



SEND Policy

September 2025

SCHOOL VALUES AND MISSION STATEMENT

Vision: 'Growing together, respecting each other.'

Mission Statement: To inspire children to achieve their true potential in a happy and safe environment.

Sherdley Primary School aims to provide opportunities for our pupils to meet our expectations:

- Always follow instructions
- Be resilient
- Caring, sharing and kind
- Demonstrate responsibility to others and self
- Expect the best of ourselves

At Sherdley we are committed to overcoming all barriers to learning and raising standards in all areas of school life. We aim to promote inclusivity as an integral part of our school development, permeating all our policies, to increase the learning and participation of our pupils. We are committed to embedding inclusive teaching strategies across all classrooms. Our approach ensures that pupils with SEND are supported through high-quality teaching, differentiated planning, and flexible grouping. We recognise and value the varied life experiences and needs of our children, and our school is one in which the teaching, learning, achievements, attitudes and emotional well-being of each child matters.

We are committed to ensuring that school practice reflects our inclusive aims by utilising resources both within school and the local community, by responding to diversity and nurturing an understanding of difference with our staff and children. We have high expectations of all pupils and endeavour to ensure that all pupils are given the opportunities to reach their highest potential and share this philosophy through our other school policies, and through our feedback to children, parents and governors. Our curriculum is designed to provide access and opportunity for all children who attend our school.

'Every teacher is a teacher of every child including those with SEND.' [Children and Families Act 2014]

This policy was created in consultation with; staff, parents/carers, specialist teachers of SEND, pupils of Sherdley and the Governing Body.

AIMS AND OBJECTIVES

To raise the aspirations and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and not just hours of support or specific provision.

Sherdley Primary is committed to offering an inclusive education to ensure the best possible progress for all pupils whatever their needs and abilities. Not all pupils with disabilities have additional educational needs and not all pupils with additional needs meet the definition of disability. This policy covers ALL pupils. Sherdley Primary is committed to ensuring all needs are met.

The specific objectives of this policy are to:

- Identify pupils with SEN and disabilities and ensure their needs are met
- Ensure that all children have full access to a broad, balanced and relevant curriculum aimed at ensuring they reach their highest potential
- Ensure that positive attitudes to learning, and to differences are fostered through promoting inclusivity
- Ensure that parents and carers are informed of their child's needs and provision, and that there is effective communication between parents/carers and school – ensuring that parents/carers are seen as key partners
- Promote effective partnership and cooperation with all agencies supporting children to ensure a comprehensive and efficient approach to meeting the needs of individuals
- Enable learners to express their views on their progress and learning when appropriate
- Ensure that every teacher is a teacher of every child including those with SEND
- Monitor and evaluate the quality of provision for SEND pupils to ensure it remains comprehensive, effective and efficient.

The success of the policy will be judged against these objectives, reviewed by governors and new success criteria may be set as appropriate. This evaluation will form the basis of plans for future development. The Governing Body is responsible for ensuring appropriate educational provision for all identified pupils, and the Assistant Head will work alongside them to ensure that they have accurate information on which to base their decisions.

IDENTIFYING SEND

A definition of SEND :

Children have special educational needs if they have a learning difficulty that calls for special provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority.
- Are under compulsory school age and fall within the definitions above, or would do so if special educational provision was not made for them.

When a child at Sherdley is not making adequate progress or has a disability that prevents or hinders them from making progress in their learning in the classroom, and/or regularly requires the curriculum to be adapted, that provision will take place within the classroom environment. Early identification and intervention can make greatest impact upon a child's progress. Pupils will only be identified as SEN if they do not make adequate progress once they have had these necessary interventions/adjustments and high-quality adapted teaching. Reasonable adjustments within the classroom, by the child's class teacher is the first step in responding to pupils who have SEND.

At Sherdley, the quality of teaching for all pupils, including those at risk of underachievement is regularly and carefully monitored and reviewed using a range of strategies including half termly Pupil Progress Meetings, LSA appraisal targets, class teacher appraisal targets, termly assessment data, Senior Leadership monitoring or books, work and planning and pupil voice feedback.

