governors and school council
- able to comment on how they feel they are progressing when the IPP is evaluated if

appropriate to do so.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs.

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs, ensuring we meet all statutory expectations identified in legislation. We are a “family” at Queen’s Park and we firmly believe that all members of our family community should be entitled to the same experiences and opportunities as others.

Special Educational Needs (SEND) might be an explanation for delayed or slower progress, but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a special educational need, unless additional learning barriers are identified. Scaffolded work and individual learning opportunities are provided for children who are EAL as part of our provision for vulnerable learners.

Some pupils in our school may be underachieving but will not necessarily have an identified special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. We monitor children on a differentiation and concerns register rigorously as part of our graduated approach.

Other pupils will have special educational needs and this may lead to lower attainment (though not necessarily under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers in a fully inclusive environment. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Our key aims for inclusion at our school are:

- To provide access to our Crown Curriculum for all.
- To secure high levels of achievement for all.
- To embed a child-centred approach through pupil voice to inform our provision for SEND children.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To ensure a consistent graduated approach is embedded across school and used effectively to ensure the needs of all children are being met and early identification of need is made a priority.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To establish strong, positive working relationships with our parents to enable us to work together to ensure the best possible outcomes for our children with SEND.
- To work in co-operative and productive partnership with the Local Authority and other outside

agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.
- To provide comprehensive transition programmes for our SEND children for both internal transition points in our school and through collaborative work with our local nurseries and high schools.
- To identify future aspirations of our children with SEND and ensure our curriculum provides our children with skills required to achieve these aspirations.
- To offer experiences through a wider curriculum for our children with SEND, e.g. access to extracurricular clubs, opportunities to represent school in sporting competitions.

Our Curriculum Intent for Inclusion

Our Crown Curriculum has been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best. We firmly believe that SEND support sits with everyone at Queen's Park Primary school; all teachers are teachers of SEND and all leaders are leaders of SEND.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo to analyse any potential barriers to learning across all subjects, which a child may present with, suggested scaffolded activities have been provided and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear scaffolding to ensure all children have the opportunity to thrive in all lessons whilst at our school.

We have also carefully considered influential people with additional needs (e.g. Stephen Hawking and Stevie Wonder) when planning our curriculum to raise awareness of additional needs and to promote ambition and aspiration for our children with SEND.

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 disproportionately 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 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.

Promoting Mental Health and Wellbeing

This policy should be used alongside our school's 'Mental Health and Wellbeing Policy'. At Queen's Park Primary School, our pastoral team and SENCO work collaboratively to ensure the needs of all our children with mental health or wellbeing concerns are met, including children with identified social, emotional and mental health needs. We ensure that for all our learners there is a focus on promoting pupil's resilience, confidence and ability to learn across the curriculum.

We implement a full graduated approach to supporting children with mental health and wellbeing needs, including providing targeted support to children with identified special educational needs. Further information on our graduated approach to mental health and wellbeing can be found in our 'Mental Health and Wellbeing Policy.'

Implementation

Admissions

Our Admissions Policy is also available on our school website which outlines the process for how to apply for a place at our school. Through implementation of our Admissions Policy, we ensure we meet our duties set under the DFE's 'Schools Admissions Code'. If your child has special educational needs and/or a disability and you would like to know more about what we offer at Queen's Park CE / URC Primary School please contact us on **01744 678202**. Further information in relation to our SEND provision is also outlined in our SEND Policy and St Helen's Local Offer which can both be found on our school website.

Identification of SEND

A child may be identified as requiring SEND support if he or she has a learning difficulty (i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school), and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

When looking at the needs of pupils to decide whether to place them on the SEND Register the 2015 Code of Practice identifies four broad areas of special educational needs:

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

In all circumstances, we must ensure that we are providing good, quality first teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEND should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Behavioural difficulties are not classified as a category of need in the Code of Practice 2015.

