Cherry Tree Primary School

Including Cherry Blossom Preschool

SEND and Inclusion Policy 2026–27

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Statement of intent

Cherry Tree Primary School, including Cherry Blossom Preschool, values all pupils and celebrates diversity. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We are committed to providing a high-quality, ambitious and inclusive education for every child.

We believe that children with SEND should have access to a broad, balanced and ambitious curriculum, appropriate support to overcome barriers to learning, and full participation in school life. Provision is needs-led rather than diagnosis-led.

This policy sets out how the school identifies, assesses and meets SEND, how it works with children, parents/carers and external agencies, and how it fulfils its duties under the Equality Act 2010 and the SEND statutory framework. It includes the school's Graduated Response (section 15 and Appendix 2).

Through successful implementation of this policy, the school aims to:

- eliminate discrimination;
- promote equality of opportunity and inclusion;
- maintain high expectations for pupils with SEND;
- identify needs early and respond promptly;
- ensure pupils with SEND receive effective, evidence-informed provision;
- develop independence, confidence, resilience and successful participation;
- work in partnership with families and pupils; and
- support positive outcomes and preparation for the next stage of education and adult life.

1. Legal framework

This policy has due regard to relevant legislation and statutory guidance, including:

- Children and Families Act 2014;
- Equality Act 2010 and Equality Act 2010 (Disability) Regulations 2010;
- Education Act 1996 and Education Act 2002;
- Special Educational Needs and Disability Regulations 2014, as amended;
- Data Protection Act 2018 and UK GDPR;
- Children Act 1989;
- SEND Code of Practice: 0 to 25 years (January 2015);
- Statutory framework for the early years foundation stage;
- Keeping Children Safe in Education 2026, in force from 1 September 2026;
- Working Together to Safeguard Children 2026;
- Supporting pupils at school with medical conditions;
- Suspension and permanent exclusion guidance (July 2026);
- Working together to improve school attendance; and
- relevant DfE guidance on admissions, accessibility and behaviour.

The school also has regard to Warrington Borough Council's current SEND Local Offer and Graduated Approach.

This policy operates alongside the school's:

- SEND Information Report;
- Accessibility Plan;
- Equality Policy;

- Behaviour Policy;
- Exclusion Policy;
- Attendance Policy;
- Child Protection and Safeguarding Policy;
- Supporting Pupils with Medical Needs Policy;
- Positive Handling Policy;
- Complaints Procedure;
- Data Protection and Records Management arrangements; and
- Warrington Borough Council's admission arrangements.

2. Identifying SEND

The school has a clear, whole-school approach to identifying and responding to SEND. Early identification and effective provision are important in securing positive long-term outcomes.

Class teachers, supported by the SENCO and senior leaders, monitor the progress, development, attendance, participation, communication, behaviour, wellbeing and independence of all pupils. Identification draws on a range of evidence, including:

- teacher assessment and observation;
- progress and attainment information;
- pupil voice;
- parent/carer information and concerns;
- information from previous settings;
- assessment information from external professionals; and
- the impact of teaching and ordinarily available provision.

Less than expected progress is not, on its own, evidence of SEND. The school considers whether a child is making expected progress from their starting point, whether barriers to learning are persistent, and whether provision that is additional to or different from that ordinarily available is required.

The school follows Warrington's Graduated Approach and uses Assess, Plan, Do, Review (APDR) to build an increasingly accurate understanding of need and the effectiveness of support. How this works in practice is set out in section 15.

3. Definitions

For the purposes of this policy, a child or young person has SEND where they have a learning difficulty or disability which calls for special educational provision to be made.

A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.

A child under compulsory school age has SEND if they are likely to fall within this definition when they reach compulsory school age, or would do so if special educational provision were not made for them.

Under the Equality Act 2010, disability is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

SEND is not diagnosis-led. A formal diagnosis is not required for the school to identify a special educational need or to put appropriate support in place.

The four broad areas of need are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health; and
- sensory and/or physical needs.

4. Areas of need

Communication and interaction

Pupils may have speech, language and communication needs (SLCN), including difficulties understanding or expressing language, social communication or interaction. Autism may affect communication, interaction, flexibility, sensory processing and access to learning. The school recognises that profiles are individual and can change over time.

Cognition and learning

This includes needs such as moderate, severe or profound learning difficulties and specific learning difficulties such as dyslexia and dyscalculia. Provision is matched to the pupil's learning profile and focuses on access, progress and increasing independence.

