

Windsor Community Primary School
Special Educational Needs and Disability Policy
2026 - 2027



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1. Key SEND Personnel and Contact Information

Special Educational Needs and Disabilities Coordinator (SENDCO)

The SENDCO at Windsor Community Primary School is Mrs Victoria Griffiths, who holds the National Award for Special Educational Needs Coordination (NASENCo). She can be contacted through the school office on 0151 709 6769 or directly via email at v.pinder@windsor.liverpool.sch.uk.

Headteacher

The Headteacher is Mrs Fiona Wright, who works closely with the SENDCO to oversee SEND provision across the school. She can be contacted through the school office on 0151 709 6769.

SEND and Inclusion Governor

The school's designated Governor for SEND and Inclusion is Mrs Sarah Murphy. Enquiries can be sent to the school office at windsor-ao@windsor.liverpool.sch.uk.

Contacting the School About SEND

Parents and carers are encouraged to contact their child's class teacher in the first instance to discuss any concerns about their child's learning, progress or additional needs. Parents and carers may also contact the SENDCO directly for further advice and support regarding SEND.

The SENDCO can be contacted during normal school hours via the school office or by email. The school aims to acknowledge enquiries within three school working days of receipt. Where further investigation or consultation is required, parents and carers will be informed of the expected timescale for a more detailed response.

School working days refer to term-time days when the school is open to pupils. Enquiries received outside term time will be addressed when the school reopens.

2. Aims and objectives in relation to SEND

Windsor Community Primary School is committed to fulfilling its statutory duties under the Equality Act 2010 and the Children and Families Act 2014. We recognise that disability is a protected characteristic under the Equality Act 2010 and that pupils with special educational needs and/or disabilities are entitled to appropriate support in accordance with the relevant legislation.

The school recognises its anticipatory duty to make reasonable adjustments for disabled pupils to ensure that they are not placed at a substantial disadvantage compared with their non-disabled peers. These adjustments may include adaptations to teaching approaches, curriculum delivery, assessment arrangements and the provision of appropriate auxiliary aids and services.

Windsor Community Primary School works proactively to identify and remove barriers to learning and participation, promote equality of opportunity and foster a culture of respect and inclusion. In accordance with the Equality Act 2010, we are committed to preventing unlawful discrimination and victimisation, addressing disability-related bullying and harassment, and promoting positive outcomes for pupils with SEND.

At Windsor Community Primary School all pupils have access to a broad, balanced and inclusive curriculum, and we are committed to making this as accessible as possible, irrespective of any special educational need or disability. Our aim is to remove barriers to learning and participation, and provide a broad and fulfilling educational experience which prepares each individual for adulthood.

We will achieve these aims through the following objectives:

1. To create an inclusive, person-centred educational environment that places the views, wishes, feelings and individual needs of pupils at the heart of decision-making, alongside those of their parents and carers.
2. To maintain high aspirations and expectations for pupils with SEND, supporting them to achieve positive educational outcomes, develop independence and make successful transitions between stages of education and into adulthood.
3. To have regard to the statutory guidance set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).
4. To establish clear roles and responsibilities for the SENDCO, school staff, senior leaders and governing body in supporting pupils with SEND and ensuring that appropriate provision is in place.
5. To identify pupils' special educational needs at the earliest opportunity and use our best endeavours to secure the special educational provision required to meet their individual needs.
6. To provide a qualified SENDCO who coordinates SEND provision, advises and supports school staff, and works collaboratively with pupils, parents, carers and external professionals.
7. To implement a graduated approach to SEND provision through the continuous cycle of Assess, Plan, Do and Review, ensuring that support is regularly evaluated and adapted to meet pupils' changing needs.
8. To work in partnership with parents and carers, ensuring that they are fully involved in decisions about their child's education, support and progress.

3. Identifying Special Educational Needs and Disabilities

At Windsor Community Primary School, we recognise the importance of the early identification of pupils who may experience difficulties in accessing the curriculum or in their wider development. Class teachers are responsible for monitoring pupils' progress through regular assessment, observation and discussion with the Senior Leadership Team (SLT) during Pupil Progress Meetings. Where concerns are identified, teachers will implement appropriate teaching strategies and involve the SENDCO as necessary.

