

# Green Park Primary and Nursery School



## **SEND Policy**

Approved by the Governors on \_\_\_\_\_

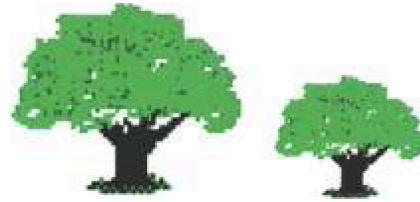
Signed \_\_\_\_\_ Chair

September 2025

# **Green Park Community Primary and Nursery School, Maghull**

**Head Teacher:** Maria Burns

**Senco:** Coral Cragg



## **SEND Policy**

### **Introduction:**

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS and our Key Stage One pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time during their educational journey, may experience difficulties which affect their learning and we recognise that these may be either short term or long term.

The Governing Body have decided that pupils with SEND (Special Educational Needs and Disability) can always be admitted to the school in line with Green Park School's agreed admission policy.

The governors and the staff, in conjunction with all parents and carers, strive to create an environment which provides every pupil with the right tools with which to fulfil their potential in all areas of the curriculum, together with the necessary skills to become valuable members of society. They will also ensure that funds and resources are used appropriately and effectively.

We wish for every pupil to feel valued and we work hard to eliminate prejudice and discrimination in order to create an environment where every pupil can feel safe and happy.

High standards of behaviour are expected together with the development of a respect for others and a respect for objects, no matter how small. Moral values are encouraged and self-esteem is developed.

Educational inclusion is about equal opportunities for all learners. This is regardless of their age, their race or gender, their religion, their disability or their attainment or the circumstances of their family background. Excellence is given to the provision for and the achievement of many different groups of learners as listed below:

Girls

Boys

Minority ethnic and faith group learners

Pupils with physical and / or mental disabilities

Pupils who are high achievers

Pupils who are 'looked after' by the Local Educational Authority or who live with carers or those within special guardianship

Pupils who are 'at risk' of disaffection or exclusion for whatever reason

This policy describes the way we meet the needs of our pupils who experience barriers to their learning which relate to the four broad areas of need as identified in the New Code of Practice from January 2015.

These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical difficulties

It also ensures that the type *and* extent of the difficulty experienced by the pupil is catered for when curriculum planning and assessment for pupils with SEND takes place.

We identify these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential.

### **Definition of Special Educational Needs**

Pupils can have SEND (Special Educational Needs and Disabilities) throughout or at any time during their educational journey. They do **not** have a learning difficulty purely because the language, or form of language of their home, is different from the language in which they will be taught. They have SEND if they have a learning difficulty that requires special educational provision to be made for them.

Pupils have a learning difficulty if they have a:

significantly greater difficulty in learning than the majority of pupils of the same age

disability which prevents them from making use of the educational facilities generally provided for pupils of the same age in schools within the Local Education Authority's jurisdiction

- ☐ birthday which falls under compulsory school age, and who fall into the definitions above, or who *would* fall into the definitions of the above if special educational provision was not made for them

## **Aims of Green Park School**

Our overall aim is that through reasonable adjustments and within budgetary constraints we enable **all** pupils to have full access to all elements of the school curriculum.

Our aim is achieved by:

Encouraging a knowledge and understanding of the term SEND and developing a positive ethos towards SEND among staff and all pupils whether they are deemed to have SEND or not

Ensuring that the SEND Code of Practice (2015) and the Disability and Equality Act (2010) and other relevant guidelines are implemented effectively throughout the school

Creating an environment that meets the SEND of each pupil by having regard to the 'Every Child Matters Outcomes' (Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution, Achieve economic well-being) in order that they can achieve their learning potential and ensure that they can engage in activities alongside pupils who do not have SEND

Requesting, monitoring and responding to parents', carers' and pupils' views in order to evidence high levels of confidence, co-operation and partnership and make clear the expectations of all partners

Ensuring that there is a constant, high level of staff expertise to meet the pupils' needs through well targeted and continuous professional development

