SEND Framework 2026-2027

St. Michael In The Hamlet
Community Primary School

Key information
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Our Strategy



Our Vision

At St. Michael-In-The-Hamlet Community Primary School, we take a holistic view of the child to ensure that all provision and provides a foundation so that all children reach their full potential. We strive to ensure that Quality First Teaching and impactful interventions are used to reduce barriers to learning and allow for an inclusive education, where all children make progress against their starting points. Our aim is always to develop children as independent learners that access a broad and balanced curriculum that will ultimately lead to increased cultural capital. Our ambition is to ensure that all children access the classroom and highest trained professionals within it. As a school, all of our staff are teachers of SEND. We ensure that progress is monitored consistently through data hubs and teachers have a 'live' overview of progression through effective formative assessment strategies. Teachers, Learning Support Assistants, external agencies and senior leaders work closely to embed high expectations for teaching and learning.

The SEND Code of Practice (2015) states that *a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same.*

The following framework has been informed from quality research into supporting children with Special Educational Needs. The following pieces of research has informed this framework:

-The Education Endowment Foundation's 'Special Educational Needs in Mainstream Schools' (Gary Aubin, 2021)

-The Inclusive Classroom (Daniel Sobel, 2021)

-SEND Huh (Mary Myett, 2023)

-The Lone SENDCo (Gary Aubin, 2021)

-Why don't students like school? (Daniel T Willingham, 2021)

Our Strategy

1. **Mission and Purpose**

- To ensure that pupils with SEND receive the right support at the right time.
- To ensure that all pupils with SEND achieve their full academic potential.
- To ensure that all pupils with SEND experience social inclusion.
- To enable all pupils to be fully involved in decisions about their support and what they want to achieve.
- To enable all parents and carers to make informed decisions that support their child.
- To increase aspirations for children and young people through an increased focus on life outcomes, including employment.

2. **Identification and Assessment**

- Design and implement a robust system for identifying pupils with SEN, including early intervention strategies.
- Enrolment assessments for new starters to be completed within the first 2 weeks.
- Monitoring category must not be used for longer than 6 weeks. ▪ Graduated approach to demonstrate progress.
- Select appropriate assessments to understand each pupils' strengths and needs. ▪ Recommended assessments identified within the framework.
- Collaborate with external agencies, parents and professionals to gather relevant information for assessment.

3. **Individual Education Plans**

- All pupils who have been identified as having SEN must have individual education plans.

- Individual Education Plans must be created by the class teacher, supported by the SENDCo (where required).
- All targets must be SMART and reviewed half termly with parents and pupils. The targets must outline the specific goals, interventions and support strategies.
- Pupils who are being 'monitored' must be reviewed fortnightly.

4. **Adaptive and inclusive teaching and learning**
- Provide professional development opportunities for teachers and support staff to enhance their understanding of adaptive and inclusive teaching for pupils with SEN.
- All children should have regular access to their class teacher and access a broad and balanced curriculum.
- Children's participation against the curriculum will be measured using a Tiered Support Document, which will outline the levels of support that the children will receive.
- Utilise assistive technologies and resources to facilitate learning for pupils with disabilities or specific learning needs.
- School to possess trained specialist LSAs that support short bursts of targeted intervention to address gaps in learning to enable full classroom engagement.

5. **Specialist Support Services**
    - Employ specialist SEN staff to provide targeted support and interventions.
    - Named SENDCo (Special Educational Needs and Disabilities Coordinator)
    - Educational Psychologist
    - Specific learning needs assessors (i.e., Dyslexia assessment)
    - Speech Therapist service
    - Occupational Therapist service
    - Educational Psychology Service
    - Mental Health service for children
    - Therapist/Psychologist
    - Facilitate access to external support services and agencies for pupils with complex needs, including medical and therapeutic interventions.

6. **Collaboration and Partnership**
- Foster collaboration among SENDCos within other local schools as part of our local SEND Support Network.
- Foster collaboration among teachers, pupils, support staff, parents and external agencies to create a cohesive support network for pupils with SEND.
- Utilise Dojo, ParentApp and other communication channels to exchange information, monitor progress, and address concerns effectively.
- Organise regular SEN review meetings involving all stakeholders to evaluate the effectiveness of support strategies and make necessary adjustments.