Teachers will identify pupils making less than expected progress, taking account of their age and individual circumstances. This may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or improve upon the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

Progress will also be considered in areas beyond academic attainment, including communication, social interaction, emotional development and independence.

Slow progress and low attainment do not necessarily indicate that a pupil has special educational needs and should not automatically result in the pupil being placed on the SEND register. Equally, attainment in line with age-related expectations does not rule out the possibility of SEN.

When identifying possible SEN, the school will consider a range of evidence, including the pupil's individual circumstances, wider development and the views of the pupil and their parents or carers. Difficulties arising solely from learning English as an additional language are not considered SEN.

A formal medical diagnosis is not required for the school to identify SEN or provide appropriate additional support. Where concerns arise, the school will work in partnership with parents and carers to establish the pupil's needs and identify appropriate next steps.

The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need. These provide a framework for understanding and supporting pupils' individual needs. Pupils may experience difficulties across more than one area, and provision will be determined by individual needs rather than diagnosis or category alone.

Communication and Interaction

This may include speech, language and communication needs (SLCN) and autism. Pupils may experience difficulties with communication, understanding language or social interaction.

Cognition and Learning

This may include moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

Pupils may experience social, emotional or mental health difficulties that affect their learning and participation. These may include anxiety, difficulties with emotional regulation, attention deficit hyperactivity disorder (ADHD) or other mental health needs.

Sensory and/or Physical Needs

This may include visual impairment, hearing impairment, multi-sensory impairment or physical disabilities that require additional provision to enable pupils to access learning and participate fully in school life.

Identifying Pupils Requiring SEN Support

The school recognises the definition of special educational needs (SEN) set out in the Children and Families Act 2014 and the SEND Code of Practice. A pupil has SEN where a learning difficulty or disability calls for special educational provision that is additional to or different from the provision normally available to pupils of the same age.

A pupil may have a disability without having SEN, and a pupil may have SEN without having a disability under the Equality Act 2010. The school will consider both its SEN duties and its duties towards disabled pupils when identifying and responding to individual needs.

Where concerns about a pupil's progress or development are identified, the class teacher will work with the SENDCO and parents or carers to gather evidence and assess the pupil's needs. The pupil's views will also be sought and considered, taking account of their age and individual communication needs.

In addition to assessments, progress data and tracking, the school considers a range of information when identifying pupils' needs, including:

- Concerns raised by parents or carers.
- Concerns raised by pupils themselves.
- Observations and concerns identified by teachers or support staff.
- Assessment information, progress data and observations across different learning environments.
- Information shared by previous schools, early years settings and other educational providers during transition.

- Advice or assessment information from external professionals and relevant support services.

Where assessment identifies that a pupil requires special educational provision that is additional to or different from that normally available to pupils of the same age, the pupil will be recorded on the school's SEND register at SEN Support level. Parents and carers will be formally informed of this decision and involved in planning the provision required.

The school will not delay in providing appropriate support while assessments are ongoing. Pupils identified as requiring SEN Support will receive provision through the graduated approach, as detailed in Section 4.

4. The Graduated Approach at Windsor Community Primary School

Windsor Community Primary School follows the graduated approach to SEN Support, as outlined in the SEND Code of Practice. This involves a continuous four-part cycle of Assess, Plan, Do and Review, through which provision is evaluated and adapted to meet each pupil's individual needs.

ASSESS

Class teachers, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw upon teacher assessments, observations, previous progress and attainment, the pupil's wider development and the impact of any teaching strategies or interventions already implemented.

The assessment will consider the pupil's individual circumstances and their development in comparison with their peers and relevant national data, where appropriate.

The views and experiences of the pupil and their parents or carers will form an important part of the assessment process. Where appropriate, advice from external professionals will also be considered.

Assessments will be reviewed at least termly and updated when new information becomes available or the pupil's needs change.

PLAN

Where a pupil is identified as requiring SEN Support, parents and carers will be formally informed. The class teacher and SENDCO will work collaboratively with the pupil and their parents or carers to agree the outcomes sought, the adjustments, interventions and support required, and the arrangements for reviewing progress.

At Windsor Community Primary School, this may be recorded in an Individual Education Plan (IEP), which identifies specific targets, provision, responsibilities and review dates. Where appropriate, targets and recommendations from external professionals will also be incorporated.

