Newton-le-Willows Primary School & Nursery

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Status:	**STATUTORY**	
Responsible Person/People:	Mrs Chisnall Mrs McCormack, Mr. Ibbotson, Miss Mercer School Staff	
Responsible Governor:	Mrs. Charleston	
Approved by: Mr. Huskisson	**Signature:** *A. Huskisson*	**Date:** Autumn 2026
Last reviewed:	Autumn 2026	
Next review due:	Autumn 2027	

Statement of Intent

At Newton-le-Willows Primary School, we aim to 'Nurture the Potential to Succeed.'

Our school works with pupils and parents/carers to raise standards of achievement and to enable each pupil to be become a responsible member of the community.

At Newton-le-Willows Primary School, we aim to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between all pupils with or without SEN

The school will work with St Helens Borough Council, its SEND, Education and Social Care teams, as well as health services across the borough, within the following principles, which underpin this policy:

- The involvement of pupils and their parents 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 over their support
- Successful preparation for adulthood, including independent living and employment

Legal Framework

This policy has due regard for all relevant legislation included but not limited to the following. It has been written as guidance for staff, parents or carers and children, with reference to the following guidance and documents

- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015, as updated)
- Equality Act 2010: advice for schools (DfE, as updated)
- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014 (as amended)
- Special Educational Needs and Disability Regulations 2014 - requirements relating to SEN information reports (as amended)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)
- The National Curriculum in England Key Stage 1 and 2 Framework Document (September 2013)
- Newton-le-Willows Primary School Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Newton-le-Willows Primary School Accessibility Plan
- Teachers' Standards (updated 2021)
- Professional Standards for Teaching Assistants 2015
- Information sharing to safeguard children and young people: Statutory Guidance (2026)
- Admissions Policy

Inclusion Statement

Newton-le-Willows Primary School and Nursery are committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all pupils, parent/carers, staff and visitors at all times. All personnel are responsible for ensuring that we implement the Equality Policy.

We endeavour to achieve maximum inclusion of all pupils through meeting their individual needs.
All pupils with special educational needs will access quality first teaching every day. Teachers will provide adapted learning opportunities, and plan lessons that enable all pupils to have access to the full curriculum.

Special educational needs (SEN) refers to children who have learning difficulties or disabilities that make it harder for them to learning compared to most children of the same age.

We make every effort to limit the gap in attainment between pupils with SEN and others. Early intervention is important to quickly put in the right support for pupil's learning and development.

Through strong links with education, health and other services in St Helens, and with positive relationships with parents and carers, we will identify strengths and areas for developments for pupils.

Through observation, teacher assessment, professional discussions with our SENCO and discussion with parent/carers SEN may be identified. School will provide the right level of support in line with the Graduated Approach.

Sometimes we need additional resources or financial support; this can be requested via an application to St Helens' SEND team. This though cannot be guaranteed, as it is based on the described complex needs. Some pupils may need a more specialist assessment; an Education, Health and Care Needs Assessment can be applied for, via St Helens Borough Council's SEND team.

Safeguarding statement:
This policy is frequently reviewed in light DFE guidance, latest initiatives and any Local Authority policy and procedures. This policy cross references all statutory policies and in particular the Safeguarding and Child Protection policy.

Equality statement:
Equality means that discrimination based on race, religion, gender, sexuality, language, disability or family background is not acceptable.

Newton-le-Willows Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability, or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice.

Equality means ensuring that pupils are not unlawfully discriminated against and have equitable access to education and school life. This includes recognising different needs, removing barriers and making reasonable adjustments for disabled pupils where required by the Equality Act 2010.

Equity involves recognising that pupils have different needs and circumstances and providing appropriate support, resources and opportunities to address barriers and enable full participation and progress.

They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors always. All personnel are responsible for ensuring that we implement the Equality Policy.

Local Offer

St Helens Local Offer is information for parents and carers of children and young people who have SEND, children and young people themselves and for all those who support children with special educational needs. The information outlines the support and provision available in St Helens.

