



SEND Policy

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Purpose, Status & Guiding Principles

This policy explains how Waterloo identifies, assesses and meets special educational needs; how it removes disability-related barriers; and how leaders assure the quality and impact of provision. It sets the strategic and operational framework for practice. The separate SEND Information Report gives the detailed, parent-facing account of how this policy is implemented and must be published and updated in accordance with section 69 of the Children and Families Act 2014.

Waterloo is committed to a safe, calm and inclusive school in which pupils receive ambitious teaching, predictable routines and the support they need to participate, belong and achieve. SEND is not a separate system within the school. It is part of the quality of education, safeguarding, attendance, behaviour, personal development and pastoral care offered to every pupil.

Our SHINE values shape this work: we strive for ambitious outcomes; act honestly and early when needs emerge; secure genuine inclusion; nurture wellbeing, communication and independence; and pursue excellence in teaching and provision. All teachers are teachers of pupils with SEND, and the class teacher remains accountable for each pupil's progress even when support is delivered by another adult or specialist.

Our aims

1. Identify needs early and accurately, without waiting for a diagnosis before removing barriers or providing appropriate support.
2. Secure high-quality adaptive teaching and a graduated response that is evidence-informed, outcome-focused and regularly reviewed.
3. Maintain high expectations for learning, communication, wellbeing, independence, participation and preparation for the next stage of education and life.
4. Work in genuine partnership with pupils and families, treating their knowledge, views and aspirations as essential evidence.
5. Use staffing, specialist expertise and funding transparently and evaluate whether provision is making the intended difference.
6. Meet the school's duties under SEN, disability, equality, admissions, safeguarding and early-years law and guidance.

This is Waterloo Primary School's dedicated allergy safety policy under section 34 of the Children's Wellbeing and Schools Act 2026. It applies to all pupils, staff and visitors and to all school activity, including EYFS, breakfast and after-school provision, clubs, educational visits, residentials and transport arranged by the school.

It covers food allergy, anaphylaxis, allergic asthma, eczema and skin allergy, hay fever, insect-sting and medicine allergy, latex and other contact allergens, airborne allergens such as pollen, mould, dust and animal dander, and any medically recognised trigger capable of causing significant harm.

Statutory Framework & Core Duties

Mersey View Learning Trust is the academy proprietor and the accountable body for Waterloo. In exercising its functions, the Trust Board and those acting under its Scheme of Delegation must have regard to the SEND Code of Practice and must ensure that Waterloo complies with Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 (as amended) and the Equality Act 2010.

Best Endeavours Duty

Where a registered pupil has SEN, the academy proprietor must use its best endeavours to secure the special educational provision called for by that pupil's needs. This duty applies whether or not the pupil has an Education, Health and Care (EHC) plan and is not conditional on additional funding being awarded.

In practical terms, Waterloo will:

1. Use best endeavours to secure the special educational provision required by each pupil's SEN.
2. Designate a qualified teacher as SENCO and ensure the SENCO has the mandatory qualification, time, authority, resources and administrative support needed for the role.
3. Ensure staff know which pupils have SEN and the teaching approaches, reasonable adjustments and provision they require.
4. Make reasonable adjustments for disabled pupils, including auxiliary aids and services where reasonable, and plan anticipatorily for barriers rather than waiting for a pupil to be disadvantaged.
5. Admit a pupil where Waterloo is named in an EHC plan and treat applications from pupils with SEN but no plan fairly under the published admissions arrangements.
6. Publish and keep up to date the SEND Information Report, equality information and objectives, and Accessibility Plan, and make information accessible to pupils and families.

The DfE opened consultation on SEND reform in 2026. Consultation proposals do not change current legal duties. Waterloo will continue to follow the law and statutory guidance in force and will update this policy promptly when any enacted changes take effect.

Definitions & Areas of Need

Special Educational Needs

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child aged two or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age. A child of compulsory school age has a learning difficulty or disability where they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability that prevents or hinders their use of facilities generally provided for pupils of the same age in mainstream schools.

Disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial and 'long-term' usually means 12 months or more. A pupil may be disabled without having SEN, may have SEN without being disabled, or may fall within both definitions. The school therefore considers special educational provision and reasonable adjustments together but does not treat the terms as interchangeable.

Four broad areas of need

The four broad areas in the current SEND Code of Practice support planning; they are not labels or rigid categories. Needs often overlap and can change over time. Provision is based on a full understanding of the pupil rather than a single primary category or diagnosis.

Communication and interaction

This includes speech, language and communication needs and the different communication, interaction, flexibility and sensory needs that may be experienced by autistic pupils.

Cognition and learning

This includes moderate, severe or profound learning difficulties and specific learning difficulties such as dyslexia and dyscalculia. Attainment alone does not determine need.

Social, emotional and mental health

This includes needs that affect emotional regulation, relationships, engagement or mental health. Behaviour is treated as communication and prompts assessment of possible underlying needs; it is not itself a diagnosis.

Sensory and/or physical

This includes vision or hearing impairment, multi-sensory impairment, physical disability and sensory needs that require specialist support, equipment or environmental adaptation.

What is not automatically SEN

Slow progress, low attainment, persistent absence, disadvantage, being looked after, difficult or withdrawn behaviour, family circumstances or learning English as an additional language do not by themselves mean that a pupil has SEN. They may, however, coexist with SEN or indicate an unmet need. The school assesses the pupil's strengths, development and context carefully so that the right response is provided and so that SEN is neither overlooked nor used as an imprecise explanation for other barriers.

A medical diagnosis is not required before SEN Support begins, and a diagnosis does not automatically establish SEN. Support is based on assessed educational need and the provision required. Staff will not delay reasonable adjustments or appropriate SEN provision while a family is waiting for assessment by another service.

Leadership, Accountability & Responsibilities

Trust Board and Delegated Governance

The Trust Board retains legal accountability as proprietor. It establishes the Trust's policy and strategy for SEND, assures itself that statutory duties are met, and holds executive and school leaders to account for provision and outcomes. Where functions are delegated, the relevant committee or local governing body provides support and challenge, receives regular information about need, provision, funding and impact, and ensures that pupil and parent voice informs review. A link trustee or governor should maintain specific oversight of SEND and disability arrangements without becoming involved in individual case management.

Headteacher

The Headteacher is responsible for the day-to-day leadership of the school, including the quality of education and provision for pupils with SEND. The Headteacher ensures that the policy is implemented, that the SENCO is enabled to fulfil the strategic role, that resources are deployed effectively and that leaders respond promptly where provision or outcomes are not strong enough.

Assistant Headteacher for Inclusion

The Assistant Headteacher for Inclusion provides strategic leadership across SEND, disability, disadvantage, attendance and wider inclusion. They line-manage and support relevant leaders, align school improvement and professional development with identified need, and help ensure that mainstream and specialist provision operate as one coherent, inclusive school.

SENCO

The SENCO has day-to-day responsibility for the operation of this policy and the coordination of provision for pupils with SEN, including those with EHC plans. The SENCO advises on the graduated approach and deployment of resources; maintains an overview of the SEN register and provision; supports and challenges teachers; liaises with families, the Designated Teacher and external agencies; coordinates requests for higher-level assessment and funding; supports transition; and ensures records are accurate and current. The SENCO works with the Headteacher and governance to meet Equality Act duties and to evaluate the impact of provision.

Specialist Provision Lead

The Specialist Provision Lead assures the quality, consistency and safety of provision across the specialist classes. They support staff to translate EHC-plan provision into effective teaching and routines, monitor progress and participation, work with families and professionals, and plan meaningful links with mainstream classes. They work closely with the SENCO; responsibility for statutory SEN coordination remains with the designated SENCO.

Class Teachers and Early-Years Practitioners

The class teacher or key practitioner is responsible and accountable for each pupil's learning, development and progress. They provide high-quality adaptive teaching, know and implement agreed adjustments and provision, assess and record impact, lead most review conversations with parents, gather the pupil's views and seek advice early. The teacher retains this responsibility when a teaching assistant or specialist delivers an intervention.

Teaching Assistants and Other Staff

Teaching assistants and other staff implement agreed strategies under the direction of the teacher, provide accurate feedback and promote independence rather than dependency. All staff must know how to access advice, follow relevant plans and raise concerns. Staff must also recognise the additional safeguarding and communication barriers some pupils with SEND may experience.

Pupils and Parents

Pupils are supported to express their strengths, concerns, preferences and aspirations in a way that is accessible to them. Parents are expected to share relevant information, attend reviews where possible and work with school on agreed approaches. Their participation is a right and an essential part of sound assessment and planning; it is not a condition of the school meeting its duties.

Admissions & Specialist Provision

Mainstream Admissions

Pupils with SEN but without an EHC plan are considered under the same published admissions arrangements as other pupils. An application must not be refused because the school believes it cannot cater for the child's SEN or because the child does not have an EHC plan. The school will make reasonable adjustments for disabled applicants and will not discriminate in admissions. Where Waterloo is named in a final EHC plan, the school must admit the pupil, subject to the statutory process led by the local authority.

Specialist Provision

Waterloo includes five commissioned specialist classes: four for pupils whose primary need is autism and one for pupils with cognition and learning needs. Placements are made through Sefton local-authority arrangements and not through direct application to the school. The school contributes candid, evidence-based information during consultation but the placement decision rests within the statutory local-authority process.

Pupils in specialist provision are full members of Waterloo. Each pupil receives a personalised curriculum and the provision specified in their EHC plan. Opportunities to learn, play, eat, perform, visit, lead and celebrate alongside mainstream peers are planned from the pupil's strengths, needs, views and interests. Inclusion is purposeful and reviewed; it must not replace specialist provision, create avoidable distress or be reduced to occasional presence without participation.

Identification and Assessment

Early and accurate identification is a shared responsibility. Teachers and practitioners use their knowledge of typical development and curriculum progression, while recognising that attainment in line with age-related expectations does not rule out SEN. Parents and pupils can raise a concern at any time. Concerns are taken seriously and explored without requiring a formal diagnosis or waiting for failure to become entrenched.

Sources of evidence

Assessment draws on a proportionate range of evidence, including:

1. the pupil's views, communication, strengths, interests and aspirations;
2. parents' knowledge and concerns, including the impact of need outside school;
3. teacher and practitioner assessment, observation, work, participation and response to teaching;
4. developmental, attainment and progress information over time and across contexts;
5. attendance, wellbeing, behaviour, sensory and communication information where relevant;
6. records and advice from previous settings and health, social care or specialist professionals; and
7. the impact of teaching strategies, reasonable adjustments and interventions already tried.

Assessment is not a single test and must identify all relevant needs, not simply the most visible need. Where behaviour, anxiety or attendance is a concern, staff explore communication, learning, sensory, physical, mental-health, safeguarding and contextual factors. Where English is an additional language, assessment distinguishes language acquisition from SEN and draws on information in the pupil's first language where practicable.

Decision to provide SEN Support

The class teacher and SENCO consider the evidence with the pupil and parents. Where the pupil requires special educational provision that is additional to or different from the provision generally made for pupils of the same age, the pupil is recorded at SEN Support. Parents are formally informed. The decision, assessed needs, agreed outcomes, provision, responsible staff and review date are recorded. Where the evidence does not establish SEN, the school explains the alternative support or monitoring that will be used and keeps the position under review.

The SEN register is an administrative record, not a fixed label. It distinguishes SEN Support (school census code K) and an EHC plan (code E). It is reviewed regularly and updated when needs or legal status change. Pupils are not placed on the register solely because of low attainment, disadvantage, absence or behaviour.

The Graduated Approach and SEN Support

Waterloo follows the Assess-Plan-Do-Review cycle. The cycle becomes increasingly personalised, frequent and specialist as understanding of need develops. It is not a ladder that must be completed before support can begin, an agency can be involved or an EHC needs assessment can be requested. Provision should be put in place as soon as a need is identified.

Stage	Our Actions	Evidence & Participation
Assess	Build a rounded understanding of strengths, barriers, development and response to teaching. Review prior information and involve specialists where proportionate.	Pupil and parent views, assessment information, observation, work, attendance/wellbeing evidence and professional advice.
Plan	Agree a small number of ambitious, specific outcomes and the adjustments, teaching, intervention, staff, frequency and resources required. Set a review date.	Record the plan on the Personalised Learning Intention Map (PLIM) or EHC-plan implementation record and share it accessibly with the family and relevant staff.
Do	The class teacher remains responsible for implementing the plan in everyday teaching. Staff delivering additional support are briefed, trained and supervised.	Keep concise implementation and response information. Check that provision is being delivered as agreed and is not reducing access to a broad curriculum unnecessarily.

Review	Evaluate progress towards outcomes and the quality and impact of provision. Continue, refine, intensify, replace or cease support on the evidence.	Include the pupil and parents. Record decisions, next steps and a new review date; update the SEN register and provision map where required.
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Planning and reviewing provision

For pupils at SEN Support, Waterloo normally holds at least three structured progress discussions with parents each year. Reviews may be more frequent where need is changing, risk is increasing or provision is new. The class teacher usually leads the review with support from the SENCO. The pupil's views are gathered directly or through accessible approaches such as visuals, communication systems, supported conversation, observation and trusted adults.

Outcomes describe the benefit or difference expected for the pupil, not simply the service to be provided. They should be ambitious, understandable and measurable over an appropriate period. The PLIM records the pupil's strengths and needs, outcomes, teaching adjustments, provision, responsibilities and review arrangements. Every relevant adult must be able to access and understand the current plan.

Ending SEN Support

SEN Support may end when the evidence shows that the pupil no longer requires provision additional to or different from that generally available. The decision is made with the pupil and parents, recorded and explained, and followed by an agreed period of monitoring. Removal from the SEN register does not remove Equality Act protection, reasonable adjustments or access to pastoral and universal support. Support is reinstated promptly if evidence shows it is again required.

EHC Plans and Higher-Level Provision

Requesting an EHC Needs Assessment

Where, despite relevant and purposeful action through the graduated approach, a pupil has not made expected progress or may require provision beyond that ordinarily available, the school and parents will consider whether an EHC needs assessment is necessary. A parent has the right to make a request directly to the local authority. The school may also request an assessment, ideally with the parent's knowledge and agreement, and will provide clear evidence of need, provision, impact and the pupil's and family's views.

An EHC needs assessment is not a prerequisite for support and the school will continue to use best endeavours while a request or assessment is considered. High Needs Funding and an EHC plan are separate decisions under local arrangements; neither a diagnosis nor an unsuccessful funding application removes the duty to make appropriate provision.

Implementing and Reviewing an EHC Plan

Where a pupil has an EHC plan, the local authority must secure the specified special educational provision and Waterloo must use its delegated resources and arrangements to deliver that provision. Leaders ensure that staff know the plan, provision is translated into day-to-day practice, and progress towards outcomes is monitored. If provision cannot be delivered as specified, the school escalates this promptly to the local authority and family rather than silently substituting or omitting provision.

EHC plans are reviewed at least every 12 months in accordance with statutory timescales; more frequent review may be appropriate for children under five or where needs or placement are changing. The review is person-centred, includes the pupil and parents, evaluates progress and provision, and considers whether the plan remains accurate and appropriate. Waterloo sends the required report and advice to the local authority within the statutory process. Phase-transfer planning begins early and is coordinated with the receiving setting and local authority.

Teaching, Curriculum & Reasonable Adjustments

High-quality teaching that is adapted in response to assessment is the first response to SEN. Teachers maintain the intended ambition of the curriculum while adjusting explanation, modelling, task design, communication, resources, environment, recording, practice and feedback so that pupils can learn successfully. Adaptation should build independence and access to subject knowledge; it should not routinely narrow the curriculum, replace teaching with adult completion of tasks or set an artificial ceiling on achievement.

Additional intervention complements rather than replaces strong classroom teaching. Interventions are selected for a clear assessed need, delivered by appropriately trained staff, linked back to classroom learning and stopped or changed when impact is insufficient. Withdrawal from lessons is planned carefully so that the cumulative effect does not deny a pupil access to important curriculum content, relationships or wider school life.

Reasonable Adjustments and Accessibility

The duty to make reasonable adjustments is anticipatory. Leaders consider likely barriers for disabled pupils in advance and review adjustments as needs, environments and activities change. Adjustments may relate to communication, timetabling, sensory or physical access, equipment, auxiliary aids, teaching, assessment, behaviour systems, uniform, attendance support, personal care, visits or the way information is provided. The Accessibility Plan sets out how the school will progressively improve curriculum access, the physical environment and accessible information.

Participation and Belonging

Pupils with SEN and disabled pupils are enabled to participate with their peers in lessons, assemblies, play, lunch, clubs, pupil leadership, trips, residential, performances and wraparound provision. Planning starts from inclusion and identifies the support needed to make participation safe and meaningful. A proportionate risk assessment is used to enable participation, not as a shortcut to exclusion. Where an activity cannot reasonably proceed in the proposed form, the school works with the pupil and family to find a suitable, dignified alternative.

The school provides pastoral support to promote emotional and social development, friendships, communication and self-advocacy. Staff listen to pupils' experience and act promptly on bullying, harassment, isolation or discriminatory language. Anti-bullying measures and the school's behaviour approach are adapted where necessary to ensure disabled pupils are not placed at a substantial disadvantage.