For pupils with an Education, Health and Care Plan (EHCP), school-based planning will reflect the provision and outcomes specified in their statutory plan.

Agreed provision and strategies will be communicated to relevant members of staff to ensure consistent implementation.

DO

The class teacher remains responsible and accountable for the progress and development of pupils in their class, including where support is provided by teaching assistants or specialist staff.

The SENDCO will support the class teacher by advising on appropriate teaching strategies, interventions and further assessment where required.

Where interventions involve individual or small-group support away from the class teacher, the teacher will work closely with teaching assistants and specialist staff to ensure that provision is implemented effectively, monitored regularly and linked to classroom learning.

REVIEW

Progress and provision will be reviewed at least termly, on an agreed date. The class teacher and SENDCO will evaluate the effectiveness of the support provided and the pupil's progress towards their agreed outcomes.

The views of the pupil and their parents or carers will be central to the review process. Parents and carers will be offered opportunities to meet at least three times each year to discuss progress, review outcomes and contribute to planning the next steps.

Following each review, the class teacher, with support from the SENDCO, will revise the provision and outcomes where necessary. Agreed changes will be communicated to relevant staff.

For pupils with an EHCP, the school will contribute to the statutory annual review process in partnership with the local authority, parents or carers and relevant professionals. The local authority remains responsible for ensuring that EHCPs are reviewed at least every 12 months. For children under five, the local authority should consider more frequent reviews, normally every three to six months.

Where pupils are preparing to move to another educational setting, the school will work collaboratively with parents or carers and the receiving setting to support an effective transition. For pupils with EHCPs, the school will work with the local authority to support the statutory review and amendment arrangements for phase transfers. The SENDCO will coordinate the sharing of relevant information and may attend transition meetings where appropriate.

Where a review indicates that a pupil may no longer require SEN Support, the class teacher and SENDCO will consider the evidence of the pupil's needs and progress, consulting the pupil and their parents or carers before making a decision about removal from the SEND register. The pupil's progress will continue to be monitored through the school's usual assessment arrangements.

External Specialist Support and Statutory Assessment

Where a pupil has more significant or complex needs, the school may seek additional advice and support from relevant external professionals and specialist services. These may include Educational Psychology, the Special Educational Needs Inclusion Support Service (SENISS), Speech and Language Therapy and specialist children's mental health services. Support may be commissioned directly by the school or accessed through Liverpool City Council and other appropriate organisations, depending on the pupil's individual needs.

Where appropriate, the school may request additional high-needs funding in accordance with the local authority's current funding arrangements.

Where a pupil continues to experience significant difficulties despite appropriate SEN Support, or where the nature and extent of their needs indicate that statutory assessment may be necessary, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

Parents and carers may also request an EHC needs assessment directly from the local authority. The school will work collaboratively with families, the local authority and relevant professionals, providing appropriate evidence of the pupil's needs, progress and provision.

Following an EHC needs assessment, the local authority will decide whether an Education, Health and Care Plan (EHCP) is necessary. Where an EHCP is issued, the school will work with the local authority and relevant professionals to support its implementation.

The local authority is responsible for securing the special educational provision specified in Section F of an EHCP, while the school will work with the local authority to ensure that this provision is delivered.

5. Supporting pupils on the SEND Register

High-quality, inclusive and adaptive teaching is a priority for all pupils at Windsor Community Primary School, including those with SEND. Class teachers are responsible and accountable for the progress and development of pupils in their class, including where support is provided by teaching assistants or specialist staff.

Where a pupil is identified as having SEN, the school will identify and address barriers to learning and participation and use its best endeavours to secure the special educational provision required to meet their individual needs. Support will be informed by assessment and tailored to the pupil's identified needs, strengths and agreed outcomes.

Support for pupils identified as having SEN will be planned, delivered, monitored and reviewed through the graduated approach of Assess, Plan, Do and Review, as detailed in Section 4.

The school takes a proactive and individualised approach to removing barriers to learning. Support is determined by each pupil's assessed needs and may include adaptations to teaching and the learning environment, specialist resources, targeted interventions and advice from external professionals.

Examples of support available at Windsor Community Primary School include visual timetables, Now and Next boards, assistive technology, adapted writing equipment, individual and small-group interventions, and appropriate sensory resources and strategies.

