Summerseat Methodist Primary Special Educational Needs Policy

Reviewed by:	J. Whittaker
Personalised for school by:	J. Whittaker
Approved by E&E:	September 2026
Approved by LAB:	
Next Review Date:	Autumn 2027

Version Control

Change Record

Date	Author	Version	Section	Reason for Change
Autumn 2024	A Burkes	1		
Autumn 2025	J Whittaker	2	Intent 1.Legal Framework 3.7 5.1 5.3 5.4 5.8 8.2 14 14.3 14.6 15 16 22 Appendices	Revised aims to broaden scope Added SEN Information Report & Local Offer Specified needs in this area Included PIVATs as EET assessment for HLN SEND Updated SENCO roles to include: transition, data transfers, review of SEN list, equalities aspects Added additional responsibilities in HT roles Included pupil role / responsibilities section as their voice is crucial Referenced accessibility plan More explicitly included graduated approach in line with Code of Practice Clarified school-based provision Further detail on EHC assessments Included PIVATs and PiXL assessment Added ESLs and SEND team to CPD Updated concerns / complaints section to align with policy Replaced with newest versions
Autumn 2026	J Whittaker	3	Statement of Intent 2. Identifying SEND 3. Definitions 4. Objectives 5. Roles and Responsibilities 9. Involving Pupils and Parents/Carers 11. Funding 12–13. Local Offer / Information Report 14. Graduated Approach 15. Inclusion Bases	Revised to reflect focus on high-quality adaptive teaching, ordinarily available provision, early identification, evidence-informed support and responsiveness to national SEND developments. Clarified distinction between ordinarily available provision and SEND provision. Clarified the threshold for SEND, the role of ordinarily available provision and current EET terminology. Strengthened focus on inclusive practice, removing barriers to learning and ensuring high-quality provision for all pupils. Strengthened strategic oversight of SEND and inclusion. Included the role of subject leaders and revised LAB responsibilities in line with the Scheme of Delegation. Raised profile of parental voice throughout the graduated approach and review of provision. Added Inclusive Mainstream Fund Clarified purpose and purpose of Inclusion Strategy Significantly revised to reflect the EET Graduated Approach and Levels of Need, including High-Quality Adaptive Teaching, Notice/Try/Check and Initial Concerns, Pupil Passport, SEND Support, SEND Support Plus and EHCP provision. Added a new section to reflect the 2026 DfE Inclusion Bases in Schools guidance, defining Support Bases and Specialist Bases and providing a

				school-specific section for schools with an Inclusion Base.
			17. Training	Updated to strengthen whole-staff SEND and inclusion training, including adaptive teaching, the graduated approach and evidence-informed provision.
			18. Mental Health and Wellbeing	Strengthened to reflect whole-school approaches, early identification, emotional wellbeing, resilience, targeted support and safeguarding.
			19–20. EHC Plans / Reviewing EHC Plans	Updated to clarify statutory processes, pupil and parent/carer participation, outcome-focused provision, annual reviews and current EHC timescales.
			21. Safeguarding	Identified barriers and risks for pupils with SEND, including communication difficulties, isolation, online risks and diagnostic overshadowing.
			22. Transitions	Focus on person-centred transition planning, continuity of provision and timely information-sharing between settings.
			23. Resolving Concerns / Complaints	Clarified disagreement resolution and mediation arrangements.
			24. SEND Tribunal	Rewritten to clarify the distinction between complaints, disagreement resolution, mediation and First-tier Tribunal appeals.
			25. Preparation for Adulthood	Updated to strengthen age-appropriate preparation for independence, aspirations, self-advocacy and future transitions.
			27. Confidentiality	Rewritten to reflect current data protection, lawful information-sharing and safeguarding requirements.
			28. Publishing Information	Included Inclusion Strategy.
			29. Monitoring and Review	Updated to strengthen ongoing monitoring of SEND provision, impact and responsiveness to changes in legislation and national requirements.
			Appendices	Updated and renumbered to align with the EET Graduated Approach, Levels of Need and SENDCO annual responsibilities. Replace the current outdated Appendix 2 graphics.
			Whole policy	Terminology updated throughout to reflect current EET language, including high-quality adaptive teaching, ordinarily available provision, barriers to learning, Pupil Passport, SEND Support and SEND Support Plus

Statement of intent

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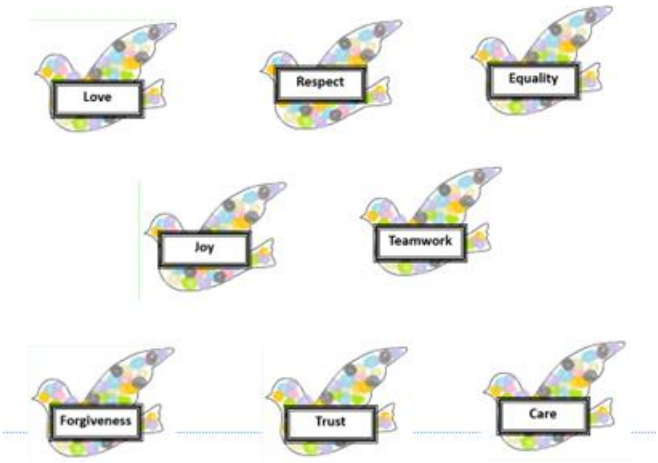
Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

"I have come so that they may have life and have it to the full."
John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: love, respect, equality, joy, teamwork, forgiveness, trust and care.



Safeguarding Statement

At the Epworth Education Trust, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Statement of Intent

Summerseat Methodist Primary School values all pupils, and their families, and upholds the belief that all children deserve the best possible education in order to ensure that they reach their full potential, at every stage of their life, by gaining the necessary skills and knowledge in all areas of the curriculum. At our school, diversity is celebrated and all staff are committed to supporting the abilities of all pupils so that individual needs are met within an inclusive environment. At Summerseat Methodist Primary School, we ensure our broad, balanced curriculum is inclusive to all pupils and that all children can participate fully in school life. Through our safe, caring, stimulating and supportive classroom environments, pupils at Summerseat Methodist Primary School can develop, learn, grow and achieve their full potential. Every teacher is a teacher of SEND and support and challenge is provided through high quality teaching in order to develop resilience and independency alongside knowledge and skills. At our school, the views of pupils and parents/carers are paramount and we value close working relationships in order to use person centred approaches effectively.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do all it can to meet the needs of pupils with SEND.

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

- Make sure our school fully implements current national legislation and guidance regarding pupils with SEND
- Help pupils with SEND fulfil their aspirations and achieve highly from their starting points
- Help pupils with SEND become confident individuals living fulfilling lives
- Promote equal opportunities and inclusion, ensuring pupils with SEND access all aspects of school life
- Champion inclusion, eliminating discrimination and fostering good relationships between pupils with and without SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil or pupils with SEND
- Ensure everyone knows their roles and responsibilities in relation to SEND
- Ensure that high-quality, inclusive and adaptive teaching is the foundation of our provision, with barriers to learning identified and addressed at the earliest opportunity
- Ensure that ordinarily available provision is used effectively to meet the needs of pupils wherever appropriate, with additional or different provision provided where this is required to meet identified SEND
- Use evidence-informed approaches to identify need, provide appropriate support and evaluate the impact of provision on pupils' outcomes

- Work in partnership with the Local Authority, the Trust, families and relevant external agencies to secure appropriate support for pupils with SEND
- Remain responsive to developments in national SEND policy and guidance, reviewing our arrangements as statutory requirements and guidance are confirmed

The school will work with the LA, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

The school recognises that the Department for Education is progressing wider reforms to the SEND and alternative provision system. While proposed reforms are not yet statutory requirements, the school will remain responsive to national developments and will review and update its SEND arrangements, policies and provision as statutory requirements and guidance are confirmed.

- **Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018

- The UK General Data Protection Regulation

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- **DfE (2015,** updated 2024**) 'Special educational needs and disability code of practice: 0 to 25 years'**
- **DfE (**2014, updated 2017**) 'Supporting pupils** with medical conditions at school**'**
- **DfE (**2026**) 'Keeping children safe in education'**
- **DfE (**2026**) 'Working together to safeguard children'**
- DfE (2026) 'Inclusive mainstream fund: 2026 to 2027'
- DfE (2026) 'Inclusion bases in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following:

- SEND Information Report
- Inclusion Strategy
- The Local Offer (LA)
- Admissions Policy
- Equality Policy
- Data Protection Policy
- Mental Health and Wellbeing Policy
- Pupils with Additional Health Needs Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan
- Anti-bullying Policy
- Intimate Care Policy
- Restrictive Intervention Policy

- **Identifying SEND**

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils. This is achieved through the EET Graduated Approach, which begins with high-quality adaptive teaching and ordinarily available provision to identify and remove barriers to learning. Where a pupil continues to experience difficulties, the school will use the 'Notice, Try

and Check' process as part of 'Initial Concerns' to identify appropriate next steps.

With the support of the Senior Leadership Team and SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are experiencing barriers to learning or making less than expected progress and ensuring that appropriate adaptations and support are put in place.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

- **Definitions**

The following definition of Special Educational Needs (SEN) is taken from section 20 of the Children and Families Act 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have:

a) a significantly greater difficulty in learning than the majority of others of the same age; or

b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school recognises that not all pupils who require additional support will have SEND. Some pupils may require support that is part of the school's ordinarily available provision. A pupil will be placed on the SEND register where they require special educational provision that is additional to or different from that ordinarily available to pupils of the same age by mainstream schools.

The following definition of disability is taken from the Equality Act 2010:

- a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

At Summerseat Methodist Primary, we provide appropriate provision, including ordinarily available, additional and/or different provision where required, for the four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Pupils can have needs that cut across more than one area, and their needs may change over time.

