



NORTHWOOD COMMUNITY PRIMARY SCHOOL

SEND & INCLUSION POLICY 2024-25

In compliance with Special Educational Needs and Disability Code of Practice 0-25
(September 2014, updated 2024)



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SECTION 1: Legislative Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014, updated 2024). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014, (last updated 2024)
- Schools SEN Information Report Regulations 2014
- HM Government SEND Review March 2022, “Right Support, Right Place, Right Time”
- Equality Act 2010
- Children and Families Act 2014
- Statutory guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England KS1 and 2, 2014
- Child Protection Policy and procedures
- School Accessibility Plan
- Teachers Standards 2021



SECTION 2: Inclusion Statement

- NCPS is committed to creating a learning environment in which the needs of children are central and emotional wellbeing is at the heart of productive learning.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We endeavour to ensure that children and families are involved in decision making and fully participate in
- Teachers provide adaptive learning approaches for all the children within their classes and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and teachers / leaders make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Adaptive teaching approaches and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned provision, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school’s budget



SECTION 3: Aim of SEND & Inclusion Policy

At Northwood the aim of this SEND & Inclusion policy is:

- to champion high expectations for all pupils with Special Educational Needs and to ensure each child is given the right support and challenge to thrive and achieve well.
- to ensure systems and processes are in place at a strategic and operational level so that SEND support is efficient, well planned and effective
- to ensure staff have access to high quality CPD for SEND pupils and can identify need early and implement appropriate adaptations to mitigate barriers to learning.
- to ensure we are statutorily compliant with all relevant legislation

These aims will be achieved by:

- 1) Ensuring responsibility for operational SEND provision is effectively delegated through the development of three School SENCOs (EYFS, Mainstream and DSP), with clearly defined roles and responsibilities. This work will be coordinated strategically and quality assured by the Deputy Headteacher: Inclusion, who retains overall leadership responsibility for the quality and effectiveness of SEND provision across the whole school.
- 2) Ensuring the DHT: Inclusion and all SENCOs have access to CPD to ensure they have the knowledge and skills to be effective in their roles
- 3) Supporting all staff to identify pupils needs at the earliest point possible through high quality CPD and support measures.
- 4) Ensuring and regularly checking that appropriate adaptive provision is in place, in all classrooms, to support pupils who have special educational needs to enable them to achieve well.
- 5) Consistent articulation of the premise that every teacher is a teacher of SEND and all staff share responsibility for supporting children with SEND to thrive. A “whole pupil, whole school,” approach.
- 6) Ensuring parents/carers can access high quality advice and support from school, about their child’s needs and accessing help/assessment, on a consistent basis.
- 7) To work within the guidance provided in the SEND Code of Practice, 2014 and ensure compliance with all statutory processes and legislation.



SECTION 4 : Roles and Responsibilities

Headteacher & Governing Body Responsibilities:

Ultimate responsibility for SEND & Inclusion sits with the Governing Body and is delegated to the Headteacher. The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Headteacher and the governing body will delegate the responsibility for the strategic development of this SEND/Inclusion Policy to the Deputy Headteacher responsible for Inclusion.

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress data
- pupil progress meetings with individual teachers
- regular meetings with the DHT:I
- discussions and consultations with pupils and parents

SEND & Inclusion Governor Responsibilities:

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher, Deputy Headteacher for Inclusion on strategic development of our SEND & Inclusion policy.

Mrs Michelle Slater (SEND & Inclusion Governor) is responsible, on behalf of the Governing body, for monitoring and evaluating the effectiveness and quality of provision for all vulnerable, SEN Support and EHC Plan pupils.

The DHT:I will report to Governors termly on SEND provision across the school, producing a SEND Information update as part of the Head Teachers report. The DHT:I will outline the priorities of the SIP and keep Governors updated on progress towards achieving targets.

Governors will challenge and act as a critical friend to support the development of SEND provision across the school.

