

# Eccleston Mere Primary School

## SEND Information Report



**Approved by:** Headteacher / Governing Body  
(signed electronically)

**Reviewed on:** September 2023

**Next review due  
by:** September 2024

# Contents

Aims .....	3
Legislation and guidance .....	3
Definitions .....	3
Roles and responsibilities .....	4
SEND information report .....	6
Monitoring arrangements .....	13
Links with other policies and documents .....	13

# Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

## Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 of the 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.

# Roles and responsibilities

## **The SENCO**

The SENCO is Mrs Amanda Noblett

They will:

- Work with the headteacher and SEND 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 SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

## **The SEND governor**

The SEND governor is Mrs. Kimberley Evans

They will:

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

## **The headteacher**

The headteacher is Mr. Ryan Mughan

They will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- 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 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

# SEND information report

## The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## Identifying pupils with SEND and assessing their needs

### Our school's approach to supporting pupils with SEND

***"All pupils share the right to a broad and balanced curriculum"***

Our primary aim is to ensure that children with additional needs and disability develop and learn successfully by working alongside other children. In this way, the quality of education for all our children is enhanced and their needs met. Within our school, the focus will be on meeting the needs of each child and ensuring that they have access to all areas of the curriculum. This might require modification to the curriculum.

The environment of the classroom and the school will influence the extent to which schemes of work can be successfully brought together to meet each pupil's needs. We feel our school provides an atmosphere of encouragement and an environment that is both stimulating and supportive where every child is a valued member of the community.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### Consulting and involving pupils and parents

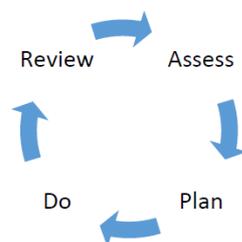
We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All SEND children receive extended transition every year.

For children who transition within our school; they will make a transition booklet that they can take home over the summer term and holidays. Children make their own transition alongside their LSA or class teacher which includes photographs of staff and their new classroom. It also includes new routines and basic information. Children also visit their new classroom daily at quiet times to familiarise themselves with their new teacher and the layout of the room.

For children who transition to High School, again a transition booklet will be made if appropriate. In addition to this the SENCO and parents meet the new SENCO or key workers in the summer term. Children will also be offered extended transition based which is usually three mornings at their new school in small groups. Children have, in the past been offered places in a holiday club.

## Our approach to teaching pupils with SEND

***"All pupils share the right to a broad and balanced curriculum"***

Our primary aim is to ensure that children with additional needs and disability develop and learn successfully by working alongside other children. In this way, the quality of education for all our children is enhanced and their needs met. Within our school, the focus will be on meeting the needs of each child and ensuring that they have access to all areas of the curriculum. This might require modification to the curriculum.

The environment of the classroom and the school will influence the extent to which schemes of work can be successfully brought together to meet each pupil's needs. We feel our school provides an atmosphere of encouragement and an environment that is both stimulating and supportive where every child is a valued member of the community.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 or small group work, teaching styles, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured paper, coloured overlays, visual timetables, individual workstations, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning**

We have Learning Support Assistants who are trained to deliver interventions such as:

- Sensory diets and the Seedlings pre-assessment
- INSYNC
- OT programmes
- SALLEY programme
- Social groups including baking; sensory science; sensory play
- Makaton
- Read, write Inc/phonics groups
- Use TEACHH strategies
- Beat It

Teaching assistants will support pupils on a 1:1 basis; 2:1 basis and/or small group support. when We work with the following agencies to provide support for pupils with SEND:

- LASCs (specialist ASD teachers and support workers).
- Behaviour Improvement Team.
- Occupational Therapy services
- Speech and Language
- Educational Psychology Services
- Language Support Services
- Specialist Dyslexia teachers
- Music Therapy Services
- Hearing and Vision Impairment team
- Ophthalmology services

## Expertise and training of staff

Our SENCO has 6 years' experience in this role and has worked as a Teacher at Eccleston Mere for 13 years. In addition, she has a further 12 years' experience in various settings and departments within the Local Authority prior to working at Eccleston Mere.

The SENCO is allocated 2-days per week to manage SEND provision.

We have a team of 22 Learning Support Assistants, including 2 higher level teaching assistants who are trained to deliver pastoral and SEND provision.

