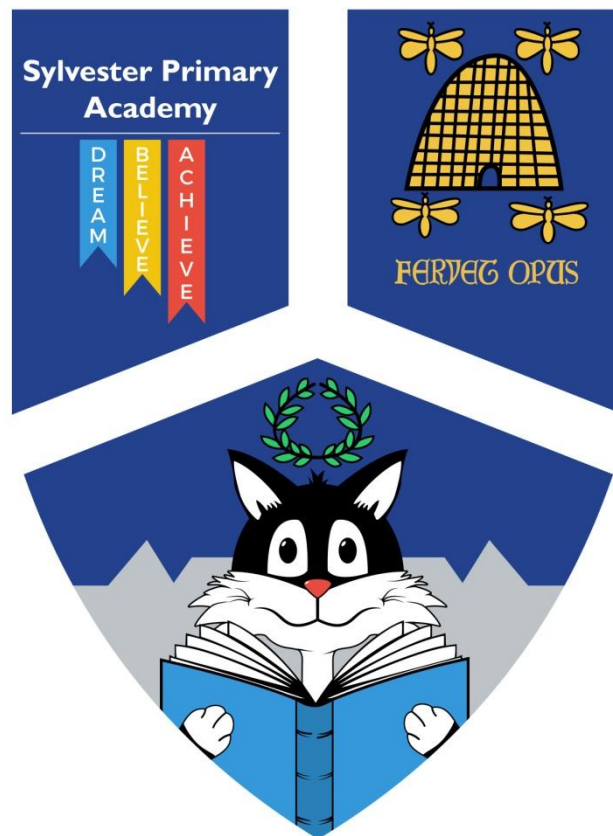


Special Educational Needs and Disability Policy

Sylvester Primary Academy



Approved by: Local Governing Body

Date:

Last reviewed : September 2025

Next review due by: September 2026

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014 and Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education and Department of Health (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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in schools within the area of the local authority.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Children and Families Act 2014).

A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age. (Code of Practice January 2015).

Statutory Guidance:

The Children and Families Act 2014

Special Educational Needs and Disability Regulations 2014. Statutory guidance is contained in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. (Department for Education and Department of Health (2015)).

Equality Act 2010

Sylvester Primary Academy delivers provision for learners with Special Educational Needs and Disabilities (SEND) in accordance with the principles and guidance in the Code of Practice (COP). More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website.

The SEND Local Offer is a resource which is 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 Knowsley 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. The Local Offer can be found on the Knowsley Council Website - <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Mission statement

Dream, Believe, Achieve!

Our purpose is to develop our children's individual talents and abilities to their full potential by providing: a happy, safe school environment which promotes high achievement; broad interests; self discipline; respect for all and care of others; whilst fostering an equal partnership with parents

At Sylvester Primary Academy we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences. Together we take pride in making a positive contribution to our school and the wider community.

We aim to provide every child with access to a broad and balanced education. We teach the National Curriculum in line with the Special Educational Needs and Disability Code of Practice 2015. We ensure that the lessons and teaching methods are adapted appropriately for children with SEND. We have carefully considered what adaptations may be needed in each subject area; more information can be found on the curriculum section of our website.

Our vision for SEND

Sylvester Primary Academy is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Everyone at Sylvester is encouraged to dream, believe and achieve. All children, regardless of their needs and differences are fully included and celebrated at our friendly school. We want all children to achieve well at school and lead happy and fulfilled lives. At Sylvester we see difference as an asset. Including those with a range of different strengths and needs is a core part of our educational vision. Each child's individual learning style should be respected and reflected in our school environment, which promotes teaching practices that empower all pupils to thrive. We involve external experts whenever necessary to improve our offer and ensure that children's needs are identified and met as quickly as possible. We similarly ensure that staff have the relevant training and support to ensure that best practice is used regarding SEND. We have high expectations for all children and strive to enable them to achieve their full potential. We ensure good communication with parents and promote working together to achieve the best possible outcomes. Every child should be given an appropriate level of support but at the same time be encouraged to become independent learners.

Aims and Objectives

We aim to create an ethos and educational environment that is child centred and has their views and needs at its heart along with their families/carers. We aim to:

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.
- To provide high quality teaching and learning and curriculum adaptations ensuring children with SEND are full members of the school community who have a rich and positive learning experience.
- To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of ALL children in their class, including where children access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is responsible for every child in their class including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all children with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.