Special educational provision will be matched to the child's identified needs. Special Educational Needs are generally thought of in the following broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, mental health and well-being
4. Sensory and/or physical needs, including some medical needs

Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils with ASD may have needs that fall into this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • Pupils with ASD may have needs that fall into this category.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

At Sherdley Primary we are committed to the early identification of pupils with special educational needs and adopt a graduated response to meeting those needs in line with the Code of Practice 2014. Children are usually identified for the Code of Practice in two ways; firstly, a child entering the school with additional needs will have had their needs identified prior to admission. In this case the child is likely to be on the Code of Practice when they arrive at Sherdley. Liaison with previous education providers, and or parents will take

place to ensure that the child's needs have been clearly identified and that an appropriate plan of action and support is in place.

Secondly, a child is identified as having additional needs after they have joined our school. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo, Mrs Jill Stroud, to decide whether additional and/or different provision is necessary. Children at SEN Support 1 will be monitored and reviewed in line with the school assessment policy – half termly. Those children who meet SEN Support 2, 3 or EHCP will have a Learning Plan which will be drawn up in consultation with the class teacher, LSAs, SENDCo, parent/carers and the child. Parents/Carers will be invited into school to discuss the Learning Plan. Where appropriate, the SENDCo will carry out a range of assessments and discuss their findings with the class teacher, parents and child (as appropriate). These findings may then be further discussed with other professionals, such as TESSA (Triage for all Education Support and Specialist Advice), Occupational Therapists, Speech and Language Therapists.

The following are not areas of Special Educational Needs (SEN) but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language including Refugee and Asylum Seekers
- Being in receipt of or previously in receipt of a Pupil Premium Grant
- Being a Looked after Child (LAC), or post LAC - Adopted child
- Trauma, Abuse or Bereavement
- Being the child of a Serviceman/woman

Inclusion of the above children will be met in the following ways:

- By accommodating any physical or other requirements that may be necessary
- Through acceptance, by ensuring that every member of our school community is valued
- In participation, by including all children in all aspects of school life
- In achievement, by offering all children the opportunities to develop such skills as are appropriate and necessary

Pupils with a disability have additional educational needs if they have any difficulty in accessing education and if they need any additional educational provision to be made for them, that is, anything different from what is typically available in schools. Some children's medical needs may need to be met for them to access education.

There is no statutory requirement for a pupil to be registered or identified as having special or additional educational needs unless the child requires an individual programme of work. A record of concern is sometimes kept prior to a pupil being placed on the SEND register and evidence or observations are gathered with parental permission. Our SEND register is flexible and changes according to the child's needs and progress. A child recorded on our SEND register is always in discussion with parents.

Identifying behaviour as a need will no longer be an acceptable way of describing SEND. Any concerns relating to a child's behaviour should instead be described as a response to a need which the school as a provider will be able to recognise and identify clearly through knowledge of the child through support by outside agencies including medical professionals. The skills of BIT (Behaviour Improvement Team) are specifically requested, via a referral to TESSA Triage, to support pupils with behaviour concerns which we feel are not being met through the standard school behaviour policy.

ROLES AND RESPONSIBILITIES

The Governing Body has agreed an Admissions Policy which does not discriminate against pupils with additional educational needs or disabilities, and which has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultation can take place, and appropriate measures taken to ensure accessibility.

The school employs a number of Learning Support Assistants (LSAs) who work under the direction of class teachers and the Assistant Head. Some of these LSAs support children with additional needs. The Pastoral Team; Mrs Eccleston and Mrs Bridge – will also support children specifically around their emotional wellbeing and mental health.

The named SENDCo and Assistant Headteacher for Sherdley Primary is Mrs Jill Stroud.

The Deputy SENDCo and Year 5 Teacher is Mrs Maria Williams.

Mr. Paul Livesey is the designated Governor for SEND, while the entire Governing Body actively ensures appropriate provision for pupils with SEN and additional needs.

The Role of the SENDCO

The SENDCO plays a crucial role in the school's SEND provision. The SENDCo carries out duties as designated by the Headteacher and is responsible for the management, monitoring and organisation of Special Educational Need and Disability provision throughout the school. These duties are carried out in accordance with statutory requirements.

