

Special educational needs and disabilities (SEND) policy

Peel Park Primary School



Approved by: Governing Body		Date: October 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Contents

1. Aims and objectives	3
2. Vision and values.....	3
3. Legislation and guidance	3
4. Inclusion and equal opportunities	4
5. Definitions	4
6. Roles and responsibilities	7
7. SEN information report	11
8. Our approach to SEND support.....	11
9. Attendance.....	15
10. Safeguarding	16
11. Expertise and training of staff	16
12. Links with external professional agencies	16
13. Admission and accessibility arrangements	18
14. Complaints about SEND provision	18
15. Monitoring and evaluation arrangements	19
16. Links with other policies and documents	20

1. Aims and objectives

At Peel Park Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where all pupils are supported to achieve their full potential. We recognise that every child is unique and that some children may require additional support to access learning, participate fully in school life and achieve positive outcomes.

This policy aims to:

- Ensure that Peel Park Primary School fully implements the requirements of the Children and Families Act 2014, the SEND Code of Practice (2015) and all relevant SEND legislation and guidance.
- Identify and meet the needs of pupils with Special Educational Needs and Disabilities (SEND) at the earliest opportunity.
- Provide appropriate support and provision that enables pupils with SEND to access all aspects of school life alongside their peers.
- Promote high aspirations and ensure that all pupils with SEND are supported to achieve their individual potential.
- Develop pupils' confidence, independence, wellbeing and resilience.
- Work in partnership with parents, carers and external agencies to ensure that provision is effective and responsive to each child's needs.
- Involve pupils and their families in decisions about support, provision and future planning.
- Clearly define the roles and responsibilities of staff involved in supporting pupils with SEND.
- Ensure that this policy is understood and implemented consistently by all staff across the school.

2. Vision and values

At Peel Park Primary School, we believe that every child has the right to belong, participate, achieve and thrive.

We are committed to providing all pupils with access to a broad, balanced and ambitious curriculum that enables them to develop academically, socially and emotionally. We recognise that children learn in different ways and that barriers to learning can be overcome through high-quality teaching, effective support and strong partnerships with families.

Our vision is to create an inclusive school community where differences are valued, strengths are celebrated and every child feels safe, respected and supported to succeed. Through early identification, adaptive teaching and personalised provision, we strive to ensure that pupils with SEND receive the right support at the right time.

We work closely with pupils, parents, carers, staff and external professionals to promote positive outcomes and prepare children for successful transitions throughout their education. Our aim is that every child leaves Peel Park with the confidence, skills and resilience needed for the next stage of their learning journey and future life.

Through our inclusive ethos and dedicated provision, including The Hub, The Nest and The Bridge, we are committed to helping every child flourish and achieve their full potential.

3. Legislation and guidance

- This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).
- This policy is also based on the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Under the Equality Act 2010, a person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Peel Park Primary School is committed to ensuring that pupils with disabilities can access all aspects of school life. We will make reasonable adjustments and provide appropriate support so that pupils are not placed at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area may have difficulty communicating with others. They may find it difficult to understand language, express themselves effectively, or understand and use the social rules of communication and interaction. These needs may include Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).

AREA OF NEED	
Cognition and learning	Pupils with cognition and learning difficulties typically learn at a slower pace than their peers and may require additional support to access the curriculum. A wide range of needs fall within this area, including: • Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties alongside physical disabilities and/or sensory impairments
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may experience: • Mental health difficulties such as anxiety, depression or eating disorders • Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) • Difficulties relating to attachment and relationships • The impact of adverse childhood experiences (ACEs) or trauma These needs may manifest in many different ways, for example through challenging behaviour, emotional dysregulation, social withdrawal, low self-esteem or difficulties forming and maintaining relationships.

AREA OF NEED	
Sensory and/or physical	Pupils with sensory and/or physical needs may require additional support and reasonable adjustments to access educational opportunities available to their peers. These needs may include: • Sensory impairments, such as vision impairment, hearing impairment or multi-sensory impairment • Physical disabilities or medical conditions that impact access to learning Pupils may require specialist equipment, adaptations to the environment, or ongoing support to enable full participation in school life.

6. Roles and responsibilities

6.1 The SENCO

- The SENCO at our school is Mrs. K. Haworth and she can be contacted on k.haworth@peelpark.lancs.sch.uk The Assistant SENDCo is Mrs. A. McGinley and she can be contacted on a.mcginley@peelpark.lancs.sch.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for ensuring that:

- The school co-operates with the local authority in reviewing the provision available locally and contributing to the development of the Local Offer.
- The school does everything it can to ensure that pupils with SEND receive the support they need.
- Pupils with SEND are able to engage in the activities of the school alongside pupils who do not have SEND.
- Parents/carers are informed when the school is making special educational provision for their child.
- Appropriate arrangements are in place to support pupils with medical conditions.
- Pupils with SEND have access to a broad and balanced curriculum.
- The school has a clear approach to identifying and responding to SEND.
- Accurate and up-to-date records are maintained of the provision made for pupils with SEND.