- ❑ Making sure that those pupils with SEND, including those with medical needs and conditions are fully included in **all** school activities and enabling those pupils to have full access to all the elements of the school curriculum if appropriate

Identifying the roles and responsibilities of all staff in providing for pupils' SEND and monitoring those roles

Working in cooperation with the Local Education Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all SEND pupils

Insisting on equality of opportunity by eliminating prejudice and discrimination against pupils with SEND

Acknowledging the responsibility for each member of staff to consider the accessibility and relevance of the curriculum for all pupils and continually monitor the progress of SEND pupils by identifying needs and providing appropriate interventions as early as possible

Class teachers providing access to the curriculum through adaptive teaching focusing on the EEF 5-a-day principles and to include in this planning the role of any teaching assistants

Providing opportunities for class teachers to discuss pupils with SEND with the Special Educational Needs Co-ordinator (Senco)

Ensuring that suitable resources are available to all staff and pupils and that they are regularly reviewed, renewed or updated

### **Roles and Responsibilities**

1. The Headteacher has the responsibility for the day to day management of all aspects of the school's work, including the provision for pupils with SEND. The Headteacher will also keep the governing body informed. The Head teacher will work with the Special Educational Needs Co-ordinator (Senco) in particular but also with all teaching and support staff to ensure that this policy is upheld.
2. The Senco, who is the person responsible for coordinating the day to day SEND provision at Green Park School is currently Mrs C.Cragg.
3. The Governing Body will determine the school's policy and general approach to the provision for pupils with SEND, maintain a general oversight of the school's work and report annually to parents on the school's policy for pupils with SEND.
4. The SEND governor is currently Mr Simon Elliott.

### **Provision of SEND**

Provision for pupils with SEND is a matter for the whole school. The Governing Body, the Head teacher, the Senco, class teachers and teaching assistants have day to day responsibilities towards any pupil who has SEND.

The school's system for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not progressing satisfactorily because they have additional and/or different needs. Under these circumstances teachers and teaching assistants may wish to consult with the headteacher and/or the Senco to consider what else might be done.

This discussion might lead to the conclusion that the pupil requires more help, but this help is over and above that which is normally available within the particular class or subject. If this is the case parents will be informed and discussions with the school's Inclusion Consultant may be requested.

Conferencing days are held by the class teachers where individual pupils have time with their teacher to honestly discuss particular subjects, difficulties and whether more bespoke support would help them move forward with their learning more

positively. SEND pupils may find this experience difficult to become involved with but their involvement and their voices are noted.

Pupils' progress is reviewed with the headteacher, the Senco, the current and the previous class teachers each term for every pupil; however, those with SEND will be monitored more regularly.

The key test of the need for action is that a pupil's rates of progress are **inadequate**. Adequate progress can be identified as that which:

- Prevents the attainment gap between the pupil and their peers from widening.
- Closes the attainment gap between the pupil and their peers.
- Improves the pupils' previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

When **any** concern is noticed it is the responsibility of the class teacher to take steps to address the issue and a discussion with the parent would normally be the first step to take.

After the parent has been consulted and has agreed to further action specific intervention will then be put in place and monitored for at least one term. The pupil is then placed on the school's Monitoring Register. This register is fluid and pupils move on and off regularly depending upon their progress or continued difficulties.

If little or no progress is still noted the parents will be involved again and in discussion with the class teacher and / or Senco the pupil will have a Targeted Support Plan created. Targets are set and outcomes expected, interventions regularly administered and progress noted. The Targeted Plans are created by the class teacher and are in place to support those pupils who are consistently experiencing blocks with learning or repeated problems are being made due to a lack of fundamental understanding which is preventing progress with learning. The hope is that this specific and detailed intervention will accelerate learning, support a weakening self-esteem and lead to steadier progress, however there may be the need to continue this more bespoke support as a longer term necessity.

If concerns do remain, the staff concerned may feel that either the school's Inclusion Consultant from Sefton (SAIS) or the school's Educational Psychologist (EP) should be involved to make an observation, offer assessments and offer recommendations. Parents are always informed and permission given by them if this is the case. The recommendations will acknowledge any specific difficulties and offer targets and outcomes. Staff will then also work on these targets to enable further progress and will monitor the pupils' provision accordingly.