The identification of SEND should be built into the overall graduated approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be identified on our whole school graduated approach and be given support to meet their needs.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child is likely to have a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child. Our first step will be to place a child on the school's differentiation and concerns register, stepping up to SEND Support with an Individual Provision Plan if and when necessary, in discussion with the child (if appropriate) parents and professionals.

The following triggers for intervention on our 'Differentiation and Concerns' register at Queen's Park CE / URC Primary School, are when a child:

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby impacting upon positive social interaction and/or emotional wellbeing
- makes limited or no progress despite quality first teaching and targeted intervention
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Teachers should set high expectations for every pupil and every child should access quality first teaching in all areas of the curriculum throughout their education at Queen's Park Primary School.

Once a potential special educational need is identified, a graduated approach of 'Assess – Plan – Do

– Review’ should be implemented to ensure that the most effective support is in place as part of our SEND support.

Where a child continues to make little or concerning progress, despite well-founded support and intervention that is matched to the child’s area of need, the school will consider involving specialists, including those from outside agencies. School will request parental consent for this to happen.

Where a pupil is receiving SEND support, the school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. Children on the SEND register who require additional support either emotionally, socially, physically or academically, will be given an Individual Provision Plan (IPP) with specific targets to work towards. Progress towards these targets will be recorded in the child’s own Personal Progress Book which is monitored termly by the SENCo. Where more appropriate, children may be given a Behaviour plan as oppose to an IPP with clear strategies to support presenting behaviour identified. IPPs are reviewed termly or sooner if the child has met their target. Behaviour plans are typically reviewed every 6 – 8 weeks by our Pastoral Lead alongside the parent/carers and the child.

When external agencies are involved and the child is in receipt of additional funding from St Helens Local Authority through a provision agreement then this level support is labelled as Enhanced SEND support. Additional funding is usually allocated for a set period and school should submit evidence for a provision review panel for a decision as to where funding should continue.

Schools in St Helens can apply for enhanced SEN support funding from the local authority should they feel that additional support is needed which cannot be provided within the school’s budget for SEN support. Schools can apply for a provision agreement from the local authority setting out clearly why additional provision is required. Should this be approved by the authority panel, strict and comprehensive targets are set which are reviewed regularly to assess their effectiveness and impact. This is reviewed annually via the provision review panel at the local authority.

Schools can also make an application to the local authority for an assessment for an Education Health Care Plan (EHCP) should we feel that a child has a significant learning need and requires this high level of support. Parents can also make an application for an EHCP direct to the authority.

Provision for SEND Children

All learners will have access to quality first teaching every day in all areas of the curriculum throughout their time with us at Queen’s Park Primary school.

Our graduated approach outlines three waves of provision dependant on a child’s identified area of need. Some learners will have access to wave 1 or wave 2 interventions. These are likely to be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not always be a child with an identified SEN need. This is considered to be a scaffold of the usual school curriculum.

Children’s needs should be identified early and met by:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements.

(Cycle of planning, action and review)

- following up parental concerns
- one page profiles where required
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and we may use a combination of these approaches to address targets identified for individual pupils.

- teachers scaffold work as part of Quality First Teaching
- daily 'mop' or 'pre teach' interventions
- other small group targeted support
- individual class support / individual targeted support
- bilingual support/access to materials in translation
- further differentiation or scaffold of resources
- IPP Meetings
- A one-page profile to gather pupil voice on future aspirations and how they wish to be supported in school
- Access to external professional support including our school counsellor or speech and language therapist (children on the differentiation and concerns may also access this support)
- Pastoral support from our pastoral team
- Transition support including one-page profiles, additional class visits and a transition booklet to take home
- Specific and timetabled intervention programmes to cover specific need, e.g. Successful Readers or Nessy

Children who are identified as having SEND may also receive wave 3 interventions in addition to wave 1 and 2. These may include time allocated with one to one support or a modified curriculum. All children who receive enhanced SEND support or who are on an EHCP will be included on a detailed individual provision map which outlines and monitors all additional intervention for the child.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their EHCP. Transition reviews will also be held for children with an EHCP or additional funding, where nurseries, secondary schools or the receiving primary school (in the case of an in year transfer) will attend a multi-agency review to ensure all key information is shared.