Deputy Headteacher: Inclusion Responsibilities:

- Strategic coordination and development of Send and Inclusion practices across the whole school
- DSL
- Strategic oversight of the operational responsibilities of the three school SENCOs
- Strategic oversight of the Inclusion Team
- Strategic oversight and development of all inclusion policies and procedures
- Strategic responsibility for the inclusion of children who are adopted or in local authority care
- Strategic oversight of support/outcomes for CLA



- Strategic oversight of support for children with EAL
- Strategic oversight and coordination of 3-year pupil premium strategy, annual pupil premium statement and support for pupil premium children across school***
- Strategic oversight and coordination of our whole school behaviour approach
- Strategic oversight of attendance policy and practices / Attendance Champion
- Strategic oversight and accountability for SEND spending and budgets
- Strategic oversight and accountability for pupil premium spending (alongside Headteacher and DHT:C&A)
- Reporting to Governors on Inclusion & SEND as requested by Headteacher
- Work closely with SEND & Inclusion leaders in the Local Authority to support the local agenda and meet the needs of pupils and families
- Support the development of key staff through sourcing high quality CPD

Assistant Headteacher: Inclusion Responsibilities:

- Operationally support the work of the Deputy Headteacher for Inclusion
- Coordinate provision and support for children who are EAL
- Oversee plans and provisions for children with EAL and quality assure support
- Take operational responsibility for EP, Chatty Therapy, LST and OT caseloads
- Take responsibility for the development and revision of key medical policies (Supporting Children with Medical Conditions/Asthma Policy)
- Completion and coordination of medical risk assessments
- Completion and coordination of health care plans
- Completion and coordination of asthma register

SENCO Responsibilities: (EYFS, Mainstream, DSP)

At Northwood Community Primary School, we have three SENCO's who work operationally across school to ensure needs are clearly identified and met and that children and families get the support that they need to thrive.

- EYFS SENCO supports all SEND issues across Nursery and Reception Class.
- Mainstream Y1-6 SENCO supports all SEND issues across KS1/KS2
- DSP SENCO who supports all SEND issues across the DSP

All three of our SENCOs are currently undertaking the NPQSEND to ensure they are trained to the highest standards. See below for names and contact details. Our team of SENCO's responsibilities are as follows:

- Champion the needs of children with SEND and their families in all work and consistently act as a role model of sensitivity, diversity and inclusion for children, staff and parents/carers
- Ensuring pupil needs are identified at the earliest possible point
- Following the APDR cycle when supporting need and dealing with other agencies
- Supporting colleagues in their phase to meet needs and ensure effective provision is in place
- Ensuring appropriate SMART targets are in place for children and that these are evaluated appropriately
- Maintaining the accuracy of the SEND register for their phase in terms of identified children and area of need
- Complete and maintain a detailed provision map of need / intervention for their phase



- Complete any internal or external referrals needed to support children in their phase
- Complete any statutory paperwork needed for pupils in their phase
- Maintaining detailed records of referrals made, meetings held, consultation responses and any other relevant information
- Uploading all records/letters/information files for children on our SEND register to Provision Mapping
- Meeting with parents regularly to discuss needs and concerns
- Reporting regularly to the DHT: Inclusion on the effectiveness of operational practice, need, assessments and referrals
- Completing relevant training and CPD to ensure they have up to date knowledge and skills in their area
- Organising and completing the annual review cycle for pupils with EHC plans in place
- Lead staff meetings on SEND as appropriate in order to support the development of high-quality practice and wider SEND & Inclusion objectives
- Contribute to and evaluate the whole school SEND action plan
- Monitor outcomes for pupils with SEND through the termly progress meeting process and half termly provision evaluation process
- Contribute to quality assurance processes as appropriate
- Engage in local authority forums to support effective practice, e.g. termly SEND forum, Kirkby Collaborative SENCO briefings etc
- Supporting class teachers and phases with transition for children on the SEND register (into school, between classes, between phases, on to next educational placements)