Pupils only have a Full SEND Support Plan created if their difficulties are proving to be lifelong and profound.

A small number of pupils may require an EHCP (Educational Health and Care Plan) if it is felt that a pupil's needs will be lifelong, complex and profound. This is a legal document which requires evidence from several outside support agencies and an extremely detailed timetable of interventions, assessments, progress and parental and pupil voice. Only a

small number of pupils are granted an EHCP which is reviewed annually and which stays with a pupil through their educational journey.

### **The Graduated Response**

Every pupil has the right to **Quality First Teaching** which may include rapid response interventions if it is felt that a pupil has not quite grasped a concept or who has not attended to the teaching as seriously as they could have done.

Pupils are placed on the **Monitoring Register** if they fail to make expected progress despite the short, sharp and rapid response intervention and some more specific group intervention.

A **SEND Plan** is created when a pupil still fails to make significant progress despite the interventions they have received OR they have been given an official diagnosis. The class teacher creates the plan and should work with these pupils during lessons, within a small group or on a 1:1 basis. Rapid Response interventions continue to be organised for the pupil during the afternoon. If progress remains slow and the interventions are still not having an impact on the individual, staff may introduce specialist expertise but will also administer further interventions which are additional to those already provided as part of the school's differentiated curriculum and the pupil will be given learning targets which will be applied within the classroom. All SEND Plans are monitored and updated each term by the class teacher and overseen by the Senco.

Some **SEND Plans** are deemed necessary if the difficulties the pupil is experiencing are felt to be lifelong and/or profound. Parents are regularly informed of their child's progress and will be very much part of the discussion. It is the responsibility of the class teacher to set up and create, monitor and update the SEND Plan.

Pupils with a **SEND Plan** are categorised as being on the School's **SEND** register. If staff feel that there could be a need to apply for an **Educational Health Care Plan (EHCP)** for a pupil on the SEND register, a meeting with parents is set and their wishes are voiced and their concerns written on a specific form. The pupil is also requested to write their thoughts so the pupil's voice is known. If the desire is to work towards an EHCP the Local Education Authority (LEA) requires a record of **all** the work carried out with the pupil plus information relating to data, assessment and outside agencies to date.

There may be a case when parents feel there is a need to request an EHCP from the Local Authority even though the school may not feel that it is appropriate. School has to act upon this request by law within 30 days..

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When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Pupils who continue to have difficulties or who have an unusual learning profile will be given specific learning targets which will be planned for and applied in the classroom. These targets are monitored by the class

teacher. They can be reviewed by the Senco, the parents and the pupil if this is deemed appropriate.

It is when a pupil is placed on the SEND register that targets must be formally reviewed with the class teacher, the class TA (if appropriate), the Senco, the pupil's parents/carers **and** the pupil if this is deemed appropriate. These can be discussed at the pupil progress meeting which take place three times a year.

Pupils may be placed on the school SEND register for the following reasons:

- Has substantial sensory or physical difficulties and continues to make little or no progress, despite the provision of specialist equipment and intense 1:1 and small group intervention

- Has very concerning communication and / or interaction difficulties and continues to make little or no progress

- Has social, mental and emotional health difficulties which seriously impinge on their learning

- Has severe cognition and learning difficulties which result in very poor attainment in English and Maths, even when teaching approaches are targeted particularly in a pupil's identified area of weakness

- Has sensory, communication and interaction difficulties, high anxiety and behavioural concerns which impact on their learning which are recognised by both staff and parents and have been referred for an ASC and/or ADHD assessment

The Head teacher, Senco and the class teacher decide on the action needed to be taken in order to help the pupil to progress. This may include:

- The involvement of outside agencies for their recommendations and/or support

- The purchase of different learning materials or specialist equipment

- Group or individual support which may involve pupils being withdrawn from the classroom to work

- Extra support from an adult with time to devise and administer planned intervention and monitor its effectiveness

- Regular and appropriate staff development and training to introduce new or different or more effective strategies

After initial discussion with the Senco, the child's class teacher will be responsible for ensuring the delivery of the agreed individualised programme and of ensuring feedback is acted upon to inform planning and modification. (Assess, Plan, Do, Review)

Parents and carers will continue to be consulted and kept informed of the action taken to help the pupil and of the outcome of any action.

