

Shoreside Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

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Local Offer Contribution:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support building stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, children who are looked after, family justice and special educational needs and disabilities.

The Government has changed the system for children and young people with special education needs (SEND), including those who are disabled. The Act extends the SEND system from birth to 25, giving children, young people and their parents / carers greater involvement in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer details what local services are available to support disabled children and children with SEND and their families. This easy to understand information sets out what is normally available in schools to help children with SEND as well as the options available to support families

who need additional help to care for their child.

What services are available?

We have forged some very effective links in our multi-agency approach to working to meet the needs of pupils with special educational needs. Some of the agencies we regularly work with are:-

Provider	Description of services.
SENISS	SENISS provide support for all pupils throughout the school, this can either be in the form of an observation and feedback to the class teacher and SENCo with recommendations to support the child's learning and development or a more formal report to inform an application for an EHCP.
EP	Dr Leslie Henshaw is our EP, she works closely with the staff and SENCO to provide reports and recommendations for pupils who require a higher level of support and intervention in school. These reports are shared with parents and the class teacher and are reviewed every term using the Assess, Plan, Do Review cycle.
SALT	SALT is based at Alder Hey Hospital, they support pupils with speech and language difficulties who are referred to them either by the SENCO or the child's Health Visitor. We work closely with the therapists and parents to ensure that the skills and approaches taught in one to one sessions are followed up and embedded into the child's routine.
ADHD Foundation	The ADHD Foundation provides support for pupils and their families who have a diagnosis of ADHD, are on the pathway or are showing possible indicators of ADHD, but who are too young to be referred to the pathway. The support offered ranges from six one to one sessions, practical support for teachers and also training and parental support. We have two separate practitioners specialising in EYFS and KS1 and KS2 that work with us for blocks throughout the year.
Sefton ASD Team	The Sefton LA ASD Team work in partnership with Shoreside Primary School to support pupils with autism and related needs. They visit school to work directly with children and provide advice, modelling and training for staff. The team offer guidance on strategies, provision and reasonable adjustments, helping to ensure that staff are confident and that the school has the appropriate support in place to meet the needs of our pupils with ASD.

Our Approach as a School:

Shoreside Community Primary School is a mainstream school but we are able to accommodate children with a range of additional needs. We aim to ensure ALL children are included and able to

access the same curriculum and enjoy the same learning opportunities. Shoreside believes that the key to supporting pupils with special educational needs is through high-quality teaching with additional interventions and adaptive strategies used where appropriate to remove barriers to learning, to ensure that good progress is made.

The school's particular arrangements for assessing and identifying pupils as having SEND also form part of our published Local Offer which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality. Shoreside has embedded Trauma and Attachment strategies, paying particular attention to their early stages of life and development.

Our support of pupils with SEND follows the EEF Review ([SEN in Mainstream Schools](#)). In line with our 'each and every child' motto, we understand the need to maintain high expectations for all pupils. This happens through the planned learning activities that take place within classrooms; therefore, we aim to ensure that these support pupils' learning.

Evidence based research

Research from the EEF found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

- Scaffolding
- Cognitive and Metacognitive strategies: chunking
- Explicit instruction
- Flexible grouping
- Technology

We follow The Graduated Approach:



All teachers are responsible for every child in their care, including those with Special Educational Needs and Disabilities.

Assess - As a school, we will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. If a child requires an assessment from an outside agency, the school works closely with them to inform our assessments. Any concerns by parents are listened to and acted upon as necessary. Assessments are reviewed every half term. Further assessments are completed using PIVATS and SDQs.

Plan - Planning takes place between Class Teacher, Special Educational Needs Co-ordinator (SENDCO) and Senior Leadership Team (SLT) as required. Parents are informed if a child is being provided with SEND support. Interventions are planned specifically for individual children, this will include expected impact and outcomes and a review date.

Do - The school's SENDCO supports the class teacher, advising on the effective implementation of support. The class teacher remains responsible for working with the child and overseeing

interventions.

Review – Reviews are carried out on the agreed date. Reviews also take place during pupil progress reviews each half term with the class teacher and SLT. Some children have an Education, Health and Care Plan EHCP (EHCP). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENDCO role. When we review we evaluate the impact and quality of the support being given and take into account the views of the parents and pupils. These reviews allow us to plan next steps for individual children.