In developing and reviewing the Local Offer, Newton-le-Willows Primary School will actively adopt the following approach:

Collaborative: We will work with St Helens Borough Council, our pupils and parent/carers in developing and reviewing the Local Offer. We will also cooperate with those providing services.
Accessible: The published Local Offer aims to be easy to understand, factual and jargon-free. It is structured in a way that relates to pupils' and parent/carers' needs, e.g. by broad age group or type of special educational provision. We will ensure it is well signposted and publicised.
Comprehensive: Parent/carers and pupils will know 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 Local Offer will include eligibility criteria for services, where relevant, and make 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: When parent/carers and pupils access the Local Offer, the information will be up-to-date and relevant.

1. Principles, Aims and Objectives for Special Educational Needs Provision

All staff and Governors at Newton-le-Willows Primary School will endeavour to meet the needs of all pupils at the school. This will be achieved by:

- admitting all pupils with SEND to the school based on the school's published admissions procedures and welcoming all pupils
- developing a partnership between parents/carers, pupils and the school, in which each has an active role to play in the education of SEND pupils
- enabling all pupils to access to a broad, balanced and relevant curriculum with the maximum degree of social, emotional and educational inclusion
- identifying, as part of the School Improvement Plan (SIP), resources to implement this policy and evaluate its implementation
- enabling teachers to make appropriate provision for all their pupils through reasonable adjustments, appropriate support, information and advice
- developing community wide involvement in SEN through the multi-agency partnership and other local initiatives to the benefit of pupils

Newton-le-Willows Primary School implements directives in The Children and Families Act 2014 that states that Local Authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of our pupils and those of their parents/carers.
- The importance of the pupils and their parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- Supporting children and young people with special educational needs and disabilities (SEND), as well as their parents and carers, as it is crucial for their development and future success, educationally and in preparing for adulthood.

Partnership with Parents/Carers
The school actively seeks to work with parents/carers and values the contribution they make. The teacher will discuss child's progress at our parent's meetings. At these meetings, parent/carers will be informed of their child's progress and any additional support that is being given.

We aim to support parental partnership by:

- ensuring positive attitudes towards parents/carers
- effective communication
- acknowledgement and celebration of the parents'/carers' role as a partner in the education of their child
- recording parental/carers views as part of any review procedure

Close liaison and communication exist between class teacher, support staff and the SENCO to ensure that we are responsive to pupil's changing needs. We strive to maintain ongoing dialogues with parent/carers so that their child's needs are met.

Pupil's Participation
We promote and encourage pupils' role as a partner in their own education, facilitating their participation in the decision-making process by:

- implementing a child centred approach to participation
- understanding how they communicate best with staff in school
- listening to and valuing their views responding to their views, letting them know what we have done in response to what we have heard involving pupils in Review Meetings to discuss progress and future provision.
- involving pupils in target setting and formation of Individual Education Plans (IEPs)/ Individual Behaviour Plans (IBPs), EHCP Outcome Plans or SEN Support Plans.
- recording pupil's views as part of any review procedure
- exploring and discussing how pupils feel about the intervention strategies that they have received.

Admission Arrangements
Newton-le-Willows Primary School strives to be a fully inclusive school, and we welcome all pupils regardless of their gender, ethnicity, religion, disability or SEN. (All admissions must be discussed with the Headteacher and Pupil Admissions before a firm place is offered.)

2. Identifying pupils who have SEND

2a. Definition of SEND

Newton-le-Willows Primary school, an inclusive school, adhere to the Special Educational Needs Code of Practice which outlines that:

'A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

In line with the Code of Practice, at Newton-le-Willows Primary School, the identification of SEND happens when:

a child has a significantly greater difficulty in learning than the majority of children of the same age

or

a child has a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The SEND Code of Practice identifies four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotion and Mental Health difficulties
- Sensory and/or Physical Needs

We also consider what IS NOT SEND but may impact on progress and attainment:

- Attendance and Punctuality
- Health needs and diagnoses
- Social and emotional needs that are not long standing
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant or entitled to free school meals
- Being a Child Looked After or care leaver
- Being a child of a Serviceman/woman
- Being a Young Carer

Pupils will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

2b. High-Quality Teaching

High-quality teaching (also known as Quality First Teaching - QFT) that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

The Senior Leadership, SENCo, Middle Leadership team and teaching staff, identify any patterns in the 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.

2c. Graduated Approach

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.