This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
 - Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
 - Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
 - Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
 - Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
 - When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
 - Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - Make sure the school keeps its records of all pupils with SEND up to date and accurate
 - With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
 - With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
 - Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
 - With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The SENDCo maintains records which provide specific details of all aspects of additional needs and provision in accordance with:

- The statutory provision of the Code of Practice 2014
- 'Meeting Additional Needs' (St Helens L.A.)
- Guidance for Additional Needs (St Helens L.A Integrated and Specialist Services, Jan 2007)
- Requirements of the Data Protection Act – including G.D.P.R regulations
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)

The SENCO is also the Assistant Headteacher and part of the Senior Leadership Team and attends weekly meetings to discuss issues of importance.

The Role of the Headteacher

The Headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and

provision within the school

- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Support the SENDCO in advising the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of Class Teachers

The Code of Practice acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Initiating the process of identification of pupils with SEND and completing the necessary paperwork
- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report

Communicating with parents regularly to:

- Set clear outcomes and review progress towards them (Learning Plans will be reviewed and renewed at least three times a year, this is in addition to half-yearly and yearly progress reports and parents evening)
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

The Role of Parents & Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to meetings to review the provision that is in place for their child where necessary

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a half yearly and yearly report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil. This will ensure that everyone develops a good understanding of the pupil's strengths and difficulties and that all outcomes and provision are agreed upon.

LSAs work at the direction of the class teachers and Deputy Headteacher, Mrs Katie Bennett. 1-1 LSAs who support pupils with specific SEND are managed by the Assistant Headteacher and SENDCo, Mrs Jill Stroud.

The designated teacher with specific safeguarding responsibilities is the Deputy Headteacher, Mrs Katie Bennett and Mrs Catherine Eccleston. The Headteacher Mr Tom Gawne, Assistant Headteacher/SENDCo, Mrs Jill Stroud and Assistant Headteacher Mr Matt Davies are the Deputy Safeguarding Officers, ensuring we always have an available member of senior staff to deal with such matters.

The Designated Safeguarding Team ensures that the Safeguarding Register is updated, half termly involving all teaching staff in the process.

The Assistant Headteacher Mrs Jill Stroud is responsible for SEND. The Deputy Headteacher, Mrs Bennett is responsible for Behaviour, Emotional Wellbeing and Mental Health and leads the Pastoral Team. The Assistant Headteacher Mr Matt Davies is responsible for children with Pupil Premium Grant funding (PPG).

Care Plans are created by various professionals in Health and Social Care and are coordinated by the Assistant Headteacher/SENDCo Mrs Jill Stroud.

MANAGING PUPILS ON THE SEND REGISTER including ADMISSION

Please refer to the Sherdley Primary Local Offer when reading this section.

Provisions/actions that are additional to, or different from, that available to all will be recorded on a Learning Plan or EHCP. These are written by either the Local Authority or by the teacher, but always in consultation with parents/carers and pupils and, where appropriate, the SENDCo. It may also involve consultation and advice from external agencies.

Parents/carers are given copies of these plans to support strategies at home. Our Learning

Plans and Education Plans conform to the:

- Requirement of the COP 2014 (S.M.A.R.T. targets)
- The recommendations of the St Helens Local Authority

Learning Plans are reviewed 3 times a year with recorded and signed outcomes generated. E.H.C. plans are reviewed in line with statutory expectations – annually, bi-annually (for children under 5) as required if needs change significantly.

There are a variety of ways in which children’s needs and progress can be discussed. These include parents’ evenings, interim and end of year reports, SEND review meetings and in some cases Family Action Meetings which would involve outside agencies.

In addition, parents/carers can share information with staff using mutually acceptable communication. This may be informally before or after school, verbally, through appointments with class teacher, via email, telephone conversations or the school messaging app. We would ask parents to consider which method of communication is most suitable for the content of the message. Any parents/carers may have these conversations and communications with ANY member of staff and may speak to the SENDCo, Assistant Headteacher or Headteacher rather than the class teacher if it is more appropriate.

We have a Concerns and Complaints policy which can be requested from the school office. This is further supported by our Sherdley graduated response.