Parents and carers of pupils on the SEND register will be invited to meet regularly with the class teacher and the Senco (if deemed appropriate) to discuss individual outcomes, learning targets and further expected progress.



## **The Role of the SENCO**

The Senco has responsibility for:

- Managing the day to day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising with and advising staff
- Meeting and liaising with parents / carers of pupils with SEND
- Supporting teachers and teaching assistants by organising relevant and appropriate CPD and training from outside professionals or agencies
- Keeping the Headteacher and the Governing Body informed with the 'SEND Governors Annual Report'
- Maintaining the records of all pupils with SEND and ensuring that all relevant and necessary paperwork is kept up to date by class teachers
- Monitoring the suitability of resources to be used by pupils with SEND and purchasing new resources when appropriate
- Analysing online data with the Headteacher
- Supporting further recommendations/assessment of SEND pupils by liaising with outside agencies
- Assisting in any planning for a SEND pupils' future needs in discussion with the Head teacher, teaching and non-teaching staff, outside agencies, parents and carers.

## **Outside Agency Involvement**

Outside Agencies become involved if a pupil continues to make little or no progress despite considerable input and adaptations made by the head teacher, the teaching staff and the teaching assistants. They will use the pupil's data and assessment records together with discussions from the pupil's teacher, teaching assistant and parents in order to establish which strategies have already been employed successfully and which targets have previously been set in order to decide what course of action they intend to take.

Outside agencies may become involved if the pupil:

- Continues to make little or no progress in specific areas over a long period and despite targeted interventions
- Continues working at National Curriculum levels which are substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing English and Maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the pupil's own learning or that of the other pupils within the classroom
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service

Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning  
Has received bespoke and regular intervention yet continues to fall behind the level of his peers  
Will need or require recommendations to support a particular report for funding or a report to support an EHCP application

The external specialist may act in an advisory capacity *or* provide additional specialist assessments *or* be involved in observing the pupil directly and speaking with parents.

The pupil's targets will set out strategies for supporting progress and will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEND Support Plan will continue to be the responsibility of the class teacher.

### **Equal Opportunities**

We ensure that the school meets the needs of all its pupils taking account of their gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability or social circumstances. It is important that the diverse needs of our pupils are catered for and that they become fully prepared for participation in a multi ethnic society.

We also measure and assess the impact regularly through meetings with the Head teacher, Senco, teaching staff and teaching assistants to ensure all pupils have equal access to success.

We respect that pupils have:

- Different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to pupils' needs by:

- Providing support for pupils who needs help with communication, language and literacy
- Planning to develop pupils' understanding through the use of all available senses and experiences
- Planning for pupil's full participation in learning and in physical and practical activities
- Helping pupils to manage their own behaviour and take part in learning effectively and safely
- Helping individuals to manage their own emotions with support, particularly trauma or stress and to lessen the effect these anxieties can have on learning

## **Allocation of Resources to and amongst Pupils**

We make every effort to achieve maximum integration of pupils with SEND with their peers whilst still meeting every pupils' needs.

## **High Needs Funding**

Individual HNF is currently under review within Sefton Local Education Authority and has yet to be finalised, however schools have been encouraged to apply for 'group' funding where several pupils within one class will benefit from extra support depending on their circumstances and needs. With parental permission this can be applied for, but only after considering whether these pupils all have the 'high needs' according to the new funding regulations.

Support needs greater than £6,000 are defined as 'High Needs'. The local authority is responsible for funding provision over the £6,000 threshold. The application has to be extremely detailed and the LEA can decline the application.

## **Education, Health and Care Plans**

An EHCP (Educational, Health and Care Plan) assessment is a long and complex process. Much detailed paperwork has to be completed by school staff and additional information by outside agencies needs to be added to the plan.