Name and contact details of SEN Coordinators		
EYFS	Mainstream Y1-6	DSP
Mrs G O’Keeffe	Ms C Dickinson	Mrs H Smith
NPQSENCO – commenced Spring 2025	NPQSENCO – commenced Autumn 2024	NPQSENCO – commenced Spring 2025
NorthwoodPrimarySchool@knowsley.gov.uk 0151 47 8630		
Name and contact details of SEND and Inclusion Lead		
Mrs Carrie Hyland Deputy Headteacher: Inclusion NASENCO 0151 477 8630		
Name and contact details of designated teacher for children looked after		
Mrs Carrie Hyland Deputy Headteacher: Inclusion NorthwoodPrimarySchool@knowsley.gov.uk 0151 477 8630		

Subject Leader responsibilities:

- Follow the teachers responsibilities within the SEND Code of Practice in particular Chapter 1 and Chapter 6 – [see appendix 1](#)
- Work by the maxim that, “every leader is a leader of SEND”



- Write and update Subject Inclusion Documents in their subject area and ensure these documents are referred to regularly when managing their subject
- Support class teachers to deliver their subject effectively
- Ensure that planning documents take into account the needs of SEND learners
- Work with the SENCO's or Deputy Headteacher for Inclusion as needed, to ensure effective adaptive teaching in their subject
- Ensure quality assurance activities take into account the needs, progress and attainment for pupils with SEND (pupil voice, book scrutiny, lesson observation)
- Complete relevant CPD to support the needs of SEND pupils
- Lead by example, demonstrating a positive, sensitive and inclusive attitude to all learners and families
- Fulfil the expectations outlined in the Teacher Standards – [see appendix 2](#)

Teacher Responsibilities:

- Follow the teachers responsibilities within the SEND Code of Practice in particular Chapter 1 and Chapter 6 – [see appendix 1](#)
- Work by the maxim that, “every teacher is a teacher of SEND”
- To understand that they are fully accountable for progress and attainment for all children in their classes, even those who leave class to participate in interventions
- Build positive relationships with all pupils and treat all children with universal positive regard, irrespective of need or status
- Ensure cohort overviews are up to date and accurate with all needs recorded as requested
- Plan lessons that meet the needs of all learners
- Work to identify the needs of pupils as early as possible and seek help from school SENCO's or the Deputy Headteacher: Inclusion when needed
- Plan intervention and support as needed for identified pupils and record this on Provision Mapping
- Ensure adaptive support is in place for pupils as needed
- Ensure our SEND non-negotiables are consistently implemented
- Deploy TAs effectively to support the delivery of high-quality learning for all pupils
- Adapt planning and teaching sequences to meet the needs of pupils
- Set high expectations that challenge all learners appropriately
- Write effective learning plans for pupils on the SEND register with SMART targets
- Meet all deadlines for the writing and evaluating of learning plans
- Meet all deadlines for the setting and evaluation of provisions (interventions)
- Address concerns about learning needs with parents/carers
- Complete internal SEND or pastoral referrals in order to get timely help, advice and support for pupils
- Account for progress of all inclusion sub-groups in termly progress meetings (SEND, EAL, PP, vulnerable learners)
- Fulfil the expectations outlined in the Teacher Standards – [see appendix 2](#)

Teaching Assistant Responsibilities:

- To know and understand which children have SEND in their class and communicate with class teacher about any concerns they might have
- To support teaching and learning for children with SEND as deployed by the class teacher



- To support the implementation of our SEND non-negotiables as appropriate for pupils
- To communicate with children appropriately according to need
- To plan interventions, complete weekly intervention logs and work to deadlines to evaluate provisions on Provision Mapping
- To attend weekly TA CPD sessions, twilights and required training
- To follow our emotional regulation policy and procedures to support SEMH needs across school

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

SECTION 5: Identifying SEN

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, make reasonable adjustments for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. We hold termly progress meetings with class teacher/English/Maths leads, relevant SENCOs and core SLT to monitor progress. We also have a SEND referral form which class teachers can use outside of this time, to register concerns about a pupils needs. The SENCO's in each phase and the DHT:I are always available to meet with staff to support and advise. We operate a weekly SEND Surgery in which parents/carers can attend to discuss/raise concerns about their child. These measures identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the appropriate SENCO in their phase will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better



progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Northwood we are alert to emerging difficulties and respond early. In particular, parents know their children best, and we listen to and understand when parents' express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When identifying SEN there are four broad areas of need that we need to consider so we can work out what action to take to meet the needs of the whole child.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

At Northwood Community Primary to support these areas of need we have SEND non-negotiables ([appendix 3](#)) that are in place in each class and a SEND graduated approach ([see appendix 4](#)).