Social, emotional and mental health

Pupils may experience difficulties affecting emotional wellbeing, relationships, self-regulation, behaviour, attendance or engagement. These may include anxiety, low mood or difficulties with emotional regulation. Behaviour is considered in context and the school seeks to understand underlying needs and barriers while maintaining high expectations.

Sensory and/or physical needs

This includes hearing, vision, physical and sensory processing needs. A disability does not automatically mean that a pupil has SEND, but pupils may require specialist support, equipment or reasonable adjustments to access education. The school will respond to individual need.

5. Objectives

The school will:

- follow a needs-led graduated approach in line with the SEND Code of Practice and Warrington's Graduated Approach;
- monitor the progress and wider outcomes of all pupils to support early identification;
- identify strengths, interests and needs rather than defining pupils by labels;
- provide high-quality teaching as the foundation of SEND provision;
- use evidence-informed interventions and evaluate their impact;
- make reasonable adjustments for disabled pupils;
- promote independence and avoid unnecessary adult dependency;
- ensure pupils with SEND have access to the full curriculum and wider school life;
- involve pupils and parents/carers in decisions;
- work effectively with external agencies; and
- monitor the impact and value of SEND provision on pupil outcomes.

6. Roles and responsibilities

Governing board

The SEND link governor is **Linda Skett.** The governing board will:

- ensure effective provision is in place for pupils with SEND, including those without an EHC plan;
- ensure the school has a qualified SENCO in accordance with statutory requirements;
- ensure reasonable adjustments are made for disabled pupils;
- ensure pupils with disabilities are not discriminated against, harassed or victimised;
- oversee the SEND Information Report and its annual publication;
- monitor the effectiveness of SEND provision and the school's compliance with relevant duties;
- ensure appropriate safeguarding arrangements consider the additional vulnerabilities of pupils with SEND; and
- appoint a governor or committee with oversight of SEND.

Headteacher

The Headteacher will:

- establish a culture of high expectations and inclusion;
- ensure high-quality teaching and reasonable adjustments are implemented consistently;
- ensure staff know the needs and provision of pupils with SEND;
- provide the SENCO with sufficient leadership time, resources and administrative support;
- ensure SEND is considered within curriculum, behaviour, attendance, safeguarding and school improvement;
- monitor the quality and impact of SEND provision; and
- report to governors on SEND and inclusion.

SENCO

The school's SENCO is **Mr Phil Adams**, who can be contacted on **01925 755885** or at **cherrytree_primary@sch.warrington.gov.uk** The SENCO will:

- lead and coordinate the school's SEND provision;
- work strategically with the Headteacher and governing board;
- advise on APDR and the graduated approach;
- review Pupil Causing Concern forms and advise class teachers on next steps;
- coordinate provision for pupils with SEND and EHC plans;
- liaise with parents/carers, pupils and external agencies;
- advise staff on reasonable adjustments and effective strategies;
- oversee the SEND register and provision map;
- support assessment and identification;
- monitor the quality and impact of SEND provision;
- contribute to EHC needs assessments and annual reviews;
- ensure records are accurate and securely maintained; and
- lead or coordinate SEND training and professional development.

Newly appointed SENCOs must hold, or complete within three years of appointment, the leadership-level National Professional Qualification for SENCOs (NPQ for SENCOs).

Designated Safeguarding Lead

The DSL will work closely with the SENCO to ensure safeguarding arrangements recognise additional barriers and risks faced by some pupils with SEND, including communication barriers, bullying, exploitation and online harms.

Teachers

Class teachers remain responsible for the progress of every pupil in their class, including those receiving support from teaching assistants or specialist staff. Teachers are responsible for:

- delivering high-quality teaching and making adaptations;
- maintaining high expectations;
- raising concerns promptly with the SENCO, using the Pupil Causing Concern form;
- planning and reviewing support, including Individual Learning Plans, with the pupil, parents/carers and SENCO;
- making reasonable adjustments;
- knowing the needs and outcomes of pupils with SEND;
- recording adjustments and their impact; and
- implementing agreed provision consistently.

Teaching assistants and other support staff

Support staff will implement agreed strategies and interventions, record relevant information, encourage independence and communicate concerns or successes to the class teacher and SENCO.

7. Referrals and external support

Where school-based assessment indicates that specialist advice may be required, referrals will be made following discussion with parents/carers and, where appropriate, the pupil. Parental consent is sought before a referral is made.

Services may include:

- speech and language therapy;
- occupational therapy;
- educational psychology and specialist teaching services;
- behaviour support specialists;
- Early Help and family support;
- paediatric and neurodevelopmental services;
- sensory services;
- school nursing and other health professionals; and
- other specialist services relevant to individual need.