Where appropriate, pupils may also access additional pastoral and emotional wellbeing support, including the school's KS1 Nurture Base and Place2Be. The provision offered will depend on each pupil's individual needs and the support available.

The school is committed to ensuring that pupils with SEND have opportunities to participate in the wider life of the school, including extracurricular activities, educational visits and enrichment opportunities. Appropriate adjustments and support will be considered in accordance with pupils' individual needs.

The school is committed to improving accessibility and ensuring that disabled pupils can participate as fully as possible in school life. Further information about access to the curriculum, physical environment and information is provided in the school's Accessibility Plan, as referenced in Section 11.

6. Supporting Pupils and Families at Windsor Community Primary School

At Windsor Community Primary School, we recognise that effective partnership with parents and carers is essential to supporting pupils with SEND. We value their knowledge of their child, including information about their child's development, experiences and the impact of support outside school.

We are committed to working collaboratively with families and ensuring that parents, carers and pupils are involved in decisions about their education and support. Pupils' views will be sought and considered in ways appropriate to their age, understanding and individual communication needs.

The school encourages regular and open communication with parents and carers. Opportunities for engagement include discussions with class teachers, parent/SENDCO drop-in sessions, parent workshops, questionnaires, stay and play sessions and parents' meetings, where available.

Parents and carers of pupils receiving SEN Support will be offered opportunities to meet at least three times each year to review their child's progress, discuss the effectiveness of support and agree next steps, as detailed in Section 4.

Parents' and carers' views are also valued when reviewing and developing the school's SEND provision and SEND Information Report.

The school's SEND Information Report is reviewed and updated at least annually. Any changes to the published information will be updated as soon as possible. The report is published on the school website, and paper copies are available on request from the school office.

The school also directs parents and carers to Liverpool City Council's SEND Local Offer, which provides information about education, health, social care and other services available to children and young people with SEND and their families.

Liverpool's SEND Local Offer:

<https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>

Parents and carers who require independent information, advice or support can also contact Liverpool and Knowsley SENDIASS on 0800 012 9066.

7. Supporting the Social, Emotional and Mental Health of pupils at Windsor Community Primary School

Windsor Community Primary School recognises that pupils may experience a range of social, emotional and mental health (SEMH) difficulties that affect their wellbeing, learning, relationships and participation in school life.

These difficulties may present in different ways, including withdrawal, anxiety, difficulties with emotional regulation or changes in behaviour. The school recognises that behaviour may communicate an underlying need and seeks to understand and address the factors contributing to a pupil's difficulties.

Not all pupils experiencing emotional or mental health difficulties will have special educational needs. Where a pupil's needs require special educational provision, the school will respond through the graduated approach, as outlined in Section 4.

Staff will work collaboratively with pupils, parents and carers to identify emerging SEMH needs and provide appropriate support at the earliest opportunity. Support will be tailored to individual needs and may include:

- Whole-school approaches to promoting emotional wellbeing and supporting emotional regulation, including Zones of Regulation.
- Support from the school's pastoral team.

- Access to the school's KS1 Nurture Base.
- Targeted interventions and support through the Thrive Approach.
- Access to school-based counselling and therapeutic support, including Place2Be and cognitive behavioural therapy (CBT), where appropriate.
- Referral or signposting to appropriate external professionals and specialist mental health services, including Child and Adolescent Mental Health Services (CAMHS), where required.

The school works in partnership with parents and carers, involving them in decisions about their child's emotional wellbeing and the support provided.

Where concerns about a pupil's mental health indicate a potential safeguarding risk, staff will report these promptly to the Designated Safeguarding Lead (DSL) or deputy and follow the school's Safeguarding and Child Protection Policy. Safeguarding action will not be delayed while SEND assessments, pastoral interventions or external referrals are being considered.

8. Monitoring of Windsor Community Primary School's SEND provision

The governing body retains overall responsibility for ensuring that the school fulfils its statutory responsibilities towards pupils with SEND. The designated SEND and Inclusion Governor, Mrs Sarah Murphy, supports the governing body by providing strategic oversight of SEND provision and monitoring its effectiveness.

The SEND Governor works closely with the Headteacher and SENDCO, undertakes agreed monitoring activities and reports relevant findings to the governing body. This includes considering the effectiveness of SEND provision, identifying areas for development and ensuring that pupils' and families' experiences inform school improvement.