SECTION 6: Graduated Approach

In agreeing our Graduated approach, we have considered the following statements and definitions:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it.”

SEN Code of Practice (updated 2024: Para 1.24)



“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice (updated 2024)

Stage 1: Universal Support

All learners will have access to high quality teaching, and this is monitored regularly through our scrutiny cycle and instructional coaching programme. Teachers will use our SEND non-negotiables and Communication Counts training to ensure any barriers to learning across the 4 areas of SEND are supported.

The learning environment will be adapted to support needs and adaptive resources such as zuma chairs, fidget boxes and sensory resources, word banks, iPads, coloured overlays etc will be used to allow children to access classroom learning.

Some vulnerable learners will have access to carefully planned adaptive teaching approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be adaptation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed Inclusion register and provision to meet their needs will be recorded on a whole-school provision map, Class Cohort Overviews and intervention monitoring logs which outline and monitor all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils’ identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LEA, external agencies, and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Children’s needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage baseline scores, reading and spelling ages and pupil progress data.



- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action, and review).
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer to reception
- Information from previous schools.
- Information from other services.

Any emerging concerns at this stage will be discussed with pupils (as appropriate to age/stage) and parents/carers by class teachers so that they are fully involved in the planning of provision for their child.

Stage 2: Early Support

Where children are underachieving and/or identified as having special educational needs, despite quality first teaching and the processes outlined above being in place, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- PPP and provisions / smart targets will be developed by class teacher with support from the appropriate SENCO's and monitored regularly on and APDR cycle
- Teachers adapt work as part of high-quality teaching: scaffolding, adapted resources (see appendix 5)
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Pre-teach intervention support.
- Use of Kagan strategies.
- Adjustments to Learning environment
- Visual timetables
- SEMH strategies
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- SATs support.
- ICT support is provided to engage learners, iPads, iPods, talking tins, interactive whiteboard resources, digital recorders, and digital viewers.
- SENCO observations
- Children will be added to the SEND register and caseload
- Full records of all paperwork/meetings etc will be kept on CPOMS, Provision Map and Class Charts

Concerns at this stage will continue to be discussed with pupils (as appropriate to age/stage) and parents/carers by class teachers so that they are fully involved in the planning of provision for their child.

Stage 3: Targeted Support

After a period of assessment were monitoring and scrutiny, observations and progress checks indicate that children are still struggling to progress or experiencing difficulties across the 4 areas of SEND, then more targeted and direct support will be implemented.



- PPP and provisions / smart targets will be adjusted by class teacher with support from the appropriate SENCO's and monitored regularly on and APDR cycle
- Further consideration given to environmental adjustments that could be made to support need
- Adapted timetables used to support regulation and attention
- SEND or Inclusion referral forms for internal support
- Cases taken to the LA EYFS group consultation process
- Further SENCO observations completed to support needs
- Pastoral referral forms completed for access to our in-school therapeutic programme (Dog therapy, Lego therapy, play therapy, ELSA)
- Referral to school nurse/health as appropriate
- Behaviour regulation plan completed if necessary
- Risk assessment completed if necessary
- Early Help support considered for family
- Full records of all paperwork/meetings etc will be kept on CPOMS, Provision Map and Class Charts

Concerns at this stage will continue to be discussed with pupils (as appropriate to age/stage) and parents/carers by class teachers so that they are fully involved in the planning of provision for their child.

Stage 4: Specialist Intervention & Support

After a period of assessment were monitoring and scrutiny, observations and progress checks indicate that children are still struggling to progress or experiencing difficulties across the 4 areas of SEND, then specialist support will be sought.

- Referrals to SALT will be undertaken and actions / provisions resulting recorded in a plan that will be measured on an APDR cycle
- Referrals to OT will be undertaken and actions / provisions resulting recorded in a plan that will be measured on an APDR cycle
- Referrals to EP will be undertaken and actions / provisions resulting recorded in a plan that will be measured on an APDR cycle
- Referrals to LST will be undertaken and actions / provisions resulting recorded in a plan that will be measured on an APDR cycle
- Referrals to neuro-developmental pathway for ASC/ADHD assessment will be undertaken and fully evidenced and actions / provisions resulting recorded in a plan that will be measured on an APDR cycle
- External referrals to behaviour outreach or mental health services (CAHMS) will be undertaken and actions / provisions recorded in a plan that will be measured on an APDR cycle
- Evidence gathering for an EHC needs assessment via the local authority KAPP panel (parents can self-refer at any stage)
- Commissioned places at borough PRU as appropriate
- All internal plans and provisions (PPPs, BRPS, AEPs) will be continued as appropriate



Education Health Care Plans

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer. This may result in an Education Health Care Plan being issued after an application has been made.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan and mid-term reviews can be held when necessary.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding / an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Children with an Education Health Plan may be maintained in our Mainstream provision with additional support as dictated in the provision set by the LA or be placed in our DSP (Designated Special Provision). Entrance into the DSP is through the KAPP (Knowsley Access Provision Panel) and all applications for places are made to the LA. The DHT:I will then consult on prospective pupils to school to ascertain if Northwood DSP is a suitable environment for these pupils and that the provision can meet their needs.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Coaching of staff and Learning Walks by core SLT, core subject leads and SENCOs
- Ongoing assessment of progress made by intervention groups
- Work scrutiny.
- Scrutiny of planning.
- Pupil progress meetings with key staff
- Informal feedback from all staff.
- PPPs and provisions
- Pupil input when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with School Attendance Service.
- Regular meetings about pupils' progress



- Head teacher's report to governors.
- Staff voice and feedback exercises
- Parent SEND Surgery
- Parent Senco forums held half termly
- Explicit monitoring cycle

Plans and Provisions (PPPs)

Our approach to PPs (Play Plans) and PPPs (Personal Provision Plans), which we recognise are no longer prescribed in the SEN Code of Practice 2024, is as follows:

Our PPs and PPPs are a planning, teaching, and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

Our PPs and PPPs will only record that which is *additional to or different from* the adaptive curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.

Our PPs and PPPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.

Our PPs and PPPs will be based on informed assessment and may include the input of outside agencies.

Our PPs and PPPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly on Provision Map

Our PPs and PPPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”

Our PPs and PPPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Our PPs and PPPs will be reviewed at least termly by class teachers and TA in consultation with the SENCO.

Targets for a PP and PPP will be arrived at through discussion between teacher, TA, and SENCO, discussion, wherever possible, with parents/carers and pupil and discussion where appropriate with other professionals.

SECTION 7: Accessibility

All children with SEN, whether at SEN Support level or with an EHC Plan maintained in Mainstream with additional adult support, or in our DSP, will have access to the curriculum. Here at Northwood Community Primary we offer all children a broad and balanced curriculum by using adaptive strategies and approaches which allow us to mitigate need between pupils of different abilities.



As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources, funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g., educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive training and support to ensure they are skilled in scaffolding the curriculum for vulnerable learners. When subject leads monitor planning, work, and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive and the quality of adaptive teaching. (see appendix 5)

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

All children have access to an iPad which they can use to support learning needs

Children with physical accessibility issues are reviewed on entry, an accessibility plan and risk assessment are put into place with Class Teacher and wider professionals if needed to ensure health and safety responsibilities are met and the child has full access to all learning opportunities and environments. We publish our accessibility plans on our website.

We support pupils with disabilities in the following ways:

- Admission – full risk assessments are carried out with the child, class teacher, parent/carer, and wider professionals to fully understand and plan for needs. These are reviewed and updated termly or as needed, and include information on learning environments, eating, and drinking, intimate care, safeguarding, trips and visits and accessibility around school. If staff need to be trained in the use of specialist equipment, e.g., FM microphones, feeding tubes etc. then full training will be provided.
- Facilities – we have a full accessibility plan which can be found on our school website. We have a school lift, full accessible doorways that can open out to accommodate equipment, large corridors, and agoras for ease of movement and a range of specialized equipment to support the needs of children with disabilities such as:
 - Technological aids, FM hearing systems and microphones to support children with hearing issues, induction loop, disabled toilets, mag locked doors, braille signage on all doors, interactive whiteboards to support gross motor skills and



vision needs, viewers, writing blocks, zuma chairs, iPad apps to support needs, PECS to support communication issues, changing stations to support intimate care, fully accessible classrooms and corridors, defibrillator on site – for full details see our accessibility plan.

Within Northwood we have a number of highly experienced staff who enable us to do this by identifying needs, teaching the children in a way which suits their individual needs and supporting the other staff in the above. These include:

- Language Hub Teachers and TAs
- DSP Teachers and TAs with specialist skills in supporting children with SEN
- Teachers and TAs trained in meeting the needs of children with neurological conditions
- Learning Support Teacher
- Speech and Language Therapist
- Sensory Integration specialist teacher
- Occupational Therapist
- Behaviour Support Specialist Teacher (Team Teach Intermediate Trainers x 2)

We also work within our local partner schools within the Knowsley Special Schools forum and share best practice. The Chair of our Governing body is an Assistant Headteacher at a local special school and our SEND Governor is a Headteacher in the special sector.

Our Pastoral Team (Head Teacher, Deputy Head for Inclusion, Assistant Headteacher for Inclusion, 3 SENCO's, Lead Learning Mentor, Learning Mentors and Emotional Literacy Support Assistant x 2) ensure that through rigorous screening processes and targeted work, support is always available to improve the emotional, mental, and social development of all pupils including those with SEND.

We also ensure that all pupils have access to extra-curricular activities irrespective of their additional needs. Our school ethos encourages inclusion at all levels and celebrates diversity, challenges prejudice and provides a safe environment for all children at all times. We consistently challenge negative behaviour towards members of the school community and wider community.

[See also our Emotional Regulation policy and Anti-bullying policy.](#)

SECTION 8: Assessing and Reviewing progress and the effectiveness of provision

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Termly progress meetings with class teachers
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil) through our online Provision Map tool
- Termly evaluations of PPPs and PPs



- At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)
- Any other reviews that we may be invited to as part of other services, e.g., the LA Early Years Circle of Support Review or Language Hub Panel, LAC reviews, behaviour panel review meetings etc

SECTION 9: Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome and having an open-door policy.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Signposting parents to relevant help and support
- Allowing parents access to Provision Mapping and resources about their child's needs and support
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Holding regular SEND forums for our parents to network with each other, our staff, and wider professionals.
- Holding weekly SEND surgery drop ins, so parents/carers have access to staff and support/information quickly
- Supporting the work of KPCV and facilitating meetings to be held on school site for our parents to attend.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.



- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- (For some pupils with special educational needs) Monitor their success at achieving the targets on their Personalised Provision Plan.
- Support our LA Send Officer in holding youth meetings at our site, which our children can attend
- Be involved in democratic organisations such as School Council, Happiness Heroes etc

SECTION 10: Supporting pupils at school with Medical Conditions

At Northwood Primary we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All children with medical needs have a Health Care plan, outlining their condition, medication if required and detailed procedures to be followed. They are strategically coordinated by the Deputy Head for Inclusion, but operational responsibility is delegated to the Assistant Headteacher for Inclusion, who works in conjunction with the Parents or Carers with the support and advice of the school nurse or other specialist services and shared with the class teacher and TA, First Aiders, SENCO, and Safeguarding officers. The Health Care plans are updated when the need arises or on an annual basis. See also our policy for supporting pupils with medical conditions in line with the guidance published by DfE.