All staff at Sherdley are familiar with the categories below. Although these have been discarded by the government, we will continue to use these descriptive phrases to define the levels of SEND within our school.

- **SEND support 1** - a child’s needs are identified as requiring intervention that is different from or in addition to those which would normally be followed.
- **SEND support 2** - a child’s needs are sufficiently acute to require specialist assessment, support or intervention from external agencies. These include Speech and Language Therapist, Early Years / School Age Pathways, Children’s Disability Services or TESSA.
- **SEND support 3** – Application submitted to the Local Authority for additional, enhanced funding to support the resources that we have in school and delegated budget.
- **E.H.C.P** – Statutory assessment carried out by the local authority at either school or parents request. This assessment should be completed within 20 weeks.

RECORD KEEPING

All members of staff are required to keep such records as are deemed appropriate and necessary to the efficiency of their post and are in line with G.D.P.R.

LSAs will routinely maintain a file of evidence of specific pupil’s progress; this may be in the form of anecdotal information, photographs, samples of work, records of speaking and listening activities etc. Copies of all additional needs documentation are given to the SENDCo who retains them securely. Copies of all reports received in school are passed on to the relevant teachers for information but will be stored securely within school in line with Data Protection requirements. Information kept electronically is done so in accordance with the most recent legislation and St Helens policy.

Records of all children with additional needs who have left the school are kept securely in accordance with up-to-date legislation about the retention of documents and are ultimately by our Business Manager.

SEND PROCEDURE (TAKEN FROM CHILDREN AND FAMILIES BILL 2014)

[Within this section the term 'SENDCo' is used]

Assess

In identifying a child as needing SEND support, the early years practitioner/teacher, working with the school SENDCo and the child's parents, will carry out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the school.

Where professionals are not already working with the school, the SENDCo should contact them, with the parent's/carers' agreement, if necessary.

Plan

Where it is decided to provide SEND support and having formally notified the parents/carers, the practitioner and the SENDCo should agree, in consultation with the parent/carer, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviours, and a clear date for review. Plans should consider the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents/carers should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

The Early Years practitioner / class teacher remains responsible for working with the child daily. With support from the SENDCo, and any appropriate LSA support, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. The SENDCo should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner/teacher and the SENDCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents/carers should have clear information about the impact of the support provided and be involved in planning the next steps.

The cycle of action should be revisited in increasing detail and increasing frequency, to identify the best way of securing good progress. At each stage and review parents/carers are to be engaged with the school, contributing their insights to assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them, along with action taken by school, at agreed times.

The graduated approach should be led and co-ordinated by the school SENDCo, working with and supporting individual practitioners in the school and informed by EYFS materials.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months unless the child is under 5, then it is bi-annually. As part of the review, the local authority can ask school to convene and hold the annual review meeting on its behalf. Further information about EHC plan reviews and the role of the school setting is contained within Chapter 9 of the Bill. Education, Health and Care all need to complete assessments and plans.

Engagement of specialist services is monitored by the SENDCo and the Senior Leadership Team. The costing and monitoring of funding is the responsibility of the SLT and the Business Manager.

REFERRALS TO THE NEURODEVELOPMENTAL PATHWAY (NDP) AND EHC NEEDS ASSESSMENTS

In line with the SEND Code of Practice and Sherdley's graduated approach, referrals to the Neurodevelopmental Pathway (NDP) or requests for an Education, Health and Care (EHC) needs assessment will be made following a period of structured support, monitoring and review. This includes the Assess–Plan–Do–Review cycle, ongoing communication with parents/carers, and evidence gathered through high-quality teaching, targeted interventions and professional dialogue.

Where concerns persist despite appropriate support, the SENDCo will discuss next steps with parents/carers and, where appropriate, initiate referrals to external agencies or the local authority. As part of this process, and to ensure that referrals are robust and meet the expectations of triage panels, parents/carers are expected to engage with any signposted support services—such as Advanced Solutions or other early-help agencies—prior to referral. Engagement with these services forms an important part of the evidence base and is viewed favourably when referrals are considered by external professionals. School therefore reserves the right to request that parents/carers access these recommended services before progressing with referrals, in order to ensure that the child's needs have been explored holistically and that all early-intervention opportunities have been utilised.