Nursery and the Early Years Foundation Stage

This policy applies fully to Waterloo's two-year-old provision, Nursery and Reception. The EYFS statutory framework effective from 1 September 2026 requires the school to have arrangements to support children with SEND, to identify a SENCO and to have regard to the SEND Code of Practice. Parents must be told how the setting supports children with SEND.

Early-years practitioners and the child's key person build a detailed picture through daily interaction, ongoing assessment, the progress check at age two where applicable, the EYFS Profile, parent knowledge and information from health or previous settings. Developmental variation, emerging English, difficult or withdrawn behaviour and a delay in learning may or may not indicate SEN; concerns prompt assessment rather than assumption. The graduated approach begins as soon as needs are identified and support is not delayed while a diagnosis is pursued.

Plans in the early years use accessible, developmentally appropriate outcomes and recognise communication, relationships, play, physical and sensory development, independence and learning. The SENCO and practitioners work with Sefton Early Years SEND services, health visitors, Portage and other professionals where appropriate and with parental involvement. Reasonable adjustments are made to EYFS assessment, routines, environments and experiences. Transition into Reception is planned with families and receiving staff so that successful strategies and current information move with the child.

Partnership, Pupil Voice and Transition

Working with Parents

Parents are partners in identification, assessment, planning and review. Conversations are respectful, jargon-free and focused on the pupil's strengths, aspirations, needs, outcomes and lived experience. Families receive a copy of the agreed plan or review record in an accessible form and know who to contact. Where school and family see a situation differently, staff record the differing views, explain the evidence and next steps, and continue to work constructively rather than allowing disagreement to delay support.

Pupil Participation

Pupil voice is central at both individual and whole-school level. Staff explain decisions in a form the pupil can understand and support them to contribute, including through augmentative and alternative communication, symbols, photographs, objects of reference, observation or advocacy. Participation is adapted to age, understanding and communication; a pupil is not treated as having no view because they do not communicate through speech.

Transitions

Transition planning covers entry from home or another early-years setting, entry to specialist provision, movement between classes, teachers or buildings, changes in support, transfer to another school and Year 6 to secondary education. Planning is proportionate to need and may include additional visits, photographs or transition books, environmental familiarisation, travel or lunchtime planning, meetings with key adults, peer support and explicit teaching of new routines.

With appropriate consent and lawful information-sharing, the SENCO and relevant staff liaise with previous and receiving settings and transfer records securely and promptly. For pupils with EHC plans, transition is considered through the annual-review process and statutory phase-transfer arrangements. Preparation for adulthood begins from the earliest years through high aspirations, communication, independence, health, relationships, community participation and growing self-advocacy.

SEND Alongside Safeguarding and Wider Needs

Safeguarding

Pupils with SEND can face additional safeguarding risks, including communication barriers, dependency on adults, intimate-care needs, social isolation and assumptions that signs of abuse, distress or exploitation arise from disability. Staff follow the Safeguarding and Child Protection Policy, remain professionally curious and use communication methods that enable pupils to be heard. Safeguarding concerns take priority and are referred without delay; the SENCO and DSL coordinate where both safeguarding and SEND expertise are needed.

Medical Needs and Personal Care

A medical condition does not automatically constitute SEN. Where a pupil has both medical needs and SEN or a disability, the SENCO, medical lead, family and relevant professionals coordinate the EHC plan or PLIM with any Individual Healthcare Plan, intimate-care plan, risk assessment and emergency arrangements. Pupils are supported to access education, visits and wider opportunities safely and with dignity.

Behaviour, Suspension and Exclusion

Persistent disruptive or withdrawn behaviour prompts assessment of possible learning, communication, sensory, mental-health, trauma, medical or safeguarding factors. SEND is not assumed, nor is it ignored. Staff teach routines and behaviour explicitly, use relational and preventative approaches, implement reasonable adjustments and follow

individual support or positive-handling plans where required. Safety expectations remain clear, but responses must be lawful, proportionate and attentive to disability-related disadvantage.

Before and after suspension, and whenever exclusion risk is increasing, leaders consider whether unmet or changing SEN contributed, whether provision and reasonable adjustments were implemented and effective, and whether an urgent review or external advice is required. The school does not use informal or unofficial exclusion. Any alternative provision must be suitable for the pupil's age, ability, aptitude and SEN and must maintain continuity of support.