The SEND Governor's detailed responsibilities are outlined in Section 13.

Monitoring and Evaluating SEND Provision

The effectiveness of SEND provision will be monitored and evaluated through a range of quantitative and qualitative evidence. This will include:

- Progress towards individual outcomes and targets identified in pupils' Individual Education Plans (IEPs) and, where applicable, Education, Health and Care Plans (EHCPs).
- Teacher assessments, school tracking information, national assessments and standardised tests, where appropriate.
- Evidence from the graduated approach, including the impact of teaching adaptations, targeted interventions and specialist provision.

- Information from IEP reviews, statutory EHCP annual reviews and reports from external professionals.
- Pupils' participation, attendance, wellbeing and progress in communication, independence and personal development, where relevant.
- Feedback from pupils, parents and carers regarding the support provided and its impact.

Monitoring information will be used by the SENDCO and Senior Leadership Team to evaluate SEND provision, identify areas for improvement and inform strategic discussions with the governing body. Information shared with governors will be appropriately anonymised or aggregated to protect pupils' confidentiality.

Policy Success Criteria

The effectiveness of the school's SEND Policy will be evaluated against the following criteria:

Pupils with SEND make progress towards their individual outcomes, taking account of their starting points, needs and circumstances.

Pupils with SEND are supported to access the curriculum and participate in the wider life of the school.

Teaching adaptations and additional interventions are appropriate, regularly evaluated and adjusted where necessary.

Staff understand pupils' individual needs and implement agreed provision consistently.

Pupils and parents or carers are meaningfully involved in decisions about SEND provision.

The graduated approach is implemented effectively, with regular monitoring and reviews of pupils' needs and progress.

SEND provision is regularly evaluated and developed to improve outcomes for pupils.

Policy Review

The SEND Policy will be reviewed annually by the school and governing body, with consideration given to feedback from pupils, parents, carers and staff. The review may be brought forward where necessary to reflect changes in legislation, statutory guidance, local arrangements or the needs of the school community.

9. Resources and Training

Windsor Community Primary School receives funding to support pupils with special educational needs through its overall school budget. The allocation and use of SEND funding are informed by the Department for Education's current funding arrangements and Liverpool City Council's local funding procedures.

The school's budget includes an identified notional SEN budget, which supports the school in meeting the additional costs of special educational provision. Under current funding arrangements, mainstream schools are generally expected to contribute up to £6,000 per pupil per year towards additional SEN support, above the cost of ordinarily available education.

The notional SEN budget is not a separate allocation of £6,000 for every pupil with SEN, nor does it limit the school's responsibility to use its best endeavours to secure the special educational provision required to meet pupils' individual needs.

Where a pupil requires additional provision costing more than this threshold, the school may access high-needs top-up funding through the responsible local authority, in accordance with current funding arrangements. Such funding may be available for eligible pupils with or without an Education, Health and Care Plan (EHCP).

The Headteacher oversees the management and allocation of school resources, working closely with the SENDCO to ensure that funding is used effectively to support pupils with SEND. The governing body provides strategic oversight of the allocation and impact of SEND resources.

Allocation of SEND Resources

Windsor Community Primary School allocates resources according to pupils' assessed needs. This may include:

- Employing and deploying Learning Support Assistants to provide individual and small-group support.
- Providing appropriate professional development for teachers and teaching assistants to strengthen inclusive teaching and SEND provision.
- Purchasing specialist teaching materials, assistive technology and other resources or equipment.
- Accessing specialist advice, assessments and external support services where required.
- Providing targeted interventions and additional provision to address pupils' identified needs.

The school regularly monitors the effectiveness of its SEND provision to ensure that resources are used appropriately and contribute to improving outcomes for pupils.

Further information about staff training and professional development is provided in Section 10.

10. Workforce Development and CPD

Windsor Community Primary School is committed to developing the knowledge, skills and confidence of all staff to support pupils with SEND through high-quality, inclusive and adaptive teaching.

A programme of continuing professional development (CPD) is provided in response to the needs of pupils and staff. Areas of professional development have included visual communication strategies, Down Syndrome Awareness, Zones of Regulation, the Thrive Approach, sensory processing and supporting neurodiversity in the classroom.