Queen's Park CE / URC Primary School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our allocated SEN budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with St Helens Local Authority guidance - particularly with regard to the timescales set out within the process.

The SEND and Disability Code of Practice (2015) sets out that the purpose of the Education, Health and Care Plan is to:

- establish and record the views, interests and aspirations of the parents and pupil
- provide a full description of the pupils with SEND and any health and social care needs
- establish outcomes across education, health and social care
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan following consultation.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Training

In order to ensure that we provide our children with the most effective provision to meet their needs, we ensure that an enhanced CPD programme is offered to all staff in school. Our SENCo works alongside the Senior Leadership Team to identify the training needs in school based on staff audits and the needs of our children in school at that time. We provide staff with both formal and informal training opportunities regularly throughout the academic year. Our school regularly attend training led by external agencies alongside internal CPD provided by our SENCo. Our SENCo has the National Award for SEND and regularly meets with networks groups to share learning with SENCo colleagues from other schools. All teaching staff meet with the SENCo and Pastoral Lead termly for case discussion of individual children to ensure that our staff feel equipped to provide our children with the best provision. Our SENCo also completes informal drop ins to classes to work alongside staff in class to improve provision for our children. We also deploy our internal speech and language therapist to provide staff with regular training and advice in relation to specific children.

Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Data and record keeping

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the school leadership team and governing board, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Impact

The monitoring and evaluation of the effectiveness of our provision for children on the SEND register is carried out in the following ways:

- classroom observation by the SENCO and Leadership Team
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis, including monitoring of Personal Progress books
scrutiny of planning and work samples
- teacher interviews with the SENCO/Leadership Team
- informal feedback from all staff
- pupil interviews when setting new IPP targets or reviewing existing targets
- pupil voice
- parental voice through IPP meetings, annual reviews, feedback from annual reports and surveys as well as through informal communication
- pupil progress tracking using assessment data (whole-school processes)
- annual reviews with our Inclusion Officer for children in receipt of enhanced SEND support and our EHCP case worker for those on an EHCP
- involvement and collaboration with the school's Inclusion Officer
- liaising with other SENCOs to share good practice through SEND network meetings
- monitoring IPPs and IPP targets, evaluating the impact of IPPs
- regular meetings about pupils' progress between teacher, the SENCO and the Headteacher

Management of SEND and Inclusion at Queen's Park CE / URC Primary School

The following people are responsible for the development of this policy and its implementation:

SENCO – Mrs Jennie Kennedy (NA SENCo/NPQH)

Our SENCo is responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Head Teacher - Mrs Justine Kellett

Our Head Teacher is responsible for:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

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- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

Pastoral Manager

Mrs Michelle Leadbetter

All of the above can be contacted on 01744 678202 or via the email link on the school's website. The school website has a wealth of information in relation to SEND for all stakeholders.

Queen's Park CE/ URC Primary School's Inclusion Officer

Mrs Gill Ashcroft based at St Helens Local Authority – Atlas House, St Helens

Queen's Park CE/ URC Primary School's SEN Governor

Mrs Debbie Dowd - St Helens Governor Services – St Helens Local Authority – Atlas House, St Helens

The governing body are responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

Class teachers, SEND teaching assistants, general teaching assistants and the school's pastoral team are also accountable for the provision of SEND at Queen's Park CE / URC Primary School and work in collaboration with the school's SENCO and Senior Leadership Team.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be the concern should be discussed with Miss Bailey (SENCO) or Mrs Kellett (Head Teacher). The school have a complaints policy which will be followed if the need arises.

In the event of an EHCP Tribunal, the school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

This policy was approved by governors in September 2024 and will be reviewed annually following rigorous monitoring of the implementation of the policy throughout the academic year.