Communication and interaction

3.1. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they may not understand what is being said to them, or they do not understand or use social rules of communication.

3.2. The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.3. The SENDCO will work with pupils, teachers, parents/carers, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

3.4. Pupils with learning difficulties may require support which is delivered through classroom support or through interventions.

3.5. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and

profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

3.6. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

3.7. Pupils may experience a wide range of social, emotional and mental health difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety, depression or an eating disorder, and the school have a Mental Health and Wellbeing Policy to support pupils with these difficulties.

3.8 Needs in this area also include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder and adverse childhood experiences.

3.9. The school will ensure that appropriate provision and reasonable adjustments are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

3.10. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), hearing impairment (HI) or multi-sensory impairment or another physical impairment. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- These children may need ongoing additional support and equipment to access all the opportunities available to their peers

3.11. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

3.12. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

The school recognises that the Department for Education is progressing wider reforms to the SEND and alternative provision system, which may result in changes to the way SEND is identified, described and supported, including the current broad areas of need. While these proposed reforms are not yet statutory requirements, the school will remain responsive to national developments and will review its SEND arrangements as statutory requirements and guidance are confirmed.

The school also recognises the important role of executive function skills, including attention, working memory, planning, organisation, emotional regulation and independence, in enabling pupils to access learning and participate successfully in school life. While executive function is not a separate statutory area of SEND, the school will use appropriate universal and targeted approaches to develop these skills and remove barriers to learning where required.

- **Objectives**

Summerseat Methodist Primary will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To implement the EET Graduated Approach, underpinned by the principles of the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of barriers to learning and SEND
- To monitor pupils' access to and participation in the full educational and wider curriculum offer, making appropriate adaptations and reasonable adjustments where required
- To ensure that high-quality adaptive teaching and ordinarily available provision are consistently used to remove barriers to learning and meet pupils' needs at the earliest opportunity
- To ensure that pupils requiring provision that is additional to or different from ordinarily available provision are identified and receive appropriate SEND support through a clear Assess, Plan, Do, Review cycle
- To ensure that provision is evidence-informed, regularly reviewed and focused on improving pupils' progress, participation, independence and outcomes
- To work in partnership with pupils, parents and carers, and relevant external agencies to identify needs, plan support and review its effectiveness
- To ensure that staff have the knowledge, skills and confidence to identify and respond effectively to SEND and emerging barriers to learning

- **Roles and Responsibilities**

At Summerseat Methodist Primary, we believe we all have a responsibility to meet the needs of those children with SEND within an inclusive environment. The school must ensure that any SEND is

- Identified and assessed
- Responded to and dealt with appropriately and effectively
- Monitored and evaluated

We ensure a consistent Epworth Education Trust Graduated Approach to all aspects of SEND through our policy and its evaluation to ensure its effectiveness. At Summerseat Methodist Primary:

- Staff members seek to identify the needs of pupils with SEND as early as possible working with parents/carers, health and care services and early years settings prior to the child's entry into school.
- High-quality inclusive and adaptive teaching, together with ordinarily available provision, will be used as the first response to identifying and removing barriers to learning. Where pupils require provision that is additional to or different from ordinarily available provision, appropriate targeted support will be provided.
- Provision and progress will be monitored and reviewed regularly to ensure children's needs are considered and met and children are suitably challenged at an appropriate level.
- The impact of provision and support will be evaluated regularly and adapted where necessary to ensure it is effective in improving pupils' progress, participation, independence and outcomes.
- Allocation of resources will match defined needs.
- All those responsible for / or involved in SEND provision consider the views of the child.
- The school and parents/carers will work in partnership in identifying and meeting individual needs.
- Appropriate professionals for all pupils with SEND will be involved and implement effective support.
- EHC plans will be reviewed annually in line with the regulations or every six months for children under 5.
- Pupils will have access to a broad and balanced curriculum and the wider life of the school, with appropriate adaptations and reasonable adjustments made where required.
- Appropriate training will be provided for those in the implementation of this policy.
- We will ensure the delivery of relevant intervention programmes to children with Special Education needs in order to ensure their needs are being met

and any barriers to learning overcome so they have full access to the National Curriculum. Interventions will complement, rather than replace, high-quality inclusive classroom practice.

Even though all staff members are responsible for the development and progression of SEND pupils, specific roles and responsibilities to meet the needs of those children with SEND are held by different members of staff.

5.1 Teachers

Classroom and subject teachers are at the heart of the SEND support system, with responsibility for identifying and removing barriers to learning and ensuring that pupils with SEND receive high-quality, inclusive and adaptive teaching. They drive the movement through the EET Graduated Approach, including Assess, Plan, Do, Review (APDR) where appropriate, with the support and guidance of the SENDCO and specialist staff.

The classroom teacher should:

- Focus on outcomes for the child being clear about the outcome wanted from any SEND approach.
- Be responsible for meeting the Special Educational Needs of a child providing relevant, high-quality teaching with adaptations, along with differentiated planning where required and appropriate assessment of the children named on the SEN list within their class.
- Use high-quality adaptive teaching and ordinarily available provision as the first response to barriers to learning, making appropriate adaptations and reasonable adjustments to enable pupils to access learning and participate fully.
- Have high aspirations for every pupil, setting clear progress targets for pupils, being clear about the range of resources and approaches that will support them.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions. This includes support and intervention outside of the classroom by liaising about how they can be linked to classroom teaching.
- Review the progress of children and complete and evaluate any Assess Plan, Do, Review support plans regularly. They should inform and consult with parents/carers on progress and next steps. Where appropriate, teachers will need to complete relevant reports for annual review meetings and other relevant professional bodies.
- Work with the SENDCO to review each pupil’s progress and development and decide on any changes to provision.
- Use appropriate assessment information to identify barriers to learning, monitor progress and inform teaching and provision. Where more specialist or

targeted assessment is required, teachers will work with the SENDCO to identify and use appropriate assessment tools, such as PIVATs.
- Ensure they follow this SEND policy.

5.2 Teaching Assistants

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom teacher and the SENDCO to support pupil progress, remove barriers to learning and enable pupils to access learning and participate fully in school life.

Teaching Assistants should:

- Be focused on the achievement of specific outcomes within the EET Graduated Approach with support agreed with parents/carers in the context of high-quality, inclusive and adaptive teaching.
- Work with groups or individual children under the direction of the class teacher.
- Be responsible for delivering agreed intervention programmes in collaboration with the class teacher and, where appropriate, the SENDCO or specialist staff.
- Liaise with the class teacher regarding the progress of individual children.
- Contribute as appropriate to the evaluation of progress and next steps.
- Maintain records of intervention programmes as directed by the class teacher and SENDCO.
- Work with the class teacher and / or SENDCo to review each pupil's progress and development and contribute to decisions about any changes to provision.
- Ensure that support and interventions complement, rather than replace, high-quality classroom teaching and promote pupils' independence wherever possible.
- Ensure they follow this SEN policy.

5.3 SENDCO

The school SENDCO should:

- Oversee day-to-day operation of the school's SEND policy.
- Coordinate provision for children with SEND, including those who have Educational Health Care Plans (EHC Plans).
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality, inclusive and adaptive teaching.

- Liaise with the designated teacher where a Looked after Child has Special Educational Needs.
- Alongside senior leaders, advise on the implementation of the EET Graduated Approach, including the use of Assess, Plan, Do, Review where appropriate.
- Support staff to make effective use of ordinarily available provision, adaptive teaching and reasonable adjustments to remove barriers to learning.
- Advise on the use of the school's delegated budget / other resources to meet identified needs and secure effective provision.
- Liaise with parents/carers of children with SEND, coordinating Assess, Plan, Do, Review (APDR) and EHC plan review meetings for pupils on the SEN list.
- Be the point of contact and liaise with early years providers, secondary schools, Educational Psychologists, health and social care professionals and independent or voluntary bodies.
- Work with the Headteacher and school governors ensuring that the school meets its responsibilities under the Equality Act and to determine the strategic development of the SEN policy and provision in the school.
- Work with other leaders to make sure the school meets its responsibilities under the Equality Act 2010 and support the strategic development of SEND policy and provision within the school.
- Ensure that the school keeps the records of all children with SEND up to date.
- When a child moves to a different school or setting: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or setting in a timely manner (typically within 5 days) in line with statutory requirements and school procedures.
- Make any referrals to outside agencies as required on a need-by-need basis, drawing on support from class teachers as required
- Ensure that CPD remains up-to-date and pertinent to the needs of the children in the setting and supports staff to develop their knowledge and confidence in inclusive practice and SEND.
- 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 and inclusion.
- Monitor and evaluate the effectiveness of SEND provision, using assessment, pupil progress and other relevant information to inform adjustments to provision and priorities for improvement.
- Support the school to remain responsive to developments in national SEND policy and guidance, including proposed reforms to the SEND system.
- Read any relevant documents for the role.

The school SENDCo is: Sarah Brown / Emily Cole
Contact Details: 01706 823427

5.4 Subject Leaders

SEND is the responsibility of all leaders within the school. Subject leaders have a key role in ensuring that their curriculum area is inclusive, accessible and ambitious for all pupils, including pupils with SEND.

