

PARK HOUSE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY AND INFORMATION REPORT 2026/2027

Signed by: S. Karanfil Headteacher

Date: July 2026

Signed by: _____ Chair of governors

Date: July 2026

Signed by: S. Karanfil SENDCo
Reviewed for 2026-2027 academic year

Date: July 2026

Document Information:

Title: Special Educational Needs and Disabilities (SEND) Policy

Version: ...

Date of Approval: ...

Review Date: ...

Policy Owner: Mrs. S. Kavanagh

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Approval and Review:

This policy has been approved by the Governing Body of Park House Primary School and is endorsed by the Headteacher and the SEND Governor. The policy will be reviewed annually, or sooner if there are significant changes in legislation or guidance, to ensure it remains current and effective. The annual policy review will be led by the SENDCO, in consultation with the Headteacher, SEND Governor, and relevant staff, with input from parents, carers, and pupils as appropriate.

Policy Statement:

At Park House Primary School, we are committed to ensuring that every pupil, regardless of their individual needs or circumstances, is given every opportunity to achieve their full potential. We uphold the highest aspirations for all children and young people, including those with Special Educational Needs and Disabilities (SEND), within an inclusive, mainstream environment.

Our approach is fully aligned with Derbyshire's Local Offer and the 2026 SEND Reform Framework, ensuring that our provision is proactive, transparent and evidence based. We are committed to early identification of need and providing support as soon as challenges emerge, without reliance on formal diagnosis.

We recognise that the needs of pupils with SEND are best met through a collaborative and co-productive approach involving school staff, parents and carers, external agencies, and, most importantly, the pupils themselves. Pupil voice is central to all decision-making, enabling children to play an active role in shaping their support.

Through a structured graduated approach - Universal, Targeted, Targeted Plus and Specialist provision - we ensure that all pupils receive high-quality teaching and personalised support, enabling them to participate fully in school life and make strong progress from their starting points.

SENDCO Qualifications and Leadership:

Here at Park House, Mrs. Kavanagh (Headteacher) holds the National Award for SEN Coordination, as required by law. Mr. Howell (Deputy Headteacher) is working towards the National Award for SEN Coordination. The SENDCOs are two key members of the school's leadership team and play a key role in developing and implementing SEND policy and practice, supporting staff, and liaising with families and external agencies. At Park House, Miss K. Walsh – our Pastoral and Inclusion Manager – operates within the SEND team. Her primary responsibility is facilitating targeted support to help pupils and families navigate and overcome barriers to learning.

Key Contacts and Support Services:

- **SENDCOs:**
 - Mrs. S. Kavanagh (Headteacher) & Mr. J. Howell (Deputy Headteacher)
 - send@parkhouse.derbyshire.sch.uk
- **Pastoral and Inclusion Manager:**
 - Miss. K. Walsh
- **SEND Governor:**
 - Miss. L. Inglis
- **Derbyshire SENDIASS:** <https://www.derbyshireiass.co.uk/>
- **Derbyshire Local Offer:** <http://localoffer.derbyshire.gov.uk/>

Vision and Values:

Our vision is to create an inclusive school community where every child feels valued, respected, and able to succeed within a mainstream environment. We believe that diversity enriches our school and that all children should have access to a broad, balanced, and relevant curriculum.

We are committed to the early identification of need and to removing barriers to learning and participation as they arise. Through a proactive and inclusive approach, we promote equality of opportunity for all and ensure that every pupil can participate fully in school life.

We are guided by the principles of the National Curriculum Inclusion Statement, which emphasises setting suitable learning challenges, responding to pupils' diverse needs, and

overcoming potential barriers to learning and assessment. Our approach is further supported by a structured graduated model of provision, ensuring that all pupils receive the right level of support at the right time.

Our ethos is underpinned by respect for the dignity and individuality of every pupil, alongside a commitment to co-production with families and meaningful pupil voice. We strive to support each child's academic, social, emotional, and physical development, enabling them to achieve their full potential.