Training priorities are reviewed regularly to ensure that staff have the knowledge and skills necessary to meet pupils' individual needs. New staff are introduced to the school's SEND procedures as part of their induction and receive additional training or guidance appropriate to their roles.

The SENDCO accesses relevant professional development, local authority updates and professional networks, including opportunities provided by School Improvement Liverpool (SIL), to remain informed about developments in SEND legislation, statutory guidance and inclusive practice.

The SENDCO also provides school-based training, advice and targeted support to colleagues, promoting consistent and effective approaches to meeting pupils' individual needs.

Supporting Pupils with Medical Conditions

Windsor Community Primary School is committed to supporting pupils with medical conditions so that they can access education and participate fully in school life, including physical education, educational visits and extracurricular activities.

In accordance with section 100 of the Children and Families Act 2014, the governing body is responsible for ensuring that appropriate arrangements are in place to support pupils with medical conditions.

Some pupils with medical conditions may also have a disability or special educational needs. Where applicable, the school will fulfil its responsibilities under the Equality Act 2010 and relevant SEND legislation.

Parents and carers are encouraged to provide the school with accurate and up-to-date information about their child's medical needs. Where an Individual Healthcare Plan (IHP) is considered appropriate, it will be developed collaboratively with parents or carers, relevant healthcare professionals and the pupil, where appropriate.

The Headteacher retains overall responsibility for ensuring that appropriate healthcare arrangements are in place. A designated member of staff will coordinate the development, implementation and review of Individual Healthcare Plans.

Individual Healthcare Plans will be reviewed at least annually, or sooner where a pupil's medical needs or circumstances change. Relevant staff will be informed of the arrangements necessary to support the pupil and will receive appropriate training where required.

The school will work with the school nursing service and other relevant healthcare professionals, where appropriate, to ensure that pupils' medical needs are understood and supported.

Where medication is required during the school day, the school will follow its established medication procedures and relevant policies for supporting pupils with medical conditions.

The school will also implement its Allergy Safety Policy, including appropriate arrangements for staff training, emergency responses and Individual Healthcare Plans for pupils with allergies, where required.

Further information about supporting pupils with medical conditions and allergy safety is available through the school's relevant policies and procedures.

11: Accessibility at Windsor Community Primary School

Windsor Community Primary School is committed to improving accessibility and removing barriers to learning and participation for pupils with SEND.

In accordance with the Equality Act 2010, the school has an Accessibility Plan which focuses on three key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment to enable disabled pupils to access education, facilities and services.
- Improving the accessibility of information provided to disabled pupils.

The Accessibility Plan operates over a three-year period and is kept under review throughout this time. The school will identify barriers to accessibility, monitor progress towards the actions outlined in the plan and make revisions where necessary.

The Accessibility Plan is available on the school's website:

<https://windsorprimaryschool.co.uk/school-policies-and-key-documents/>

Parents and carers who have questions about the school's Accessibility Plan should contact the Headteacher, Mrs Fiona Wright, through the school office.

12. Complaints About SEND Provision

Windsor Community Primary School is committed to working collaboratively with parents and carers to address any concerns regarding the special educational needs provision provided for their child.

Parents and carers are encouraged to raise initial concerns with their child's class teacher or the SENDCO, where appropriate. The school will seek to resolve concerns through open communication and discussion wherever possible.

Where concerns remain unresolved, parents and carers may contact the Headteacher. Formal complaints and any subsequent escalation will be managed in accordance with the school's published Complaints Policy.

When addressing complaints relating to SEND provision, the school may, where appropriate:

- Arrange meetings with parents and carers to discuss their concerns.
- Identify the key issues raised, including areas of agreement and disagreement.
- Seek information from the SENDCO and other relevant members of staff.
- Consider relevant school records and reports from external professionals.
- Review the pupil's progress, agreed outcomes and the provision that has been delivered.
- Agree appropriate next steps and communicate the outcome in accordance with the school's Complaints Policy.

Relevant information will be handled and shared in accordance with the school's data protection and safeguarding procedures.

The school will make reasonable adjustments to the complaints process where required and provide appropriate support to ensure that parents and carers can raise concerns and access the procedure.

Parents and carers may also seek free, impartial and confidential information, advice and support from Liverpool and Knowsley SENDIASS.

Further information is available at:

<https://barnardosendiass.org.uk/liverpool-and-knowsley-sendiass/>

Telephone: 0333 323 7768.