7. **Promoting Inclusion and Positive Well-being**
- Create a nurturing and inclusive school environment where pupils with SEND feel valued, respected, and supported.
- Implement initiatives to promote social inclusion, peer support, and positive relationships among pupils of all abilities.
- Provide pastoral care and counselling services to address the emotional and psychological well-being of pupils with SEN.

8. **Monitoring and Evaluation**
   - Clear SMART targets and success criteria will ensure that all pupils with SEN are able to demonstrate progress at their level.
   - Regularly evaluate the effectiveness of the SEND strategy and framework through termly data analysis, stakeholder feedback and SENDCo review meetings.
   - Use assessment data to identify areas for improvement and make evidence-based decisions to enhance support provision.

9. **Accessibility and Physical Adaptations**
   - Ensure that the physical environment of school is accessible and inclusive for pupils with physical disabilities or mobility impairments.
   - Provide necessary accommodations, such as ramps, accessible toilets, and sensory rooms to support students with diverse needs.

10. **Community Engagement and Awareness**
   - Raise awareness within the broader school community about SEND issues, rights, and best practices for inclusion.
   - Engage parents, caregivers, and community stakeholders in the development and implementation of the SEND strategy, fostering a sense of ownership and collaboration.

11. **Budget and Resources**
   - The expenditure towards SEND must not exceed the income + notional allowance.
   - The deployment of resources must be well-considered to meet the needs of pupils both now and for the future.

Our SEND Identification Process

Early Identification

Identifying Special Educational Needs (SEN) at an early stage is crucial in ensuring that learners receive the necessary support they require to thrive academically, socially, and emotionally. Through routine observations, teacher assessments, and standardised methods, teachers can effectively identify students who may have SEN. Early identification allows for early intervention and personalised support, ultimately leading to better educational outcomes for individuals with SEN.

Routine observations play a significant role in identifying potential SEN as they provide regular insights into a student's behaviour, interactions, and academic progress. These observations, coupled with teacher assessments that highlight a student's strengths and areas for development, contribute to a comprehensive understanding of the learner's needs.

Identification

In the SEN identification process, teachers play a crucial role in recognising and addressing the diverse needs of children. Teachers will complete a SEND Monitoring Form to record the observed needs of the child and outline the corresponding support that has been implemented. Collaboration with the parents or guardians is integral during this process to

ensure that all perspectives are considered and valued. The SEND Monitoring Form serves as a comprehensive tool, capturing not just the areas requiring development but also acknowledging the strengths and capabilities of the child. By engaging in this structured identification process, a holistic understanding of the child's requirements and potential is established.

Teachers will undertake the following identification process:

-Observe and assess within regular classroom practice.

-If need is identified, the class teacher will arrange to meet with parents to discuss this. Identification checklists may be completed at this meeting.

-Following this meeting, the class teacher will complete a SEND Monitoring Form. This will be email to the school's SEND email.

-The child will be placed on the SEND monitoring for a period of six weeks. During this time, the class teacher will implement Quality First Teaching strategies and deploy some interventions related to the need.

-The SEND Team may implement screeners such SDQ's, Dyslexia Screeners, Sensory Audits, etc. This will inform the process.

-Following the 6 week process, the SEND team will decide whether the child is added to the SEND register or the Previously Identified Register. A meeting must be held with parents by the class teacher and logged on Edukey. The SENDCo may attend.

Monitoring

Following the submission of the SEND Monitoring Form, the SEND Team at our school will proceed with a systematic approach to assess the individual needs of children requiring additional support. Upon receipt of the form, the child will be promptly added to the SEND Monitoring Register. This addition marks the beginning of a careful monitoring process aimed at determining if the child requires 'above and beyond' provisions to achieve academic success within the classroom setting.

The SEND Team will undertake a series of comprehensive steps to evaluate and understand the requirements of the child. This process involves conducting classroom observations to gauge the child's behaviour and learning patterns, carrying out investigatory assessments, and collating feedback from teachers, LSAs, and parents to obtain a holistic view of the child's needs.

It is important to note that a child can only remain on the monitoring register for a maximum period of 6 weeks. Following this monitoring phase, a conclusive decision will be reached regarding whether the child should be officially added to the SEND register. This judgement is based on the outcomes of the graduated approach implemented during the monitoring period.