Legislative Compliance:

This policy is informed by, and fully compliant with, the following key legislation and statutory guidance:

- Children and Families Act 2014 (Part 3: Children and Young People with SEND).
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010 (including the Public Sector Equality Duty).
- SEND Code of Practice: 0 to 25 years (DfE/DoH, 2015, updated 2020).
- Education Act 1996 (sections relating to SEN).
- The Education (Pupil Information) (England) Regulations.
- Data Protection Act 2018 and UK GDPR.

This policy also reflects the 2026 SEND Reform Framework: Putting Children and Young People First, alongside guidance from the Department for Education (DfE), Ofsted, Derbyshire County Council, and other relevant bodies.

Statutory Duties of the School:

Park House Primary School has a legal duty to:

- Identify and respond to pupils with SEND at the earliest opportunity, without delay or reliance on formal diagnosis.
- Deliver support through a graduated approach, including:
 - Assess, Plan, Do, Review.
 - Universal, Targeted, Targeted Plus, and Specialist provision.
- Use Individual Support Plans (ISPs) for pupils receiving Targeted provision or above. These were previously called IEPs.

- Make reasonable adjustments to ensure that disabled pupils are not disadvantaged.
- Publish an annual Inclusion Strategy and maintain an Accessibility Plan.
- Cooperate with and contribute to the Local Authority's Local Offer.
- Ensure the curriculum is accessible and inclusive for all pupils.
- Involve parents, carers, and pupils in all decision-making processes (co-production).
- Maintain accurate SEND records and a SEND register.
- Comply with statutory processes for Education, Health and Care (EHC) needs assessments and plans.
- Ensure staff are suitably trained in inclusive practice and SEND provision.
- Safeguard and promote the welfare of all pupils.

Definition of SEND:

In accordance with the SEND Code of Practice (2015), a child or young person has Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than most others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is defined as provision that is additional to, or different from, that made generally for other pupils of the same age.

The school recognises the four broad areas of need identified in the Code of Practice, while also aligning with the wider areas of development outlined in the 2026 SEND Reform Framework.

The four broad areas of need are:

1. Communication and Interaction

This includes children with speech, language and communication needs (SLCN), and those with autism spectrum disorder (ASD), who may have difficulty communicating with others or understanding social rules.

2. Cognition and Learning

This covers a wide range of learning difficulties, including 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.

3. Social, Emotional and Mental Health Difficulties (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest in many ways, including becoming withdrawn or displaying challenging behaviour. This area includes attention deficit hyperactivity disorder (ADHD), attachment disorder, and mental health needs.

4. Sensory and Physical Needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), and physical disability (PD).

Supporting the Four Areas of Need:

At Park House Primary School, provision is carefully tailored to meet the four broad areas of need:

Communication and Interaction:

Support may include:

- Visual timetables, now-and-next boards, and structured routines.
- Use of simplified language and modelling of communication.
- Speech and language interventions (e.g. vocabulary, narrative skills).
- Social communication groups (e.g. turn-taking, conversation skills).
- Use of augmentative and alternative communication (AAC) where appropriate.
- Autism-friendly strategies (e.g. reduced sensory load, clear expectations).

Cognition and Learning:

Support may include:

- Scaffolded learning and chunking of tasks.
- Pre-teaching and overlearning of key concepts.
- Use of concrete, pictorial, and abstract approaches.
- Targeted interventions (e.g. phonics, reading fluency, maths interventions).

- Assistive technology (e.g. word processing, speech-to-text).
- Alternative ways of recording work.

Social, Emotional and Mental Health (SEMH):

Support may include:

- Consistent relational and trauma-informed approaches.
- Access to a trusted adult or check-in/check-out systems.
- Nurture provision and small group support.
- Emotional regulation strategies and safe spaces.
- Behaviour support plans and risk assessments where needed.
- Collaboration with families and external agencies (e.g. CAMHS).

Sensory and Physical Needs:

Support may include:

- Adaptations to the physical environment (e.g. seating, access arrangements).
- Sensory strategies (e.g. movement breaks, sensory circuits).
- Specialist equipment (e.g. writing slopes, radio aids).
- Support from external agencies (e.g. physiotherapy, sensory services).
- Personal care support where required.
- Differentiated access to practical activities.

