



GREASBY INFANT SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

2025-2026

Approved by: FGB

Chair of Committee: Mrs N Milford

Headteacher: Mrs N Grimster

Date policy written: November 2025

Policy date review: November 2026



Greasby Infant School Vision & Ethos

Growing Minds

We help all children develop and grow in line with their individual talents and interests. We provide fun, stimulating learning opportunities that develop a curiosity for learning in inspiring and creative ways. We encourage all children to become resilient and independent learners fostering an attitude of consideration and responsibility towards others and their surroundings.

Happy Hearts

We aim to ensure all children develop a love of school through our nurturing environment. We care about the well-being of our pupils and their families and take a holistic approach to their overall development. Through constant engagement with children, parents and the local community, we help our children develop meaningful relationships and a sense of belonging allowing them to feel happy and safe.

Bright Futures

We provide an exciting, active curriculum that challenges all children to develop key knowledge and skills for the future and achieve their full potential. We offer a range of diverse opportunities within our curriculum through languages and outdoor learning, encouraging children to explore their future passions and leave Greasby Infant School ready to take on the world.

Definition of Special Educational Needs and Disability (SEND)

The definition of Special Educational Needs (SEN) is defined in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years, 2014' as -

- 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 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 facilities of a kind generally provided for other of the same age in mainstream schools. For children ages two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by maintained schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The Four Categories

The 'Special educational needs and disability code of practice: 0 to 25 years' describe four categories of special needs which are:

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

Greasby Infant School endeavours to support the development and progression of children who fall into these categories of need and will seek advice and work in collaboration with other agencies where necessary, in order to ensure the most suitable special educational provision is implemented.

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wirral that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://localofferwirral.org/>

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written with reference to the following documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Our Aims

In accordance with the school's philosophy and with the guidance of legislation, the school aims to:

- Build partnerships between home and school and ensure pupils and their parents/ carers are treated with respect and have their views taken into account
- Ensure SEND is a whole school responsibility requiring a whole school approach
- Promote the early identification of children with SEND
- Maintain the individuality of each child
- Help children with SEND to fulfil their potential and make the best possible progress
- Promote awareness amongst all staff of the range of SEND which children may experience
- Liaise with other members of staff, governors and appropriate outside agencies in order to meet pupils' needs effectively
- Develop and fund resources and appropriate support for SEND children
- Regularly assess and monitor pupil's progress, implementing personalised support where necessary
- Maintain a register of SEND pupils and review the SEND provision
- Promote an atmosphere of inclusion and respect for all members of the school community
- To have a school Accessibility Plan in place

Educational Inclusion

Greasby Infant School is committed to being an inclusive school. The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with SEND.

The ethos of our school is to value all members of the school community equally. We want all our children to feel that they are valued and capable.

At Greasby Infants we endeavour to remove barriers to learning so that our children are able to access a fulfilling and exciting education and can reach their full potential.

We are committed to working closely alongside support services and local agencies to access advice and guidance to help us tailor inclusive provision for our pupils.

Organisation of SEND - The graduated approach

All pupils at Greasby Infant School receive Quality First Teaching.

Tiers 1 and 2

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored;
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties;
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied;
- d) The SENDCo will be consulted as needed for support and advice;
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward;
- f) Parents will be informed fully of every stage of their child's development and of the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school;
- g) Any agreed strategies or interventions will be formally recorded on a Personalised Support Plan which will be reviewed termly;
- h) Parents' evenings are used to monitor and assess the progress being made by children.

Tiers 3 and 4

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided for the child to address the specific needs identified consists of an on-going four-part process which enables the provision to be refined as the understanding of the needs of the pupil grows. This process consists of:

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. The pupil's views and where relevant, advice from external support services, such as Speech and Language (SALT), Special Educational Needs And Assessment Team (SENAAT) and in some cases the Educational Psychologist, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, following discussion and agreement from parents.

Plan:

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. The SENDCo will support staff involved in drawing up any plans to address a child's special educational needs and she will also liaise with the headteacher to review the work of the school in this area. Parental involvement may be sought, where appropriate, 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 is responsible for the implementation of the plan and will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review:

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments to the Pupil Profile going forward, in consultation with parents and the pupil.

Monitoring and Evaluation of the provision

Provision for pupils with SEND and the expected outcomes from the interventions are recorded on a pupil profile, which is updated termly or as and when the intervention is changed or outcomes have been met and need extending. The plans reflect the information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. The SENDCo monitors the movement of all SEND children within the school system and keeps the school administrative staff informed so that records are kept up to date.

Education, Health and Care Plans

Where, despite the school having taken relevant action to meet the special educational needs of the child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care Needs Assessment. The school would submit a range of written evidence to the local authority who would then make a decision as to whether an Education Health Care Plan (EHCP) is appropriate for the child.