This approach reflects the principles of the SEND Code of Practice, which emphasises early intervention, multi-agency collaboration, and the importance of drawing on a wide range of evidence before specialist assessment is sought.

EXITING THE SEND REGISTER

The process includes the following:

- Class teacher will discuss progress in consultation with the Assistant Headteacher and the parents/carers when an expected level of development has been achieved to narrow the gap between achieved and expected progress.
- Identification that needs no longer pose a barrier to learning and progress.
- Recognition that a child no longer needs an individual Learning Plan, but can proceed to the general class provision plan.

MONITORING AND EVALUATION OF SEND

At Sherdley we:

- Monitor and evaluate planning and teaching
- Scrutinise children's work
- Have two Parent's Evenings per year and parental drop-in sessions with the class teacher
- We hold termly SEND coffee mornings/afternoons
- Regular SEND drop-in sessions with the SENDCo and Deputy SENDCo
- Regularly review Learning plans throughout the year
- Report to governors specific information about SEND pupil progress
- Specify SEND pupil progress and support in Pupil Progress Meeting reviews, and through lesson observation.

For pupils with an EHCP or a Learning Plan, progress and the support outlined in the plan will be reviewed at least annually and a report provided for the Local Authority as appropriate or used to inform future staffing within school. Additionally funded children will also have their progress reviewed by the Provision Review Panel (PRP) annually. If a pupil makes sufficient progress an EHCP/funding may be discontinued by the Local Authority.

ACCESSIBILITY

Statutory responsibilities are carried out.

Sherdley Primary is a single storey building accessible by all. Wheelchair friendly doors are fitted, temporary ramps are available where there are slight door kerbs. We have a fully accessible toilet, shower and changing facility.

See also Accessibility Plan. Appendix A.

Designated SEND funding is used to provide appropriate accessibility for all children.

TRANSPORT

Children supported by an EHCP or attending the Short Stay Pupil Referral Unit will apply to the Local Authority Transport department regarding transport to and from schools.

SUPPORTING PUPILS AND FAMILIES including TRANSITION

Parents are directed towards the St Helens Local Offer for SEND which also details links with other agencies.

Arrangements are in place to support pupils at the time of transfer. Similarly, liaison takes place when a child transfers to another school. The Assistant Headteacher assists in the transition arrangements of any child moving from one class to another. Receiving class teachers may attend the summer review to prepare for transition and Pen Portraits are shared, and signed, by receiving class staff to ensure continuity of approaches and strategies. Where appropriate, e.g. a child with an Autistic Spectrum Disorder, a transition plan will be put into place during the summer term. Information is discussed and disseminated by class teachers with support from other professionals as appropriate and a series of transition visits to new settings may be put in place, alongside visual reminders about new adults and changes. Practical arrangements, such as an environmental assessment, may be requested to facilitate the inclusion of a pupil, e.g. access to appropriate toilet facilities.

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (pupil information) Regulations 2000. If the receiving school has CPOMS – this will be carried out electronically. Where schools don't have CPOMS, an arrangement will be made for information to be hand delivered.

Assess arrangements for exams and other assessments are detailed in individual Pen Portraits, and responsibility for their application lies with class staff.

Mrs Rebecca Bridge is our School Pastoral Support Worker. She is available to support families and young people in a range of areas. Her support can include developing self-esteem, learning barriers, bereavement etc. Referrals can be made from staff, parents or children. She also supports older pupils in transition to high school. Mrs Bridge can be found in our Nurture Hub.

DELEGATED FUNDING

Funds from the Local Authority (LA) are delegated to school. Children who require more than £6000 worth of support must apply to the LA via a panel application. Children requiring support up to and including £6000 will be reviewed by school on an individual basis. These decisions are made and reviewed by the Assistant Headteacher, SLT and Headteacher. The Governing Body are kept informed of these decisions via teaching and learning committee meetings and reports to Full Governing Body meetings by the Headteacher and Assistant Head.

Resources within school are allocated via the SEND budget and are reviewed on an individual basis throughout the year.