Parents will have either given consent or will have requested an EHCP and if the latter is the case the school must respond within 30 days. Parents add their own concerns and information and the pupil can also add their own interests and concerns.

If an EHCP goes through to the assessment process it will take many more weeks before a draft EHCP is processed. Once processed, staff need to check it thoroughly to ensure it includes all targets, strategies and outcomes as written by the school. Once awarded there will be an annual review to review the appropriateness of the provision and recommendations to the LEA can then be made.

The evidence needed for an EHCP application will include either all or some of the following:

- Monitoring targets and outcomes
- SEND Plan with outcomes
- Records of reviews and their outcomes
- Records of the pupil's health and medical history where appropriate
- Data regarding the pupils' past and present attainment levels
- Educational or other assessments from an outside advisory specialist
- Views of the pupil and the pupil's parents

## **Partnership with Parents and Carers**

All parents and carers of pupils with SEND will be treated as partners and are given the support to play an active and valued role in their child's education.

At all stages of the SEND process the school will keep parents involved and informed and note their wishes, feelings and knowledge.

Parents and carers are encouraged to make an active contribution to their child's education and will be informed of any meetings either via letter, email, telephone or personally to share any information. Sharing the process of thoughts and decision making by providing clear information relating to the education of their child ensures that concerns are acted upon as quickly as possible.

### **Working with SEND Parents and Carers**

We endeavour to work as closely with parents of pupils with SEND as we can and try to ensure that they are fully included in parent and carer activities and kept in touch with their child's progress. .

### **Facilities**

Green Park Primary and Nursery School is of two-tier design.

#### **Ground Floor:**

Front of school: Head teachers' office, administration office, room (with shower, toilet, washbasin and medical bed), utility room, site manager's office, EYFS / KS1 library, stock cupboard and staff room with kitchen and toilet facilities.

Mid point: Main hall which serves as a dining room, Bradbury Suite also used as a Therapy room, PE stockroom, musical instrument shelving and school kitchen .

Back of school: EYFS classrooms (30 place nursery and 30 place reception class), KS1 classrooms (Y1 and Y2) and pupil toilets.

#### **Upper Floor:**

Back of school: 4 x KS2 classrooms (Y3,4,5 & 6), KS2 library, Millennium intervention room which stocks art, science and maths equipment and pupil toilets.

#### **Outside:**

Side of school: The 30 place nursery classroom shares the outside play/learning environment with the reception classroom.

Back of school: Two playgrounds , quiet areas, large field, forest area and vegetable garden.

There is wheelchair access to the nursery, reception and the KS1 classrooms but no wheelchair access, at present, to the KS2 department.

Lighting adaptations for pupils with visual impairment has been completed.

We adapt printed materials for those pupils whose vision is impaired so they can access the same texts as their peers.

Alternatives to paper and pencil recording are provided, where appropriate.

A range of assessment procedures within lessons (such as mind mapping, storyboards, photographs, taping, role-play, drama, videos and drawing) is used to ensure pupils with additional needs are able to demonstrate their achievements appropriately.

## **Resources**

The school is well resourced and the allocation of resources is based upon the following principles:

To enable pupils with SEND to experience success and achievement and to reach their full potential.

To make the most efficient use of resources including keeping up to date with new technologies to support communication, teaching and learning for all pupils and particularly for those pupils with a SEND.

To allocate specific resources to meet a pupil's needs and objectives as specified by their Targeted and full Support plans .

Pupils experiencing difficulties will be supported within their classroom by their class teacher and the class teaching assistant. They may be supported within a group or on a one to one basis depending on their need and what is deemed to be most suitable or appropriate.

Pupils may occasionally be withdrawn from the classroom to receive individual, small group or specialist support.

Additional support can also be provided by outside agencies such as Inclusion Consultants, Educational Psychologist, Speech and Language Therapy, the Visual Impairment Team, Occupational Therapy, Physiotherapy, the School Nurse and the Primary Mental Health Team.

