Park View Primary School Special Educational Needs and Disability (SEND) Policy

The Keep Learning Trust

Creating Chances and Choices

Date of review:	February 2026
Approved by:	Headteacher
Next review date:	February 2027

Mission Statement

At Park View Primary School, we are committed to providing an inclusive education and equality of opportunity for all pupils. Every child is valued, respected, and supported to reach their full potential. We recognise that children's needs vary and may change over time. Our approach ensures that all pupils receive the right support, in the right place, at the right time. Inclusive practice is embedded throughout our school community, with teachers proactively adapting lessons, using assistive technology and visual aids, and ensuring access to the full curriculum and wider school life.

Aims

Our SEND Policy aims to:
• Identify and provide for pupils with special educational needs and/or disabilities (SEND) as early as possible.
• Ensure high-quality teaching and reasonable adjustments for all pupils, supported by Bury's 'Ordinarily Available Inclusive Provision (OAIP)'.
• Implement the graduated approach of 'Notice, Check, Try' followed by 'Assess, Plan, Do, Review' for pupils requiring SEN Support.
• Promote person-centred planning involving pupils and families in decision making.
• Work collaboratively with external agencies to provide the most effective support.
• Foster a culture of respect, empathy, and inclusivity across the school.
• Ensure all staff receive appropriate and ongoing training to support children with SEND.
• Monitor and evaluate the effectiveness of provision to ensure continuous improvement.

Policy Development

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and aligns with the Green Paper 'Right support, right place, right time'. It should be read in conjunction with the school's Accessibility Policy, Attendance Policy, Anti-Bullying Policy, Anti-Racism Policy, Equality Policy, Intimate Care Policy, Safeguarding Policy, and the Primary SEND Information Report 2025–2026.

Rationale

Every teacher at Park View Primary School is a teacher of SEND. We believe that effective teaching and early identification of need are fundamental to success. We are committed to narrowing the attainment gap between pupils with SEND and their peers through high-quality teaching, personalised interventions, and robust monitoring. Our practice is grounded in the principle that barriers to learning should be identified early and addressed promptly through the 'Notice, Check, Try' framework.

Definitions

Special Educational Needs (taken from the SEND Code of Practice 2015):

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- Special educational provision is defined as provision that is additional to, or different from, that made generally for other pupils of the same age by mainstream schools.

Disabled children and Young People

Many children and young people with special educational needs (SEN) may also be considered disabled under the Equality Act 2010. The Act defines a disability as “a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.”
This definition sets a relatively low threshold and applies to more children and young people than is often assumed. In this context, “long-term” means lasting a year or more, and “substantial” means more than minor or trivial. The definition covers sensory impairments, such as those affecting sight or hearing, as well as long-term health conditions including asthma, diabetes, epilepsy, and cancer.
Not all children and young people with these conditions will have special educational needs. However, there is considerable overlap between those who are disabled and those identified as having SEN. If a child or young person requires special educational provision beyond the reasonable adjustments, aids, and services required under the Equality Act 2010, they will also fall within the definition of SEND.

Inclusion

Teachers are responsible and accountable for the progress and development of every pupil in their class.
High-quality teaching/Ordinarily Available Inclusive Provision (OAIP) is the primary approach to meeting the needs of pupils with SEN. This is delivered through adaptive teaching strategies tailored to individual learners. To ensure all pupils’ needs are met, we may:

- Adapt the curriculum
- Use flexible grouping arrangements
- Provide one-to-one support
- Adjust resources and staffing as required
- Use recommended aids, such as laptops, coloured overlays, visual timetables, and enlarged text
- Modify teaching approaches, for example by allowing additional processing time, pre-teaching key vocabulary and texts, reading instructions aloud, and varying delivery styles
- Make effective use of technology

Where appropriate, targeted interventions and additional resources (including staffing) may be implemented to ensure that pupils with special educational needs are fully included in all aspects of school life. This includes the curriculum, extracurricular activities, and educational visits.
Teaching assistants, and external professionals may provide support on a one-to-one basis or in small groups. Decisions relating to these arrangements are made by relevant staff, including the Headteacher and the SENCO.

Reasonable Adjustments

All academies have responsibilities and duties under the Equality Act 2010 in relation to individual disabled children and young people. They are required to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. This includes providing appropriate auxiliary aids and services where necessary.
These responsibilities are anticipatory, meaning academies must consider in advance the potential needs of disabled children and young people and plan the adjustments that may be required to avoid disadvantage.
In addition, academies have broader obligations to prevent discrimination, promote equality of opportunity, and encourage positive relationships between different groups. Where a child or young person falls within both SEN and disability legislation, reasonable adjustments and access arrangements should be addressed as part of SEND planning and review processes.

