

# Prescot Primary School

## SEND Information Report 2023-2024



### ***Where can I find information about SEND provision?***

Our SEND policy will give you the information you need about how our provision meets the needs for all pupils with SEND.

Click <http://www.prescotprimary.org.uk/information/send>

This SEN information report provides an overview of how the SEND policy is put into practice during the academic year 2023-24.

If you would like to discuss our SEND provision or find out more, please contact our SENDCos:

- Mrs Michelle Blackburn (Key Stage 1 and 2) Working days Tuesday to Thursday
- Mrs Emma George (Early Years Foundation Stage) Working days Monday to Thursday
- Mr Ian McLoughlan (SEND Governor)
- Contact: 0151 432 7100; [admin@prescotprimary.org.uk](mailto:admin@prescotprimary.org.uk)

Further information can be found on the local offer:

For Knowsley residents: <https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

For St Helens residents: <https://www.sthelens.gov.uk/send/>

### ***Types of SEN that are provided for within our school:***

We are a mainstream primary school and most of our children are expected to reach the learning goals for their age. We strive to ensure that all students achieve their potential personally, socially, emotionally, and academically in all areas of the curriculum.

Typically children are identified as having SEND in our school if they have difficulties with

	<p>communication and interaction, cognition and learning, sensory and/or physical activity and/or social, mental, emotional health.</p> <p>Currently 30% of our children have special educational needs and/or disabilities in the academic year 2023-24. Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. which we normally put in place do not facilitate improvement.</p> <p>In the last academic year speech, language and communication difficulties was the largest area of need. This area of need also includes children with Autistic Spectrum Condition (ASC) or who are awaiting assessments from Neurodevelopmental Pathways.</p>
<b><i>Identifying children with SEN and assessing their needs:</i></b>	<p>Our class teachers, SENDCos and senior leadership team closely monitor the progress made by all children using Star Maths and Star Reading tests and Comparative Judgement for Writing. Other checklists and questionnaires are used to identify other areas of difficulty such as communication, language, or social and emotional difficulties.</p> <p>Parents/Carers also contact the school to raise concerns about their child. Class teachers liaise closely with the SENDCos for advice and to plan appropriate activities and interventions. The impact of these strategies on children's progress, or their individual targets, are reviewed termly or at the end of the intervention. Where a child's progress continues to be limited, the SENDCo meets with parent(s)/carer(s) and the child to agree that additional SEND support will be put in place and/or an assessment for an external specialist service.</p>
<b><i>The approach to teaching children with SEN:</i></b>	<p>At Prescott Primary, we are aware that all children learn in different ways, and our planning and provision takes this into consideration. All staff have the highest expectations of the children who they teach. All children are encouraged to challenge themselves and through our philosophy of 'learning without limits', we continue to aim to remove self-limiting beliefs.</p> <p>Quality first teaching is our main approach to teaching children with SEND, with some small group evidence-based interventions and 1:1 teaching support being offered to some children, specifically tailored for individual/group needs, and reviewed regularly by teaching teams and SENDCos.</p>

	<p>Each child from Year 3 has access to their own 1:1 iPad which provides opportunities for individualised learning and helps to deliver multi-sensory approaches. We use autism and dyslexia-friendly approaches to teaching in each classroom and resources are readily available in all classrooms, or from the SENDCos, to help any child who might need them, not just those on the SEND Register.</p>
<p><b><i>Arrangements for consulting and involving parents/carers of children with SEN and involving them in their child's education:</i></b></p>	<p>Through our 'open door' policy and building strong relationships with our families, parents/carers are able to communicate with teaching teams, SENDCo and the Inclusion team through a combination of face-to-face meetings and virtual platforms whenever necessary. Parents/Carers who have concerns about their child speak to the class teacher, learning mentor and the SENDCo where appropriate.</p> <p>Children's progress is tracked against individual targets and shared with parents on a termly basis. Parent's views are captured on the child's individual education plans. Annual reviews for those children with an EHCP are conducted and parents along with relevant professionals are invited to attend and contribute their views and wishes. This is then fed back to the local authority.</p>
<p><b><i>Arrangements in place for consulting young people with SEN and involving them in their education:</i></b></p>	<p>At Prescott Primary, we pride ourselves in encouraging all children to feel that they can talk to any member of staff about anything. Children are encouraged to engage in self-assessment of their progress in response to teacher feedback. Children with SEN are involved in reviewing their progress and setting future targets on their Individual Education Plan. In addition, all children from Year 3 and above have access to Google Classroom in which they are able to communicate directly with their teacher. The Accelerated Reader program allows all children, and their parents/carers to see their individual reading targets and progress.</p>
<p><b><i>Adaptations made to the curriculum and the learning</i></b></p>	<p>All children at Prescott Primary are fully included in all aspects of school life and diversity within society is acknowledged and celebrated. In 2023 we were awarded the UNICEF Rights Respecting Schools Gold award.</p>