Early Identification and Assessment:

Early identification of SEND is a priority at Park House Primary School. We recognise that early support is essential in ensuring positive outcomes for pupils and that provision should begin as soon as needs are identified, without reliance on formal diagnosis.

Class teachers are responsible for monitoring the progress and development of all pupils and identifying those who may require additional support.

Identification may include:

- Regular assessment and tracking of pupil progress.

- Observations of learning, behaviour, and social interaction.
- Information from parents, carers, and previous settings.
- Universal screening where appropriate.
- Collaboration with the SENDCo and, where appropriate, external professionals (“Experts at Hand”).

Where SEND is identified or suspected, the class teacher, SENDCo and Pastoral Lead will work with parents and the pupil to agree next steps within the school’s graduated model of support.

Graduated Model of Support:

At Park House Primary School, support for pupils with SEND is delivered through a structured graduated model:

- **Universal Provision**
High-quality adaptive teaching and inclusive classroom practice for all pupils.
- **Targeted Support**
Additional interventions and strategies for pupils with emerging or ongoing needs, supported by an Individual Support Plan (ISP).
- **Targeted Plus Support**
More personalised provision informed by specialist advice and increased involvement from external professionals (“Experts at Hand”).
- **Specialist Support**
Provision for pupils with an Education, Health and Care Plan (EHCP), delivered in collaboration with the Local Authority and external services.

This model operates alongside the Assess, Plan, Do, Review cycle, ensuring that provision is responsive and regularly evaluated.

Waves of Support (Provision Overview):

To ensure clarity and consistency of provision, Park House Primary School operates a wave-based model of support aligned with our graduated approach.

Wave 1: Universal Provision (Quality First Teaching):

High-quality inclusive teaching for all pupils, which includes:

- Adaptive teaching within the classroom.

- Clear modelling and scaffolding of learning.
- Use of visual supports and structured routines.
- Pre-teaching and overlearning of key concepts.
- Regular formative assessment to inform teaching.
- Consistent behaviour expectations and relational practice.

Wave 2: Targeted Support:

Additional support for pupils requiring short-term or ongoing intervention:

- Small group interventions (e.g. phonics catch-up, maths fluency).
- Targeted language groups.
- Social skills or nurture-based support groups.
- Additional adult support within lessons (where appropriate).
- Individual Support Plan (ISP) with specific outcomes.
- Increased monitoring of progress.

Wave 3: Targeted Plus Support:

More personalised and structured support informed by specialist advice:

- Individual or very small group interventions.
- Programmes recommended by external professionals.
- Bespoke curriculum adaptations.
- Increased involvement from SENDCo and pastoral team.
- Multi-agency planning (Early Help where required).
- Frequent review cycles (at least half-termly where needed).

Wave 4: Specialist Support:

Provision for pupils with complex or long-term needs, often with an EHCP:

- Highly personalised provision plans.
- One-to-one or specialist support.

- Adapted curriculum pathways.
- Ongoing involvement from external professionals.
- Annual Review of EHCP outcomes.
- Enhanced transition and life skills planning.

SEND Register and Record Keeping:

The SENDCO is responsible for maintaining an up-to-date SEND register, which records all pupils identified as having SEND. The register is reviewed termly to ensure that it accurately reflects the needs of pupils and the provision in place. Pupils may be added to or removed from the register as their needs change, in consultation with parents or carers.

Parental consent is always sought before adding a pupil to the SEND register, and parents are kept informed of any changes. All records relating to SEND are kept securely and in accordance with data protection legislation.

Quality First Teaching and Reasonable Adjustments:

At Park House Primary School, we believe that high-quality teaching, supported to meet the needs of individual pupils, is the foundation of effective SEND provision. All teachers are responsible for ensuring that their teaching is inclusive and that reasonable adjustments are made to remove barriers to learning.

Reasonable adjustments may include:

- Differentiating tasks and resources.
- Providing additional adult support.
- Using assistive technology (e.g. speech-to-text software, communication aids).
- Adapting the classroom environment (e.g. seating arrangements, visual supports).
- Allowing additional time for tasks or assessments.