SUPPORTING FAMILIES WITH DLA APPLICATIONS

Sherdley Primary School recognises that some families of pupils on the SEN Register and pupils with an Education, Health and Care Plan (EHCP) may choose to apply for Disability Living Allowance (DLA). Where a child is in receipt of an EHCP, the school will support parents/carers by completing the sections of the DLA form that relate specifically to school-based provision and the child's needs in the educational setting. To ensure that this process is efficient and accurate, parents/carers must complete all sections of the form that relate to home-based needs before submitting the paperwork to school. Once the completed parental sections have been received, school will return the form within 10 working days. School is unable to complete or contribute to DLA applications where parental sections have not been completed first, and unfortunately, we are not in a position to support DLA applications for children who are not in receipt of an EHCP.

SUPPORT FOR PUPILS WITH DYSLEXIA

At Sherdley Primary School, we are committed to identifying and responding to the needs of all learners, including pupils for whom there may be concerns relating to dyslexia. Where teachers, parents, or other professionals raise concerns about a child's literacy profile, the school will carry out appropriate school-based assessments and, where appropriate, offer dyslexia screening to help build a clearer picture of the pupil's learning strengths and barriers.

It is important to note that Sherdley Primary School is not able to provide a formal diagnosis of dyslexia. A clinical diagnosis can only be made by a suitably qualified specialist assessor (e.g., an Educational Psychologist or a specialist dyslexia teacher with an APC). As with many primary schools, the school is not in a financial position to fund diagnostic assessments, and there is no statutory requirement for schools to do so under the SEND Code of Practice (2015). The Code emphasises that schools must use their best endeavours to meet the needs of pupils with SEN through high-quality teaching, graduated responses, and appropriate support, rather than through reliance on a diagnosis.

In line with this statutory duty, Sherdley Primary School will:

use internal assessments and professional judgement to identify areas of need and put appropriate support in place;
work collaboratively with parents to discuss findings from dyslexia screening and agree next steps;
implement evidence-based interventions to address the pupil's specific barriers to learning;
make reasonable adjustments within the classroom to support access to the curriculum, including recommendations made by external professionals;
follow advice from ophthalmologists and other medical professionals where vision difficulties or visual stress are identified, including the use of overlays, adapted print formats, or other accessibility strategies;
regularly review the effectiveness of interventions and adjust provision through the school's graduated approach (Assess–Plan–Do–Review).

This approach reflects widely used practice across primary schools in England, where dyslexia screening is used as part of ongoing assessment but formal diagnoses are typically sought externally by families. Schools can meet pupils' needs effectively by identifying traits associated with dyslexic-type difficulties and putting the right support in place—regardless of whether a diagnosis has been obtained. Sherdley Primary School remains committed to ensuring that no child is disadvantaged because of the absence of a formal diagnosis, and that all children receive the support they require to thrive.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Please refer also to the Sherdley Policy – Medicines in School for additional information linked to ongoing or isolated incidences of medicine or drug administration.

Sherdley recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and those which are residential and closely linked to physical education. Some children with medical conditions may be disabled and, where this is the case, Sherdley will comply with its duties under the Equality Act 2010.

Some children may have SEND and may have an EHC plan which brings together health and social care needs as well as their SEND provision.

Procedures to support pupils with medical conditions include:

- Complete a care plan in consultation with parents/carers, medical professionals and if appropriate the school Health and Safety Manager
- Training to support teachers and LSAs in caring for a child
- Parents/carers keeping school informed about updates and changes to medical conditions
- Children to have access to their medical resources, or to know where they are located
- Staff to have access to medical resources and know where they are located, or who to contact in case of concern
- Children with Asthma are encouraged to carry and record their usage on an Asthma Card, which can be taken home to inform parents and medical professionals of use as part of reviews.
- For residential trips (if necessary), medical professionals provide a more detailed plan, risk assessment and ensure any additional training has taken place to ensure trips can take place.

ATTENDANCE

Please refer to Sherdley Primary Attendance Policy

TRAINING AND RESOURCES

A wide range of resources are held centrally by the Assistant Headteacher, but many resources are specific to individual pupils and are therefore maintained by the child's class teacher or LSA.