Having consulted with children, young people and their parents, all our additional provision is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Provision in school:

- 1:1 Speech and Language support
- Speech Therapist support
- Language rich environment
- Autism Initiatives
- Together Trust
- SENISS Support

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Provision in school:

- Academic Mentor Support
- 1:1 RWI Interventions
- 1:1 Support
- Trust EP support (Leslie Henshaw)
- SENISS Support
- Use of technology
- Mastery curriculum

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Provision in school:

- Full time Child Wellbeing Support Officer
- Full time Family Engagement Officer
- Trauma and Attachment Friendly Approaches - Gold Award
- 1:1 Therapy
- Lunchtime clubs / support
- Pastoral team
- Key person time
- Sensory breaks
- Sensory circuits
- ADHD Foundation
- Nurture support
- The Shore, The Rainbow Room and other sensory rooms
- Calm Areas and breakout rooms for each year group

Sensory and / or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Provision in school:

- Work closely with OT
- Sensory Snacks
- Sensory circuits
- Wave 1 support - wobble cushions, writing slopes, resistance bands
- Support from the Sensory Service.

As of December 2025, we have 28 children receiving some form of SEND support.

We have internal processes for monitoring quality of provision and assessment of need. These include regular learning walks, book looks, pupil voice, data analysis and internal assessments. These are reviewed regularly by the SENDCo, Senior Leadership Team and class teachers.

Co-production with children, you people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

- Termly meetings with children and teachers to discuss updates on One Page Profiles
- Half termly updates with children and teachers to update targets and next steps
- 3 x yearly teacher meetings with children and parents/ carers to discuss targets, progress and next steps
- Termly meetings with SENDCo
- Team around the child meetings (as required)

Staff Development and Qualifications

Name	Area of expertise	Qualification
Miss Harriman	Trust SEND Leadership	The National Award for Special Educational Needs Coordination

Lucy Wells	SEND Leadership	Currently doing NPQSEN
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This year, we have put in additional training into a range of areas across school, including: trauma and attachment, speech and language, restorative practice, quality first teaching, supporting mental health and communication friendly practice. Our SENDCo attends the School Improvement SEND Briefing throughout the year, she also attends half termly REMAT Trust SEND meetings. Our SENDCO, Lucy Wells and LSA Jessica Janssen are currently undergoing SPLD Champion Training.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Support staff are used in a variety of ways, this includes:

- Class support
- 1:1 support
- Delivery of interventions

All staff have required training and work closely with outreach workers and leaders across school.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 6 children with special educational needs or disabilities and we supported 7 children transition to the next phase in education.

Our approach involved:

- School Improvement Sefton's Transition Event
- Additional Transition sessions for specific children
- Regular meetings with parents, Leaders and children with their new schools
- Transition meetings with SENDCO, CWSO, FSWO and new school staff
- Transition events in our school
- Additional settling in sessions for children transitioning to our school
- Transition booklets

We continue to work closely with secondary schools in Autumn term to support the children with their transition.

What has and has not worked this year?

- Effectiveness of provision is narrowing the gap between pupils identifies as SEND support and their peers, capturing pupil voice to demonstrate that children and young people feel

supported and happy in their setting

- Pastoral support has ensured children have been able to access lessons and regulate their emotions to ensure they are ready to learn, this is something we are continuing to develop.
 - The end of KS2 assessments for SEND pupils has increased with more children reaching the expected standard.
 - A wide range of children with special educational needs or disabilities have taken part in extra curricular activities
 - Adaptations in teaching and learning, including provision for all pupils on our SEND register is constant and appropriately supports them
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1. How does Shoreside Community Primary School know if a child needs extra help? We know when children need help if:

- Concerns are raised by parents / carers/ teachers of the child
- If your child is making less progress than peers of their age, we will carry out additional assessments to support your child and identify their needs.
- There is a change in the child's emotional well-being or progress.
- We work closely with Nursery settings to determine any identified needs.
- One Page Profiles are used to assess and review your child and their provision.

2. What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. We use the Graduated Approach to support this. If you have further concerns then please contact the SENDCo, who will discuss any concerns and appropriate support.

3. How will I know how the school supports my child?

- Each child's learning will be planned by the staff involved in your child's education and tailored to suit their individual needs. This may include targeted support.
- If a child has needs related to more specific areas of their education, such as spelling, maths etc. then the child may be placed in an additional intervention or focus group.
- As parents / carers, you will have regular opportunities to discuss your child's progress within school. This shared discussion may highlight any potential problems in order for further support to be planned.
- In some cases, a referral may be made to seek further advice in order to discuss the most appropriate way forward. This may be with an educational psychologist and other professionals.
- Some children may need more expert support from an outside service such as Speech and Language, CAMHS, Educational Psychologist or Occupational Therapy.