- Information is published on the school website about the implementation of the SEND policy through the SEN Information Report.
- Information is published about admissions arrangements for disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to improve access for disabled pupils, and the school's Accessibility Plan.
- A qualified teacher is designated as SENDCo and is provided with sufficient time and resources to fulfil the responsibilities of the role effectively.
- Resources are used effectively to support the progress and inclusion of pupils with SEND.

6.3 The SEND link governor

The SEND link governor is Mrs. H. Mantle and she can be contacted at h.mantle@peelpark.lancs.sch.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Oversee the effective use of the school's resources, including the notional SEND budget and any additional funding allocated to support pupils with SEND
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Support the SENDCo in liaising with the local authority regarding Education, Health and Care (EHC) needs assessments and annual reviews.

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Promote an inclusive culture throughout the school and ensure that SEND remains a strategic priority.

6.5 Class teachers

Each class teacher is responsible for:

- Planning and delivering high-quality teaching, using adaptive teaching strategies and the graduated approach to meet individual pupil needs.
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Provided with regular opportunities to review their child's progress and SEND provision

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to the setting of outcomes and identifying what is important to them.
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Sharing their views, wishes and feelings about their education and support.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

At Peel Park Primary School, we believe that early identification of Special Educational Needs and Disabilities (SEND) is essential in ensuring that children receive the right support at the right time.

When pupils join our school, we gather information from parents and carers, previous settings, external professionals and any available records to develop a clear understanding of their strengths, needs and starting points. This enables us to plan appropriate support from the outset.

Teachers continually assess and monitor the progress, attainment and wellbeing of all pupils. Concerns may arise where a child:

- Makes significantly slower progress than their peers from a similar starting point.

- Fails to make expected progress despite targeted support and high-quality teaching.
- Experiences persistent difficulties in specific areas of learning.
- Demonstrates social, emotional, communication or developmental needs that impact on their learning or participation in school life.
- Requires support that is additional to or different from that provided for most children of the same age.

Where concerns are identified, the class teacher will implement appropriate adaptations and targeted strategies within the classroom and discuss these with parents or carers. If concerns remain, the teacher will consult with the SENDCo to consider whether further assessment or support may be required.

Identification of SEND may arise through:

- Ongoing assessment and progress monitoring.
- Discussions with parents and carers.
- Information from previous schools or early years settings.
- Referrals from class teachers or support staff.
- Advice from external professionals.
- Medical diagnoses or health needs.
- Observations of a child's social, emotional or communication development.

When considering whether a child has SEND, we will work closely with parents, carers and the child to understand their views, strengths and aspirations. We recognise that factors such as attendance, English as an Additional Language (EAL), bereavement, emotional wellbeing or other circumstances may affect progress and these will be carefully considered as part of the assessment process.

If a pupil is identified as requiring SEND Support, we follow the graduated approach outlined in the SEND Code of Practice through the cycle of:

Assess → Plan → Do → Review

Support is then planned around the child's individual needs and desired outcomes, with progress reviewed regularly in partnership with parents and carers.

Where a child has already been identified as having SEND, is known to external agencies or has an Education, Health and Care Plan (EHCP), we work closely with families, previous settings and professionals to ensure that effective support is in place as early as possible and that transitions are well planned and successful.

8.2 Consulting and involving pupils and parents/carers

At Peel Park Primary School, we place children and their families at the centre of all decisions about SEND provision. We believe that working in partnership with parents and listening to the views of pupils leads to the best possible outcomes.

When concerns are first identified, the class teacher and SENDCo will meet with parents or carers to discuss the child's strengths, needs and any barriers to learning. These discussions help us to:

- Develop a shared understanding of the child's strengths and areas of need.
- Listen to and address any concerns raised by parents or carers.
- Agree the outcomes we are working towards.
- Identify the support and provision required.
- Agree the next steps and how progress will be reviewed.

Parents and carers are involved throughout the SEND process and are invited to contribute to decisions regarding support, targets and provision. Children are encouraged to share their views and aspirations in a way that is appropriate to their age and stage of development.

Pupils receiving SEND Support have their progress reviewed regularly through Individual Learning Plan (ILP) meetings, whilst pupils with an Education, Health and Care Plan (EHCP) are fully involved in their Annual Review process.