- To work within a 'child centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and parents in the decision making and the planning and review of outcomes regarding their provision.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for children with special educational needs and/or disabilities.
- To continuously monitor children with SEND by teachers to ensure that they are able to reach their full potential.
- To work with and in support of outside agencies when the children's needs cannot be met by the school alone.
- To be proactive in enabling full access for children with SEND to all manageable aspects of the school curriculum and the wider school life and activities. We will adapt teaching where necessary thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

Roles and Responsibilities

We acknowledge that the SENCo shares responsibility with the rest of the staff within the school and the governing body.

The role of the Governing Body

- To co-operate with the Head of School to determine the school's general policy and approach to provision for children with SEND
- To establish the appropriate staffing and funding arrangements
- To maintain a general oversight of the school's work

The role of the Head of School

- To oversee all aspects of Special Educational Needs Provision
- To keep the governing body well informed
- To work closely with the SENCo
- To ensure that the school has a clear, flexible policy for working with parents, which encourages their involvement

The role of the SENCO

In mainstream primary schools the key responsibilities of the SENCO include:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND needs.
- advising and supporting colleagues
- ensuring parents are closely involved throughout the process and that their insights inform the actions taken by the school
- liaising with professionals or outside agencies
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans

- overseeing the day-to-day operation of the school's SEND policy and updating it annually and overseeing and updating the school's SEND information report in line with statutory guidelines
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after child has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents/carers of children with SEND
- liaising with Early Years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
- working with the Head of School and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all children with SEND up to date
- monitoring and supporting a graduated approach of Assess, Plan, Do and Review
- ensure that resources and support are allocated and maintained to all those individual children who may need additional provision of support staff in our school including Teaching Assistants
- review the work of other adults regularly
- being actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those children not making expected progress and plan appropriate interventions
- ensuring that the school keeps the records of all children with SEND up to date for example participation of children in clubs and activities.

The role of the Class Teacher

- collaborate with the SENDCo to collect information and decide on action to assist children
- collaborate with the SENDCo in developing relevant interventions for SEND children
- be aware of the need to keep the SENDCo informed of progress
- be aware of procedures for the identification, assessment and provision for SEND children
- work with SEND children daily delivering individual programmes
- closely monitor the impact of interventions delivered
- be responsible for interventions delivered by teaching assistants
- understand their responsibility to provide appropriately for children with SEND

- know where to find child information
- develop constructive relationships with parents/carers and know the procedures for informing them that their child has SEND.

The role of the Teaching Assistant

- collaborate with the class teacher in delivering and assessing interventions
- be aware of the need to keep class teachers informed of progress
- maintain relevant record keeping to inform progress
- work with SEND children daily delivering individual/group programmes
- closely monitor the impact of interventions delivered

The role of the Parent/Carer

- to be informed of SEND concerns and progress
- to inform the class teacher / SENDCo of SEND concerns
- to maintain good attendance / punctuality of children
- to support the school in agreed actions
- to attend relevant meetings

The role of the Child

- maintain high level of effort in lessons and interventions
- to inform relevant staff of concerns / worries that may be a barrier to learning

The person responsible for overseeing the provision for children with SEND is Miss Helen Brenchley (Head of School)

The person co-ordinating the day-to-day provision of education for children with SEND is Miss Helen Brenchley [SENDCO]. Miss Brenchley can be contacted at the school on 0151 477 8320 or via email at send@sylvesterprimaryschool.co.uk.

The SEND governor at Sylvester Primary Academy is Jackie Cleary. They can be contacted via the Head of School or Chair of Governors.

Arrangements for coordinating SEND provision.

The SENDCO will hold details of all SEND records for individual children.

All staff can access:

- The Sylvester Primary Academy SEND Policy and SEND Information Report.
- A copy of the full SEND Register.
- Access to Edukey – online system for producing Personal Provision Plans and recording meeting with parents
- Guidance on identification of SEND in the Code of Practice.
- Information on individual children' special educational needs, professionals' advice and targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Training and CPD
- Information available through Knowsley's SEND Local Offer.

This policy is made accessible to all staff and parents to aid the effective coordination of the school's SEND provision.

How children with SEND are identified.

It is important that children who are experiencing difficulties accessing the curriculum or within their own personal development are identified as soon as possible. This ensures that support can be implemented to try and help overcome these challenges. Before the SENCO becomes involved, we expect our teachers to use regular assessment, monitoring and observations to support our children and adapt their teaching to meet their needs. By making careful observations of children and reviewing their progress, whether this is academically or on a personal level, they can identify children who are making progress that is less than expected. We have termly progress meetings where teachers are able to discuss individual children and seek further advice from members of SLT. We recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO will be consulted as needed for support and advice and may wish to observe the child in class. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child may be recorded by the school as being monitored due to concern by parent or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings. We will continually work with parents/carers to listen and hear their concerns that they may have regarding their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need as detailed below. Specific examples provided for each area of need.

Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions

Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

Sensory and/or Physical Needs – including hearing impairment, visual impairment, multisensory impairment and any physical impairments.

Once a child has been identified as having SEND, the SENCO will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the graduated approach. At this point a child will be placed on the SEND register at SEND Support. The school will be proactive in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

What is not SEND but may impact on progress and attainment may include:

- Attendance and punctuality

- Health and welfare
- Children in receipt of child premium or child premium plus.
- LAC
- Being a child of servicemen/women
- EAL

How children with SEND are supported.

Every child's development is driven by progressively more complex everyday activities. At school, teachers routinely plan and organise these to enhance development for their classes. This happens, for example, through direct teaching, group or individual learning, peer-to-peer activities, reading, learning a new skill, and so on. The quality of teachers' planning and of their delivery of teaching and learning therefore has a major impact on every child's development. Teachers should understand the individual characteristics of children's needs, and how these relate to their classroom environment and the content that they are teaching. We ensure that the curriculum is adapted so that all learners can achieve success. Supporting children with special educational needs should be part of a proactive approach to supporting all children—it is not an 'add on'. It means understanding the specific barriers children face to learning and what they need to thrive so that they can be included in all that the school has to offer.

How the progress of children with SEND is assessed and reviewed.

Assess

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child 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 being overcome and that the interventions being used are developing and evolving as required. Where external support staff e.g., Educational Psychologist, Speech and Language Therapy, CAMHS are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO, parents and if required external support e.g., Educational Psychologist, Speech and Language Therapy, CAMHS 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. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought. Children will have a Personal Provision Plan outlining their targets, strategies to be used and the staff who will be involved in their support.

Do

The School's SENCo, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will document the progress that has been made. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parents and the child. Children with an Education Health and Care Plan will have a detailed annual review and an interim review where necessary.

How the curriculum and the learning environment are adapted for vulnerable children and children with SEND

Children with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at school. Closing the disadvantage gap means finding better ways to support children with SEND. It may be that the challenge of SEND is seen as one of creating new programmes, but the evidence from research tells us that teachers should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their children with SEND. This means understanding the needs of individual children and weaving specific approaches into every day, high- quality classroom teaching—being inclusive by design not as an afterthought. It also means using carefully implemented interventions and working effectively with teaching assistants to offer additional support where needed.

The school increases and promotes access for disabled children to the school curriculum. Reasonable adjustments are made to enable inclusion. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. There are ramps and a disabled toilet. A lift links different levels of the school giving access to all areas. There is wheelchair access. There is full access to disabled parking. The edges of the staircase are marked to help the visually impaired. Handrails at different heights have been fitted to aid children when using the stairs.

Support for improving the emotional, mental and social development of children with SEND

Sylvester recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD) It is also recognised that children may display certain behaviours as a result of self-esteem or other issues such as neglect, previous trauma through Adverse Childhood Experiences or attachment related difficulties.

At Sylvester, we have clear processes to support children and young people, and this is linked to the Safeguarding Policy, Behaviour Policy as well as the policy for Supporting Medical Conditions in School. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other children.

The school provides support for child's emotional, mental and social development in the following ways:

We have a learning mentor. They provide 1:1 and group support for children and liaise with parents and staff. Interventions offered by the Learning Mentor include play therapy, Lego Therapy, Drawing and Talking, Counselling for children. We have also introduced a Dog Mentor to provide support to children through planned interventions, be a friend to the children and promote enjoyment of school. We refer to Butterflies, YPAS, CAMHS and Knowsley Mental Health Service. Specially trained ELSA (Emotional Literacy Support Assistant) teaching assistants are often used to support children who are struggling by providing one to one and group sessions. We have identified safe spaces in school – we have a dedicated 'Calm Room' where social and emotional interventions take place. Our classrooms also have calm areas, supportive resources and worry boxes. Our PSHE curriculum strongly promotes child wellbeing, and we regularly talk about their emotional and mental health.

How the needs of children who qualify for SEND support are managed.

Some children and young people on the SEND Register may have more significant or complex SEND, and there may be several specialist services involved with the child and their family. These can include externally commissioned services directly from school or services that are commissioned through the Local Authority such Outreach, ASC Specialist Teachers or Educational Psychology Services. As a result of the GRADUATED APPROACH, it may be felt that when a child is still not making the expected progress towards the identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, then the school can ask for further support from the Local Authority either for High Needs Top-Up Funding or a request can be made for an Education, Health and

Care (EHC) Assessment of Need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the Local Authority issuing an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an Annual Review, where the outcomes on the EHCP will be considered. All the children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle. Children's progress is continually monitored by class teachers and there is opportunity for parents to discuss this at parents' evenings and at informal meetings during the year. Concerns can be raised by the class teacher or with the SENCo.