The SENDCO provides guidance and support to staff on making reasonable adjustments and ensures that staff have access to relevant training and resources.

Curriculum Adaptation and Accessibility:

We are committed to ensuring that all pupils are included and have access to a broad, balanced, and relevant curriculum, as required by the National Curriculum Inclusion

Statement. Teachers plan lessons that take account of the diverse needs of their pupils, using a range of teaching strategies and resources to engage and support learners.

Adaptations may include:

- Using visual, auditory, and kinaesthetic approaches to teaching.
- Breaking down complex tasks into manageable steps.
- Providing alternative formats for learning materials (e.g. large print, audio).
- Implementing individual visual timetables or task lists.
- Offering alternative means of recording work (e.g. ICT, scribing).

The school environment is regularly reviewed to ensure it is accessible to all pupils, including those with physical or sensory needs. The Accessibility Plan outlines how we will continue to improve access to the curriculum, the physical environment, and information.

Extra-Curricular and Wider School Participation:

Inclusion extends beyond the classroom. All pupils, including those with SEND, are encouraged and supported to participate fully in extra-curricular activities, school trips, clubs, and wider school life. Risk assessments are carried out to ensure that reasonable adjustments are made, and additional support is provided where necessary to enable all pupils to take part safely and confidently.

Assess, Plan, Do, Review Cycle:

The graduated approach is central to our SEND provision and is based on a continuous cycle of assessment, planning, intervention, and review, as set out in the SEND Code of Practice.

Assess:

The class teacher, working with the SENDCO, assesses the pupil's needs, drawing on information from a range of sources, including progress data, observations, parental input, and, where appropriate, advice from external professionals.

Plan:

A plan is developed to address the identified needs. This may include specific targets, interventions, and strategies, as well as details of who will deliver the support and how progress will be measured. Parents, carers, and, where appropriate, the pupil are involved in setting and agreeing targets.

Do:

The planned interventions are put into action. The class teacher remains responsible for

working with the pupil daily, with support from teaching assistants, the SENDCO, and other staff as required.

Review:

The effectiveness of the support and progress towards targets are reviewed at agreed intervals (at least termly). Adjustments are made to the provision as necessary, and parents, carers, and pupils are involved in the review process.

This cycle is repeated as needed to ensure that provision remains responsive to the pupil's changing needs whilst operating within the school's graduated model of Universal, Targeted, Targeted Plus and Specialist provision.

Assessment, Progress and Review:

Progress for pupils with SEND is assessed using a combination of quantitative and qualitative measures to ensure a holistic understanding of development.

This includes:

- Termly assessment data (reading, writing, maths).
- Formative assessment within lessons.
- Progress towards ISP targets.
- Standardised assessments where appropriate.
- Observations of engagement, independence, and confidence.
- Pupil voice and wellbeing indicators.

Progress is reviewed through:

- Termly pupil progress meetings.
- ISP review meetings (at least termly).
- Ongoing teacher assessment and adaptation of provision.
- Annual Reviews for pupils with EHCPs.

Where pupils are not making expected progress:

- Provision is reviewed and adapted.
- Further assessment may be undertaken.
- External advice may be sought.
- Next steps are agreed with parents and pupils.

The impact of provision is evaluated through provision mapping, ensuring that support is effective and represents good use of resources.

Roles and Responsibilities:

Class Teachers:

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEND. They are expected to:

- Identify pupils who may have SEND and refer concerns to the SENDCO.
- Deliver high-quality, differentiated teaching and implement agreed interventions.
- Monitor and record progress and contribute to reviews of provision.
- Maintain regular communication with parents and carers.

SENDCO:

The SENDCO leads the strategic development of SEND provision and supports staff in identifying and meeting the needs of pupils. The SENDCO is responsible for:

- Coordinating the graduated approach across the school.
- Maintaining the SEND register and records.
- Liaising with parents, carers, and external agencies.
- Providing advice, training, and support to staff.
- Monitoring the effectiveness of interventions.

Support Staff:

Teaching assistants and other support staff work under the direction of class teachers and the SENDCO to deliver targeted interventions and support pupils' learning and wellbeing.