In the event that a child is not enrolled in the SEND register, it is reassuring to know that they will still benefit from the implementation of Quality First Teaching strategies tailored to enhance their learning experience within the classroom environment. This commitment ensures that every child, regardless of their SEND status, receives the necessary educational support to thrive academically.

SEND Register

When a child is identified as requiring additional support and is added to the SEND register, it signifies that their educational needs surpass what is typically available in a mainstream school setting. The child will benefit from reasonable provisions that are tailored to their unique requirements, going above and beyond the standard support provided. These provisions encompass a wide range of needs falling under specific categories such as Cognition and Learning, Social, Emotional Mental Health, Communication and Interaction, and Physical and Sensory needs.

Being on the SEND register ensures that the child is entitled to an individualised education plan, specific interventions, and additional resources to aid their learning and development. This process aims to provide every child with equal opportunities to thrive academically and emotionally, ensuring that they can reach their full potential despite their challenges.

EHCNA (Education, Health and Care Needs Assessment)

Additional outside support may be sought and following specialist advice, different techniques and interventions might be trialled. Our "assess, plan, do, review" half termly systems support ongoing responsiveness - to do as much as needed and whatever helps our pupils to succeed. For a pupil at SEN Support for two cycles, we may consider applying for statutory assessment with the local authority who will then work with us to decide whether an education and health care plan (EHCP) might be required to support a pupils' needs. Parents have the right to request an Education, Health and Care Needs Assessment themselves through their Local Authority. We prefer to work collaboratively with parents to request these assessments. However, a parent has the right to request should they wish to do so. This is outlined as part of the Children and Families Act (2014).

EHCP (Education, Health and Care Plan)

An Education, Health and Care (EHC) Plan is a statutory document designed to ensure that children and young people with special educational needs and disabilities (SEND) receive the necessary support to facilitate their development and learning. The EHC Plan outlines the individual's educational, health, and social needs, alongside the provision required to meet these needs effectively.

The role of the school in the EHC Plan process is pivotal. Initially, schools are responsible for identifying learners who may require additional support. They must assess the child's needs and, where appropriate, implement targeted interventions within the existing framework of their resources. If a child does not make adequate progress despite these measures, the school can initiate a request for an EHC assessment from the local authority.

Throughout the assessment process, schools play a crucial role by providing detailed information about the child's performance, current support systems, and any existing strategies in place. It is essential for schools to collaborate closely with parents, healthcare professionals, and local authority representatives to ensure that the EHC Plan comprehensively addresses the child's holistic needs. Consequently, the EHC Plan serves as a vital tool in promoting effective, coordinated support for children with SEND, optimising their educational outcomes and overall wellbeing.

Annual Review

The Annual Review process for an Education, Health and Care Plan (EHCP) is a fundamental mechanism to assess and tailor support for children with special educational needs. The school plays a pivotal role in this process, ensuring that relevant information is gathered regarding the child's progress, achievements, and ongoing needs.

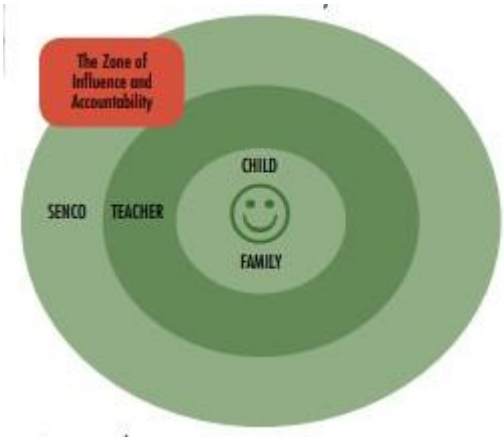
Typically, the review is convened by the school, which invites key participants, including parents, the child's teachers, support staff, and relevant professionals from health and social care services. The school is responsible for compiling the necessary documentation, such as current progress reports, data on learning outcomes, and feedback from various stakeholders.

During the review meeting, the school facilitates discussions that focus on identifying the effectiveness of the support provided, setting new objectives, and determining any amendments required for the EHCP. Following the meeting, the school is also tasked with ensuring that the local authority receives an updated report detailing any agreed changes. The Annual Review Process:

- 6 weeks before Annual Review – SENDCo to confirm AR date and request advice and attendance from the relevant professionals.
- 2 weeks before the Annual Review – SENDCo to share Annual Review report and documentation with parents and relevant professionals
- Date of the Annual Review – SENDCo and class teacher to chair meeting with parents and professionals to share progress and update of plan.
- 2 weeks after the review – SENDCo to submit final copies of Annual Review reports and documentation.
- 6 weeks after the review – LA caseworker will decide to maintain, amend or cease plan.
- 10 weeks after the review – LA will share the new Final EHCP.