Further information about EHC Plans can found via the SEND Local Offer:
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

Support and information can also be accessed from Liverpool & Knowsley Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

0333 3237768

liverpoolknowsleysendiass@barnardos.org.uk

109 Eaton Road, L12 1LU

How the school evaluates the success of SEND provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and children throughout the year. This is done in the form of an annual parent and child questionnaire, discussion and through progress meetings with parents. Child's progress will be monitored at SEND Review Meetings on a termly basis in line with the SEND Code of Practice. Parents, teachers and the SENCO will consider each child's success in meeting the outcomes on their Personal Provision Plan. The following will also be used to evaluate success:

- Liaising with class teachers on the progress of vulnerable children and those at SEND Support or EHC Plans.
- Meeting with Teaching Assistants to check on the progress of children accessing Interventions.
- Sampling work.
- Scrutinising school data and tracking systems
- Conducting Learning Walks.
- Lesson observations.
- Speaking to staff.
- Meeting with the Governor responsible for SEND/ Inclusion on a regular basis to assess the quality and impact of provision.
 - Gathering views through parent questionnaires and pupil voice.
- Reporting to Governors.
- Planning and Review meetings termly.
- SEND staff meetings
- Regular meetings to monitor the quality of provision.
- Progress against Personal Provision Plans/Personal Behaviour Plans
- Raised self esteem
- Raised reading and spelling ages
- Successful attainment of targets set
- Moving off register
- Analysis of external tests including SATs

Training that is available for teachers, support staff and the SENDCO.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. There is regular training for all staff. The SENDCo attends relevant SEND courses,

SENDCO briefings/meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. As a school, we look at the needs of our children and determine what training is needed to further support and upskill our staff.

How the school works with parents and carers of children with SEND

Where a child is receiving SEND Support the school endeavours to talk to parents/carers regularly to set clear outcomes and review progress towards them, discussing the activities and support that will help achieve them and identify the responsibilities of the parent, the child and the school. At all stages of the SEND process the school keeps parents/carers fully informed and involved. Regular meetings are scheduled throughout the academic year to share the progress of the children with parents/carers and to take account of their views. It is hoped that this will assist in supporting children to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education. Thorough records of outcomes, actions and support as well as contact with parents form an important part of monitoring and recording for the school. Our schools SEND Information Report is published on the school's website detailing how SEND policy has been implemented.

How SEND is funded

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. It can for example be aligned with other funding (e.g., pupil premium) to optimise impact. The SENCo along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support. The Governing Body oversees the expenditure of the school budget allocation for SEND and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Teachers and support staff.
- Training for all teachers and teaching assistants so that they can meet pupils' needs effectively.
- Specialist books and equipment
- In class support and sometimes individual support via a teaching assistant.
- Purchasing and maintaining ICT equipment.

Some children may need high needs funding in order for them to successfully access the curriculum.

How the school supports pupils with medical conditions

We recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed. Please refer to our policy – Supporting Children with Medical Needs.

Trust links and links with other schools

The school works in partnership with the other schools in Wade Deacon Trust and the local area. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Sylvester Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service (Local Authority)
- Behaviour/Inclusion Support
- Social Care/Family First/ Family support
- Specialist Outreach Teachers
- Specialist ASC Advisory Teacher
- Education Improvement Team (SEND)

- Continence Team
- School Health Team
- Clinical Partners – Neuro-developmental Pathway
- Alder Hey Hospital ADHD referral pathway
- Speech and Language Therapy
- Occupational Therapy (including Sensory)
- Children and Adult Mental Health Service CAMHS
- YPAS (Young Persons Advisory Service)
- Butterflies (Counselling Service)
- Brighter Days Ahead – therapy service.

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

Equality and Inclusion of children with SEND

All children have equal access to a broad and balanced curriculum which is adapted to ensure ALL children can understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to children making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are adapted appropriately and assessed to inform the next stage of learning. The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment).

Relevant information is shared with parents/carers of children on SEND Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all children. This includes learning outside the classroom and extra-curricular opportunities. It is important to foster good relations and promote equality of opportunity generally so that barriers to learning are removed. Children are encouraged to participate fully in the life of the school. This includes extracurricular clubs and activities where the SENCo monitors the attendance of those with Special Educational Needs and disabilities to ensure that there is good representative participation from these groups. Please refer to the following policies:

- Accessibility Action Plan 2024-2027
- Single Equality Objectives and Policy

Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head of School or Vice Principal, who will be able to advise on formal procedures for complaint.

This policy will be reviewed annually – September 2025