Identifying Special Educational Needs

We adopt Bury's Graduated Approach to identifying and supporting pupils with SEND. Early identification is key to ensuring needs are met. The 'Notice, Check, Try' model supports teachers to observe, gather information, and implement small-scale interventions before more formal SEN Support is considered.

The four broad areas of need as outlined in the SEND Code of Practice (2015) guide our approach:
• Communication and Interaction
• Cognition and Learning
• Social, Emotional and Mental Health (SEMH)
• Sensory and/or Physical Needs

Concerns may be raised by staff, parents, or the pupils themselves. The SENCO oversees all referrals and assessments, ensuring a consistent and process.

Graduated Approach

At Park View Primary School, we follow the Assess, Plan, Do, Review model set out in the SEND Code of Practice, 2014, and adopt a graduated approach to SEN Support.

The support provided consists of a four-part process:
• Assess
• Plan
• Do
• Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding

of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered, and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan
Planning will involve consultation between the teacher, teaching assistant (TA), Special Educational Needs Coordinator (SENCO), parents and, where appropriate, outside agencies, to plan the personalised learning, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a date for review. Parental involvement will be sought to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the personalised learning may involve group or one-to- one teaching away from the main class teacher.

They will work closely with TAs to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

Review
Reviews of a child's progress will be made termly. The review process will evaluate the impact of the plan; it will also take account of the views of the pupil and parents. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an external agency. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe, we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEND and the provision recommended. EHCPs can involve the Local Authority (LA) providing extra resources to help a child.

These could include extra funding to support the child in school, specialised equipment, or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, and possibly other professionals.

All children at Park View Primary School have an entitlement to high quality everyday personalised teaching. This is teaching that is carefully planned and takes prior learning into account. Lessons have a clear structure and include learning objectives, which are shared and revisited during the lesson.

Teachers use lively, dynamic, interactive teaching methods that ensure high quality teaching and learning, taking different learning styles into account. All teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or external agencies.

Our approach to supporting pupils with SEND follows the following stages:

Stage 1 – Quality First Teaching (Ordinarily Available Inclusive Provision (OAIP)):
All pupils benefit from high-quality, inclusive teaching adapted to meet individual needs, as described in Bury's OAIP framework.

Stage 2 – Notice, Check, Try:
Teachers and support staff monitor pupils' progress and implement small, targeted interventions to address emerging concerns. Pupil and parent/carers voice are gathered within this stage. Class teachers document this process on our 'Notice, Check, Try Recording Forms'.

Stage 3 – SEN Support:
Pupils requiring provision that is additional to or different from the OAIP are placed at SEN Support. This involves structured cycles of 'Assess, Plan, Do, Review', with collaboration between teachers, parents, and external professionals as needed. This is documented on Support Plans (SPs).

Stage 4 – Education, Health and Care Plan (EHCP):
Where a child's needs remain significant and complex, despite sustained support, the SENCO and family may request an EHC needs assessment from the Local Authority (LA). An Education, Health and Care Plan (EHCP) is a legal document that identifies a child's special educational needs, sets out the provision required to meet those needs, and includes input from health and social care where relevant. If the LA agrees that the child meets the criteria, an EHCP may be issued. This plan also comes with funding, which ensures the school can provide additional support and resources tailored to the child's needs.

Support Plans

Our approach to Support Plans (SPs) is as follows:
• SPs are a planning, teaching, and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
• SPs will be accessible to all those involved in their implementation – where possible, pupils should have an understanding and ownership of the targets.
• SPs will be based on informed assessment and can include the input of outside agencies
• SPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
• SPs will be reviewed at least termly by class teachers in consultation with the SENCO, parent/carer and pupil
• SPs will be time-limited – at termly review
• SPs will be clear about what the pupil should be able to do at the end of the given period
• Targets for an SPs will be arrived at through:
▪ Discussion between teacher and SENCO
▪ Discussion, wherever possible, with parents/carers and pupil
▪ Discussion with other professionals

Use of EHCP Funding and Level of Support

An Education, Health and Care Plan (EHCP) does not automatically entitle a child to one-to-one adult support. Any funding linked to an EHCP is used to deliver the special educational provision specified in Section F of the plan. As Section F differs for each child, it determines the type and level of support required.

This provision may be delivered through one-to-one support, small group work, targeted interventions, resources, or adult support within the classroom, as appropriate. The school organises support to ensure the provision in Section F is met effectively and promotes pupil independence.

Managing Pupils Needs on the SEN Register

At Park View Primary School, we ensure that pupils who are on the SEND register are receiving the appropriate provision and we assess and review this through:

❖ Tracking the progress of pupils through the whole school tracking system.