Records of meetings, discussions and agreed actions are maintained by the school and shared with parents where appropriate. Where it is agreed that a pupil requires SEND Support, parents will be formally notified and involved in planning the provision that will be put in place.

We value open communication and encourage parents and carers to contact the school at any time if they have concerns or wish to discuss their child's progress or support.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher, working in collaboration with the SENDCo, will carry out a clear analysis of the pupil's needs. This assessment will draw on a range of evidence, including teacher assessment, attainment and progress data, classroom observations, the views of parents/carers and the pupil, and, where appropriate, advice from external professionals.

The assessment will be reviewed regularly to ensure that support remains closely matched to the pupil's needs. For many pupils, careful observation of their response to support strategies and interventions provides valuable information about the nature of their needs and the effectiveness of provision.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map and reflected within the pupil's Individual Learning Plan (ILP), enabling all relevant staff to understand the pupil's needs, agreed outcomes and support arrangements.

In consultation with parents/carers and the pupil, the teacher and SENDCo will agree appropriate outcomes, reasonable adjustments, interventions and support, together with a date for review.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or individual support away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

Reviews will normally take place at least termly and will form part of the school's graduated approach to meeting pupils' needs.

The teacher, SENDCo, pupil and parents/carers will consider the impact of the support provided and agree next steps, including whether outcomes have been achieved, need to be amended, or whether different support is required.

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes

- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions, the school may seek advice and support from external specialists to help identify and meet their needs.

The provision for these pupils is funded through the school's notional SEND budget.

On the school census these pupils are recorded as receiving SEND Support (Code K).

Education, health and care (EHC) plan

Pupils whose needs require provision that is additional to, and different from, that which can reasonably be provided through the school's delegated resources may require an Education, Health and Care (EHC) needs assessment. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Provision for pupils with an EHCP is funded through a combination of the school's delegated resources and, where appropriate, additional funding from the local authority.

On the school census these pupils are recorded as having an EHCP (Code E).

8.5 Evaluating the effectiveness of SEN provision

At Peel Park Primary School, we regularly review the quality and impact of our SEND provision to ensure that pupils are making progress and receiving the support they need.

We evaluate the effectiveness of SEND provision by:

- Monitoring pupils' progress and attainment through ongoing assessment and tracking systems.
- Reviewing Individual Learning Plan (ILP) targets and outcomes regularly.
- Following the Assess, Plan, Do, Review cycle for all pupils receiving SEND Support.
- Evaluating the impact of interventions and adapting provision where necessary.
- Monitoring provision and outcomes through the SENDCo and Senior Leadership Team.
- Holding Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- Gathering feedback from pupils and their parents or carers.
- Reviewing progress against EHCP outcomes for pupils with Education, Health and Care Plans.

- Monitoring the quality of teaching and adaptive practice through lesson visits, learning walks and work scrutiny.
- Working with external professionals to review strategies and recommendations where appropriate.
- Reporting to Governors on SEND provision, outcomes and school priorities.

The effectiveness of specialist resources, equipment and support programmes is reviewed regularly to ensure they continue to meet pupils' needs and provide value for money.

Our aim is to ensure that every pupil with SEND receives high-quality support that enables them to make progress, develop independence, participate fully in school life and achieve their individual potential.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

At Peel Park Primary School, we are committed to ensuring that all staff have the knowledge, skills and confidence necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). We recognise that high-quality teaching is the first step in responding to pupils' needs and that ongoing professional development is essential in maintaining an inclusive and effective learning environment.

The SENDCo is a qualified and experienced member of the Senior Leadership Team and works closely with teaching and support staff to develop expertise across the school. Staff receive regular training through whole-school CPD, staff meetings, external professional development opportunities, coaching and individual support. Training priorities are informed by the needs of pupils currently attending the school, emerging SEND trends, statutory guidance and school improvement priorities.

Training may include:

- Adaptive teaching and inclusive classroom practice
- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

- Social, Emotional and Mental Health (SEMH)
- Cognition and Learning needs
- Sensory and physical needs, including sensory processing differences
- Trauma-informed and attachment-aware approaches
- Positive behaviour support and de-escalation strategies
- ADHD awareness
- Medical conditions and healthcare plans
- Safeguarding and the additional vulnerabilities of pupils with SEND
- Delivery of interventions and use of assistive or support strategies

The SENDCo provides ongoing advice, guidance and modelling to staff and works alongside teachers to ensure that recommendations from external professionals are effectively implemented within the classroom. Staff are encouraged to share good practice and engage in collaborative problem-solving to improve outcomes for pupils with SEND.

