



Knowsley Village Community Primary School

Special Education Needs and Disabilities (S.E.N.D)

Information Report – Updated September 2025



Respect for All

Responsibility, Expectation, Success, Perseverance, Enthusiasm, Care, Teamwork

As part of recent Special Educational Needs & Disabilities (SEND) reforms, Local Authorities must publish their Local Offer and Schools must publish their School Offer – SEND Information, as stated in the new SEND Code of Practice. The Knowsley Local SEND Offer can be found on the Knowsley Council Website www.knowsley.gov.uk

This document outlines Knowsley Village School's SEND Offer and SEND Information.

Our SEND Policy is available to read on our school website

Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's

progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

Plan: After gathering information a Personalised Provision Plan (PPP) OR Play Plan will be put together to outline the methods that will be used to achieve specific outcomes. Short-term targets are agreed which prioritise key areas of learning that are to be addressed and ways in which the progress will be measured. If external agencies are involved, their advice and recommendations are included in the PPP/Play Plan. Any actions agreed take in to account pupil's strengths as well as their learning differences. In some cases, additional resources may be allocated including teaching assistant support. This support is deployed to ensure the pupil makes progress and can engage in lessons and wider school activities and develop independent learning.

Do: All SEND PPPs/Play Plans. are working documents and should be annotated to show progress towards targets and if needed adjustments will be made to the plan to determine success. It is the class teacher's responsibility to manage the plan and the suggested actions. They are accountable for the outcomes and therefore should discuss with the SENDCO if they feel the plan is not working, for whatever reason.

Review: All PPPs/Play Plans. will be reviewed every term or earlier if needed. In this review all targets will be evaluated and the views of the pupil and parent will be recorded. A further plan will then be devised, if required, to enable the pupil to achieve their next steps in learning. If a pupil has made sufficient progress the PPPs/Play Plans. will cease and the child will be closely monitored through Class Support. For children with more complex needs review meetings will be held with the class teacher, SENDCO and any external agencies.

If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. An application for high needs top up funding may be made if the cost of support exceeds the £6,000 threshold that is the school's responsibility. If a pupil is still not making progress despite having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks; data analysis; pupil progress meetings; subject review days which include lesson observations, pupil interviews, planning and book monitoring.

1. Kinds of Special Educational Needs that are provided for at Knowsley Village Primary School.

Knowsley Village Primary School provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As an inclusive school we provide for children with a range of Special Educational Needs and Disabilities

2. Information about the school's Policies for identification and assessment of pupils with SEND
(All information below can be found in our SEND policy).

Pupils are identified as having SEND, and their needs assessed, through:

- information passed on from Nursery/ Key Stage Phases/previous schools
- key stage results, baseline testing and progress data
- feedback from teaching staff and observations
- interventions not showing impact
- referrals from parents
- pupil referrals

All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support, then this is identified by staff at the earliest opportunity and swiftly acted upon.

If you are concerned about any area of your child's development, please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can provide

3. Evaluating the effectiveness of the provision made for pupils with SEND

Tracking is completed half termly and adaptations to provision made in light of these findings. Progress and evaluation are reported to the Governor with responsibility for SEND. Termly reports are made to the Governing Body and SEND Information Report posted on the school website.

4. Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review

These arrangements include:

- Data tracking for pupil progress
- Observations and follow up
- Parent evening meetings twice a year and an end of year written report
- 'Open door' policy
- Reviews of children's 'Pupil Provision Plan (PPP)' / Play Plans targets take place 3 times a year and shared with both parents and pupils
- Annual reviews for children with Education, Health and Care Plans

As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.

The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENDCO will discuss next steps with the child's parent/carers. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.

5. The school's approach to teaching pupils with SEND

Provision for SEND pupils includes:

- Quality first teaching, with appropriate adaptations in place
- Extra adult support in classrooms or for individuals where appropriate
- Personalised provision through time limited programmes
- Personalised provision through adapted provision
- Multi-sensory teaching methods

Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist, ASC Advisory, Behaviour Team, Early Help, etc

6. How adaptations are made to the curriculum and the learning environment of pupils with SEND

The curriculum /learning environment may be adapted by:

- Staff within the school are mindful of this fact and provide a curriculum and learning environment which can be accessed by all children. Each classroom makes effective use of display boards providing opportunities for assessment questions to be addressed, using working walls for Maths and English to build upon the children's learning and knowledge. All displays endeavour to ensure that the children are learning something new each day as well as build upon prior learning.
- Teachers will plan lessons so that pupils with SEND are able to successfully access the curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons.
- Groupings that target specific levels of progress
- Adapted resources and teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests and/or examinations
- Additional adult support
- Classroom environment and mixed groupings
- Physical resources
- Multi-sensory approach
- Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional, other examples may be the teaching of children in smaller groups, the change of an activity, a change in delivery style or method of recording their knowledge.
- We also use IASSEND to help support children who are performing significantly below their age- related expectations. These help to break down the National Curriculum targets into

much smaller steps to help us to highlight to the children what they can do and find the gaps that they need support in.