1. Assess

When a teacher or a parent/carer raises concerns about a pupil's progress, a clear analysis of the pupil's needs will be made. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a pupil with SEND support, the parents/carers will be formally notified. The teacher and the SENCO will agree in consultation with the parent/carer and the pupil the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development, or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Individual Education Plans or SEN Support Plans will be used to record the agreed objectives for the pupil, along with the support that they will receive.

3. Do

The class teacher will remain responsible for working with the pupil daily. Where the interventions involve a group or one-to-one teaching away from the main class or teacher, they will still retain responsibility for the pupil. They will work closely with any Learning Support Assistant (LSA) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will 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.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. This will feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Parents/carers will be provided with clear information about the impact of the support and interventions provided by class teacher, and, where appropriate, involve them in planning next steps.

3. Managing Special Needs Provision

3a. Coordinating and Managing Provision

Role and Responsibilities of the Governing Board

The board is responsible for setting the values, culture and tone of our school. This includes creating an environment in which all pupils can thrive and play a full part in the life of the school.

Our board plays an important role in ensuring high quality outcomes for pupils with SEN and disabilities. The board, in collaboration with senior leaders, establishes the school's policy and strategy for addressing the SEN and disability requirements of our pupils.

The appointed SEND Governor will:

- champion the school's support for pupils with SEN and disabilities, including good practice in pupil engagement.
- ensure that the board has the information it needs for assurance about the school's practice.
- work closely with the head teacher or principal, senior leadership team and the SENCo.
- be familiar with the school's SEN and disability policy and ensure that it is reviewed regularly (working with parents and pupils) to reflect changing needs of the school community.

Governors will be assured that:

- the school promotes an inclusive culture
- there is effective communication and engagement between the school and parents of pupils with SEN and disabilities
- parents are involved closely in keeping the school's general SEN and disability policy and practice under review
- the pupil voice is central to decisions about support for those with SEN and disabilities, at both individual and school level
- funding, including SEN funding, is allocated and spent effectively
- the school works effectively with the Local Authority in reviewing the SEN and disability provision available locally and developing the SEN and disabilities Local Offer
- staff have the expertise needed to support those with SEN and disabilities and that the school has access to external specialist skills where required

Governors will be satisfied with how the school:

- identifies a pupil with SEN or a disability and how it uses the 'graduated approach' to respond to that need
- monitors the progress and development of pupils with SEN and disabilities
- supports pupils in Preparing for Adulthood at each age and stage, and monitors outcomes and destinations - some tools and resources are available from the National Development Team for Inclusion (NDTI).
- appoints a qualified teacher who is designated as the SENCo and that they:
  - hold, or complete within the statutory timescale, the mandatory SENCO qualification applicable to them. For SENCOs taking up the role on or after 1 September 2024, this is the leadership-level SENCO National Professional Qualification (NPQ), subject to the statutory transitional arrangements for those who already hold or began the former National Award for SEN Co-ordination (NASENCO).
  - have sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
  - are empowered to support high quality outcomes for pupils with SEN and disabilities

Governors will be assured that relevant documentation helps the school to:

- understand the impact of its policies, practices and decisions on different groups of pupils
- identify areas of inequality that may need to be addressed
- help plan for the school to be increasingly inclusive over time

The Head Teacher

The Head Teacher has a duty to prepare and regularly update:

- a SEN Information Report
- equality information - information to demonstrate compliance with the Public Sector Equality Duty
- equality objectives
- an Accessibility Plan (setting out how the school plans to increase access for disabled pupils to the curriculum, the physical environment and to information)

The Head Teacher has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with Special Educational Needs
- working closely with the Governing Board
- working closely with the SENCo

Special Education Needs and Disability Coordinator (SENCo)

Our school has a designated Special Educational Needs and Disability Co-ordinator (SENCo) who co-ordinates SEND alongside the Senior Leadership Team (SLT) and SEND Governor.

The SENCo is a member of the school's Middle Leadership Team (MLT) and achieved the SENCo award at Edge Hill University (February 2018).