Roles and responsibilities

The SEND Code of Practice (2015) makes it clear that the teachers are responsible and accountable for the progress of pupils with SEND. The SENDCo is there to support the coordination of any support that may be required. The role of the SENDCo is to support the teacher and to work with the pupil, parents/carers and any other professionals. The Zone of Influence and Accountability (Nasen, 2014) demonstrates this responsibility. Within this model, the child or young person and their family are at the centre and the teacher is the closest professional to them.



The SEND Code of Practice (2015) recommends that the first response to supporting pupils with special educational needs is to offer them high quality teaching, meaning the starting point for teachers should be to focus on providing all pupils with effective classroom teaching. Therefore, it is recommended that schools use a tiered approach to supporting pupils with SEND, also known as the Graduated Approach. This approach recognises that pupils learn at different rates and therefore require different levels and types of support from teachers to succeed. The Graduated Approach recommends a four-step cycle of support.

The **Assess** stage of the Graduated Approach starts in the classroom. Teachers use information they have gathered from a range of sources from whole school assessment. These might include ongoing formative assessments, summative assessments and school / year entry data such as year group reading and maths assessments. It is important to ensure that assessment results are never used in isolation but are triangulated to provide a more reliable summary.

Sometimes, a pupil may require further detailed assessments to explore exact gaps in learning or to explore an unidentified learning need. Assessments are used for early identification of need, to inform intervention and on occasion to evidence further referral to specialist services.

Enrolment assessments for new starters must be completed within the first 2 weeks.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Individual Education Plans

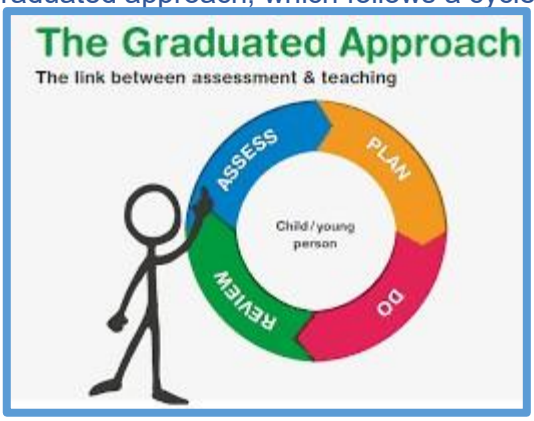
In line with the SEND Code of Practice, it is imperative to implement Individual Education Plans (IEPs) for children with Special Educational Needs and Disabilities (SEND) as a means to provide tailored support and interventions, ensuring their educational needs are met effectively. The establishment of IEPs serves as a structured framework to outline specific learning goals, strategies, and provisions required to facilitate the progress and development of children with SEND.

Formal notification to parents is essential when deciding to initiate SEND support, in adherence to parental involvement in the assessment process. Collaboration between teachers, Special Educational Needs and Disabilities Coordinators (SENDCos), parents, and pupils is crucial in determining appropriate adjustments, interventions, and support mechanisms within the IEP. It is essential to establish clear expectations regarding anticipated progress, development, or behavioural improvements, alongside a set review date.

By adhering to the principles outlined in the SEND Code of Practice and developing comprehensive IEPs, educational practitioners can ensure a holistic and person-centred approach to supporting children with SEND, thereby fostering inclusivity and enabling positive educational outcomes.

The Graduated Approach

As a school, we follow a graduated approach, which follows a cycle of:



Where any pupil has been identified as having a Special Educational Need or Disability (SEND), we recognise that the individual pupil requires educational provision, which is additional to, or different from the provision normally available to pupils of the same age. All class teachers are responsible for meeting the needs of every child in their care, including those with special educational needs. In ensuring that all pupils access appropriate provision, they, along with support from other colleagues and professionals, regularly reflect on the progress of pupils and consider next steps. Under our **Graduated Approach Cycle**, the child remains at the very centre, at all times:

Assess: Assessment of learning is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments strategies and summative assessments

(e.g. end of topic testing / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis.