❖ Pupil progress meetings.

❖ Termly evaluation of the effectiveness of interventions, in relation to the progress of each pupil.

❖ Ensuring that the class teacher fulfils their responsibility in collecting evidence of progress in relation to the outcomes set out in the plan or SPs and regularly maintaining and updating SPs and plans relating to interventions.

❖ Termly review of SPs where evidence of targeted support is used to review progress, identify next steps and create a new plan.

❖ When reviewing progress, if a child is not making expected progress or if the school is unable to meet the child's needs through the provision available, the SENCO requests additional support from specialist services.

❖ When specialist services or outside agencies are requested, both parents and children are involved in the process of discussing the appropriate services required to meet their needs.

❖ Any agency referral documentation is completed by the class teacher and/or SENCO.

❖ Annual review of EHCPs as prescribed in the SEND Code of Practice 2014. All stakeholders are invited to be involved in the Annual review.

Criteria for Exiting the SEND Register

When tracking pupils' academic progress, the SLT, SENCo and class teachers consider 3 main points:

• Whether children have achieved their termly targets.
• Whether they still fall below age-related expectations.
• How well children with SEND have made progress in relation to the rest of their year group.

Some children may remain on the register throughout their time at Park View Primary School. Others may exit the register if it is agreed at the review stage of the Assess, Plan, Do, Review model that an intervention has achieved all its desired outcomes, and barriers to the child's learning have been removed to the satisfaction of parents/carers, school staff and/or external professionals.

Monitoring and Evaluation of SEND

Park View Primary School monitor and evaluate the effectiveness of the provision carried out in the following ways:

• Classroom visits/learning walks carried out by school leaders.
• Tracking pupil progress using assessment data.

• The assessment of progress made by intervention groups.
• Pupil voice when setting new SP targets or reviewing existing targets.
• Parent and pupil views through annual reviews of EHCPs.
• Monitoring SP targets, evaluating the impact of SPs on pupil's progress.

Training and Resources

It is the policy of the school to ensure that all staff have access to appropriate training in order to be able to support the identified needs of the children with whom they are working.
In order to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This training will take account of The School Development Plan and Performance Management. The training can be provided by:
• SLT
• The SENCO
• Outside agencies e.g. Occupational Therapy
• Co-ordinators within the school
• Other suitable training courses provided by reputable organisations specialising in SEND

The school's SENCO will regularly attend the Local Authorities SENCO network meetings and Communities of Practice meetings, in order to keep up to date with local and national updates in SEND.

The school works with a variety of support services to obtain advice and extra support for the children with special educational needs. These services act in the following ways:
• To give advice to teachers and TAs
• To support curriculum development for children with additional educational needs
• To aid the identification, observation and assessment of individual pupils, identified as having or possibly having additional educational needs
• To advise on the use of technology, including information technology, for pupils with additional educational needs
• To give direct teaching/practical support for classroom teachers
• To support the professional development of teachers in working with pupils with additional educational needs and the development of the school's policy on additional educational needs.

Wellbeing and Pastoral Support

Park View Primary School provides a range of pastoral interventions including mentoring, sensory breaks, and access to the NHS Mental Health Support Team. Each classroom has 'Worry Monsters' that help staff identify and address wellbeing/pastoral situations. Staff receive regular training. For example, the recent training in 'understanding neurodiversity', 'anxiety management', and 'supporting distressed behaviours' as part of the PINS (Partnership for Inclusion of Neurodiversity in Schools) Programme. We promote emotional wellbeing and resilience across all areas of school life, including participating in weekly sessions of the NHS initiative 'My Happy Mind'.

Supporting Pupils and Families

Park View Primary School will support pupils and their families by:
• Ensuring that staff in school are easily contactable and available to liaise with parents.
• Ensuring that parents and pupils have easy access to the LA local offer through the schools own website.
• Ensuring that families are provided with links with other agencies to support both the family and the pupil when appropriate.
• Parents are sign posted to services that will meet the needs of their own child.

• Ensuring that families are able to access information about admission arrangements.
• Ensuring that families are informed about access arrangements for tests when necessary.
• Planning effective transition between phases and key stages and arranging additional visits or social stories where necessary.

Supporting Pupils at school with Medical Conditions

Any children with medical conditions at Park View Primary School are supported and have full access to all aspects of education, including school trips, physical education and any after school activities. Any children who have a disability in conjunction with a medical condition also have access to all aspects of school life and the school endeavours to comply with its duties under the Equality Act 2010.