The school will not delay appropriate support simply because a child is awaiting a diagnosis or specialist assessment. Provision is based on presenting needs and evidence of what helps the child access learning and participation. All pupils with a professional report will have an Individual Learning Plan.

8. Early years pupils with SEND

Cherry Blossom Preschool and the school will identify emerging needs as early as possible. Staff will use observation, assessment, including the progress check at age two where available,

information from families and information from previous settings to identify children who may require additional support.

The school will:

- listen carefully to parent/carer concerns;
- use high-quality teaching and ordinarily available provision first;
- follow Warrington's Graduated Approach and the stages in section 15;
- provide targeted support where required;
- work with relevant early years and health professionals;
- ensure children with SEND participate alongside their peers wherever possible; and
- provide additional transition visits, meetings or phased arrangements where needed.

The early years SENCO, **Mrs Paula Swettenham** will liaise with the school SENCO to ensure continuity of provision and information.

9. Children with specific circumstances

Looked-after and previously looked-after children

The school recognises that children who are looked after or previously looked after may have additional barriers and may also have SEND. The Headteacher, designated teacher and SENCO will work together, and with the Virtual School Head, to coordinate appropriate support and ensure the child's education and wellbeing are prioritised.

English as an additional language

Having English as an additional language is not, in itself, SEND. The school will consider language acquisition, cultural and contextual factors alongside learning and developmental information. Where progress is slower than expected, staff will consider whether this is explained by language acquisition or whether there may also be an underlying special educational need.

Children with medical needs

SEND provision will be coordinated with the child's medical support, individual healthcare plan and the school's Supporting Pupils with Medical Needs Policy where relevant.

10. Admissions

The school will meet its duties under the School Admissions Code and Equality Act 2010. It will not refuse admission solely because a child has SEND, is disabled, is thought likely to present challenging behaviour, or does not have an EHC plan.

As a community school, admissions are coordinated by Warrington Borough Council. Where a child has an EHC plan naming the school, the school will admit the child and work with the Local Authority and family in accordance with the statutory process.

The school will make reasonable adjustments and plan transition arrangements according to individual need. This may include additional meetings, visits, information sharing and, where appropriate, a phased start.

11. Involving pupils and parents/carers in decision-making

The school values the knowledge and expertise of parents/carers and the lived experience of pupils.

The school will:

- involve pupils in decisions about their support in an age-appropriate way;
- seek and record parent/carer views;
- formally tell parents/carers when their child is receiving SEND Support and is added to the SEND register;
- focus on strengths, interests, aspirations and barriers;
- use clear language and avoid unnecessary jargon;
- agree desired outcomes and provision together wherever possible;
- review provision and outcomes with families; and
- ensure families know how to raise questions or concerns.

For pupils receiving SEND Support, Individual Learning Plan targets are reviewed with parents/carers every half term. This exceeds Warrington's expectation of at least three reviews each year. Reviews may be combined with other planned meetings, such as parents' evenings, where appropriate.

12. Joint commissioning, planning and delivery

The school works with education, health and social care partners to secure appropriate support. The SENCO is a key point of contact for external agencies and coordinates information so that advice is translated into practical provision.

Where a pupil has complex needs, the school will contribute evidence and professional advice to multi-agency assessment and planning. Provision will be reviewed according to its impact on agreed outcomes.

The school will use local information about SEND needs and provision to support planning and will contribute to Local Authority SEND development where required.

13. Funding

The school uses its delegated resources and notional SEND budget to meet the special educational needs of pupils through ordinarily available provision and SEND Support. Funding is used for appropriate staffing, training, assessment, interventions, resources and equipment.

Where a pupil has an EHC plan, the school will use its own resources to contribute to provision and will work with the Local Authority regarding high-needs funding where the level of need meets the relevant criteria.

The school will use current Local Authority and DfE funding arrangements for 2026–27 and will maintain appropriate records of SEND provision and associated expenditure.

14. Local Offer

Cherry Tree Primary School contributes to Warrington Borough Council's SEND Local Offer and will ensure that the school's SEND Information Report is reviewed annually.

The Local Offer provides information about education, health, social care, EHC needs assessments, family support and other services available locally. The school will signpost parents/carers to the Local Offer and to Warrington SENDIASS, which offers free, impartial advice to families.

15. Graduated approach and Graduated Response

The school follows the four-stage Assess, Plan, Do, Review cycle.