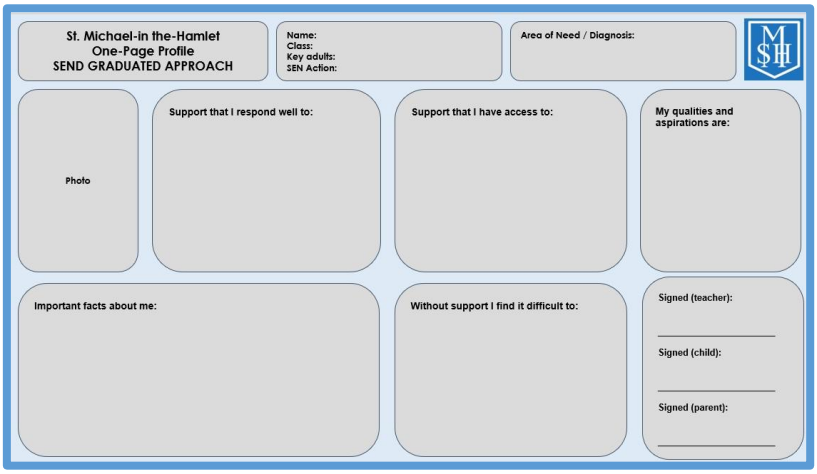
It is never assumed that low ability and SEND are intertwined or are a direct result of the other. Instead, staff and leaders work together to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances). Recent training in Attachment and Trauma have strengthened staff's knowledge of factors that may provide significant barriers.

When a child is identified as having a potential special educational need, staff will complete an initial concern form. This will be the start of the Graduated Approach Cycle and the child will then be added to our monitoring register. We will start additional assessments (internally / externally as appropriate), with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met. Teachers will start to implement Quality First Teaching strategies linked to the specific need that they feel they have identified.

Plan: We use outcomes of assessments and the analysis of data to inform the planning and delivery of high-quality teaching and learning, as well as additional intervention required. Interventions are monitored closely to ensure impact and are staggered to ensure all children still access a broad and balanced curriculum. Staff are trained in a variety of specialist areas and the best interests of the children are at the centre of all planning.

At times, school may seek the specialist support from other professionals, perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENDCO and at times additional professionals will all have a valued input to the process. This collaborative element can help to achieve a more holistic and consistent approach to meeting needs and achieving desired outcomes.

Any provision that is planned for the child is documented on Individual Education Plans and Class Provision Maps. These are live documents that are adjusted and amended while teachers are in the 'live' scenario of the classroom environment. The IEPs will contain an overview of the child's needs, provision, strengths and SMART targets.



Do: It is possible that intervention or external agency support may be offered. Nevertheless, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. As a school, it is our ambition that every child will always remain part of an inclusive classroom. However, we recognise that this may not always be possible. The frequency of such provision will be determined by the nature of the support and the needs of the child. Impact will always be measured to ensure that the delivered provision is having an effect on progression.

On occasions, parents / carers may be invited into the school to observe the support that is in place and the way in which it is delivered – allowing for this to be emulated at home if appropriate. Throughout the 'Do' stage, in order to ensure consistency in approach, colleagues and parents / carers must work closely and liaise regularly.

Review: At St. Michaels, we strongly believe that communication between all stakeholders is an essential component of our graduated approach cycle. Regular discussions take place in school between the class teacher, support staff and external professionals (when involved) who are working with the pupil, so as to allow for feedback and updates to be shared. Regular meetings are held with parents/carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support/approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed.

It is our goal at St. Michaels that our SEND register acts as a fluid document. It is our goal that many children will not remain on the SEND register for the entirety of their time with us. We hope and aspire that our provision will be impactful to enable pupils to be removed the register and no longer receive SEN support. On these occasions, all previous information is logged and we will always monitor to ensure that the child does not require SEN support to be reintroduced.

If, as a school, we feel that additional funding could further support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.

This will always be discussed with parents prior to a decision and if agreed parents will always have a significant voice within the process.

Ensuring the voice of all stakeholders is captured

In the realm of Special Educational Needs and Disabilities (SEND) provision, compiling an Individual Education Plan (IEP) plays a crucial role in tailoring educational strategies to the unique needs of each child. However, the effectiveness of this process is heavily reliant on capturing the perspectives of all stakeholders involved, primarily the parents and the child themselves.