SECTION 11: Monitoring and Evaluation of SEND

To ensure the effectiveness of our SEND provision we regularly monitor the quality of the provision by:

- Liaising with class teachers on the progress of vulnerable children and those at SEN Support or with EHC Plans.
- Monitoring the impact of the interventions through pupil progress.
- Sampling work.
- Scrutinising data.
- Conducting Learning Walks.
- Instructional coaching / Performance Development cycle
- Getting pupil views.
- Speaking to staff.
- Meeting with the Governor responsible for SEND/ Inclusion on a regular basis to assess the quality and impact of provision.
- Reporting to Governors.
- SEN Review meetings termly.



- Regular Pastoral meetings to monitor the quality of provision.
- Progress against PPPs/PPPs.
- My Happy Mind data.
- Raised reading and spelling ages.
- Successful attainment of targets set.
- Risk Assessment and Health & Safety review meetings with Business Manager to ensure accessibility and safety across SEND provision

Through these evaluation and monitoring arrangements we promote an active process of continual review and improvement of provision for all our vulnerable, SEN Support or EHC Plan pupils.

[See also our Health & Safety Policy.](#)

SECTION 12: Training and Resources

In accordance with Section 6 of the SEN Code of Practice 2024, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation (NPQSENDCO). . Our current SENCO's are working toward the NPQSENDCO and our DHT:I achieved the NASENCO qualification in February 2022.

The SENCOs and Designated Teacher for CLA will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and Senior Leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is



higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

SECTION 13: Confidentiality and Data Protection

All classes use Provision Map to store current documentation about the children in their class, e.g., EP reports/targets, SALT reports/ targets/programmes of work, reports from other agencies, PPs/PPPs. They also hold intervention monitoring records, cohort overviews and whole school provision maps. This information is confidential, housed on secure servers and can only be accessed by class teacher/TA. The Headteacher, DHT's, AHT and SENCOs have full access to all information. When children leave this information is archived but we remain access for the future if we need to access it.

In the SLT room, some historic SEND paper documentation is held, but since Provision Mapping was put into place all documentation has been held there, and paper files are gradually being phased out. These are held in locked cabinets for security. If a child moves school all SEN documentation will be passed on to the new school and a form signed to say they have received the information.

If a child exits the SEND register, their file will be kept in the locked Historic SEN cabinet and held for 25 years or will be retained on Provision Mapping as an archived file.

[Please see our data protection policy.](#)

SECTION 14: Reviewing the policy

The Headteacher, Deputy Headteacher for Inclusion and the named governor review the effectiveness of policy and provision on a termly basis after the SEN review meeting.

The governing body will review the policy annually.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g., educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.



All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work, and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SECTION 15: Dealing with complaints about SEND provision

In the first instance any concern should be raised as follows:

- 1) Complaints should be made (or referred by the class teacher/SEN governor) to the Deputy Headteacher for Inclusion, Mrs Carrie Hyland. The DHT:I will discuss the complaint with the Head teacher. They may:
 - Refer the matter to the relevant class teacher / Phase Lead to deal with
 - Refer the matter to the relevant SENCO to deal with (EYFS, Mainstream, DSP)
 - Investigate the matter themselves by speaking to relevant stakeholders
 - Invite the parent into a meeting and make a response to the complaint.
- 2) If the response from the Head teacher/DHT:I is not agreeable, the complainant will be advised to put their complaint in writing to the Chair of Governors. The Chair of Governors may decide to refer the complaint to the LEA for advice. Parents will be informed in writing of any response or action taken. Parents may also contact the SENDIASS – 0800 012 9066.
- 3) If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

Further details on making complaints to the Department about schools are available from the [GOV.UK website](https://www.gov.uk).

[See also our complaints policy on our school website.](#)

SECTION 16: Further Information

Please see the SEND section of our school website for further information on SEND support and the Local Offer.

Ask in the school office for:

- School's SEN Information report
- Accessibility Plan
- Equality Objectives
- Complaints policy and procedures



- Confidentiality policy
- Emotion Regulation Policy
- Anti-bullying policy
- Supporting children with medical needs policy

This policy will be reviewed annually by the Governing Body and will be reviewed in December 2026