Assess

The school gathers information about the pupil's strengths, needs, barriers, progress, participation and the impact of existing provision. This includes pupil and parent/carer views.

Plan

Desired outcomes and the provision needed to achieve them are agreed. Support is specific, proportionate and time-limited where appropriate. Staff responsible for implementation are clear about what will be done and how impact will be measured.

Do

The class teacher remains responsible for the pupil's learning and coordinates agreed provision, with support from the SENCO and other adults as required. Interventions are delivered consistently and pupils are supported to apply strategies independently.

Review

The impact of provision is evaluated against agreed outcomes. Support may be continued, adapted, reduced, increased or replaced. Where progress remains limited, the school may seek further specialist advice or consider whether an EHC needs assessment is appropriate.

How the Graduated Response works at Cherry Tree

Support increases in stages. At each stage, if a pupil makes some improvement the adjustments or interventions continue. If there is no or little improvement, the pupil moves to the next stage. A flowchart is in Appendix 2.

Stage	What happens	Next step
1. Universal Offer	Concerns are noticed by the class teacher and/or parent/carer and discussed. Adaptations and adjustments are made to quality first teaching and the Universal Offer, and trialled for at least one month. Ordinarily Available Provision is reviewed. A pupil profile is created on Insight. If there is no or little improvement, the class teacher discusses the concerns with the SENCO. Further adjustments or interventions are trialled for at least one month, and the class teacher starts to record adjustments and their impact.	Some improvement: continue with adjustments. No or little improvement: move to Targeted Support.
2. Targeted Support	The class teacher completes a Pupil Causing Concern form and submits it to the SENCO. The SENCO feeds back suggested next steps and strategies with defined timescales. Interventions are put in place. The class teacher talks to parents/carers about the concerns.	Some improvement: continue with interventions. No or little improvement: move to SEND Support.

Stage	What happens	Next step
3. SEND Support	Where needed, the class teacher writes an Individual Learning Plan (ILP) and agrees targets with parents/carers and the pupil, gathering their views. Parents/carers are told their child is receiving SEND Support and is on the SEND register. Targets are reviewed every half term and impact is measured. Targets and interventions are adjusted depending on progress.	Improvement over time: return to Targeted Support, keeping adjustments as needed. No or little improvement: external agency referral.
4. SEND Support with external agency referral	With parental consent, specialist external support is requested, for example from an educational psychologist or behaviour specialist, or a referral to a paediatrician. All children with a professional report will have an ILP.	Improvement over time: return to Targeted Support. No or little improvement: EHC needs assessment.
5. EHC needs assessment	The school, with parents/carers, asks the Local Authority for an EHC needs assessment (see section 19). External agency input continues where appropriate.	See sections 19 and 20.

The one-month trial periods are a minimum, so that adjustments have time to work. They are not a fixed number of cycles a child must complete. Where needs are significant, a pupil can move to a later stage straight away, and support is never delayed while waiting for a diagnosis.

Parents/carers can raise a concern at any stage and can ask the Local Authority directly for an EHC needs assessment.

16. Assessment and monitoring

Assessment of pupils with SEND is integrated into the school's whole-school assessment approach. Teachers use formative and summative assessment, observation, pupil work, attendance, engagement and wider outcomes to evaluate progress.

The school will:

- base decisions on evidence and the views of pupils and parents/carers;
- set ambitious and meaningful outcomes;
- track progress towards agreed outcomes;
- evaluate additional or different provision;
- monitor personal, social and emotional development as appropriate;
- consider the full range of need rather than only the primary area;
- use evidence-informed strategies; and
- adapt provision where impact is not sufficient.

Where a statutory EHC needs assessment is requested, the school will provide the information and evidence required by the Local Authority.

17. Training and professional development

The school will provide appropriate SEND training as part of induction and ongoing professional development, including training on the Graduated Response and the Pupil Causing Concern process.

Training will reflect the needs of the pupils currently attending the school and may include:

- identification and understanding of SEND;
- high-quality teaching and adaptive practice;
- communication and interaction;
- autism and ADHD;
- speech, language and communication;
- social, emotional and mental health;
- de-escalation and positive behaviour support;
- reasonable adjustments;
- sensory and physical needs;
- safeguarding pupils with SEND;
- medical needs; and
- effective use of teaching assistants and interventions.

The SENCO will maintain professional knowledge through appropriate training and networks, including the Warrington SENCO network. External agencies will contribute specialist training where appropriate.