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEND Policy
- coordinating provision for children with SEND
- disseminating SEND information to support and teaching staff
- management of SEND provision through the devolved budget and other resources to meet pupil's needs effectively
- liaising with parents/carers of pupils with SEND
- keeping accurate records of all SEND pupils
- liaising with external agencies e.g., Educational Psychologist, health and social care professionals
- liaising with school safeguarding team, school inclusion officer and external agencies as and when required to discuss SEND pupils progress and next steps
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options, and a smooth transition is planned
- securing and administering additional funding
- working with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements

The Class Teacher is responsible for:

- identifying children who may have SEND and adapted learning experiences
- involve the pupil in the identification of their needs and use pupil voice to inform next steps
- devising strategies and identifying appropriate methods of access to the curriculum
- working with the SENCo to develop IEPs/ IBPs/EHCP Outcome Plans and track targets to monitor progress
- working with pupils on a daily basis to deliver IEP targets and targets outlined on EHCP Outcome Plans within adapted planning
- assessing pupil progress
- keeping the SENCo well informed about pupil's progress and any concerns-monitor and evaluate
- keeping the parents/carers well informed about pupil's progress and any concerns-monitor and evaluate
- being aware of the procedures for the early identification and assessment of, and subsequent provision for, pupils with SEND.

Responsibilities of the Learning Support Assistant:

Support Staff are effectively deployed to support the teaching and learning of groups of pupils throughout the school. They supplement and add value to teaching and learning by:

- Collaboratively working with Class Teachers to support pupil readiness for learning
- Focusing on and supporting pupils to work towards learning objectives set in lessons and detailed in IEPs, EHCPs and EHCP Outcome Plans.
- Promoting independence of all pupils, especially those with SEND, using scaffolding techniques
- Being informed and prepared for each lesson's skills, concepts and intended learning outcomes
- Delivering high quality 1:1 and small group structured interventions
- Supporting pupils to make links between interventions and everyday classroom teaching
- Adapting and delivering a wide range of provision to meet pupils needs
- Promoting and articulating a strengths-based approach for pupils; developing 'I can' attitudes
- Fostering positive relationships with parents/carers as appropriate

3b. Resources for Additional Needs

School is funded to meet the needs of all the pupils through its core budget but is additionally funded to support provision for SEND through:

- the delegated SEND Budget (based on the LA formula) which covers additional support required
- funding for specific pupils to meet their assessed needs awarded through Enhanced SEN support funding/ EHCP following Local Authority scrutiny.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of planning within the SIP.

3c. Staff Development

Our school is committed to developing the expertise of all our staff to enable them to meet the needs of the pupils. This is achieved through:

- regular departmental meetings
- support through St Helens TESSA teams
- attendance at LA in-service training
- working partnerships with external agencies

All staff are encouraged to attend training to enable them to acquire skills to plan for, teach and assess SEND pupils.

Learning Support Assistants knowledge and skills for supporting pupils with SEND will be considered through appraisal/ professional development.

3d. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the SENCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. This will take place on an annual basis or as and when required. Success factors will include:

- our school and parents/carers working in partnership
- early identification of pupils with SEND
- pupil views and opinions which are heard and acted upon
- provisions which are regularly reviewed and evaluated via individual progress and data collection
- our school works in close co-operation with other agencies and fostering multi-agency working
- that EHCPs/ EHCP Outcome Plans and IEPs/IBPs are regularly reviewed and reflect the needs of our pupils
- interventions which are timely, appropriate and in line with most up to date pedagogy

Through the implementation of this policy, school will ensure:

- children with SEND are identified as soon as possible analysis of tracking data/ value added data for SEND pupils is ongoing and thorough provision for each child is implemented and monitored to ensure they are able to progress at an appropriate rate for the individual as part of the school improvement process the SENCo will identify priority targets annually for inclusion in the SIP.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.

3e. Arrangement for considering complaints

Parents/carers or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to the Class Teacher, SENCo, Assistant Headteacher, Deputy Headteacher and the Head Teacher
- if the parent/carer requires further investigation, they can put their concern in writing to the Chairperson of the Governing Board.
- Following the Complaints Procedure, further appeal can be made to St Helens' Local Authority Additional Needs section at Atlas House.