Research has demonstrated that the efficacy of an IEP is compromised when parental and child voices are not given due consideration. Parents possess invaluable insights into their child's strengths, challenges, and preferences that can significantly inform the development of a comprehensive and impactful plan. Moreover, involving the child in the IEP process

empowers them to have a sense of ownership over their educational journey, promoting selfadvocacy and motivation.

By engaging with all stakeholders, schools gain a holistic understanding of the child's needs, aspirations, and learning styles. This collaborative approach not only enhances the quality of the IEP but also fosters a sense of partnership among all parties involved in the child's education.

Capturing the voice of all stakeholders in the compilation of an IEP for a child with SEND is imperative for promoting inclusivity, personalised learning, and positive educational outcomes. Embracing diverse perspectives enriches the planning process and underscores the collective commitment to supporting the holistic development of every child.

In the first instance, schools will offer face to face meetings with parents/carers to formulate and review the IEP SMART targets. However, at times when this is not possible, class teachers and the SENDCo will endeavour to capture parents/carers views through other means of engagement such as parent/carers comment boxes within the IEP template, Microsoft forms, virtual meetings or phone consultations.

Class teachers and the SENDCo will capture the voice of the learner through pupil voice gathering tools and ensure that their views are reflected in their IEPs. In cases where the learner has significant and complex needs where this may be more challenging, learner's views will be gathered through discussions with parents/carers, observations and knowledge of the learner.

Specialist Services

We recognise the importance of specialist support services to enable us to meet the needs of all children in our care. We recognise that these services should be used fairly, both for children who have Education Health Care Plans and those who are receiving SEND Support.

As a school we ensure that:

- All teaching staff are aware of the needs of the children within their class, including specialised needs.
- Clear processes are in place to ensure staff understand how children can be referred to the specialist support services that we use.
- Staff are prepared to provide information to the services when requested, this must be in a timely manner to ensure that the assessments / cycles of support can take place for the child.
- All staff are prepared to facilitate the work of external providers, ensuring they have an effective space to work in, are able to observe / work with the child, meet the parents and engage with staff who know the child well.
- All recommendations which are made by specialist support services are communicated to staff who work with the child.
- All recommendations that are included in reports are implemented as far as is reasonably practicable.

We recognise that waiting times for some support services (including NHS service) are long and that we may need to access alternatives whilst we wait for children to reach the top of waiting lists that are out of our control. In these instances, we will have support services known to us who we can access in the interim as well as services which we access regularly as part of everyday practice.

As a school we aim to have “trusted providers” for the following areas:

- Educational Psychology
- Dyslexia Diagnostic Assessments
- Autism Support
- ADHD Support
- Counselling / Mental Health Support Services

Inclusive School Environment

An inclusive school environment is crucial for pupils with Special Educational Needs and Disabilities (SEND) as it fosters a sense of belonging, enhances educational outcomes, and promotes overall well-being. Inclusion ensures that these pupils receive equal access to highquality education tailored to their individual needs, enabling them to participate fully in academic and social activities. It helps in developing essential life skills, self-esteem, and independence while reducing stigmatisation and isolation. By embracing diversity, inclusive schools create a supportive atmosphere that benefits all students, encouraging empathy, collaboration, and a deeper understanding of differences.

As a school, we ensure:

- An effective and sequential PSHCE curriculum (Jigsaw) is in place.
- Dedicated time within the timetable is prioritised for explicit teaching of social and emotional skills through the Personal Development curriculum.
- Classrooms are mixed ability and our curriculum aims for full access by scaffolding to ensure that all children can achieve the main objective.
- Inclusion and positive wellbeing is reinforced within everyday practice and at every possible opportunity, embedded within the school culture and values. Through assemblies, positive relationships and role models.
- Opportunities to explore and promote inclusion and wellbeing within all curriculum areas are exploited. EG. Windows and mirrors through story, images, video clips. Provide good links with social and emotional learning where possible.
- Opportunities for pupils with SEND are not stifled or reduced and appropriate adaptations are in place to ensure pupils with SEND have equal access and representation throughout school, including, attendance on educational visits/residentials, competitions, school/trust events, promotional material.
- We are ‘inclusive by design’, ensuring that pupils with additional needs are at the forefront of decision making. Continually identifying and removing any barriers that get in the way of all children accessing high quality education. (Five Principles for Inclusion, 2023)
- Interventions are classroom based as much as reasonably possible. Any intervention which removes a pupil from their classroom is a last resort and does not reduce their access to a broad and balanced curriculum or result in social exclusion and isolation (DfE, 2022).
- Effective systems are in place to gather pupil voice. Pupil voice collection tools take into account pupil’s age, level of need and stage of development. This could include, Talking Mats, Worry boxes/monsters, I wish my teacher knew…
- Pupil voice is taken seriously and acted upon appropriately. Pupil voice is embedded within other school systems and practices such as IEP targets and positive behaviour plans.

Speech and Language Support

At our school, we are dedicated to fostering an environment in which every child can thrive in their communication skills. In line with modern research, we recognise the importance of ensuring that each child can articulate their thoughts and feelings effectively, enabling them to engage meaningfully with their peers and staff. Effective communication not only contributes to academic success but also plays a crucial role in the social development of our children.

To facilitate language development, our school utilises modern software programmes such as Widgit, Chatta, and Dyslexia Gold. These innovative tools are designed to enhance the children's understanding of language and support their communicative competence in a variety of contexts. By incorporating technology into our teaching practices, we aim to create a rich learning environment that accommodates diverse learner needs.

Additionally, our curriculum is thoughtfully designed to promote a love of language, with a particular focus on our phonics scheme, Monster Phonics. This approach not only equips students with the foundational skills necessary for reading and writing but also encourages an appreciation for language as a powerful tool for expression and connection. We believe that nurturing a passion for language is vital to empowering our students in their academic journey and beyond.

To ensure that we are meeting the individual needs of each child, we employ a range of assessments, including the Renfrew Language Scales, WELCOMM, and Speech Sounds assessments. These tools allow us to identify areas of strength and areas requiring support, enabling us to tailor our interventions effectively. Through a combination of strategic support, relevant technology, and a robust curriculum, we are committed to providing high-quality speech and language support for all our students.

LSAs and 1:1 support

Considerable thought, planning, and preparation go into utilising our support staff to ensure that children achieve the best outcomes, gain independence, and are prepared for adulthood from the earliest possible age. Our approach is underpinned by a commitment to fostering an inclusive environment that accommodates every child's individual requirements.

Children may be supported through a variety of strategies, primarily facilitated by classbased Learning Support Assistants (LSAs). During our Hub Meetings, focused discussions are dedicated to deploying staff in accordance with the specific needs of each child. This may encompass targeted interventions, including working with small groups and providing 1:1 support both inside and outside the classroom. Efforts are made to ensure that LSAs are deployed in classes with children who exhibit the greatest need for assistance. This includes those with Education, Health and Care Plans (EHCPs) and those requiring the highest level of support.

In light of recent changes to our support structure, the school will no longer offer a consistent 1:1 LSA (unless stipulated within a child's EHCP). Instead, it is our intention to assign a key adult to children who require high levels of adult support. This key adult will be present for a minimum of 30% of the child's timetable. Importantly, while the specific adult may change throughout the day, we aim for the support to remain consistent. The identity of this adult will always be documented within section F of the child's Education, Health and Care Plan, ensuring clear communication and understanding for all stakeholders involved.

We firmly believe that all children must develop independence and self-care skills within a safe and nurturing environment. It is vital that this development occurs at a pace suited to the individual child, taking into account their unique circumstances and capabilities. Each child's progress will be assessed on an individual needs basis, allowing for tailored support that maximises their potential.

Our commitment to fostering an inclusive educational setting is paramount, and we continually strive to implement best practices that reflect our dedication to every child's educational journey. The partnership between teaching staff, LSAs, and parents will be key in ensuring that children not only gain the essential skills and knowledge necessary for their future but also grow into confident and independent individuals as they transition into adulthood.

Communication with parents

At our school, we recognise the importance of effective communication between parents and the school, particularly regarding the provision for children with Special Educational Needs and Disabilities (SEND). We are committed to fostering a partnership with parents to ensure that the needs of all students are met accurately and promptly.

The responsibility for providing the necessary support for your child primarily lies with the class teacher. They are the most familiar with your child's individual needs and daily experiences in the classroom. Should you have any queries or concerns regarding your child's educational provision, your first point of contact should always be the class teacher. They will work collaboratively with you to discuss your child's strengths and challenges, and how best we can support their learning journey.