18. Promoting mental health, wellbeing and positive behaviour

The school promotes resilience, confidence, emotional literacy and positive relationships as part of whole-school provision. myHappymind is used as part of the school's wider approach to emotional wellbeing.

Where a pupil requires additional support, this may include:

- targeted adult support;
- nurture or small-group provision;
- structured opportunities to regulate;
- access to a safe and quiet space where appropriate;
- social communication or emotional literacy work;
- support from specialist professionals; and
- family support or referral to appropriate services.

The school will consider whether behaviour may be communicating an unmet need or barrier. Behaviour expectations remain high, while reasonable adjustments and appropriate support are considered in line with the pupil's needs and the school's Behaviour Policy.

The school follows the DfE's Suspension and permanent exclusion guidance (July 2026). Before suspending or excluding a pupil with SEND, the Headteacher will consider whether the pupil's needs have been identified and met, whether reasonable adjustments have been made, and whether an alternative would be more appropriate. Where a pupil with an EHC plan is at risk of suspension or exclusion, the school will work with the Local Authority and may request an early review of the plan.

Any specialist therapeutic intervention will be considered carefully and delivered by appropriately trained or commissioned professionals.

19. Education, Health and Care (EHC) plans

An EHC plan is a legal document for children and young people whose needs cannot reasonably be met through ordinarily available provision and SEND Support.

The school will consider requesting an EHC needs assessment where there is evidence that, despite appropriate and purposeful action, the pupil's needs require provision beyond that which can reasonably be provided from the resources normally available to the school, or where there is evidence of significant or complex need. Parents/carers may also request an assessment directly from the Local Authority.

The school will:

- work with parents/carers and the pupil;
- provide evidence of need, provision and impact;
- contribute professional advice and reports;
- implement the provision specified in an EHC plan;
- ensure staff working with the pupil know the relevant needs and provision;
- support preparation for annual reviews; and
- request a reassessment where needs have significantly changed.

The Local Authority must decide whether to carry out an EHC needs assessment within 6 weeks of a request. If it decides not to issue an EHC plan following an assessment, it must tell parents/carers within 16 weeks of the request. Where an EHC plan is issued, the final plan must normally be issued within 20 weeks of the request, subject to limited statutory exceptions.

Parents/carers have rights to mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability).

20. Reviewing EHC plans

EHC plans are reviewed at least every 12 months. For children under five, including those in Cherry Blossom Preschool, the SEND Code of Practice recommends reviewing plans every three to six months. The school will cooperate with the Local Authority in the review process and:

- review progress towards outcomes and the effectiveness of specified provision;
- seek views and advice from the pupil, parents/carers and relevant professionals;
- give participants at least two weeks' notice of the review meeting and circulate advice in advance;
- provide relevant information and recommendations;
- send the review report to the Local Authority within two weeks of the meeting;
- support amendments where needs or provision have changed; and
- support transition reviews at key phases.

The school will ensure the pupil's views and aspirations are represented and that the review considers preparation for the next stage of education and increasing independence.

21. Safeguarding

The school recognises that some pupils with SEND may face additional safeguarding risks and barriers to disclosure. KCSIE 2026 highlights the importance of recognising these additional vulnerabilities.

Staff will be alert to:

- increased vulnerability to bullying, including child-on-child abuse;

- online harms, including AI-generated images;
- exploitation and grooming;
- communication barriers;
- changes in behaviour, mood or presentation;
- assumptions that changes are simply a consequence of SEND; and
- difficulties in reporting concerns.

Safeguarding concerns will be managed through the school's Child Protection and Safeguarding Policy. The DSL and SENCO will work together where SEND is relevant to safeguarding.

Where physical intervention is necessary to prevent harm, staff will follow the school's Positive Handling Policy and current statutory guidance. Any incident will be recorded, reported to parents/carers, reviewed and used to inform future risk reduction and support.

22. Transferring between phases of education

Transition is planned carefully so that pupils with SEND experience continuity of support and minimal disruption.

Key transitions include:

- Cherry Blossom Preschool or other early years provision to Reception;
- movement between year groups and key stages;
- primary to secondary school; and
- transition to specialist provision where appropriate.

The school will share relevant information with the receiving setting, including Individual Learning Plans, EHC plan information, pupil profiles, assessment information, effective strategies and transition recommendations, subject to appropriate information-sharing requirements. For pupils with an EHC plan, the review in Year 5 or early in Year 6 will consider secondary transfer.

Additional visits, meetings, visual preparation, familiarisation and phased arrangements will be provided where appropriate.