Where specialist expertise is required beyond that available within school, we work closely with a range of external professionals including Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nursing Services, Paediatricians, Child and Adolescent Mental Health Services (CAMHS) and other appropriate mental health services and Social Care professionals. Advice and recommendations from these services are shared with relevant staff and incorporated into pupils' individual support plans and provision.

The Headteacher and SENDCo regularly review staff development needs and evaluate the impact of training on classroom practice, staff confidence and pupil outcomes to ensure that pupils with SEND receive high-quality support that enables them to achieve their potential and participate fully in school life.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners and paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission Arrangements

Peel Park Primary School is an inclusive school and welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that pupils with SEND have equal access to education and opportunities within our school community.

Admissions to Reception are administered through Lancashire County Council in accordance with the Local Authority's coordinated admissions arrangements. The school's Published Admission Number (PAN) is 90 pupils per year group.

For pupils with an Education, Health and Care Plan (EHCP), the school will admit any child whose EHCP names Peel Park Primary School, in accordance with the Children and Families Act 2014. These admissions are considered separately from the standard admissions process and take priority before other places are allocated. This ensures that pupils with identified special educational needs receive the provision specified within their EHCP.

In-year admissions are managed directly by the school. Parents wishing to apply for a place during the school year should contact the school office to discuss availability and complete the appropriate application process. Where a place cannot be offered, parents have the right to appeal through the independent appeals process administered by Lancashire County Council.

The school's admission arrangements and oversubscription criteria do not disadvantage pupils with SEND or disabilities. Applications are considered fairly and in line with statutory admissions requirements.

13.2 Accessibility Arrangements

Peel Park Primary School is committed to ensuring that pupils with disabilities are not treated less favourably than their peers and that they can participate fully in all aspects of school life. Reasonable adjustments are made where necessary to support pupils in accessing the curriculum, environment and wider opportunities available within the school.

The school works closely with parents, external agencies and health professionals to identify and remove barriers to learning and participation. Support may include adaptations to teaching, specialist equipment, individualised provision, auxiliary aids, healthcare arrangements and environmental adjustments where appropriate.

Accessibility is further supported through:

- Adaptive teaching and personalised support.
- Access to specialist advice and equipment where required.
- Individual risk assessments and healthcare plans where appropriate.
- Careful planning of transitions and access arrangements.
- Inclusive educational visits, extracurricular activities and enrichment opportunities.
- Dedicated SEND provision through The Hub, The Nest and The Bridge.
- The school maintains an Accessibility Plan which sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to access education, facilities and services more effectively.
- Improve the availability of accessible information for pupils, parents/carers and visitors with disabilities.

The school's Accessibility Plan is published on the school website alongside other statutory information.

14. Complaints about SEND provision

At Peel Park Primary School, we value positive partnerships with parents and carers and are committed to resolving concerns promptly, fairly and collaboratively. We encourage parents and carers to discuss any concerns regarding SEND provision at the earliest opportunity so that issues can be addressed quickly and effectively. This reflects the school's commitment to working closely with families to ensure the best possible outcomes for pupils with SEND.

Where parents or carers have concerns about SEND provision, they should initially raise these with the child's class teacher or the SENDCo. In many cases, concerns can be resolved informally through discussion, review of provision and agreed actions.

If concerns remain unresolved, parents and carers may make a formal complaint through the school's complaints procedure. Formal complaints should be made to the Headteacher and will be handled in accordance with the school's Complaints Policy, which is available on the school website.

If a parent or carer remains dissatisfied following the school's complaints process, they may escalate their complaint in line with the procedures outlined within the Complaints Policy. In some circumstances, this right may also apply to the pupil themselves.

Further information regarding complaints relating to SEND provision can be found in the SEND Code of Practice (2015), paragraphs 11.100 to 11.115 (pages 246-247).

Parents and carers may also access independent disagreement resolution and mediation services. Information about SEND disagreement resolution, mediation and tribunal services for Lancashire families can be found through Lancashire County Council's SEND Information, Advice and Support Service (SENDIAS).

For advice, support or to request mediation, parents can contact Lancashire SENDIAS via the Lancashire County Council website or by telephone.

Useful links:

- <https://www.peelpark.lancs.sch.uk/policies/>
- <https://www.lancssendias.org.uk/>
- [Lancashire SEND Mediation and Disagreement Resolution Services](#)

We are committed to maintaining positive relationships with families and will always seek to work collaboratively to resolve concerns in the best interests of the child.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by Mrs. K. Haworth every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy