

Green Park Primary and Nursery School



SEND Policy

Approved by the Governors on _____

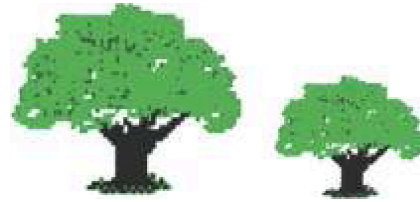
Signed _____ Chair

September 2026

Green Park Community Primary and Nursery School, Maghull

Head Teacher: Maria Burns

Senco: Coral Cragg (Covered by Mrs Latham)



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, 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 Children and Families Act 2014 and the SEND Code of Practice 2015 in respect of preparing for adulthood, decision-making, health and independent living 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 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 (Mrs Latham acting whilst on maternity leave).
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.

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.

Pupils' progress is reviewed with the headteacher, the SENCO and 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.

The Graduated Response

We operate a graduated approach, in line with the 2015 Code of Practice.

Quality First Teaching

- a) Any children who are falling significantly outside of the range of expected academic achievement will be monitored and placed on the Monitoring Register.
- b) Once a child has been identified as possibly having SEND, they will be closely monitored by staff, in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will make reasonable adjustments that will aid the child's academic progression and enable the teacher to better understand the provision and teaching styles that need to be used.
- d) The SENCO may be consulted for support and advice and may wish to observe the child in class.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Monitoring Register

When **any** concern is noticed, it is the responsibility of the class teacher to take steps to address the issue and monitor progress. Specific interventions/adjustments will be put in place, monitored for at least half a term and 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. There may be occasions when parents bring a concern to the class teacher's attention and the same process is followed.

SEND Support

Where it is determined that a pupil does have a SEND, parents will be formally advised of this, the child's name will be added to the SEND register and an ISP (Individualised Support Plan) created. The aim of formally identifying a child with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process known as the Graduated Approach and includes:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions, which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The children are also assessed using tracking materials called 'BSquared'. This measures each individual child's progress in their areas of need. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing. If a child is working at a level below BSquared, they will be assessed using a document called 'Small Steps'. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree:

- any adjustments, interventions and support that are required;
- the impact on progress;
- development and /or behaviour that is expected;
- a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. The class teacher will draw up an **ISP (Individualised Support Plan)** for the child. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with

teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and areas for development, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken during a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Pupils (where possible)
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. If an EHCP application is successful, it aims to make sure that all the support that a child or young person with a Special Educational Need or disability needs is agreed in one place. Education, health and social care then follow what is agreed in the plan. These plans support young people up to age twenty-five.

Identification

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

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, Senco, 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 their 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 ISP 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.

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 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. Sefton's Local Offer is available for parents to view via [Local Offer - Special Educational Needs and Disabilities | The Sefton Directory](#)

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/Larning 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.

The school's accessibility plan is available to view here

[W Accessibility Plan 2025.docx](#)

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 ISPs and EHCPs .
- Pupils experiencing difficulties will be supported within their classroom by their class teacher and the class teaching assistant, where they have one. 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.
- 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 and the protected characteristics. Advice will be sought from appropriate organisations for specific resources.

Admission Arrangements

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

Transition

The SENDCO and Headteacher are responsible for ensuring that all relevant documentation is forwarded to a child's new school. When starting Nursery at Green Park, the Nursery teacher and teaching assistant carry out home visits to determine what support the child might need when entering school. When starting Green Park in the Reception class, the Reception staff will visit the child in the summer term prior to them starting, to see the child in their nursery setting. This enables a dialogue between our school and the child's key worker. Meetings are also planned for the new parents to meet with staff to discuss their child's individual needs. When transferring to or from another primary school, all information regarding the child is transferred between schools, and if deemed necessary contact will be made with the new school. When transferring to Secondary school, the SENCO of the high school and Transition Team meets with the year six teachers and SENCO, to discuss future needs and provision. Support plans will be passed to Secondary schools. Additional visits to new schools can be arranged if necessary to support the child. When moving from class to class within Green Park, we complete a range of transition activities and personalised booklets are made for those children who require additional support.

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.

School staff will go to great lengths to support all pupils with their social, emotional and physical well-being. Miss Parkinson is our recently appointed Pastoral Lead and Mrs McManus is our on site ELSA (Emotional Literacy SupportAssistant).

'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. Additionally, ELSA sessions are provided in school to support children with SEMH concerns.

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

We have a designated Therapy room to ensure that the environment is conducive for intimate conversations and self regulation in addition to a sensory area within the reception classroom. All classrooms aim to provide a 'calm corner' to cater for all children to support any emotional/transitional needs they may have.

Complaints

We hope to develop an understanding between parents and class teachers through which most issues could be resolved. However, if a complaint should arise which cannot be resolved in this way, a parent or carer can make an appointment to speak

to the Head teacher or SENCO. If the parent still feels unsatisfied, they can approach the governor responsible for SEND.

This SEND policy was updated in September 2026 and will be reviewed in September 2027 in the light of changes made by the school, the LA or the Government.

Katie Latham (acting SENCO on behalf of Coral Cragg, SENCO)