An Education, Health and Care plan (EHCP) can be provided when the local authority considers the pupil to require provision beyond what the school can offer. An EHCP will:

- Include details of learning objectives for the child
- Be established through parental/pupil consultation
- Be implemented in class by the class teacher with additional support when necessary
- Be reviewed annually

Meeting the Needs of pupils with SEND

The school will follow the 'Special educational needs and disability code of practice: 0 to 25 years', other relevant Government legislation and guidance and the LEA Handbook. All relevant paperwork will be maintained by the class teachers, supported by the SENCO.

This paperwork will be kept to serve the following purposes:

- To keep record of all the pupils with SEND.
- To provide an aide-memoir so that all essential information is available to relevant staff and all children with SEND are regularly reviewed.
- To share information with other agencies, which provide services for those children.
- Records may also contain descriptions of the child's difficulty, reports, assessment data and reports from outside agencies.
- To outline the provision given to those children who have a special educational need and/or disability

Roles and responsibilities

The Role of the Headteacher

- Work with the SENCO and SEND governor to manage the development of the SEND policy and provision in the school
- Manage the funding of SEND support and resources
- Have overall responsibility for the provision and progress of pupils with SEND
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.

The Role of the SENCO

- Have day-to-day responsibility for the operation of the SEND policy
- Act as a focal point for all school staff, for enquiries about SEND issues.
- Promote awareness amongst staff so that they recognise and prepare appropriate provision for all children with SEND
- Advise on the graduated approach to providing SEND support
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to help ensure pupils with SEND receive effective support
- Maintain the SEND Register of all the children in the school with special educational needs and/or disabilities
- Oversee the records of all pupils with SEND and maintain an effective programme of review
- Liaise with parents/carers and external agencies regularly to provide information on pupils' needs, provision and outcomes
- Ensure consistent standards of SEND assessment and provision are maintained throughout the school.
- Prepare regular reports for Governors and the Headteacher on policy and procedures

- Monitor the effectiveness of any special educational provision made and where necessary secure relevant services provision

The Role of the Teacher

- Take responsibility for ensuring the progress and development of every pupil in their class, including those with SEND
- Implement inclusive high quality teaching in their classroom
- Make reasonable adjustments to their provision so that it can be effectively accessed by pupils with SEND
- Effectively direct support staff in providing targeted intervention/support in order to maximise progress
- Raise any concerns about a child's progress/well-being with the parents/carers and SENCO
- Liaise with parents/carers regularly, building an effective partnership that best supports the child
- Write termly Individual Pupil Profiles for SEND pupils and complete any other necessary paperwork as requested by the SENCO
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them
- Work with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Attend review meetings where necessary

The Role of the Teaching Assistant

- Carry out his/her role effectively as directed by the class teacher.
- Support children through targeted interventions including but not limited to; Socially Speaking, Time To Talk, Read, Write Inc phonics/reading intervention, maths intervention, Lego Therapy, precision teaching
- Prepare resources necessary to ensure that effective teaching/learning can take place.
- Support the class teacher to enable effective assessments to take place.
- Attend review meetings where necessary.

The Role of the Governing Body

- Ensure that any pupil with SEND will have appropriate provision in place for them
- Review the SEND policy annually
- Appoint one Governor to have responsibility for SEND who will meet with the SENCO regularly.
- Oversee the funding and allocation of SEND resources.

External Support

The school liaises with a wide variety of external agencies that provide us with advice and support for our children with SEND including, but not limited to:

- Wirral Educational Psychology Service
- Wirral Inclusion Team
- MHST
- Occupational Health
- Paediatrics
- Speech and Language
- CAHMS
- Physiotherapy
- School Nurse
- Staff from specialist schools

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Transition between Key Stages/Schools

Prior to the transfer of the Year 2 children to the Junior School, the SENCO's of both schools meet to discuss pupils with SEND. All information is exchanged and if necessary an enhanced transition programme is designed for the child to meet their individual needs. Junior staff are invited to the Year 2 Annual Review meeting of children with a EHCP.

If a child with SEND leaves to attend another school, SEND information will be forwarded along with normal transfer information.

Success Criteria

The success of the SEND Policy will be judged against the aims set out within it. The policy will be reviewed regularly and the Headteacher's Report to Governors will outline the implementation of the policy.

The success of supporting children with SEND can be evaluated through
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- The quality of teaching and learning in the classroom
- Standards of attainment achieved by the children
- Attendance figures
- The attitudes of pupils and parents (feedback from surveys/questionnaires)

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will follow training and procedures.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Data Protection/Confidentiality

All staff that have access to sensitive and confidential information about a child and must comply with the guidance set out in the Data Protection Act (1998). All staff must ensure that data is:

- fairly and lawfully processed
- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- not kept longer than necessary
- processed in accordance with the data subject's rights
- secure
- not transferred to other countries without adequate protection.

Equal Opportunities

The school operates an equal opportunity policy in all matters, details of which can be found in the Equal Opportunities Policy and other relevant documentation.

Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' for all SEND children or those yet to be assessed.

Health and Safety

Greasby Infant School follows Wirral Local Authority Health & Safety guidelines and documents which can be found in the Headteacher's office.

Each year group assesses the risks involved with all activities. Risk assessments are written and can be found in year group planning files. A copy is also kept by the Headteacher and can be found in the Risk Assessment File.