The range of support (human resources) made in the school each year in response to identified need is allocated as needs arise and subject to alteration as necessary.

LSAs employed by Sherdley Primary may work with children identified by a class teacher or the Assistant Head who have been identified as needing additional help.

LSAs may be provided by the LA to support children with such needs as warrant additional intervention. In such cases as this an application will have been made to the Local Authority's Provision Agreement Panel in full consultation with the Educational Psychologist and any other necessary professionals. Such arrangements are subject to review by the Provision Review Panel and external monitoring may take place by the LA.

RECORD OF STAFF TRAINING

The school makes an annual audit of training needs of all staff taking into account school priorities as well as personal professional development. Support will be given to Early Career Teachers (ECTs) and other new members of staff. The Headteacher takes responsibility for prioritising the training needs of staff. Individual members of staff maintain their own personal records of training. Staff training is reported to governors through the Headteacher's Report.

BUDGET

Requests for funding are made to the SENDCo or Headteacher who then prioritises such requests. Should it be felt that a child requires more than 15 hours per week 1-1 support, an application for additional funding is made to the Local Authority's Provision Agreement Policy. Children who receive additional funding from the LA are reviewed at a time stated in their Provision Agreement. The school then makes recommendations to the LA, but it is a panel of professionals appointed by the LA who make such allocations of funding.

Additional needs support is planned for using assessment data and Provision Map reviews. This is monitored and reviewed through the year, in year group Pupil Progress meetings.

EXTERNAL SUPPORT SERVICES

The school receives regular visits from the nominated School Nurse and the School's Inclusion Officer as well as other specialist professionals such as speech therapists, occupational therapists, members of TESSA Autism and audiology teachers etc.

Liaison meetings with the health visitor/Playgroup Leaders are held to ensure a smooth start to school for children in the Early Years Foundation Stage.

The school provides information about the St Helens Information Advisory Support Service – IASS - to all parents of children with additional needs. Parents of any pupil may contact the IASS for independent advice/help.

The Local Authority Representative who is the Children’s Services Additional Need Manager is Amanda Avery.

Pupils will be placed at the centre of planning and teachers will be accountable for their progress. As a part of appraisal teachers will expect to be judged on how well they teach all pupils, including those with SEND. Teachers will be offered training on how to identify SEND and how to support pupils with different needs, particularly those needs they see more frequently. A class teacher will work closely with parents at all stages in the child’s education and should be the first port of call in case of any difficulty. Parents of pupils with additional needs or disabilities whose concerns cannot be resolved by usual school procedure can request independent disagreement resolution. The school will make further information about this process available on request.

DEALING WITH COMPLAINTS

The school’s complaints procedures are set out in the Concerns & Complaints Policy. This document is available to download from the school website or a paper version can be requested.

REVIEWING THE POLICY

Given the climate of reform as we move into the new requirements for SEND for schools **laid out within the White Paper and reform to Inspection Frameworks for Inclusion**, annotations and addenda may be deemed necessary from time to time as this is a working document which needs to be effective and all-encompassing and react to local and national recommendations. Such changes will be considered for insertion/modification and, if necessary, application at the annual review in **September 2026**.

Appendix A

Sherdley Primary School – Accessibility Plan

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school reception area was extended. Despite the building being built in the 1970s, it is now fully accessible with the exception of some areas that is difficult to access and is therefore only used by small groups and as storage

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfE Guidance "Accessible Schools:

Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and

refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfE Guidance.]

Signed on behalf of staff...Chair of Govs.....Date:

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Short Term	<p>Ensure parents/carers with visual disability have equal opportunity to access information.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any redecorating work within the school is sympathetic to the visually impaired</p>	<p>Highlight on all school documentation that goes to parents that it is available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p> <p>The school decorates in a way that is sympathetic to the Visual Impairment</p>	<p>As required</p> <p>Ongoing</p> <p>As required</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>

<u>Medium Term</u>	To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.	When needed the schools provides written materials in alternative formats.	As required	When selecting books the school will purchase a variety of material to develop the children's awareness of disability.
<u>Long Term</u>	Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.		Consult with LA on any specific projects