In the last academic year, staff have been trained in:

- NASENCo qualification
- ADHD training for all staff delivered by the ADHD Foundation
- Trauma Informed Practice training delivered by Liverpool CHAMS and St. Helens LA
- Enhanced Autism training for several members of staff delivered by LASCs
- Autism awareness training for all staff delivered by LASCs
- Sensory Processing disorder training delivered by St. Helens Occupational Therapists so that we can deliver sensory diets with children
- EBSA training delivered by St. Helens LA and Lancashire LA
- Safeguarding training for all staff
- Asthma and Epilepsy training
- Dyspraxia training (DCD)
- First Aid training, including CPR for babies and infants
- 'Team Teach' training – de-escalation techniques
- EpiPen training
- Most staff are Paediatric First Aid qualified.
- Defibrillator training
- TEACHH training
- Mental Health Champions
- Certified DESTY Mentor Training Program – Emotional coaching, regulation, and attachment support
- Speech and language training
- Multi-sensory approaches to learning

- Introduction onto resourceful teaching for SEND children
- We use specialist staff for Dyslexia support; Physiotherapy; Occupational Therapy; Play Therapy; Mental Health; Speech and Language; tutoring and music therapy.

## Securing equipment and facilities

At Eccleston Mere, we work closely with external services to ensure we provide our children with SEND the correct equipment and facilities to access all areas of school life. This allows them to achieve, grow in self-confidence and become independent learners.

## Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals during their Student Support Plan review.
- Reviewing the impact of interventions on a weekly and/or termly basis.
- Using pupil questionnaires – all children have an 'all about me' as part of their Student Support Plan.
- Monitoring of children's work and groups by the SENCO and subject leaders.
- Using FFT to track children's progress and attainment.
- Holding interim and annual reviews for pupils with EHC plans and enhanced funding.
- Holding regular reviews for all children with SEND who aren't funded.
- Parental views are frequently sought either through our SEND parent support groups or via questionnaires.
- Parental views are also gained when reviewing Student Support Plans.

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

- All pupils are encouraged to go on our residential trip(s) to PGL at Boreatton Park, Shropshire.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- You can find our 'Local offer' here: [1424912 \(ecclestonmere.st-helens.sch.uk\)](https://1424912.ecclestonmere.st-helens.sch.uk)

## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part in the school council and eco-council.
- Pupils with SEND are also encouraged to be part of breakfast and after school club to promote social, emotional, and making new friendships.
- Pupils with SEND are encouraged to participate in all extra-curricular clubs.
- Pupils with SEND are encouraged to represent the school in completions and tournaments
- We have a zero-tolerance approach to bullying.

## Working with other agencies

At Eccleston Mere we have a termly planning and consultation meeting where all children who have an EHCP or enhanced funding are discussed. We seek guidance and support from professionals from educational psychology services, behavior support services, inclusion officer from the local authority and LASCs.

In addition, we work with the following:

- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Behaviour Improvement Team
- LASC (Language and Social Communication)
- EAL (English as an Additional Language)
- Learning Support Service (LSS)
- Educational Psychology
- CAMHS (Child, Adult Mental Health Services)
- School Nurse
- MHST
- Parenting Team (Incredible Years)
- IASS

## Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher; SENCO; headteacher in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents of pupils with SEND

- Parent Partnership (01744) 677368
- School Admissions (01744) 671035
- School Nurse (01744) 624143
- Speech and Language Therapy (01744) 646548
- Occupational Health and Physiotherapy (01744) 646556
- Children's Disability Service (01744) 673900
- Inclusion Officer, Atlas House (01744) 671105

## Contact details for raising concerns

Mrs. Amanda Noblett – [ecclestonmere@sthelens.org.uk](mailto:ecclestonmere@sthelens.org.uk) or 01744-734829

## The local authority local offer

Our contribution to the local offer is: [Eccleston Mere Primary School: SEND Information](#)

Our local authority's local offer is published here: [SEND \(sthelens.gov.uk\)](#)

## Monitoring arrangements

This policy and information report will be reviewed by Mrs. Amanda Noblett and Mr. Ryan Mugaan every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## Links with other policies and documents

This policy links to our policies on

- Accessibility
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints
- SEND policy
- SEND information report