❖ If a child with a medical condition at Park View Primary School also has a special educational need (SEN) and an EHCP, we will work with health and social care to bring the plan together alongside their special educational provision and ensure that the SEND Code of Practice (2014) is followed.
❖ Park View Primary School has a medication policy with forms in the office to be completed in every case.
❖ Care plans are created where necessary, involving health professionals if appropriate, and staff are informed. A list of children with medical conditions, such as asthma, allergies and other conditions, is provided for staff and regularly updated.
❖ Procedures are in place for medical emergencies.
❖ All staff have briefings about children's needs.
❖ Ratios of staff with first aid training are maintained.
❖ Staff are trained by outside agencies when required to support specific medical needs and conditions. For example, epilepsy, diabetes, asthma, tracheostomy and vent training.
❖ The school has a policy for managing the medical conditions of pupils.

Roles and Responsibilities

The Governing Body
SEND Governor – Andrew Rhodes
Responsible for:
• Making sure that the necessary support is made for any child who attends the school who has SEND.
• Monitoring provision, standards and expenditure through regular reports to the Governing Body, analysis of data, and visits to school.
• The Governing Body is responsible for the admissions arrangements of the school. It fully recognises its duties in admitting pupils with identified special needs.

The Senior Leadership Team

Headteacher: Emma Collopy

Responsible for:
• The day-to day management of all aspects of the school, this includes the support for children with SEND.
• Being a Deputy Designated Safeguarding Lead Teacher with specific Safeguarding responsibilities.

Deputy Headteacher and Inclusion Lead: Rachel McClean

Responsible for:
• The day-to day management of all aspects of the school, this includes the support for children with SEND.
• Being the Designated Safeguarding Lead Teacher with specific Safeguarding responsibilities.
Assistant Headteacher: Tommy Toth

Responsible for:
• The day-to day management of all aspects of the school, this includes the support for children with SEND.
• Being a Deputy Designated Safeguarding Lead Teacher with specific Safeguarding responsibilities.

The SENCO

SENCO: Andy Wilkinson
Responsible for:
• Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

• Ensuring that parents are:
1. Involved in supporting their child's learning.
2. Kept informed about the support their child is getting.
3. Involved in reviewing how they are doing.

• Liaising with other people who may be coming into school to help support a child's learning e.g. Outreach Team, Educational Psychology etc.
• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of a child's progress and needs.
• Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teachers

Responsible for:
• Checking on the progress of all children and identifying, planning and delivering any additional help a child may need and letting the SENCO know as necessary.
• Writing SPs, and sharing and reviewing these with parents at least twice per year.
• Ensuring that all staff working with children in school are helped to deliver the planned work / programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. It is the role of the class teacher to provide high quality class teaching for all pupils.

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support."

Support Staff

Responsible for:
• Keeping records up to date.
• Regularly feeding back to the teacher so that this can be fed into planning and target setting.
• Contributing to pupil progress and annual review meetings.

Out of school club staff

Manager of Out of School Club: Rebecca Watson
Deputy: Angela Murphy
Responsible for:
• Being a designated adult with specific Safeguarding responsibilities.
• The day-to day management of the 'Out of School Club', this includes the support for children with SEND.

Parents

As a school we welcome the involvement of parents in our work for all our children and recognise the vital role that parents play in supporting their children's education.

Parents are treated as equal partners and we encourage a close partnership with our parents through our 'Open Door' policy. School has positive attitudes to parents and strives to ensure they understand procedures and are aware how to access advice and support. Parents are involved in supporting the target setting process and are provided with guidance on how to help their children at home.

Children

Children are encouraged to participate in the decision making process including the setting of targets and contributing to SPs.

Links with Other Schools

Advanced planning for children in Year 5 is essential to allow appropriate options to be considered. Our SENCO liaises with the SENCO from receiving secondary schools to ensure that effective arrangements are in place to support children at the time of transition. When children move to another school their records will be transferred to the receiving school.

Our SENCO also liaises with other SENCOs from The Keep Learning Trust to compare and ensure provision is of a high standard within our setting.

Anti-bullying

Instances of bullying are extremely rare at Park View Primary School, however the school has an Anti-bullying Policy in place with clear procedures for dealing with any issues when they arise. Antibullying messages, as well as teaching about independence and resilience, are promoted in all areas of school life and learning.

Complaints

We encourage parents to discuss their concerns relating to the provision for children with

additional educational needs with the class teacher (in the first instance), then the SENCO or SLT. It is policy at Park View Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as partners in their child's education. Should we be unable to resolve difficulties in this way and parents feel they wish to pursue a complaint, they should follow the usual official complaints procedure. Details of this can be obtained from the Headteacher or are available on our school website. Confidentiality is always observed.