Leadership Team:

The Headteacher, Deputy Headteacher and senior leaders ensure that SEND provision is adequately resourced, that statutory duties are met, and that the policy is implemented effectively, leading by example.

Individual Support Plans (ISPs):

For pupils receiving Targeted support or above, an Individual Support Plan (ISP) is developed.

ISPs:

- Identify key barriers to learning.

- Set clear, measurable outcomes.
- Outline provision and strategies.
- Are reviewed regularly with parents, carers, and pupils.

ISPs are dynamic documents that form part of the school's graduated approach and ensure that provision remains responsive to changing needs.

Provision mapping continues to be used to monitor and evaluate the effectiveness of support across the school.

Supporting Social and Emotional Development:

At Park House Primary School, we recognise that social and emotional wellbeing is fundamental to successful learning and inclusion.

We support pupils through:

- A whole-school, relational approach to behaviour.
- Explicit teaching of social skills and emotional literacy.
- Access to pastoral support through the Pastoral and Inclusion Manager.
- Nurture groups and small-group wellbeing interventions.
- Opportunities for pupil voice and leadership.
- Strong relationships between staff and pupils.

Anti-Bullying and Inclusion:

We are committed to ensuring that all pupils, including those with SEND, feel safe, valued, and respected.

We actively promote a culture of inclusion through:

- A clear and consistently applied Behaviour and Anti-Bullying Policy.
- Teaching pupils about difference, diversity, and respect.
- Regular assemblies and curriculum work focused on kindness and inclusion.
- Swift and effective responses to any incidents of bullying.
- Additional support for vulnerable pupils, including those with SEND.

Where bullying occurs:

- It is recorded, monitored, and addressed promptly.
- Support is provided for both the victim and the perpetrator.
- Parents are kept fully informed.
- Patterns are analysed to inform preventative strategies.

Co-Production and Communication:

We recognise that parents and carers are the experts on their children and that their involvement is essential to effective SEND provision. We are committed to working in partnership with families, involving them in all aspects of decision-making, from identification and assessment to planning, intervention, and review.

Regular communication is maintained through:

- Parent-teacher meetings and review meetings (at least termly for pupils with SEND).
- Written reports and updates on progress.
- Informal discussions and opportunities for parents to share concerns.
- Use of home-school communication books or digital platforms where appropriate.

Pupils are encouraged to contribute their views and to be involved in setting and reviewing their own targets, in line with their age and understanding.

Support for Families:

We provide information and guidance to families about SEND processes, support available in school, and external services. We signpost parents and carers to Derbyshire's Local Offer (<http://localoffer.derbyshire.gov.uk/>), Derbyshire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), and other relevant organisations.

Information is made available in accessible formats and languages as required. We are committed to ensuring that all families feel welcome, informed, and supported throughout their child's time at Park House Primary School.

Collaboration with External Agencies:

Some pupils with SEND require support from external professionals. We work closely with a range of agencies, including:

- Educational Psychology Service.

- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Inclusion support Advisory Service (including Autism Outreach and Behaviour Support Services)
- Sensory Services (for pupils with visual or hearing impairments).
- Child and Adolescent Mental Health Services (CAMHS).
- Social care and early help services.
- Health professionals (e.g. school nurse, paediatricians).

The SENDCO coordinates referrals and ensures that advice from external specialists is integrated into pupils' support plans. We seek parental consent before making referrals and keep families informed throughout the process. This aligns with the 'Experts at Hand' model within the SEND Reform Framework.

Early Help and Integrated Support:

For pupils with complex or multiple needs, we use the Early Help Assessment framework to coordinate support across education, health, and social care. Multi-agency meetings are held as needed to develop integrated support plans, ensuring that all aspects of the child's needs are addressed in a holistic and coordinated way.

Statutory Assessment and EHCP Process:

Where a pupil's needs are severe, complex, and/or lifelong, and cannot be met through the school's own resources, a request for an Education, Health and Care (EHC) needs assessment may be made. This can be initiated by the school, parents or carers, or other professionals.

The process involves:

- Gathering evidence of the pupil's needs, progress, and the support provided to date.
- Submitting a request to the Local Authority, with input from parents and relevant professionals.
- The Local Authority deciding whether to carry out an assessment within six weeks.
- If agreed, a multi-disciplinary assessment is undertaken, involving education, health, and social care professionals.

- If an EHCP is issued, it sets out the pupil's needs, desired outcomes, and the provision required to meet those needs.

The SENDCO is responsible for coordinating the EHCP process in school, ensuring that statutory timescales are met and that parents are fully involved.

Annual Review and Transition Planning:

EHCPs must be reviewed at least annually. The annual review brings together the pupil, parents, school staff, and relevant professionals to:

- Review progress towards outcomes.
- Evaluate the effectiveness of provision.
- Agree any changes to the EHCP.
- Plan for transitions (e.g. moving between, classes, key stages or to a new school).

Transition planning is a key part of the annual review, particularly EYFS and Year 6. We work closely with receiving schools and services to ensure that transitions are well planned and supported.

Supporting Children with Transitions:

We recognise that transitions can be particularly challenging for children with SEND, and we are committed to ensuring that all transitions are as smooth and supportive as possible.

If your child is joining us from another setting:

- The Pastoral and Inclusion Manager will, where appropriate, visit pre-school settings alongside the Foundation Stage teacher to gather information and support continuity of care.
- Your child will be invited to attend two transition (taster) sessions at our school. Where needed, additional visits will be arranged, and a personalised transition plan will be put in place to meet your child's individual needs.

If your child is moving to another school:

- We will liaise with the receiving school's SENDCo to ensure they are fully informed of your child's needs and any support arrangements. Where possible, a transition planning meeting will be arranged.
- All relevant records and documentation will be shared promptly to support continuity.

- Where appropriate, individualised support materials - such as social stories or transition booklets - will be created to help your child understand and prepare for the move.

When moving between classes within school:

- All children take part in a transition day during the summer term, where they spend time with their new teacher in their new classroom.
- Key information, including support plans (e.g. ISP's), is shared in advance, and transition meetings take place between current and future class teachers to ensure continuity.
- Additional support, such as social stories, transition booklets, extra visits to the new classroom, or extra time with the future class teacher(s) will be arranged where beneficial.

Transition from Year 6 to Secondary School:

- The SENDCo will work closely with the receiving secondary school's SENDCo to ensure a smooth transition. In most cases, a transition review meeting will be held, and parents/carers will be invited to attend.
- Pupils will take part in focused transition activities to support their understanding of the changes ahead.
- Where possible, pupils will visit their new school on several occasions, and staff from the secondary school may visit them in the primary setting.
- Additional personalised support, including social stories or transition materials, will be provided where needed.
- The SENDCo and/or Pastoral and Inclusion Manager can arrange additional visits and may accompany pupils to their new setting if this is considered beneficial.

Staff Training and Continuing Professional Development (CPD):

Here at Park House Primary School, we are committed to ensuring that all staff have the knowledge, skills, and confidence to meet the needs of pupils with SEND. Training is provided through:

- Whole-school CPD on inclusive teaching, SEND, and safeguarding.
- Specialist training on specific needs (e.g. autism, dyslexia, SEMH, sensory impairments).
- Access to external courses and conferences.

- In-house training delivered by the SENDCO or external professionals.
- Opportunities for staff to share good practice and learn from each other.

Training needs are identified through staff appraisal, feedback, and the school development plan. All new staff receive an induction on the school's SEND policy and procedures.

Monitoring and Evaluation of SEND Provision:

The effectiveness of SEND provision is monitored and evaluated through:

- Regular tracking of pupil progress and attainment.
- Analysis of intervention outcomes using provision maps.
- Book scrutiny and lesson observations to ensure high-quality teaching and support.
- Pupil and parent feedback.
- Review of ISPs and annual reviews of EHCPs.
- Evaluation of inclusion in wider school life and extra-curricular activities.

Findings are used to inform school improvement planning and to ensure that resources are targeted effectively.