Subject leaders should:

- Ensure that the curriculum in their subject area is designed and implemented to meet the needs of all pupils, including those with SEND.
- Work with teachers and the SENDCO to identify and remove barriers to learning and participation within their subject area.
- Ensure that high-quality adaptive teaching is embedded within their subject area and that appropriate adaptations and reasonable adjustments are considered where required.
- Ensure that ordinarily available provision is understood and implemented consistently within their subject area.
- Support teachers to understand the specific barriers pupils with SEND may experience within their subject and identify appropriate strategies to support access to ambitious learning.
- Monitor the progress, participation and access of pupils with SEND within their subject area and use this information to identify areas for improvement.
- Ensure that subject-specific resources, vocabulary, teaching approaches and assessment processes are accessible and appropriately adapted where required.
- Work with the SENDCO and other leaders to share effective practice and develop staff knowledge and confidence in meeting the needs of pupils with SEND.
- Consider the needs of pupils with SEND when evaluating the quality and impact of their subject provision and when developing subject action plans.
- Ensure that SEND is considered as part of curriculum monitoring, lesson visits, book/work scrutiny and professional development within their subject area.
- Ensure that pupils with SEND are able to access the full breadth and ambition of the curriculum, with support and adaptations used to enable independence wherever possible.

5.5 Headteacher

The Headteacher should:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO 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 the provision and progress for children with SEND and for ensuring the effective implementation of this policy and the school's inclusive approach.
- Inform parents/carers when the school is making special educational provision for their child (this can be delegated but they must ensure this happens as part of the 'Initial Concerns' stage where appropriate).
- Keep the Governing Body and Local Advisory Board fully informed of the number of pupils on the SEND list and their outcomes.
- Work closely with the SENDCO to ensure the best possible implementation of this policy and ensure the SENDCO is able to influence strategic decisions about SEND.
- Manage the SEND budget with the SENDCO. Funding is delegated from the central authority allowance directly into the school's budget and should be used alongside the notional SEND budget and other available resources to secure effective provision and remove barriers to learning.
- Ensure a process is in place for involving parents/carers and young people in reviewing provision and planning.
- Make sure that the SENCO has enough time to carry out their duties
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEND and inclusive practice, and incorporate this into the school's plan for continuous professional development
- Ensure that high-quality inclusive and adaptive teaching is a whole-school priority and that leaders and staff understand their responsibility for removing barriers to learning.
- Ensure that the school's SEND provision is regularly monitored and evaluated, including the impact of provision, use of resources and outcomes for pupils with SEND.

5.6 The Local Advisory Board

<u>Governance and accountability</u>

The Trust Board holds ultimate accountability for the governance, performance and strategic direction of Epworth Education Trust. Within this framework, Local Advisory Boards (LABs) provide local oversight, challenge and support to individual schools. LABs play an important role in understanding the needs and priorities of their school community and holding the Headteacher to account for the quality of education, safeguarding, inclusion and outcomes.

In relation to SEND, the Trust Board has strategic oversight of the Trust's SEND vision and approach, while the Headteacher is accountable for the effective implementation of SEND provision within the school. The LAB provides local scrutiny and challenge, working with the Headteacher and SENDCO to understand the quality, impact and effectiveness of SEND provision.

The Local Advisory Board (LAB) should:

- Provide local oversight and challenge in relation to SEND provision, inclusion and outcomes within the school.
- Work with the Headteacher and SENDCO to understand the school's SEND provision, priorities and impact, and hold the Headteacher to account for effective implementation.
- Monitor the quality and effectiveness of SEND and disability provision within the school, including the impact of provision on outcomes and access to the wider life of the school.
- Ensure that pupils with SEND are appropriately included in the life of the school and are supported to access activities alongside their peers.
- Review relevant information about the number of pupils with SEND, their progress and outcomes, and the effectiveness of the school's graduated approach.
- Provide appropriate challenge regarding the use of resources to support pupils with SEND and the removal of barriers to learning.
- Work with the Headteacher and SENDCO to ensure that the school's SEND Policy, SEN Information Report, Accessibility Plan and other relevant documents are implemented and maintained appropriately.
- Where applicable, contribute to the development and monitoring of the school's Inclusion Strategy and the impact of Inclusive Mainstream Fund activity.
- Ensure that the Headteacher is appropriately challenged regarding the school's responsibilities under the Equality Act 2010, including reasonable adjustments and accessibility.

The appointed governor for Special Educational Needs is: Mrs Mariani

5.7 Outside Agencies

Links with Other Agencies and Voluntary Organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for SEND. The school will work collaboratively with relevant services where this is required to understand pupils' needs, remove barriers to learning and secure appropriate support.

The SENDCO is the designated person responsible for liaising with the following services, as appropriate to the needs of individual pupils and in line with the Local Authority's SEND Local Offer: Bury SEND Local Offer - Bury Council

- Local Authority SEND Team
- Social Services
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Team
- Specialist Outreach Services
- Educational Psychology Service

- Early Learning and Childcare Team / Early Years SEND services
- Other health, education, social care and voluntary services as required

In cases where a child is under observation or a cause for concern, the school will work with parents/carers and, where appropriate, the pupil to identify the most appropriate next steps. Focused meetings will be arranged with the relevant agency where additional advice, assessment or support is required.

5.8 Parents/carers

All parents/carers of children with SEND are partners in the SEND process. Parents/carers have a vital role in the early identification of and support for their child therefore they have an important role to play in all discussions and decision making.

- Following a Notice, Try and Check period within the 'Initial Concerns' stage, parents/carers will be informed in a timely and appropriate way if school has any concerns about their child. Parents are also encouraged to approach school with any concerns they may have about their child's progress or development.
- Parents/carers will discuss and be involved in target setting and will contribute to and be invited to review All About Me Pupil Passport and Assess, Plan, Do, Review support plans, recognising their vital role in planning and reviewing provision. They will be invited to a termly or half-termly meeting, dependent on level of need.
- They must provide information about the impact of SEND and support outside school and any changes in the child's needs.
- The Headteacher, SENDCO and class teachers will always be willing to make appointments to discuss the progress of any child.
- All parents/carers have the right to contact Bury Local Authority and voice any concerns they may have about the provision being offered to their child at Summerseat Methodist Primary.

They will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's rights and entitlement within the SEND framework
- Participate in consultations about their child
- Have access to information, advice and support

To make communication effective, school staff will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas of additional need and barriers to learning.
- Ensure that parents/carers understand the school's EET Graduated Approach and are able to contribute. They are invited to review their child's Assess, Plan, Do, Review (APDR) with their child's class teacher.
- Respect the validity of differing positions and seek constructive ways of reconciling different viewpoints.

5.9 Children

- Pupils will always be given the opportunity to share information and express their views about their SEND and the support they receive. We recognise that each child will contribute at a level that is appropriate for their stage of development and individual communication needs, and in ways that they feel comfortable with. The extent of their involvement will be discussed with parents and carers and, wherever possible, agreed with the pupil.
- We will seek to gather pupil voice in a range of inclusive and accessible ways, ensuring that every child has the chance to be heard. This may include:
  - Talking about their strengths and areas where they find things more difficult
  - Contributing to the setting of targets, outcomes and next steps
  - Sharing their views on how well support and interventions are working
  - Sharing their views about adaptations, reasonable adjustments and strategies that help them to learn and participate.
  - Being part of review meetings, where appropriate

  Wherever possible, the pupil's views will be taken into account when making decisions that affect them and when planning, reviewing and adapting their support.

Early Years pupils with SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and barriers to learning and development and respond early.

6.1. The school will ensure staff listen to and seek to understand when parents/carers express concerns about their child's development and will work in partnership with them to identify appropriate support.

6.2. The school will listen to any concerns raised by children themselves and provide developmentally appropriate opportunities for their views to be heard.

6.3. The school will ensure that:

- Children with SEND get the support that they need through the EET Graduated Approach, including high-quality adaptive teaching and ordinarily available provision where appropriate.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND, with appropriate adaptations and reasonable adjustments made where required.
- The SENDCO is responsible for coordinating SEND provision and providing guidance to staff in meeting the needs of children with SEND.
- Parents/carers are informed when the school makes special educational provision for their child and are involved in planning and reviewing that provision.

- **Children with specific circumstances**

Looked-After Children and Previously Looked-After Children

7.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked-after children' by the LA. Adopted children and children who have previously been looked after are 'previously looked-after children'.

7.2. The school has a designated teacher for coordinating the support for looked-after and previously looked-after children (LAC/PLAC).

7.3. Where that role is carried out by a person other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff and that appropriate provision and support are in place.

English as an Additional Language

7.4. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English, recognising that difficulties with acquiring English do not in themselves indicate SEND.

7.5. The school will consider the pupil within the context of their home, culture, language and community.

7.6. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist and seeking appropriate specialist advice where required.

7.7. The school appreciates that having EAL is not equated with having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

7.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the barriers they experience in the classroom are due to limitations in their command of English or arise from SEND. Where appropriate, assessment will take account of the pupil's language development and wider context when considering their needs and provision.

- **Admissions & Accessibility Arrangements**

8.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan on the basis of their SEND or disability.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

8.2 Our school is committed to ensuring that all pupils, including those with disabilities, have full access to the curriculum, the physical environment, and the information they need to succeed. We work closely with families and relevant professionals to identify and remove barriers so that disabled pupils are not treated less favourably than their peers and can participate fully in school life.

Full details of our provision and commitments are set out in our Accessibility Plan, which can be found on our school website. The plan sets out how the school will:

- Increase the extent to which all pupils can participate in the curriculum
- Improve the physical environment to enable all pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to all pupils and their families

Our Accessibility Plan is reviewed regularly and updated in consultation with external professionals to ensure it remains relevant, effective and ambitious in meeting the needs of all learners.

9. Involving pupils and parents/carers in decision making

Parents/carers of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCO will give them the confidence that their views and contributions are valued and will be acted upon.

9.1. Parents/carers will always be notified when the school provides their child with SEND support and will be involved in planning, reviewing and evaluating that support.

9.2. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

9.3. The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments or referrals to minimise demands on parents/carers, where appropriate and possible.
- Bring together relevant professionals to discuss and agree together the overall approach.