The Special Educational Needs Coordinator (SENDCo) plays an essential role in overseeing the provision for children with SEND. While the SENDCo is responsible for developing and maintaining the SEND framework, integrating support initiatives, and ensuring that appropriate resources are available, the class teacher will be your immediate source of guidance and information regarding your child's education.

In circumstances where further assistance or clarification is required, parents are encouraged to utilise the school's dedicated SEND email to make direct contact with the SENDCo. We aim to respond to all enquiries within 72 working hours. We appreciate your patience and understanding as we strive to provide the best possible support for your child.

Your partnership in this process is invaluable, and together we can ensure that every child has the opportunity to thrive and succeed.

Ensuring compliance with the relevant SEND legislation

In England, schools have a fundamental obligation to adhere to legal frameworks that govern the provision for students with Special Educational Needs and Disabilities (SEND).

The key legislation includes the Children and Families Act 2014, which establishes the statutory rights of children with SEND and their families. This Act mandates that schools must ensure that pupils with additional needs receive appropriate support, enabling them to achieve their full potential alongside their peers.

In conjunction with the Children and Families Act, the SEND Regulations 2014 outline specific duties for schools, including the requirement to identify and assess students' needs accurately. The regulations stipulate that schools must work in partnership with parents and relevant professionals to create effective support strategies.

Furthermore, schools are guided by the SEND Code of Practice (2015), which provides comprehensive advice on best practices and procedural responsibilities for educators. This document emphasises the importance of early identification of needs, the implementation of Individual Education Plans (IEPs), and the continual review of support mechanisms. By

adhering to these legislative frameworks and guidelines, we can ensure that we fulfil our legal responsibilities and provide an inclusive educational environment for all students.

GDPR

In accordance with the General Data Protection Regulation (GDPR), schools in England are required to adhere to specific guidelines regarding the retention of Special Educational Needs and Disabilities (SEND) data. The regulation mandates that such sensitive information must be handled with the utmost care to protect the privacy and rights of the individuals concerned.

Schools must retain information pertaining to SEND pupils for a period of 25 years from the date the pupil leaves the educational institution. This extended retention period is essential to ensure that historical data is available for any ongoing assessments or services that may be required, especially if the individual seeks further support or appeals in the future.

Complaints

In accordance with established protocols for addressing concerns regarding Special Educational Needs and Disabilities (SEND), it is imperative that all complaints are managed through a structured process to ensure that they are resolved in a fair and timely manner (Please see separate complaints policy).

The initial step involves the complainant directly contacting the Head Teacher / SENDCo to specify the nature and substance of the complaint. This dialogue is essential, as it provides an opportunity for the relevant person to gain a clear understanding of the issues raised and work towards a resolution. Following this, the Head Teacher/SENDCo will make every effort to address the concerns presented, and will communicate any decisions or actions taken back to the complainant.

Should the Head Teacher/SENDCo be unable to resolve the complaint to the satisfaction of the parent or carer, the complaint may then be escalated to the Governing Body for further investigation and consideration. This step ensures that an independent review takes place, allowing for a broader perspective on the matter.

If, after engaging with the Governing Body, the complaint remains unresolved, the next stage involves consulting with Liverpool Educational Authority. The Head Teacher will provide guidance to the parent or carer regarding the appropriate procedures to follow in such circumstances, ensuring that they are informed of their rights and the potential avenues available for resolution.

This structured approach aims to foster open communication and resolution of concerns regarding SEND, ultimately promoting a supportive environment for both children and families.

School's role at a SEND Tribunal

There are occasions when school may be called to attend a SEND tribunal or mediation when a parent has entered into a dispute with the Local Authority. Please be mindful that school must remain independent as part of this process and cannot represent a parent or carer.

The HM Courts and Tribunal Service stipulate that:

As a witness at a Special Educational Needs and Disability (SEND) tribunal, school should:

- give full, frank and honest evidence
- be fair, impartial and independent, even if you're employed or paid by one of the sides ('parties')

If a parent would like advice or support through one of these processes, we recommend that you contact SENDIASS or a SEND Advocate. Please be aware that the SEND tribunal process should be a free service to all and large costs should not be accumulated as a result of your involvement.

Reviewed: September 2026

Next Review due: September 2027