4. Provision for Pupils with Special Needs

4a. Provision
Records of details of additional or different provision made under SEND support are kept within school and reviewed regularly. IEPs/IBPs and EHCP Outcome Plans set out the objectives that will be addressed and expected outcomes from the support are identified on the provision maps and these are evaluated termly to decide on next steps. This provides us with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact. Details of SEND, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach.

The level of need will be identified through a 'Graduated Approach'.

- **Stage 1** – Inclusive quality first teaching
- **Stage 2** – Effective Inclusive Classrooms:
  - Data will be analysed,
  - conversations with the SENCO,
  - checklists and audits of current provision,
  - completed tasks are adapted appropriately and
  - discussions with pupils and parents/carers.
- **Stage 3** – Specific additional provision/ intervention/low level support:
  - Removing the barriers to achievement and personalisation
- **Stage 4** – Specific intervention/high level support:
  - Personalisation and referral to an external agency:
  - School will act on advice.

4b. Triage for all Education Support and Specialist Advice (TESSA)

St Helens has introduced a streamlined approach for schools, academies, colleges, post-16 education and training settings to seek education support and specialist advice. This enables an accurate, shared understanding of the needs of children and young people in the area for the authority.

TESSA brings together the authorities' teams we know well into one collective, which can offer advice when we need it, accept referrals on one form and provide a targeted or specialist response led by the most appropriate professional. Children and young people will receive the right help at the right time.

4c. Nurture Provision/Life Skills Programme

Newton-le-Willows Primary has a Nurture room, 'The Haven,' which is there to provide support to those pupils who have Social, Emotional and Mental Health issues. It is a reduced stimulus area for some of our more vulnerable children where social skills at lunchtime are also developed.

Life Skills sessions are additionally in place, as appropriate, to focus on developing skills and providing children with a safe, nurturing forum to express their feelings and emotions and develop skills.

4d. Therapeutic Classroom
Newton-le-Willows Primary has a Therapeutic Classroom which is there to provide support when pupils find it difficult to regulate their behaviour. This tends to be pupils who have Social, Emotional and Mental Health issues. Like our Nurture provision, it is another reduced stimulus area which can be accessed throughout the school day by pupils as and when they need it.

4e. PATHS Programme

Newton-le-Willows Primary School uses the Promoting Alternative Thinking Strategies (PATHS) programme as part of our whole-school approach to supporting pupils' social and emotional development and mental wellbeing. PATHS provides a structured approach to developing pupils' emotional awareness, self-regulation, problem-solving and positive relationships.

The programme complements our wider inclusive and SEND provision and supports pupils in developing the skills needed to recognise and communicate emotions, manage their responses appropriately and build positive relationships with others. Strategies and language introduced through PATHS are reinforced across the school day, helping pupils to apply these skills in different contexts.
For pupils with SEND, including those with Social, Emotional and Mental Health (SEMH) needs, the principles and strategies within PATHS may form part of the wider support available through the school's Graduated Approach. Where appropriate, this will be considered alongside the pupil's individual strengths and needs, reasonable adjustments, targeted interventions and advice from parents/carers and relevant professionals.

4f. Involving Parents/Carers

Where a pupil is receiving SEND support, we will meet with parents/carers three times a year (termly) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent/carer, the pupil and ourselves as the school.

We readily share information with parents regarding the provision that their children are receiving, ensuring that we provide this in a format that is accessible for the parents.

The St Helens Council Local Offer can be accessed on the website; SEN-The Local Offer-St Helens Council. This website contains an online directory of information for parents/carers.

4g. Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's and parents/carers will always be involved in any decision to involve specialists.

The involvement of specialists and any discussions and agreements will be recorded and shared with the parents/carers and teaching staff supporting the pupil in the same way as other SEND support.

Specialist service support includes:

- TESSA - Autism
- TESSA - Dyslexia
- TESSA – English as an Additional Language Service (EAL)
- TESSA - Hearing
- TESSA - Vision
- TESSA - Behaviour
- TESSA - Alternative Education (PACE)
- TESSA - Inclusion Officers
- Orthoptics (Visual Stress)
- Educational Psychology Service
- Neurodevelopmental Pathway
- Community Paediatrician
- Speech and Language Therapy Service (SALT)
- Occupational Therapy and Physiotherapy Services (OT)
- Child and Mental Health Services (CAMHS)
- School Nurse/School Health Service 0-19
- Early Help teams
- Social Care

4h. Education, Health and Care Plan (EHCP)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents/carers, requesting an EHCP assessment.