Attendance and Reduced Timetables

The school analyses SEND-related barriers to attendance and works with the pupil, family, health professionals and local authority to secure attendance and access. Absence is not treated simply as non-compliance when disability, anxiety, sensory need, health or provision may be contributing. A reduced timetable or home-learning arrangement is not routine SEND provision. Any temporary part-time timetable must be exceptional, agreed through the school's attendance procedures, recorded, time-limited, regularly reviewed and supported by a plan to return to suitable full-time education.

Looked-after and Previously looked-after Children

Where a looked-after or previously looked-after child has or may have SEN, the SENCO works closely with the Designated Teacher, social worker and Virtual School as appropriate. The Care Plan, Personal Education Plan and SEN or EHC-plan arrangements are coordinated so that responsibilities are clear, the child's voice is heard and changes of placement do not interrupt provision.

Specialist services, staff expertise and funding

Specialist Advice

The school may seek specialist advice at any point where it will improve assessment or provision and should do so where a pupil continues to make little or no progress despite well-matched support. Parents are involved in the decision to seek specialist advice and in reviewing recommendations. Advice is recorded, shared with relevant staff and translated into teaching and provision; a referral is not an intervention in itself.

Services may include, according to need and current local arrangements:

1. Sefton SEN and Inclusion Service and Early Years SEND services;
2. educational psychology;
3. speech and language therapy, occupational therapy and physiotherapy;
4. specialist teachers and sensory, autism or complex-needs services;
5. school nursing, paediatric, mental-health and other health services;
6. social care, Early Help, the Virtual School and relevant voluntary organisations.

Staff Expertise

Professional development is planned from the school's profile of need, quality-assurance findings, individual pupils' provision and staff responsibilities. Induction ensures all staff know the school's approach, how to obtain advice and the adjustments required by the pupils they teach or support. Role-specific training, coaching, modelling and supervision are provided where staff deliver specialist approaches, healthcare, personal care, positive handling, communication support or targeted interventions. Training is evaluated through changes in practice and pupil outcomes, not attendance alone.

Funding and Resources

The Headteacher, SENCO and governance maintain a clear picture of the resources available through the school's overall budget, notional SEN allocation, pupil premium and any individual or group top-up funding. Funding is deployed from assessed need and expected impact, not diagnosis alone. The school seeks High Needs Funding of

other local support in line with current Sefton arrangements where criteria are met, monitors delivery against the application or plan, and evaluates value and impact. Financial pressure is escalated through Trust and local-authority routes; it does not remove the best-endeavours duty.

Records, Confidentiality and Information Sharing

SEND records are accurate, current, proportionate and stored securely in line with the UK General Data Protection Regulation, Data Protection Act 2018, the Trust's data-protection policies and retention schedule. Records include assessed need, pupil and parent views, outcomes, provision, implementation, reviews, specialist advice, funding and statutory-plan information. Staff record professional decisions and their rationale, including where views differ.

Information is shared with staff and professionals who need it to teach, safeguard or support the pupil, using a lawful basis and the minimum information necessary. Parents and pupils are told how information is used and can request access through the school's procedures. Consent is sought where required; safeguarding information may be shared without consent where lawful and necessary. On transfer, relevant records are sent securely and promptly to the receiving setting, with receipt confirmed where appropriate.

Monitoring, Concerns, Publication and Review

Evaluating Effectiveness

The SENCO and senior leaders evaluate whether policy is implemented consistently and whether provision improves pupils' outcomes and experience. Evidence is considered at pupil, group and whole-school level and, where useful, across mainstream and specialist provision and intersecting groups such as disadvantaged, looked-after and multilingual pupils.

Evaluation draws on:

- progress towards individual, curriculum and EHC-plan outcomes;
- attainment and wider development from appropriate starting points;
- attendance, punctuality, suspensions, exclusions and use of reduced timetables;
- participation in the curriculum and wider school life, independence, wellbeing and belonging;
- delivery, quality, cost and impact of provision and interventions;
- pupil and parent experience, complaints, compliments and co-production;
- staff confidence and practice, external advice and quality-assurance activity; and
- successful transitions and continuity of provision.

Findings inform school improvement, professional development, resource deployment, the Accessibility Plan and the annual SEND Information Report. Governance receives sufficiently detailed, anonymised information to provide assurance and challenge. Individual pupils are not discussed in open governing-board papers.