Where concerns relate to local authority decisions about EHC needs assessments or Education, Health and Care Plans, or involve allegations of disability discrimination, separate statutory procedures and rights of appeal may apply.

The school's Complaints Policy is available on the school website:

<https://windsorprimaryschool.co.uk/school-policies-and-key-documents/>

13. Who Is Responsible for SEND Provision at Windsor Community Primary School?

The provision of support for pupils with SEND is a shared responsibility across Windsor Community Primary School. The governing body retains overall responsibility for ensuring that the school fulfils its statutory duties, the Headteacher provides operational leadership, and the SENDCO coordinates the school's SEND provision. All teaching and support staff contribute to ensuring that pupils with SEND receive appropriate support.

The Role of the Governing Body

The governing body is responsible for:

- Ensuring that the school fulfils its statutory responsibilities under relevant SEND and equality legislation.
- Ensuring that a suitably qualified SENDCO is appointed and has sufficient time, resources and support to fulfil their responsibilities.
- Providing strategic oversight of SEND provision and monitoring its effectiveness.
- Overseeing the appropriate allocation and effective use of SEND resources.
- Ensuring that the school's SEND Policy and SEND Information Report are reviewed and maintained in accordance with relevant requirements.
- Promoting an inclusive school environment in which pupils with SEND can participate fully in school life.

The Role of the Headteacher

The Headteacher is responsible for:

- Providing leadership and ensuring the effective implementation of the school's SEND Policy.
- Working closely with the SENDCO to oversee SEND provision and ensure that pupils' needs are appropriately supported.
- Ensuring that the SENDCO has sufficient time, resources and administrative support to carry out their responsibilities effectively.
- Ensuring that appropriate staffing, training and resources are available to support pupils with SEND.
- Liaising with parents and carers and attending review meetings where appropriate.

- Supporting the school's complaints process in accordance with its published Complaints Policy.
- Working with the SENDCO to monitor the effectiveness of SEND provision and identify priorities for school improvement.
- Ensuring that appropriate arrangements are in place to support pupils with medical conditions, as outlined in Section 10.

The Role of the SEND and Inclusion Governor

The designated SEND and Inclusion Governor is Mrs Sarah Murphy.

The SEND Governor supports the governing body by:

- Championing inclusion and promoting understanding of SEND across the governing body.
- Maintaining an awareness of relevant SEND legislation, statutory guidance and school policies.
- Meeting regularly with the SENDCO and undertaking agreed monitoring activities.
- Developing an understanding of the school's SEND profile, provision and the outcomes achieved by pupils.
- Monitoring and challenging the effectiveness of SEND provision and the use of allocated resources.
- Considering the experiences and views of pupils with SEND and their parents or carers.
- Reporting relevant findings to the governing body and contributing to the strategic development of SEND provision.
- Supporting the review and monitoring of the SEND Policy.

The SEND Governor provides strategic oversight and does not assume responsibility for managing individual pupils' provision or investigating complaints outside the school's established complaints procedures.

The Role of the SENDCO

The SENDCO is responsible for:

- Overseeing the day-to-day implementation of the school's SEND Policy and coordinating provision for pupils with SEN.

- Supporting the early identification and assessment of pupils' special educational needs.
- Advising and supporting class teachers and other staff in implementing the graduated approach.
- Monitoring the effectiveness of special educational provision and reviewing pupils' progress and outcomes.
- Working collaboratively with pupils and their parents or carers to identify needs, agree outcomes and review support.
- Coordinating the involvement of relevant external professionals and specialist services.
- Liaising with early years settings, other schools and potential next educational providers to support effective transitions.
- Advising the Headteacher and governing body on the deployment of SEND resources.
- Working with school leaders and governors to support compliance with the Equality Act 2010, including reasonable adjustments and accessibility arrangements.
- Ensuring that SEND records are accurate, appropriately maintained and kept up to date.
- Coordinating appropriate SEND-related professional development and providing advice and guidance to colleagues.
- Contributing to the development, implementation and review of the SEND Policy and overseeing the annual review of the school's SEND Information Report.
- Ensuring that the special educational needs of looked-after pupils are identified and appropriately supported, coordinating SEND provision alongside the responsibilities of the designated teacher for looked-after children.