Reporting and Accountability:

The SENDCO reports regularly to the Governing Body on the implementation and impact of SEND provision. The SEND Governor monitors compliance with statutory duties and supports the development of inclusive practice.

The school provides information to the Local Authority and DfE as required, including SEN2 census returns and data on progress and outcomes for pupils with SEND.

Ofsted inspections include a focus on SEND provision, and the school ensures that all documentation and evidence are up to date and accessible.

Accessibility Plan:

Park House Primary School has an Accessibility Plan, reviewed every three years, which sets out how we will:

- Improve access to the physical environment for pupils with disabilities.
- Increase access to the curriculum for all pupils.

- Improve the availability of accessible information for pupils and parents.

The plan is developed in consultation with pupils, parents, staff, and governors, and is published on the school website.

Public Sector Equality Duty:

We are committed to promoting equality of opportunity for all pupils, in line with the Equality Act 2010 and the Public Sector Equality Duty. We actively seek to eliminate discrimination, advance equality, and foster good relations between different groups. Our Equalities Policy sets out how we meet these duties in practice.

Safeguarding:

Safeguarding is at the heart of our work with all pupils, including those with SEND. We follow the school's Child Protection and Safeguarding Policy, ensuring that all staff are trained to recognise and respond to safeguarding concerns. We are particularly alert to the additional vulnerabilities that may affect pupils with SEND and ensure that appropriate support and protection are in place.

Data Protection and GDPR:

We comply fully with the Data Protection Act 2018 and UK GDPR in relation to the collection, storage, and sharing of information about pupils with SEND. Personal data is processed lawfully, fairly, and transparently, and is always kept secure.

We seek consent from parents and carers before sharing information with external agencies, unless there is a legal obligation or safeguarding concern. All staff receive training on data protection and confidentiality.

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025. We should also be sharing what data is processed.

Complaints Procedure:

We aim to work in partnership with parents and carers to resolve any concerns about SEND provision. If a parent or carer has a concern, they should first discuss it with the class teacher or SENDCO. If the issue is not resolved, it should be referred to the Headteacher.

If concerns remain, parents may follow the school's Complaints Policy, which is available on the school website. We are committed to responding to complaints promptly, fairly, and transparently.

Dispute Resolution and SEND Tribunal:

If a disagreement cannot be resolved through the school's complaints procedure, parents have the right to seek mediation or to appeal to the SEND Tribunal. Information about dispute resolution services and the SEND Tribunal is available from Derbyshire SENDIASS and the Local Authority.

Review Cycle:

This policy will be reviewed annually by the SENDCO, in consultation with the Headteacher, SEND Governor, staff, parents, and pupils. The review will take account of changes in legislation, guidance, and best practice, as well as feedback from stakeholders.

Publication and Accessibility:

The SEND Policy and Inclusion Strategy are published on the school website in accessible formats. Paper copies are available on request. We ensure that all information is clear, jargon-free, and available in alternative languages and formats as needed.

We provide direct links to Derbyshire's Local Offer and related policies, ensuring that families can access comprehensive information about SEND provision and support.

List of Linked Policies:

This policy should be read in conjunction with the following school policies, which are available on the school website <https://www.parkhouse.derbyshire.sch.uk/policies> or from the school office:

- Child Protection & Safeguarding Policy.
- Accessibility Plan.
- Equalities Policy.
- Supporting Pupils with and Administering Medication Policy.
- E-Safety and Acceptable Use Policy.
- Behaviour Policy.

- Anti-Bullying Policy.
- Health and Safety Policy.
- Whistle Blowing Policy.
- GDPR Policy and Procedures.

Links to Statutory Guidance and Local Offer:

- **SEND Code of Practice:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Derbyshire Local Offer:** <http://localoffer.derbyshire.gov.uk/>
- **Equality Act 2010 Guidance:** <https://www.gov.uk/guidance/equality-act-2010-guidance>
- **SEND Tribunal:** <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Sample Templates:

- **ISP Template:** (Here we can add our school's template).
- **Provision Map Template:** (Here we can add our school's template).
- **Transition Plan Template:** (Here we can add our school's template).