9.4. The class teacher, supported by the SENDCO, will meet with pupils and their parents/carers in line with the school's graduated approach and review arrangements to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities through the review of Assess, Plan, Do, Review Support Plans. As an EET expectation, pupils APDR plans will be reviewed typically three times per year. Parents/carers will also review their child's progress through Parents' Evening and reports.

9.5. Pupils are invited to share their views through the information captured in Assess Plan Do Review Support Plans and by being invited to attend the review meetings. Children with EHC Plans are part of an annual review and their views will be sought and included in the review process. During the review, pupils will be supported to recognise their strengths, hear what the adults involved value and

admire about them, and reflect on their progress since the previous review meeting. In a small number of cases, this may not be appropriate, and a discussion will take place with parents / carers on how to include the child as their age and stage allows.

10. Multi-agency working and coordinated support

The school recognises that some pupils with SEND may require support from a range of education, health, social care and specialist services. Where this is required, the school will work collaboratively with relevant professionals, the pupil and their parents/carers to understand needs, coordinate support and ensure that provision is focused on agreed outcomes.

10.1 The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

10.2 The school will work closely with the Local Authority and relevant education, health and social care services to ensure pupils get the right support.

10.3 The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

10.4 The school's Data Protection Policy will be adhered to at all times when sharing information with external services and professionals.

10.5 The school will plan, deliver and monitor provision against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.
- Improved participation, independence and access to the full curriculum and wider life of the school.

10.6 Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with their EHC plan, where applicable, and any appropriate healthcare plan or other medical arrangements.

10.7 SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes and removing identified barriers to learning.

11. Funding

11.1. The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget, in line with the school's delegated funding arrangements and the Local Authority's published arrangements, for the SEND provision of its pupils.

11.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan. Where a pupil's needs require provision beyond the resources ordinarily available to the school, the school will work with the Local Authority to secure appropriate additional high-needs funding in accordance with local arrangements.

11.3. Inclusive Mainstream Fund

Where applicable, the school will use Inclusive Mainstream Fund (IMF) funding alongside its core funding and notional SEND budget to strengthen its inclusive offer and remove barriers to learning and participation. IMF funding will support universal provision and early, evidence-informed targeted support, in accordance with the purpose and conditions of the fund.

The use of IMF funding will be reflected in the school's Inclusion Strategy, including the activities undertaken and associated costs. The school will monitor the impact of funded activity on inclusion, provision and outcomes and will review this as part of its wider evaluation of SEND and inclusion provision.

- **Local Offer**

12.1 The Local Offer is a duty provided by the local authority to combine existing information, advice, directories and resources, including policies and documents, making them accessible to the public and professionals from a single source.

Accessing the Local Offer will provide:

- An offer of services and support available across education, health and care for disabled children and young people and those with SEN, from 0-25, and their parents/carers and carers.
- Information, advice and support directly to children, young people, parents/carers and carers on matters relating to SEN and disability, available through a single point of access which can signpost to other services and types of information.
- Information about the collaboration between the local authority and their partner bodies and agencies, including schools, in order to develop and review the Local Offer.

Access to the Local Offer can be found through the school's website and the relevant local authority website.

12.2 The school will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, the school will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- Comprehensive: The school will help to ensure that parents/carers and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.

12.3. The school will provide the LA with information about its existing SEND provision and capabilities to support pupils with SEND to aid in the drafting and review of the Local Offer, where required.

13. Information Report

In order to provide parents/carers and young people with as much information as possible, we also publish our SEND Information Report, which is available on our website as a series of questions and answers.

The SEND Information Report publishes information about the implementation of our SEND Policy and includes information such as:

- The types of SEND and disabilities provided for.
- Approaches for identifying children with SEND and assessing their needs.
- Arrangements for consulting and involving parents/carers in their child's education.
- Arrangements for consulting pupils and young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children in moving between phases of education.

- The approach to teaching children with SEND, including the use of high-quality adaptive teaching, ordinarily available provision and appropriate adaptations and reasonable adjustments
- Information about how the school implements its graduated approach to identifying and responding to SEND.
- Information about how the school works with parents/carers, pupils and relevant external agencies to identify needs, plan support and review its effectiveness.
- Information about the support and provision available to pupils with SEND, including how the school removes barriers to learning, participation and independence.
- Information about accessing the relevant local authority's Local Offer.

The SEND Information Report should be read alongside the school's SEND Policy, Inclusion Strategy and Accessibility Plan.

14. Graduated Approach

14.1 The EET Graduated Approach

At Summerseat Methodist Primary, we use the EET Graduated Approach to identify and respond to pupils' needs and barriers to learning at the earliest opportunity. The approach begins with universal high-quality adaptive teaching and ordinarily available provision and provides a clear pathway for increasing levels of support where required.

The EET Graduated Approach recognises that pupils' needs can change over time. Pupils can move between levels of support according to their individual needs, progress and response to the provision in place.

The EET Graduated Approach consists of the following levels:

- Universal / High-Quality Adaptive Teaching
- Notice, Try & Check / Initial Concerns – Pre-SEND
- Pupil Passport – Pre-SEND
- SEND Support – Targeted / Low-Level Need
- SEND Support Plus – Targeted Plus / High-Level Need
- Education, Health and Care Plan (EHCP) – Specialist High-Level Need

Pupils are placed on the SEND register when they require special educational provision that is additional to or different from that ordinarily available to pupils of the same age.

The Graduated Approach is needs-led. A pupil may move directly to an appropriate level of support where their individual needs indicate that this is necessary.

Further information about the EET Graduated Approach and Levels of Need is provided in Section 14.3 and the appendices.

14.2 Assess, Plan, Do, Review

For pupils on the SEND register, the school will use an Assess, Plan, Do, Review (APDR) cycle to ensure that provision is appropriate, effective and responsive to the pupil's needs.

Assess:
The school will draw on assessment information, teacher knowledge, pupil and parental voice and, where appropriate, advice from external agencies to understand the pupil's strengths, needs and barriers to learning.

Plan:
The class teacher and SENDCO, in consultation with the pupil and their parents/carers, will agree appropriate outcomes, provision, adaptations and support.

Do:
The class or subject teacher retains overall responsibility for the pupil's progress. Targeted interventions and support will complement, rather than replace, high-quality inclusive and adaptive teaching. Teachers will work with teaching assistants and specialist staff to ensure that support is appropriately delivered and linked to classroom learning.

Review:
The effectiveness and impact of provision will be evaluated against the agreed outcomes. The views of the pupil, parents/carers and staff will contribute to the review. Provision and outcomes will be adjusted in response to the pupil's progress and development.

Pupils can move between levels of the EET Graduated Approach at review points, according to their needs, progress and the effectiveness of the provision in place.

14.3 Epworth Trust Levels of Need

At Summerseat Methodist Primary, we use the Epworth Trust Levels of Need to identify the level of support that is required for an individual through the Graduated Approach. The aim of identifying a child with barriers to learning or SEND is to help the school ensure that effective and appropriate provision is put in place.

See Appendix 1 for the Epworth Graduated Approach Flowchart and Appendix 2 for the Levels of Need Criteria.

Universal / High-Quality Adaptive Teaching

All teachers are responsible for providing high-quality, inclusive and adaptive teaching as part of a strong universal offer. Reasonable adjustments and

adaptations will be made where required, in line with the Epworth Teaching & Learning Model, EET Graduated Offer Toolkit and relevant guidance.

Where a pupil continues to experience barriers to learning despite high-quality adaptive teaching and ordinarily available provision, the Notice, Try and Check process will be used to identify appropriate next steps.

Notice, Try & Check / Initial Concerns – Pre-SEND

Where the class teacher identifies a barrier to learning, an Initial Concerns form will be completed and discussed with the SENDCO. The class teacher and SENDCO will identify appropriate strategies and support using assessment information, teacher knowledge, the EET Teaching & Learning Model, the EET Graduated Offer Toolkit and relevant professional advice.

Agreed classroom adaptations, reasonable adjustments and short-term targeted support will be implemented and monitored, normally over a six-week period. The Notice, Try and Check process may involve more than one cycle, where appropriate, depending on the pupil's needs and response to support.

The class teacher and SENDCO will review the pupil's progress and agree the appropriate next steps. This will be shared with the pupil and their parents/carers.

If the pupil's needs are being met through high-quality adaptive teaching and ordinarily available provision, the class teacher will continue to monitor their progress.

Pupil Passport – Pre-SEND

Some pupils may have emerging, identified or diagnosed needs but may not require special educational provision that is additional to or different from that ordinarily available. These pupils may be supported through a Pupil Passport.

The Pupil Passport provides a brief, accessible record of the pupil's strengths, needs, preferences, barriers to learning and the reasonable adjustments or strategies that help them to access learning and participate in school life.

The use of a Pupil Passport does not, in itself, mean that a pupil has SEND or that they should be placed on the SEND register. Pupil Passports will be reviewed regularly and updated as required.

Where a pupil requires special educational provision that is additional to or different from that ordinarily available, the pupil will be placed on the SEND register and supported through SEND Support.

SEND Support – Targeted / Low-Level Need

Where a pupil requires special educational provision that is additional to or different from ordinarily available school provision, they will receive SEND Support and will be placed on the SEND register.

This will typically involve personalised or targeted provision planned and delivered by school staff. Further, detailed assessment may be required to understand the pupil's strengths, needs and barriers to learning.

All pupils on the SEND register will be supported through the Assess, Plan, Do, Review (APDR) cycle, as outlined in Section 14.2.

The class teacher will work with the pupil and their parents/carers to develop an All About Me (AAM) Pupil Passport and APDR Support Plan. Outcomes, provision and support will be reviewed regularly, normally termly, and adjusted in response to the pupil's progress and development.

SEND Support Plus – Targeted Plus / High-Level Need

Where a pupil requires specialist advice or coordinated multi-agency support alongside school provision, the pupil may move to SEND Support Plus.

This may involve referrals to, or advice from, relevant external agencies and services, including education, health and specialist services available within the local area. The school will act on relevant professional recommendations and incorporate appropriate advice into the pupil's provision and APDR.

The class teacher will remain responsible for implementing agreed recommendations and monitoring the pupil's progress towards their outcomes. The pupil's progress and the effectiveness of support will be considered as part of review meetings.

Where appropriate, evidence from school-based provision and external agency involvement may contribute to consideration of an EHC needs assessment.

Education, Health and Care Plan (EHCP) – Specialist High-Level Need

Where an EHC needs assessment is agreed and an EHCP is subsequently issued, the pupil will receive highly personalised support in accordance with the outcomes and provision specified within their plan.

The provision specified within an EHCP will be implemented alongside any additional targeted school support and reviewed in accordance with statutory requirements.

Pupils can move between levels of the EET Graduated Approach according to their individual needs, progress and response to provision.

14.4 School-based SEND Provision

Pupils requiring special educational provision that is additional to or different from that ordinarily available will be placed on the school's SEND register. These pupils have needs that can be met through the school's graduated approach.

Pupils may require different levels of support within the SEND Support and SEND Support Plus stages, depending on their individual needs, progress and the level of specialist support required.

Where the pupil's needs cannot be adequately met through school-based expertise and provision, the school will consider involving relevant external specialists and agencies as part of the graduated approach.

The provision for these pupils is funded through the school's notional SEND budget and, where applicable, other appropriate funding arrangements.

On the school census, pupils receiving SEN Support will be recorded using the appropriate SEN provision code, including code K where applicable.

Short-term targeted support or intervention does not necessarily mean that a pupil has SEND.

14.5 Documenting Need and Provision

The level of documentation and review will reflect the pupil's level of need within the EET Graduated Approach.

Pupil Passport – Pre-SEND

A Pupil Passport may be used for pupils who have emerging, identified or diagnosed needs but who do not require special educational provision that is additional to or different from that ordinarily available.

The Pupil Passport will provide a brief and accessible record of the pupil's strengths, needs, preferences, barriers to learning and the reasonable adjustments or strategies as part of those that are ordinarily available that help them to access learning and participate in school life.

Pupil Passports will be reviewed regularly and updated as required.

All About Me (AAM) Pupil Passport – SEND

For pupils on the SEND register, an All About Me (AAM) Pupil Passport will be used to capture the pupil's strengths, needs, barriers to learning, views and the provision that supports them.

Parents/carers will be invited to contribute to the Passports and review arrangements.

Through the use of an AAM Pupil Passport we aim to:

- Provide a summary of a child's strengths, needs and barriers to learning
- Detail the provision and programmes of support
- Detail external agency support, where applicable
- Capture pupil and parent/carer voice

Assess, Plan, Do, Review Support Plans (APDR Support Plans)

For pupils on the SEND register, an APDR Support Plan will be used to identify agreed outcomes, provision, adaptations and support and to review their effectiveness. APDR will be completed in partnership with the pupil and their parents/carers and reviewed regularly, normally termly.

An APDR will be used where a pupil requires special educational provision that is additional to or different from that ordinarily available.

Through the use of APDR Support Plans we aim to:

- Raise achievement and improve outcomes for pupils with SEND
- Create a working document to plan, record and review provision
- Use a pupil-friendly and accessible format
- Detail provision additional to or different from that available to most pupils
- Be comprehensible and accessible to staff as necessary
- Promote effective planning
- Help pupils monitor and understand their own progress
- Support effective intervention by staff
- Evaluate the impact of provision and inform future planning

APDR Support Plans will focus on:

- Up to four key individual and measurable outcomes or targets, according to the pupil's needs and priorities
- Teaching strategies and adaptations to be used
- Provision and support to be put in place
- Staff involved
- When the plan is to be reviewed
- Outcomes and evidence of progress
- Pupil and parent/carer voice

When reviewing, the following will be considered:

- Progress made towards agreed outcomes
- Parents/carers' views
- Pupil's views
- Effectiveness and impact of the provision
- Any specific access issues that impact upon progress
- Updated information and advice
- Future action, including changes to targets, provision and strategies

Progress will be considered in relation to the individual pupil and may include:

- Progress towards agreed outcomes

- Improved access to and participation in learning and the wider curriculum
- Progress from the pupil's individual starting point
- Improved independence and self-help skills
- Improved communication, social and emotional development
- Improved engagement, regulation or behaviour where relevant
- The extent to which barriers to learning have been reduced

14.6 Education, Health and Care Needs Assessment

Pupils who require a level of support that cannot reasonably be met through the special educational provision and resources normally available within the school may require an Education, Health and Care (EHC) needs assessment.

An EHC plan is a legal document that describes a pupil's special educational needs, the outcomes sought and the special educational provision required to meet those needs, together with relevant health and social care provision where applicable.

The provision for pupils with an EHC plan will be funded in accordance with the relevant Local Authority and high-needs funding arrangements. This may include the school's notional SEND budget and, where applicable, additional high-needs funding.

The school will, in consultation with the pupil and their parents/carers, consider requesting an EHC needs assessment where the pupil's needs cannot reasonably be met through the resources normally available within the school. The school will gather appropriate evidence to support any request and will work collaboratively with the pupil, parents/carers, Local Authority and relevant professionals throughout the process.

Consideration of whether an EHC needs assessment is appropriate will start with the pupil's individual needs, desired outcomes and the views of the pupil and their parents/carers.

An EHC needs assessment may be considered when:

- The pupil continues to experience significant and sustained barriers to learning or participation despite appropriate high-quality adaptive teaching, ordinarily available provision and targeted SEND support.
- The pupil requires provision that is beyond the resources, expertise or specialist support normally available within the school.
- The pupil requires a level of specialist advice, assessment or coordinated support that cannot reasonably be secured through the school's existing arrangements.
- There is evidence that the pupil's needs are significant, complex or escalating and that an EHC needs assessment may be necessary to determine the provision required to meet their needs.

The evidence gathered to support an EHC needs assessment request may include:

- Assessment and progress data
- All About Me (AAM) Pupil Passport and pupil/parent/carer voice
- APDR Support Plans and reviews
- Evidence of the provision, adaptations and interventions implemented and their impact
- Provision maps and, where appropriate, costed provision
- Reports and advice from relevant external agencies and professionals
- Relevant medical or health information, where appropriate
- Evidence of the pupil's strengths, needs, barriers to learning and desired outcomes

Where a pupil has an Education, Health and Care Plan, the school will ensure that the provision specified in the plan is delivered and will monitor and review its effectiveness in accordance with statutory requirements.

On the school census, pupils with an Education, Health and Care Plan will be recorded using SEN provision code E.

For further detail, please see Section 17.

15. Inclusion Bases

15.1 What is an Inclusion Base?

Inclusion Bases are provisions within mainstream schools that provide additional, targeted or specialist support for children and young people with additional needs. They are part of the mainstream school and are not separate educational institutions. Inclusion Bases may provide specific teaching, interventions, specialist support or bespoke learning environments, alongside opportunities for pupils to participate fully in the wider life of the school.

The Department for Education's *Inclusion Bases in Schools* guidance, published in June 2026, uses the term Inclusion Base to describe provision that may previously have been referred to as a SEN unit, resourced provision or pupil support unit. The guidance is non-statutory and sets out principles and examples of high-quality practice for schools and local authorities.

15.2 Types of Inclusion Base

There are two types of Inclusion Base:

Specialist Bases
Specialist Bases are formally recognised and commissioned by the local authority and typically receive high-needs funding. They provide specialist teaching and

support for a defined cohort of pupils whose needs require provision beyond that ordinarily available within mainstream classrooms.

Support Bases
Support Bases are commissioned by individual schools or academy trusts and provide targeted support for pupils with additional needs. They are part of the school's provision and are designed to complement, rather than replace, high-quality mainstream teaching and the school's wider graduated approach.

This terminology is also reflected in the Department for Education's wider SEND reform proposals, which describe Support Bases as setting/MAT-funded and Specialist Bases as local-authority-funded.

15.3 Inclusion Bases within Epworth Education Trust

Summerseat Methodist Primary has a Specialist Base with Bury Local Authority. The base provides specialist support for pupils with Autism and Cognition and Learning Needs and works closely with mainstream staff to promote inclusion, participation and positive outcomes for pupils.

Some EET schools may also operate a Support Base, providing targeted provision commissioned and funded by the school or Trust. Where this is the case, the provision will be clearly defined within the school's local offer and will complement the school's ordinarily available provision, graduated approach and wider inclusion strategy.

15.4 Quality and Practice

Where an EET school has an Inclusion Base, the provision will operate as an integral part of the mainstream school. The aim is not to create a separate 'school within a school', but to provide the right level of additional expertise, teaching, support and environment to enable pupils to access education, participate in school life and achieve positive outcomes.

Inclusion Base provision will be underpinned by high-quality teaching, evidence-informed practice, appropriate assessment and review, effective safeguarding, strong partnership with parents/carers and appropriate multi-agency working.

Schools with an Inclusion Base will follow the principles and expectations set out in the Department for Education's *Inclusion Bases in Schools* guidance and will maintain clear arrangements for the operation, leadership, staffing, curriculum, safeguarding, admissions where applicable, assessment and evaluation of the provision. The guidance is non-statutory and will be used alongside statutory duties and other relevant national guidance.

16 Assessment

16.1. In tracking the learning, development and progress of pupils with SEND, the school will:

- Base assessment and review on a range of information, including the insights and views of the pupil and their parents/carers.
- Set pupils ambitious and appropriately challenging targets and outcomes.
- Track pupils' progress towards agreed outcomes and from their individual starting points.
- Review the provision, adaptations and support made for them and evaluate their impact.
- Promote positive academic, personal, social, emotional and independence outcomes.
- Base approaches on the best available evidence and professional advice, ensuring that provision is having the required impact on pupils' progress, participation and outcomes.
- Use assessment information to identify barriers to learning, inform provision and determine appropriate next steps within the EET Graduated Approach.

16.2. Detailed assessments will identify the full range of the individual's strengths, needs and barriers to learning, not just the primary need. This will include school-based assessment and, where appropriate, external assessment and professional advice available locally.

16.3. Where appropriate, pupils' needs will be considered in relation to the four broad areas of need identified in the 'Special educational needs and disability code of practice: 0 to 25 years':

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

These broad areas provide a framework for understanding and responding to pupils' needs. They should not be used to label pupils or limit consideration of their individual strengths and needs. Pupils may have needs across more than one area, and their needs may change over time.

16.4. Where a pupil is making limited progress or experiencing ongoing barriers to learning, the school will review the provision and support in place and work with the pupil and their parents/carers to identify appropriate next steps. Where required, advice or assessment from relevant specialist services will be sought as part of the EET Graduated Approach.

16.5. Where appropriate, PIVATS will be used alongside the PiXL assessments used across Epworth schools to provide a fuller picture of a pupil's progress from their individual starting point. PIVATS may be particularly useful where pupils are working significantly below age-related expectations or where a more personalised measure of progress is required.

17 Training

17.1. All staff will keep up-to-date through appropriate training and professional development, which will be provided by leaders including the SENDCO, as well as

external agencies, where appropriate. All staff will receive appropriate training and professional development in SEND and inclusion, with training tailored to the needs of the school, pupils and individual roles. This will include training in high-quality inclusive and adaptive teaching, identification of needs, the EET Graduated Approach and appropriate strategies for removing barriers to learning. Schools can access additional shared resources and training through the Epworth Whole Staff Teams channel and also our Epworth Specialist Leaders programme. The school will also make use of relevant national and local SEND training (including EEF materials) and resources as these become available.

17.2. Training will cover aspects across the broad areas of need and will reflect the range of needs identified within the school. Training will also develop staff confidence in adaptive teaching, ordinarily available provision, reasonable adjustments, early identification and the effective use of the EET Graduated Approach. Training priorities will be identified through the school's context, pupil needs, provision and ongoing evaluation of staff development needs.

17.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Training will promote an inclusive culture in which SEND is understood as a shared responsibility and all pupils are supported to participate, achieve and thrive.

18. Promoting Mental Health and Wellbeing

18.1 At Summerseat Methodist Primary, we aim to promote positive mental health and wellbeing for every member of our staff and pupil body. We pursue this aim using both universal, whole-school approaches and specialised, targeted approaches for pupils who may require additional support.

18.2 As a school, we support children in understanding the importance of mental health and wellbeing from an early stage and actively promote positive mental health, emotional wellbeing, resilience and healthy relationships. We provide opportunities for pupils to develop strategies to recognise and manage their emotions, build positive relationships and seek help when they need it.

18.3 Staff are supported to recognise early signs that a pupil may be experiencing difficulties with their mental health or emotional wellbeing and to respond appropriately through the school's graduated approach. Where concerns require additional support, the school will work in partnership with pupils, parents/carers and appropriate external agencies and will follow safeguarding procedures where a mental health concern may indicate a safeguarding risk.

18.4 For further information, please visit our Mental Health and Wellbeing Policy and related safeguarding policies

19. EHC Plans

19.1. The school will fully cooperate with the Local Authority (LA) when an EHC needs assessment or review of an EHC plan is being conducted.

19.2. The school will provide the LA with any relevant information, advice or evidence needed to inform the assessment or review.

19.3. All relevant teachers and other staff working with the pupil will be involved in contributing information to the LA, where appropriate.

19.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education and will identify the expected impact of the provision on the pupil's progress, participation and outcomes.

19.5. The school will provide its views on a draft EHC plan within the timescale requested by the LA and in accordance with statutory requirements.

19.6. If the decision is taken not to issue an EHC plan, the school will work with the pupil and parents/carers and consider any recommendations made by the LA regarding how the pupil's needs and outcomes can be met through the school's existing provision and the EET Graduated Approach.

19.7. If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves where appropriate, will be informed by the LA within 16 weeks of the request for an EHC needs assessment.

19.8. The school will respond appropriately to consultations from the LA regarding the naming of the school in an EHC plan and will comply with its statutory duties where the school is named in a final EHC plan.

19.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and the provision specified in the plan, and that arrangements are in place to meet them.

19.10. All reasonable steps will be taken by the school to provide a high standard of education and to enable the pupil to access the provision specified in their EHC plan.

19.11. Staff will be briefed about any potential barriers, risks or situations requiring specific support, and appropriate procedures will be put into place to support the pupil.

19.12. The school will identify appropriate short-term targets and measurable outcomes which contribute towards the outcomes specified in the EHC plan. Progress towards these will be monitored and reviewed as part of the school's ongoing provision and the annual review process.

19.13. The school will review the provision, outcomes and recommendations within each pupil's EHC plan as part of the annual review process and provide the LA with relevant information about progress, provision and any proposed amendments.

19.14. If a pupil's needs or circumstances change significantly, the school will work with the pupil, parents/carers and LA to consider whether an early review or further EHC needs assessment is required. Any request will be made in accordance with the LA's procedures and relevant statutory requirements.

19.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis in accordance with data protection and information-sharing requirements.

19.16. Information regarding a pupil's EHC plan will be shared with another educational setting where this is necessary to support transition, continuity of provision or the pupil's education, and in accordance with data protection requirements.

19.17. The school will take steps to ensure that pupils and parents/carers are actively supported in contributing to the development, implementation and review of EHC plans.

19.18. Where necessary, the school will provide appropriate support, including access to advocacy or communication support where required, to ensure the pupil's views are heard and acknowledged.

19.19. The school will ensure that parents/carers are consistently kept involved throughout the implementation and review of an EHC plan.

20. Reviewing EHC Plans

20.1. The school will:

- Cooperate with the Local Authority to ensure that an annual review of each EHC plan takes place at least annually, or more frequently where required.
- Arrange and convene the annual review meeting where requested by the LA and ensure that the pupil and their parents/carers are meaningfully involved.
- Ensure that the pupil's views, wishes and feelings, alongside those of their parents/carers, are sought and considered as part of the review.
- Invite relevant professionals and other appropriate individuals to contribute to the review, according to the pupil's needs and circumstances.
- Seek advice and information about the pupil's progress, needs, provision and outcomes from relevant parties before the annual review meeting and share this information with those invited, where appropriate.
- Consider the pupil's progress towards the outcomes specified in the EHC plan, the effectiveness of the provision in place, any changes in need and whether the outcomes or provision should be amended.

- Provide the LA with relevant information and recommendations arising from the annual review, keeping the pupil and parents/carers informed throughout the process.
- Prepare and submit the annual review report and supporting information to the LA and other relevant parties within the required timescale.
- Cooperate with the LA following the annual review and implement any agreed changes to provision when the LA has amended the EHC plan.
- Ensure that pupils and parents/carers are informed of their rights, including their right to appeal where appropriate.

20.2 The Local Authority will make the statutory decision following the annual review. Within four weeks of the review meeting, the LA must notify the parents/carers or young person whether it has decided to maintain the plan, amend the plan or cease to maintain the plan. Where amendments are proposed, the LA will follow the statutory process for issuing an amended plan.

- **21. Safeguarding**

The school recognises that children with SEND can face additional safeguarding challenges, both online and offline, and may be disproportionately impacted by abuse, neglect, exploitation and other safeguarding risks. The school will ensure that staff are aware that pupils with SEND:

- May be more vulnerable to peer group isolation and bullying, including prejudice-based bullying, and may be disproportionately impacted by bullying without necessarily showing obvious signs.
- May face additional risks online, including online bullying, grooming, exploitation and radicalisation.
- May experience additional barriers to recognising, understanding or reporting abuse, neglect and exploitation, including because of communication difficulties, cognitive understanding or increased reliance on adults for care and support.
- May be more vulnerable to abuse, neglect and exploitation and may require additional pastoral support and attention to ensure that they are safeguarded effectively.

21.1. The school recognises that there are additional barriers to recognising abuse, neglect and exploitation in this group of pupils. These barriers include, though are not limited to, communication difficulties, peer group isolation, difficulties in understanding or reporting what is happening to them, increased reliance on adults for care, and the risk that changes in behaviour, mood or presentation, or injuries, may be attributed to a pupil's SEND without further exploration.

21.2. The Headteacher and Local Academy Board (LAB) will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional

barriers can exist when identifying abuse, neglect and exploitation and sets out appropriate arrangements for supporting pupils with SEND.

21.3. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice changes in behaviour, mood, attendance, presentation or communication, as well as injuries or other indicators of possible abuse or neglect. Concerns will be reported to the Designated Safeguarding Lead (DSL) without delay and investigated in accordance with the school's safeguarding procedures, with close liaison between the DSL and SENDCO where appropriate.

21.4. The school will ensure that appropriate communication and pastoral support is in place to enable pupils with SEND to express their views, communicate concerns and access safeguarding support. Staff will take account of the individual communication needs of pupils when responding to safeguarding concerns.

21.5. Safeguarding concerns involving pupils with SEND will be considered on an individual basis and will not be assumed to arise from a pupil's SEND. Staff will maintain professional curiosity and consider whether a change in behaviour, mood, attendance, presentation or physical wellbeing may indicate a safeguarding concern.

22. Transferring between different phases of education

22.1. The school will plan carefully for transitions between different phases and educational settings to ensure that pupils with SEND experience continuity of support, provision and relationships. Transition planning will take account of the individual needs, strengths, views and aspirations of the pupil and their parents/carers.

22.2. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase. For transfers into or between schools, the review and any amendments to the EHC plan must be completed by 15 February in the calendar year of the transfer, where the statutory phase-transfer requirements apply.

22.3. The school will work collaboratively with the receiving or previous setting, parents/carers, the pupil and relevant professionals to share appropriate information and ensure that arrangements are in place to support a successful transition. This may include sharing the pupil's Pupil Passport/AAM Pupil Passport, APDR information, relevant assessment information and details of effective strategies and provision, in accordance with data protection requirements.

22.4. The key transfers at Summerseat Methodist Primary are as follows:

- Early years provider to school
- KS1 to KS2
- Primary school to secondary school

22.5. Where appropriate, additional transition arrangements will be put in place for pupils whose needs mean that a standard transition process may not be sufficient. This may include additional visits, enhanced information-sharing, transition meetings, visual or social preparation, communication support and opportunities to become familiar with the new environment and key adults.

23. Resolving Concerns / Complaints

23.1. The school is committed to resolving disagreements and concerns as early and informally as possible, through open communication and partnership with pupils and their parents/carers. Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, SENDCO or Headteacher, as appropriate. We will try to resolve concerns informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

23.2. Formal complaints about SEND provision in our school should be made in accordance with the school's Complaints Policy which is available via the school website. Complaints will be handled in line with the school's published complaints procedure.

23.3. If the parent/carer is not satisfied with the school's response, they may escalate their complaint in accordance with the school's Complaints Policy.

23.4. Parents/carers can also access independent disagreement resolution services where there is a disagreement about SEND provision. These services are voluntary and are intended to support early resolution of disagreements. They are available whether or not the child or young person has an EHC plan.

23.5. Where appropriate, parents/carers and young people may also access independent mediation in relation to certain decisions about EHC needs assessments and EHC plans, including where they are considering an appeal to the First-tier Tribunal (SEND).

23.6. Information about the Local Authority's disagreement resolution, mediation and SEND Information, Advice and Support Service (SENDIASS) can be found through the Local Authority's Local Offer.

> Bury Council aims to work closely with parents, carers, and young people to resolve any disagreements about Education, Health and Care (EHC) needs assessments or plans. If you are unhappy with a decision, you can contact the EHC team at ehc@bury.gov.uk or 0161 253 5969. Most issues are resolved informally, but parents and young people can also access disagreement resolution or independent mediation (through Mediate Legal – help@mediatelegal.co.uk / 0161 960 0894).
> Mediation is free and must be considered before appealing to the SEND Tribunal (unless the appeal is only about the school named in Section I of the EHC plan).

- **24. SEND Tribunal**

24.1. The school will seek to resolve disagreements about SEND provision and EHC plans as quickly and collaboratively as possible, with the aim of ensuring that the pupil's education and wellbeing are not adversely affected.

24.2. Where concerns relate to the school's SEND provision, the school's Complaints Policy will be followed. Where a disagreement relates to a decision made by the Local Authority concerning an EHC needs assessment or EHC plan, the statutory disagreement resolution and mediation arrangements will apply.

24.3. The school will cooperate with the Local Authority and parents/carers or young person, where appropriate, in seeking to resolve disagreements about SEND provision. Information about independent disagreement resolution and mediation services will be provided where relevant.

24.4. Where a parent/carer or young person has a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability), the school will cooperate appropriately with the Tribunal process and provide relevant information or evidence where required.

24.5. The school will ensure that provision for the pupil continues to be reviewed and supported appropriately while any disagreement or appeal is ongoing, in accordance with the pupil's existing provision and any EHC plan in force.

24.6. Where a Tribunal appeal relates to an EHC plan, the school will work constructively with the Local Authority and other relevant parties to provide accurate information about the pupil's needs, progress, provision and outcomes.

24.7. All staff involved in supporting the pupil will continue to work in partnership with the pupil and their parents/carers to provide appropriate support and education, regardless of any ongoing disagreement or appeal.

24.8. SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, impartial and confidential information, advice and support to children and young people with SEND and their parents/carers. Parents/carers and young people will be informed that they can access this service for independent support and advice.

24.9. Information about the Local Authority's disagreement resolution and mediation services, SENDIASS and the First-tier Tribunal (SEND) can be accessed through the relevant Local Authority Local Offer and government guidance.

25. Supporting successful preparation for adulthood

25.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, with transition planning tailored to their individual needs, strengths, aspirations and circumstances.

25.2. The school will engage with secondary schools and other receiving settings, as necessary, to help plan for successful transitions and ensure continuity of support and provision.

25.3. The school will transfer relevant information about pupils to any educational setting that they are transferring to, in accordance with data protection and information-sharing requirements.

25.4. Where a pupil is excluded, the school will meet its statutory duties in relation to suitable education and will ensure that relevant information about the pupil's SEND and provision is shared appropriately, in accordance with the school's Exclusions Policy.

25.5. Where appropriate and in the best interests of the pupil, the school may commission alternative provision for pupils who face significant barriers to accessing mainstream education, in accordance with relevant statutory guidance and any EHC plan in place.

25.6. The school will take an active role in preparing pupils with SEND for their future by developing the skills, knowledge, confidence and independence they need to achieve their aspirations and participate successfully in education and wider life. This will include, as appropriate to the pupil's age and stage of development, developing independence, communication, self-advocacy, social and emotional skills, relationships, decision-making and understanding of future opportunities.

25.7. Where a pupil has an EHC plan, preparation for adulthood will be considered as part of the outcomes and review process, where appropriate to their age and stage of development.

26. Data and Record Keeping

26.1. The school's records will:

- Include relevant details of SEND, strengths, needs, outcomes, agreed support, provision, reasonable adjustments, teaching strategies and the involvement of specialists, as appropriate, within the school's management information systems and SEND records.
- Maintain an accurate and up-to-date record of the provision made for pupils with SEND and the impact of that provision.
- Record the additional or different provision made for pupils with SEND through the school's provision map or equivalent system.

26.2. The school keeps data on the levels and types of need within the school and will provide relevant information to the Local Authority and other statutory bodies where required.

26.3. The SEND Information Report is prepared by the SENDCO and will be approved and published by the Headteacher in accordance with the school's governance arrangements. It will be published on the school website and will include the information required by the SEND Code of Practice and relevant statutory requirements.

26.4. The school will ensure that SEND records are reviewed and updated as pupils' needs, provision and circumstances change. Records will support effective monitoring, transition and continuity of provision.

26.5. All information will be kept in accordance with the school's Data Protection Policy and applicable data protection legislation.

27. Confidentiality

27.1. The school will ensure that information relating to pupils with SEND, including EHC plans, assessments and other SEND records, is handled sensitively and kept securely in accordance with data protection legislation, the school's Data Protection Policy and relevant information-sharing requirements.

27.2. SEND information will be shared only where there is a lawful basis for doing so and with those who need the information to fulfil their professional responsibilities, support the pupil or meet statutory duties.

27.3. Relevant information may be shared with staff and professionals involved in supporting the pupil, including external agencies and other educational settings, where this is necessary to support the pupil and is lawful and appropriate.

27.4. Where a pupil transfers to another educational setting, relevant SEND information will be shared to support continuity of education, provision and safeguarding, in accordance with data protection and information-sharing requirements.

27.5. The school will ensure that staff understand their responsibilities in relation to confidentiality, secure handling of SEND information and appropriate information sharing. Safeguarding concerns will be shared in accordance with the school's Child Protection and Safeguarding Policy.

28. Publishing Information

28.1. The school will publish information about SEND on the school website in the SEND section and will make the SEND Policy, SEND Information Report and information about the Local Authority Local Offer readily accessible.

28.2. The SEND Information Report will be reviewed and updated annually and will be updated during the year where there are significant changes to the information provided.

28.3. The school will ensure that published SEND information is accessible, clear and understandable to pupils and parents/carers and reflects the school's current SEND provision and arrangements.

28.4. The school will ensure that the SEND Policy is reviewed in accordance with the school's policy review arrangements and updated where there are changes to legislation, statutory guidance or the school's SEND arrangements.

29.Monitoring and Review

29.1. The policy is reviewed on an annual basis by the SENDCO in conjunction with the Headteacher and Local Academy Board (LAB); any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.

29.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme and to remain aware of any updates communicated during the academic year.

29.3. The implementation and effectiveness of this policy will be monitored through the school's ongoing evaluation of SEND provision, including the impact of the EET Graduated Approach, the quality of adaptive teaching, pupil outcomes, parent/carer and pupil feedback, and the effectiveness of additional and different provision.

29.4. The policy will also be reviewed when there are significant changes to legislation, statutory guidance, national SEND requirements or the school's SEND arrangements.

29.5. The next scheduled review date for this policy is Autumn 2027.

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Appendix 1

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Graduated Approach to SEND

Step one: *Universal High-Quality Adaptive Teaching*

- Teachers deliver high-quality inclusive classroom practice using the Epworth Teaching & Learning Model, the EET Graduated Offer Toolkit and the Adaptive Teaching Toolkit / EEF adaptation guidance. They also utilise local area *Ordinarily Available Inclusive Provision* guides.
- If adaptations go beyond ordinarily available provision, SENDCO to instruct teachers to complete an initial concern.

Step two: *Notice, Try and Check*

This process will begin through the actions of the class teacher and SENDCO identifying whether a child has a barrier to learning:

- Class teacher to complete page 1 *'initial concerns'* and send to the SENDCO.
- Meeting to be held within 7 days of receiving the initial concerns form to agree appropriate classroom adaptations, reasonable adjustments and short-term targeted support that will be implemented over a 6-week period.
- Strategies to be taken from Epworth Graduated Offer Toolkit, Greater Manchester Ordinarily Available Inclusive Provision (or your LA), Pre-referral Intervention Manual, Professional advice and Guide to Inclusive Teaching | EEF

Step three: *Identification of need*

At the end of the 6-week period, the class teacher and SENDCO will meet to discuss the progress of the child to agree the outcome. This must be shared with parents / carers.

Child's needs are being met through universal high-quality adapted teaching and/or ordinarily available intervention. Often captured on class provision map, possible Pupil Passport

Child added to the SEND list at School Support (Targeted / Low-Level Need)

Child added to the SEND list as high level need (Targeted plus / High-Level Need). *Case dependent, e.g. a child may be new to school or receive a medical diagnosis. Refer to the level of need flow chart.*

Step four: Targeted Support

Assess Plan Do Review cycle will be followed for all children on SEND list

To ensure that all children on the SEND list have appropriate support within school, the class teacher will complete:

- An *All About Me profile* and *Assess Plan Do Review* with parents/carers. To be reviewed termly during a co-production meeting.

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Step five: *Record of interventions & Impact*
Using information within the APDR the class teacher will plan targeted support on an *'Intervention timetable' and class 'Provision map'*. It will include: the type of intervention; frequency and duration; ratio of adults to children and adult support. An *'Intervention record'* will be kept to monitor the child's attendance and their attainment pre and post intervention to measure impact. Staff will utilise EEF guidance on targeted approaches (Incl. Promising Programmes). *PIVATs* tracking tool may be used to track the child's progress.
'Provision maps' will also capture ordinarily available targeted support for children pre-SEND.

↓

Step six: *Provision Map*

The SENDCO will closely monitor and maintain oversight of class provision maps, ensuring that all statutory provision in EHCPs is met alongside additional targeted school support. They will ensure targeted provision is impactful and evidence based and review with the wider senior leadership team.

↓

Step seven: *External agency support*

If a child makes limited progress towards their targets the intervention programme may continue and a referral may be made to the relevant external agency/agencies for additional support and recommendations: Targeted Education Support Service, Education Psychology, Outreach, Speech & Language, Occupational Therapy (dependent on local area offer). They may also seek advice from EET SEND strategic lead and Epworth Specialist Leaders.
Class teacher to action all recommendations, monitor the child's progress towards the targets closely and discuss the child's progress at review meetings.

↓

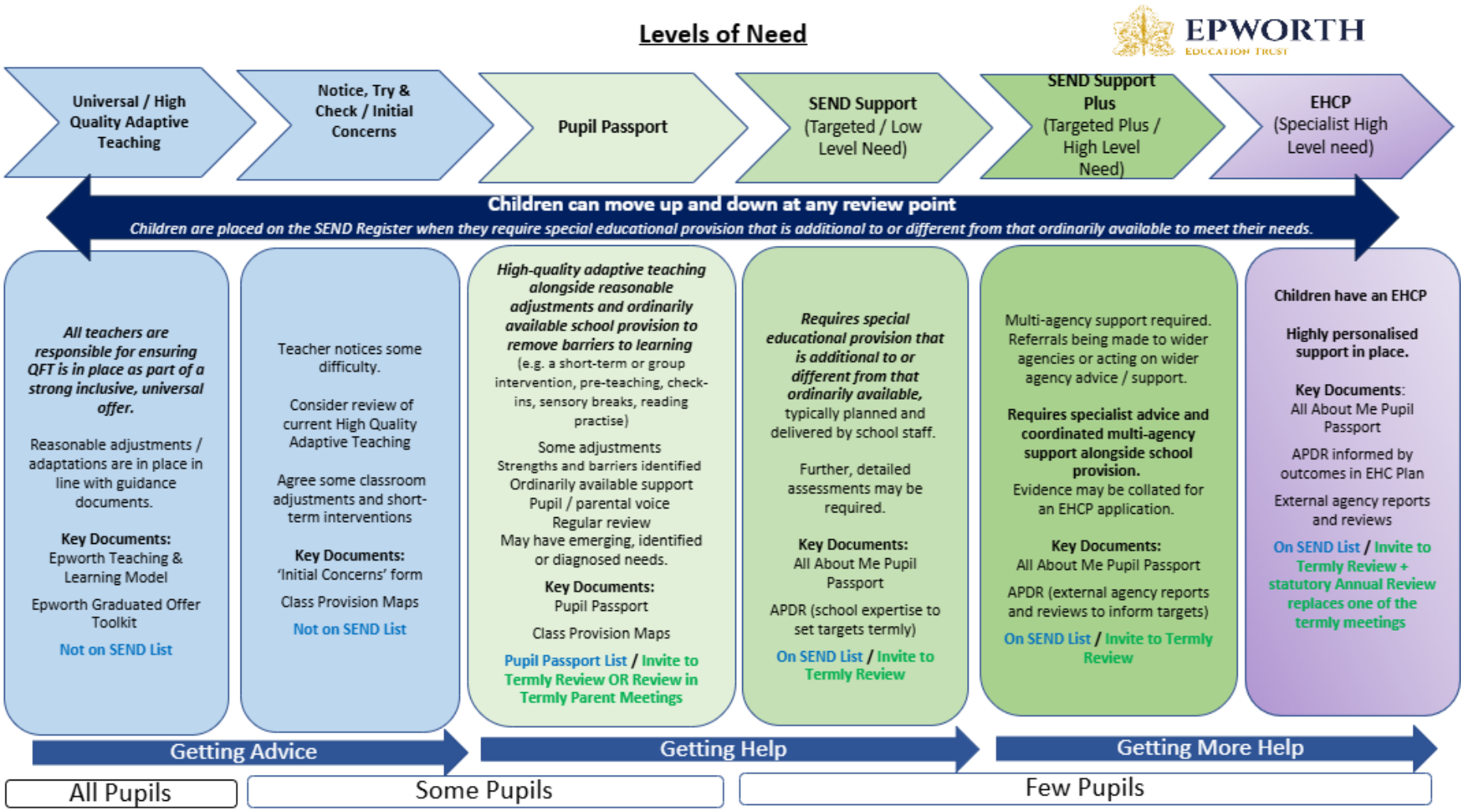
Step eight: *EHC referral*

If following targeted intervention and support from one or more external agency a child is not making the expected progress, the SENCDO will gather evidence for an EHC referral:

- Tracking data
- All About Me Pupil Passport
- EHC Assessment
- External agency reports and reviews
- NHS Reports
- Costed provision map
- Medical questionnaire and reports (if applicable)

An EHC Panel is held to support the Local Authority to decide whether to accept a referral and recommend whether an EHC Assessment should be undertaken. The time taken to produce an EHC Plan is 20 weeks.

Appendix 2


Levels of Need
EPWORTH
EDUCATION TRUST
Universal / High Quality Adaptive Teaching
Notice, Try & Check / Initial Concerns
Pupil Passport
SEND Support (Targeted / Low Level Need)
SEND Support Plus (Targeted Plus / High Level Need)
EHCP (Specialist High Level need)
Children can move up and down at any review point
Children are placed on the SEND Register when they require special educational provision that is additional to or different from that ordinarily available to meet their needs.
All teachers are responsible for ensuring QFT is in place as part of a strong inclusive, universal offer.
Reasonable adjustments / adaptations are in place in line with guidance documents.
Key Documents:
Epworth Teaching & Learning Model
Epworth Graduated Offer Toolkit
Not on SEND List
Teacher notices some difficulty.
Consider review of current High Quality Adaptive Teaching
Agree some classroom adjustments and short-term interventions
Key Documents:
'Initial Concerns' form
Class Provision Maps
Not on SEND List
High-quality adaptive teaching alongside reasonable adjustments and ordinarily available school provision to remove barriers to learning
(e.g. a short-term or group intervention, pre-teaching, check-ins, sensory breaks, reading practise)
Some adjustments
Strengths and barriers identified
Ordinarily available support
Pupil / parental voice
Regular review
May have emerging, identified or diagnosed needs.
Key Documents:
Pupil Passport
Class Provision Maps
Pupil Passport List / Invite to Termly Review OR Review in Termly Parent Meetings
Requires special educational provision that is additional to or different from that ordinarily available,
typically planned and delivered by school staff.
Further, detailed assessments may be required.
Key Documents:
All About Me Pupil Passport
APDR (school expertise to set targets termly)
On SEND List / Invite to Termly Review
Multi-agency support required. Referrals being made to wider agencies or acting on wider agency advice / support.
Requires specialist advice and coordinated multi-agency support alongside school provision.
Evidence may be collated for an EHCP application.
Key Documents:
All About Me Pupil Passport
APDR (external agency reports and reviews to inform targets)
On SEND List / Invite to Termly Review
Children have an EHCP
Highly personalised support in place.
Key Documents:
All About Me Pupil Passport
APDR informed by outcomes in EHC Plan
External agency reports and reviews
On SEND List / Invite to Termly Review + statutory Annual Review replaces one of the termly meetings
Getting Advice
Getting Help
Getting More Help
All Pupils
Some Pupils
Few Pupils

Layers of Support
UNIVERSAL
PUPIL PASSPORT
SEND SUPPORT
(TARGETED)
SEND SUPPORT PLUS
(TARGETED PLUS)
SPECIALIST
(INCLUDING
EHCPs)