7. Communication and Interaction Needs: e.g. Autism Spectrum Disorders, Speech, Language and Communication Needs Social Communication difficulties

Support available within school:

- Visual Timetable in all classrooms
- Support, supervision at unstructured times of the day
- Social skills programme / support including strategies to enhance self-esteem (ELSA)
- ICT is used to support learning where appropriate
- Strategies / programmes to support speech and language development (WELLCOMM)
- Strategies to reduce anxiety / promote emotional wellbeing
- Where appropriate we will use support and advice from partners to meet the needs of pupils
- Planning, assessment and review
- Work with pupils, parents/carers and staff to develop and review plan based on the need of the pupil

Adapted and differentiated curriculum and resources

8. Cognition and Learning Needs:

Support available within school:

- Strategies to promote English and Maths
- Provision to support access to the curriculum and to develop independent learning
- Small group targeted intervention
- ICT is used to reduce barriers to learning
- Support and advice is sought from outside agencies
- Planning, assessment and review
- Differentiated/adapted curriculum and resources

Work with parents/carers, pupils and staff to develop and review plans based on the need of the pupil

9. Social, Mental and Emotional Health, Behavioural Needs, Social Need: , Mental Health Needs Emotional Health and Wellbeing

- The school ethos values all pupils
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices
- Restorative Practice to mindset, maintain and repair relationships with the aim to work with the pupil.
- The schools behaviour policy identifies where reasonable changes can be made to minimise the need for suspensions
- An anti-bullying policy that is supported by all staff
- Risk assessments are used as an action is taken to increase the safety and inclusion of all pupils in all activities
- The school provides effective pastoral care for all pupils, where appropriate. Experienced Mentor (ELSA Trained) who support children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.
- Targeted support for individual pupils
- Small group programmes are used to improve are used to improve social skills and help them deal more effectively with stressful situations
- Elsa Sessions
- In class break out areas, Sensory equipment, outdoor learning are used to offer a different approach to the curriculum
- Information and support is available within school for behavioural, emotional and social needs
- Pupil Voice
- PSHE lessons

- NHS Mental Health Support Team

Knowsley Behaviour Outreach Team – commissioned by school to support social and emotional wellbeing/behaviour

10. Sensory and Physical Needs: Hearing/Visual Impairment Multi-sensory Impairment, Physical and Medical Needs

Support and advice is sought from outside agencies to support pupils, where appropriate

- ICT is used to increase access to the curriculum
- Support to access the curriculum and develop independent learning
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs
- Access to programmes to support Occupational / Physiotherapy
- Support with personal care if and when needed
- Staff support to ensure they understand the impact of a sensory need upon teaching and learning
- The school has disabled toilets and facilities
- The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils

11. The Name and contact details of SENDCo and SEND Governor

SEND Governor – Miss J Hegarty

SENDCO – Mrs Healey 0151 289 5349

12. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.

Our specialist staff consists of:

- Mrs Healey - Special Educational Needs Coordinator (SENDCO) – Manages SEND provision at Knowsley Village, completes multi agency referrals, attends SEND planning and review meetings, leads annual review, meets with external agencies, supports the writing of PPP's, tracks the progress and attainment of SEND pupils and liaises with parents. The SENCO attends

Local Authority and Trust Forums and conferences to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff within the weekly staff meetings.

- Mrs Barlow (Headteacher) and Mrs Greensmith (Deputy Head)- supports attendance, the emotional well-being of all pupils through individual, paired and group work, liaises with families and other agencies, attends Child Protection and Child in Need meetings, completes referrals to the MASH (Multi-Agency Safeguarding Hub) Team.
- School Nurse – can support individual pupils, families or groups/cohorts
- Educational Psychologist – commissioned by the school to support SEND pupils
- Speech and Language Therapist – to support early language development
- Occupational Therapist – to support the sensory curriculum around the child
- Knowsley Behaviour Outreach Team – to support social and emotional wellbeing/behaviour
- Family First, Inclusion Support Workers, ASC Advisory Teachers, Sensory Impairment Service, Inclusion Support Workers, Attendance Support Services, Social Care, CAMHS and Paediatricians and Knowsley LA Offer <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send> – all provide support when required by children and families.

Mrs Healey and Mrs Greensmith are able to refer to these services if a joint decision has been made with parents/carers about the need to seek specialist advice and support to move a child's learning forward.

- All staff in the school receive ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, Team Teach. Training provided responds to the needs of the children and staff at any given time.

13. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- The school's SEND budget is allocated to meet the needs of the children on the SEND Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support children and to purchase specialist help when required.

- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

14. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- Parent/carer and teacher meetings by appointment each term.
- School staff and SLT meet and greet the children and parents/ carers each morning and likewise at the end of the school day.
- Review meetings with SENDCo.
- Pupil Passports, PPP's – KS1/KS2, Play Plans – EYFS, Pupil Voice within the curriculum

15. The arrangements for consulting young people with special educational needs about and involving them in, their education.

- School Council
- Annual Reviews
- Sharing and evaluating PPP's – KS1/KS2 and Play Plans – EYFS, Pupil Voice

16. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- For further information or to discuss any concerns, please contact Mrs Healey (SENDCO) in the first instance
- We do have a complaints procedure and you are entitled to ask the staff in the office for a copy of this at any point
- Should they issue not be resolved, it can be referred to the Governors who will apply school's clear complaint policy,

17. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children

18. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

A comprehensive list of support services can be found on the Knowsley Council website

<http://www.knowsleyinfo.co.uk/>

19. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- We will ensure we contact any early years settings, or other schools your child has attended to gather information about their needs
- Where necessary, we will support pupils moving to new settings and Key Phases by providing opportunities available for pupils to attend the new setting, completion of Pen Portraits, visual books and staff communication between class teachers and transition days
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition
- For children in Year 6, a SENDCO transition meeting takes place each summer term where information is passed to the receiving secondary school and opportunities for pupils to attend their new school

20. Information on where the local authority's local offer is published.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help parents and young people play an active and informed role in their child's or their own education.

- The Knowsley Council SEND local offer can be found on the Knowsley Council website

<http://www.knowsleyinfo.co.uk/>

SENDIASS can be contacted by: 03333237768

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