23. Resolving disagreements and the SEND Tribunal

The school aims to resolve concerns early and constructively. Parents/carers should normally raise concerns with the class teacher, SENCO or Headteacher in the first instance.

The school's Complaints Procedure sets out the formal process for concerns about school provision or practice. Where a disagreement relates to an EHC needs assessment, EHC plan or other decision made by the Local Authority, parents/carers may have rights to mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability). The two processes are separate.

Warrington SENDIASS can give parents/carers free, impartial advice on either route. The school will cooperate with the Local Authority and any tribunal process and will provide relevant evidence when requested.

24. Supporting successful preparation for adulthood

Although Cherry Tree is a primary school, the school begins preparation for future independence from the earliest stage. This includes developing:

- communication;
- self-regulation;

- independence and self-care;
- positive relationships;
- confidence and resilience;
- participation in the wider community; and
- age-appropriate aspirations.

Transition planning will support pupils to understand their strengths and needs and to develop strategies they can carry forward into the next phase of education.

25. Data and record keeping

The school maintains accurate, proportionate and secure records of SEND, including identified needs, outcomes, agreed provision, interventions, strategies, specialist advice and review information.

The SEND register and provision map will be kept up to date. Pupil profiles are held on Insight. Pupil Causing Concern forms, Individual Learning Plans, professional reports and correspondence are stored securely using the school's approved systems, including CPOMS and secure shared drives where appropriate.

Information will be processed and shared in accordance with UK GDPR, the Data Protection Act 2018, the school's data protection arrangements and current safeguarding and information-sharing requirements.

26. Confidentiality and information sharing

The school will protect confidential information about pupils and families. Information will only be shared where there is a lawful basis and where it is necessary and proportionate.

Information may need to be shared without consent where this is necessary to safeguard a child, comply with a legal duty, support statutory education processes or meet another lawful purpose.

Staff will follow the school's data protection arrangements, Child Protection and Safeguarding Policy and current statutory information-sharing guidance.

27. Publishing information

The school will publish this policy and its SEND Information Report on the school website. The SEND Information Report is reviewed annually, and changes during the academic year are updated as soon as reasonably practicable.

The SEND Information Report will be consistent with this policy and will provide clear information for parents/carers about:

- how SEND is identified;
- the support available, including the Graduated Response;
- how progress is monitored;
- specialist services;
- staff expertise;
- the name and contact details of the SENCO;
- inclusion and accessibility;
- transition;
- complaints and concerns; and
- the school's contribution to the Local Offer.

28. Monitoring and review

This policy will be reviewed annually by the Headteacher and SENCO and presented to the governing board for approval. The next review is due in September 2027.

The review will consider:

- changes to legislation and statutory guidance;
- Local Authority SEND developments;
- the effectiveness and impact of SEND provision;
- pupil and parent/carer feedback;
- staff training and capacity;
- accessibility and reasonable adjustments;
- safeguarding information relating to pupils with SEND; and
- priorities identified through school self-evaluation and improvement planning.

All staff are expected to understand and implement this policy. Key changes will be communicated to staff, governors, parents/carers and relevant stakeholders as appropriate.

Review note

This September 2026 version updates the October 2023 policy to reflect the current statutory framework, including KCSIE 2026, Working Together to Safeguard Children 2026, the July 2026 suspension and permanent exclusion guidance, the NPQ for SENCOs and current EHC plan timescales. It also brings the school's Graduated Response into the policy (section 15 and Appendix 2).

The SEND reforms proposed in the Schools White Paper, Every Child Achieving and Thriving (February 2026), are not yet law and are not treated as requirements. The policy will be updated if and when they come into force.

Appendix 1: Key statutory and local references

- Department for Education and Department of Health and Social Care: SEND Code of Practice: 0 to 25 years (January 2015).
- Children and Families Act 2014.
- Equality Act 2010 and Equality Act 2010 (Disability) Regulations 2010.
- Special Educational Needs and Disability Regulations 2014, as amended.
- Department for Education: Statutory framework for the early years foundation stage.
- Department for Education: Keeping Children Safe in Education 2026.
- Department for Education: Working Together to Safeguard Children 2026.
- Department for Education: Suspension and permanent exclusion guidance (July 2026).
- Department for Education: Supporting pupils at school with medical conditions.
- Department for Education: guidance on the mandatory qualification for SENCOs (NPQ for SENCOs).
- Warrington Borough Council: SEND Local Offer and Warrington's Graduated Approach.

Appendix 2: Graduated Response flowchart

The flowchart below shows the same stages as the table in section 15.