Partnership with Parents and Carers

Windsor Community Primary School recognises parents and carers as essential partners in supporting their children's education and development.

Parents and carers are encouraged and supported to:

- Share information about their child's strengths, needs, development and experiences.
- Raise concerns and communicate regularly with their child's class teacher and the SENDCO.

- Contribute to assessments, planning and reviews of their child's SEND provision.
- Share information about strategies and approaches that support their child at home.
- Work collaboratively with the school and relevant external professionals to support their child's learning and wellbeing.
- Contribute their views when decisions are made about their child's education, support and transitions.

The school will provide appropriate opportunities for parental involvement and maintain accessible communication arrangements, as detailed in Section 6.

Pupil Participation and Voice

Windsor Community Primary School recognises the importance of involving pupils with SEND in decisions about their education and support.

The school will:

- Seek and consider pupils' views, wishes and feelings when identifying their needs and planning appropriate provision.
- Support pupils to communicate their views in ways appropriate to their age, understanding and individual communication needs.
- Involve pupils in reviewing their progress and identifying their personal goals wherever appropriate.
- Encourage pupils to develop independence, confidence and an understanding of the strategies that support their learning.
- Provide appropriate opportunities for pupils to participate in review meetings or contribute their views through alternative arrangements.

The Role of the Class Teacher

Class teachers are responsible for:

- Having overall responsibility and accountability for the progress and development of pupils in their class, including where support is provided by teaching assistants or specialist staff.
- Maintaining high expectations for all pupils and providing high-quality, inclusive and adaptive teaching.
- Identifying potential special educational needs through assessment, observation and regular monitoring of pupils' progress.

- Working collaboratively with the SENDCO to assess pupils' needs and implement the graduated approach.
- Planning and adapting teaching to remove barriers to learning and enable pupils with SEND to participate fully in classroom activities.
- Setting, implementing and reviewing Individual Education Plan (IEP) targets in collaboration with the SENDCO, pupils and their parents or carers.
- Implementing agreed provision and relevant recommendations from the SENDCO and external professionals.
- Working closely with teaching assistants and specialist staff to ensure that additional interventions complement classroom teaching.
- Monitoring and evaluating the effectiveness of teaching adaptations and interventions.
- Maintaining regular communication with parents and carers and contributing to review meetings.
- Participating in relevant SEND training and seeking additional advice or support where necessary.
- Supporting pupils with SEND to participate in wider school activities and develop independence.

The Role of Learning Support Assistants (LSAs)

Learning Support Assistants contribute to the effective implementation of SEND provision under the direction of class teachers and in collaboration with the SENDCO.

Their responsibilities include:

- Supporting the implementation of agreed teaching strategies, interventions and individual support arrangements.
- Providing individual or small-group support where appropriate.
- Supporting pupils with SEND to participate in classroom learning and wider school activities.
- Promoting pupils' confidence and independence.
- Observing, recording and communicating information about pupils' progress and responses to interventions.
- Working collaboratively with class teachers, the SENDCO and relevant specialist staff.

- Contributing to a positive and inclusive learning environment.
- Participating in appropriate professional development to strengthen their knowledge and skills in supporting pupils with SEND.

14. Storing and Managing Information

Windsor Community Primary School is committed to maintaining accurate, secure and confidential records relating to pupils with SEND, in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and other relevant legislation.

SEND records are stored securely and accessed only by authorised staff and professionals where there is a legitimate need to do so. Information is shared appropriately with relevant professionals and external agencies, where necessary and in accordance with data protection and safeguarding requirements.

When pupils transfer to another educational setting, relevant SEND information will be shared securely to support continuity of provision and an effective transition.

Records will be retained and disposed of securely in accordance with the school's data retention arrangements.

Further information about how the school collects, stores, uses and shares personal information can be found in the school's GDPR Policy and relevant privacy notices, available on the school website:

<https://windsorprimaryschool.co.uk/school-policies-and-key-documents/>

Glossary of SEND Terminology

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CBT	Cognitive Behavioural Therapy
EAL	English as an Additional Language
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
IEP	Individual Education Plan
LA	Local Authority

LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
PMLD	Profound and Multiple Learning Disability
SALT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SEN	Special Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SENISS	Special Educational Needs Inclusion Support Service
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
VI	Visual Impairment