Pupils with HNF are not wholly supported by an adult all-day but when there is a need and when it is appropriate. An extra adult is placed within the setting where a child has HNF to ensure that the pupil is content, targets are being taught, worked on and progress is made. A positive and confident pupil who makes good choices is ultimately what the school wishes for every pupil. Any funding will be used to purchase any specific requirements a SEND pupil may require.

## **Disability Issues within the Curriculum**

The One Decision curriculum includes issues of disability, difference and valuing diversity in line with the Equality Act of 2010. Advice will be sought from appropriate organisations for specific resources.

## **Admission Arrangements**

Sefton's admission arrangements can be viewed on line to find out further details but we welcome applications for admission from all pupils.

## **Transfer Arrangements**

The Early Years Team will meet or have contact with pre-school providers prior to the pupils starting school. Concerns about particular pupils' needs will be brought to the attention of the Headteacher and Senco after these meetings. If necessary, the Senco will arrange another meeting with parents and staff.

Many of the pupils who attend Green Park's Nursery transition to Green Park's reception class. Some of those pupils may have already had the involvement of the Early Years Intervention Team from Sefton. In the summer term and prior to the pupils joining the main school, the Senco and the reception class teacher will liaise with the nursery staff to discuss those who may need extra support, those for whom concerns have developed or individuals who may already be on the SEND register and who will be moving into Green Park's reception class.

There will also be parents or carers of those pupils who are moving their pupils to a different mainstream school. They will be offered a transition review with staff and any outside professionals to discuss needs so that the transition is as smooth as possible. The Senco from the alternate mainstream school will always be invited to this review.

Class teachers of pupils with SEND joining from other nursery or mainstream schools should receive information from the previous school and if not measures will be taken to gain as much information as possible by either telephone or email to discuss the pupil's needs.

Pupils transferring from Green Park to another school will be discussed with the receiving school to ensure a smooth transition and to avoid any anxiety in terms of needs on the pupils' part.

Pupils with SEND will progress to either a mainstream High School or on to Specialist Provision. The Head teacher, class teacher and Senco, together with teaching assistants and any outside agencies involved with the pupil's well-being will fully support the parents with choices and decisions. If required, the Senco will arrange to visit a variety of High Schools to ascertain its suitability and whether needs can be met.

All relevant staff from any chosen institution, together with parents will be invited to the annual reviews where they will meet the school staff, the parents/carers and discuss concerns/strategies for a smooth and positive transition.

### **Inclusion**

Green Park encourages the inclusion of **all** pupils in events and activities both inside and outside of school hours.

We ensure that **all** trips are inclusive by planning in advance and using accessible places.

**All** pupils are encouraged to become members of the School Council and any other consultation groups.

The school staff will go to great lengths to support all pupils with their social, emotional and physical well-being. They insist on inclusion and on appropriate behaviours and language.

Circle Time / Show and Tell gives individuals, small groups or whole classes the time and opportunity to share information on a chosen topic, to discuss opinions and feelings and how to address conflict.

'Well-Being Wednesday' (a free choice afternoon for every class on the last Wednesday of each half term) 'Drawing and Talking' and 'Play Therapy' (individual sessions) have been agreed and initiated, both in house and by an outside facility, to

encourage pupils to share concerns, worries or fears in a comfortable, private and completely confidential manner. These are proving to be very effective.

We aim to include pupils in their own target setting and encourage and support them to take part in reviews if appropriate.

The Bradbury Suite also doubles as a therapy room (created August '22) to ensure that the environment is conducive for intimate conversations and self regulation..

### **Complaints**

If parents and carers feel that the school is not meeting their child's SEND, or that they are not resolving issues, then they are able to make a complaint by contacting the Headteacher or the Senco in the first instance.

A complaint to the Governing body could then be made if the parents/carers still feel that the situation has not been dealt with appropriately.

The school website details our '*School Offer*', together with an informative explanation of the process of managing and catering for pupils with SEND.

This SEND policy was updated in September 2025 and will be reviewed in September 2026 in the light of changes made by the school, the LA or the Government.

Coral Cragg (Senco)