4. How will the curriculum be adapted to meet my child's needs?

- Our support of pupils with SEN follows the EEF Review ([SEN in Mainstream Schools](#)). In line with our 'each and every child' motto, we understand the need to maintain high expectations for all pupils. This happens through the planned learning activities that take place within classrooms; therefore, we aim to ensure that these support pupils' learning.
- We use a range of adaptive strategies to ensure all children can access the

curriculum and reach the end points. These strategies include:

- Scaffolding
- Cognitive and Metacognitive
- Strategies: chunking
- Explicit instruction
- Flexible grouping
- Technology
- Additional practice / pre teaching strategies
- Use of additional resources

5. How will I know how my child is doing?

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- Pupil targets will be reviewed by staff and the SENDCO regularly with the opportunity to share with parents / carers and the pupil.
- The SENDCO will meet with you throughout the year to discuss progress and targets. - In addition, if your child has an EHCP, this will be reviewed at a formal annual meeting. - You will also be able to discuss your child's progress at parents' evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require.

6. How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The class teacher, SENDCO or pastoral team may meet with you to discuss how to support your child and may suggest strategies to use.
- If outside agencies or the educational psychologist have been involved, support and strategies may be provided and could be used at home.
- This home-school partnership is an essential, two-way process.

7. What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:
- Members of staff are readily available for children who wish to discuss issues and concerns.
- Additional support may be provided for children who find social times challenging.
- All our classrooms have safe spaces for children who need emotional support.
- School has a full time Child Wellbeing Support Officer who works with children, staff and parents.

Children with medical needs:

At Shoreside Community Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

- If your child has a medical need then a detailed care plan will be provided by a medical professional. These are shared with all staff involved with your child.

- Staff receive Epipen / diabetic / epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please refer to the school's administering medicines policy [available in school].
- Identified staff have basic first aid training.

8. What specialist services and expertise are available at or accessed by the school?

- At times it may be necessary to consult with outside services to receive their more specialised expertise.
- We work closely with an educational psychologist (EP) who works across the schools in the trust. They would normally only work directly with children whose needs are considerable and who have not made sufficient progress using the interventions previously put in place for them.
- The psychologist may meet with the parent / carer and discuss any outcomes. They will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.
- We have regular discussions with Sefton Complex Needs Team, who we have health care meetings and reviews with.

9. What training have the staff supporting children and young people with SEND had (or are having)?

- All staff have had training in Attachment and Trauma, adaptive strategies, quality first teaching, ASD, ADHD
- Different members of staff have received training related to Special Education Needs and Disabilities. This includes sessions on:
 - Cognition and learning (e.g. Dyslexia)
 - Communication and interaction
 - Physical and sensory needs (e.g. co-ordination needs)
 - Social, emotional and mental health
- The Trust has a Trust wide SENDCO with specialist SEND knowledge who supports and trains school based SENDCOS

10. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all in line with our equal opportunities policy.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, we will put this in place to ensure your child you may be asked to accompany your child during the activity.

11. How accessible is the school environment?

- In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Schools are responsible for setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.

12. How will the schools prepare and support my child during transition in school and between settings?

- All children have opportunities to attend transition visits.
- Discussions between the previous or receiving schools/ settings happen prior to the child joining / leaving.
- All children attend transition sessions where they spend some time with their new class teacher and other members of staff.
- Additional visits are also arranged for children who need extra time in their new school. - School staff are always willing to meet parents / carers prior to their child joining the school. - Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the Local Authority, parents / carers and, where appropriate, the child.

13. How are the school's resources allocated and matched to children's special educational needs?

- A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources depending on an individual's needs.
- School works with the LA to gain further support through High Needs Funding.
- The level of support will vary depending on the needs of the child.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with teachers, SENDCOs and Senior Leadership Team (SLT). Decisions are based upon termly tracking of child progress and/ or as a result of assessments by outside services.
- If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions may be arranged.
- Regular conversations with parents / carers will take place.

15. How will I be involved in discussions about and planning for my child's education?

- All parents / carers have a responsibility to support their child's education.
- Parents / carers support home learning and personalised targets.
- Discussions with teachers / SENDCO / other professionals.
- Attendance at Parents' Evenings.

16. How will my child's views be taken into account?

- Children are involved in the setting of targets.
- Discussions around aspirations for the future will inform the content of any personalised planning.
- Pupil voice is valued and encouraged.
- Attendance at review meetings is welcomed where appropriate.

17. The arrangements for admission of disabled persons as pupils at the school.

- The school admissions policy sets out the arrangements for the admission of all pupils including those with SEND.

18. The steps taken to prevent disabled pupils from being treated less favorably than other pupils. Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.

- At our school, all children are treated equally. We are committed to doing this and the school follows our anti-bullying policy, SEND policy and behaviour policy.
- The schools PSHCE curriculum teaches children about equality for all and promotes wellbeing and inclusion.
- All children greeted on the playground and at classroom doors
- Enrichment activities
- Individual behaviour plans

19. What to do if I am not happy about any aspect of my child's provision and wish to complain?

- We encourage parents to contact the class teacher or SENDCO in the first instance. Parents/carers should then follow the school complaints policy on the school blog.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Completed by Miss Lucy Wells

Updated December 2025

To be reviewed December 2026.