Parents/carers also have the right to request an EHCP assessment.

The school will provide the Local Authority (LA) with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision. Parents can appeal the decision and request mediation with the LA at this stage.

The school will admit a pupil that names the school in an EHCP in section I.

The school will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet the outcomes in section F.

All reasonable provisions will be taken by the school to provide a high standard of education.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic, and time-bound (SMART) outcomes.

The school will cooperate with the Local Authority in the preparation, maintenance and review of each pupil's EHC plan. The Local Authority is responsible for ensuring that an EHC plan contains the statutory sections required by the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment.
Thereafter, the Governing Board, Headteacher or SENCO will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Where the Local Authority carries out a re-assessment and decides to amend or replace the EHC plan, the Local Authority must issue the finalised plan as soon as practicable and, subject to the statutory exceptions, within 14 weeks of the relevant notification or decision to re-assess.

The school will handle EHC plan and SEND information lawfully, securely and proportionately, with access limited to those who need the information for their role.

Information relating to a pupil's SEND or EHC plan will be shared where lawful and necessary to support education, safeguarding, welfare, transition or another statutory function. Information sharing will be carried out in accordance with UK GDPR, the Data Protection Act 2018, current statutory safeguarding information-sharing guidance and applicable information-sharing duties.

The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing the EHCP with external agencies involved.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents are consistently kept involved throughout the implementation of an EHCP.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

When making an EHC assessment, Local Authorities must consult the child and his or her parent /carer or the young person, and consider their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals.

Parents/carers and young people have a right to ask the Local Authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHCP.

Reviewing the EHCP

For annual reviews, the school will:

- Cooperate with the Local Authority and relevant individuals to ensure an annual review takes place, including convening and holding the review meeting on behalf of the Local Authority where required.
- Invite the appropriate people and provide the required notice and information in accordance with the statutory annual review process.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.

- Support a person-centred review process that enables the pupil and their parents/carers to participate fully and express their views, wishes and feelings.
- Seek advice and information about the pupil from those invited to the review and circulate the information received in accordance with the statutory timescales.
- Prepare and send the school's report of the review meeting to the Local Authority and those required to receive it within the applicable statutory timescale, setting out recommendations arising from the review.
- Provide the Local Authority with relevant evidence to inform its decision following the review. The Local Authority is responsible for notifying the parent/carer or young person of its decision and, where it proposes to amend the EHC plan, for providing the statutory opportunity to make representations on the proposed amendments.
- Ensure parents/carers and pupils are informed about relevant rights of appeal and sources of information, advice and support, while recognising that formal notices and appeal rights following Local Authority decisions are issued by the Local Authority.

4i Transition Arrangements

When a pupil moves onto the next stage of their education or moves school at any point during their school life, planning and preparation for the transitions will take place.

To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents/carers and pupils the information to be shared as part of this planning process under the guidelines of GDPR.

School based Staff Contact Lists in relation to SEND Policy

September 2026
The first port of call for any questions or concerns should be directed to the Class Teacher of your child:

Any further queries can be brought to the attention:

Year Group Leaders:

Nursery & Reception:	Miss Bayfield
Year 1:	Miss Tyson
Year 2:	Mrs Rothwell
Year 3:	Mrs Bradford
Year 4:	Mrs Bushell
Year 5:	Mrs Yates
Year 6:	Mrs Houghton

If you are dissatisfied with the response received from your child's Year Group Leader, please bring this to the attention of:

SENCo: Miss Mercer

In the absence of Miss Mercer (SENCo), please bring this to the attention of a member of the Senior Leadership Team:

Designated Safeguarding Lead: Mrs Branch

Assistant Head: Mr Ibbotson

Deputy Head: Mrs McCormack

Headteacher: Mrs Chisnall

The appointed SEND Governor is Mrs E. Charleston.
The SENCo can be contacted through:

Address
Newton-le-Willows Primary
Sanderling Road
Newton-le-Willows
St Helens
WA12 9UF

Telephone
01744 678390
Email
newton.senco@sthelens.org.uk