<p><b><i>environment for children with SEN:</i></b></p>	<p>We strongly value that all children learn at different rates, in different ways, and our day-to-day planning of lessons takes this into account. Reasonable adjustments are made for all children to access the curriculum and learning environment. This involves using specialist support, specialist equipment and resources, a change of delivery style or type of activity. Evidence based interventions are used such as IDL and Talk Boost, and group/individual support are specifically tailored to fit the children concerned and regularly monitored for effectiveness. Also see the school accessibility policy and equality duty policy and duty statement on the website - <a href="http://www.prescotprimary.org.uk/information/send">http://www.prescotprimary.org.uk/information/send</a></p> <p>We have developed The Hive, which is an alternative classroom with low stimulation and access to activities such as, sensory circuits, Attention Autism groups, targeted speech and language activities and a number of other interventions for those children who require it. The Hive allows children who may need an alternative journey through mainstream school a bespoke and flexible approach to learning whilst still engaging in classroom activities with their peers.</p>
<p><b><i>Securing equipment and facilities:</i></b></p>	<p>The SENDCos liaise closely with specialist and outside agencies to ensure children have the equipment, provision, and resources to support them in school with their learning and to keep them comfortable and safe. This is discussed with parents and carers and where appropriate staff are trained to use specialist equipment.</p>
<p><b><i>Additional support for learning:</i></b></p>	<p>Children receive additional support to aid their learning within school and where appropriate through virtual platforms when home learning. This takes the form of any of the following: adapted curriculum, small group intervention for literacy, language and numeracy support, specialist equipment or apps, learning mentor small group or 1:1 sessions, sensory circuits, Attention Autism, speech and language interventions, counselling or play therapy.</p>
<p><b><i>Working with other agencies:</i></b></p>	<p>Guidance and support are also provided by outside agencies such as: specialist SpLD teacher, specialist ASD teacher, EAL team, Sensory Impairment Service, educational psychologists, paediatric services including speech and language therapists, physiotherapists and occupational therapists, the school health team, the attendance service, Listening Ear, and the Education</p>

	Improvement team.
<b><i>Support for improving emotional and social development:</i></b>	Our dedicated inclusion team works closely with all staff, parents and children in ensuring the well-being of every child throughout the year. We continue to invest in the services of 'Careful Counselling' counselling service, and a registered Play Therapist, who offers individual counselling for children within our school one day a week.
<b><i>How children are enabled to engage in activities available with children in the school who do not have SEN:</i></b>	<p>We are an inclusive school and believe firmly in the philosophy of 'learning without limits' and 'shared leadership'. All children have been involved in achieving the UNICEF Rights Respecting Schools Gold award.</p> <p>We have many opportunities for extra-curricular activities and all children are encouraged to take part. Where necessary, school have arranged for additional staff to attend extra curricular activities in order for children with SEND to be supported.</p> <p>All children in Year 6 are encouraged to go on the residential trip to PGL and the children and parents are highly involved in the planning and any adaptations that are needed prior to this trip.</p> <p>All children have the opportunity to take part in sports days, workshops, and pupil conferences.</p> <p>Also see our school accessibility policy and equality duty policy and statement on the school website on how we support pupils with disabilities:  <a href="http://www.prescotprimary.org.uk/information/send">http://www.prescotprimary.org.uk/information/send</a></p>
<b><i>Expertise and training of staff:</i></b>	<p>We have a total of 31 teaching assistants (full time and part time), including 4 Higher Level Teaching Assistants, working throughout each cohort within the school from Nursery through to Year 6.</p> <p>Some teaching assistants have areas of specialism and/or experience and expertise in certain areas of Special Educational Needs and strategies such as speech and language, autism, specific</p>

	<p>learning difficulties, and are trained to deliver interventions such as Elklan language activities or Talk Boost.</p> <p>Staff have accessed training focussed on oracy and speech and language, (delivered by Voice 21 and Knowsley Speech and Language Therapy Services and an I CAN Talk Boost accredited trainer).</p> <p>Teaching staff have received training from OSSME (Autism Initiatives) supporting children with Autism and Sensory Processing difficulties.</p> <p>Staff have had training in Team Teach and the Zones of Regulation.</p> <p>We have two defibrillators in school, which all First Aiders are qualified and trained to use. The SENDCOs attend SENDCo forums throughout the academic year held by the Local Authority to keep up to date with legislative changes and local/national initiatives.</p>
<p><b><i>Arrangements for supporting children in moving between phases of education:</i></b></p>	<p>Careful transition plans are made at the end of the summer term to ensure that children are able to meet their new teachers. This includes children spending sessions in their new classroom. Social stories are also sent home and available on Google Classroom. Transition meetings between teaching staff, SENDCOs and the learning mentor, prior to children moving into a new classroom take place at the end of the summer term and the beginning of the autumn term.</p> <p>During the academic year, Y6 children participate in two whole day conferences in school led by the Deputy Head and Y6 teachers to prepare them for transition, changes and celebrate their journey through primary education.</p> <p>In the summer term staff meet with SENDCO's and year leaders from secondary schools to pass on information, advice and guidance for those children moving on to secondary school. Virtual and face-to-face meetings with key members of staff from secondary schools also take place in school prior to the end of term. Children with SEN are able to visit their new secondary school.</p>

<p><b>Evaluating the effectiveness of SEN provision:</b></p>	<p>All of our school data is monitored by the Local Authority and Ofsted (last Inspection April 2022). We are also part of 'Challenge Partners' and the last quality assurance review was held in February 2023. As a result of this review we received an area of excellence in SEND on '<b>Thriving in a mainstream classroom through an alternative learning journey</b>'.</p> <p>We follow the graduated approach of assess, plan, do and review as described in the SEND policy.</p> <p>Interventions and support are monitored on a frequent and regular basis and adjusted where necessary. Evidence based interventions and therapies use an initial baseline assessment and this is repeated at the end of the intervention to show impact and individual progress.</p> <p>Adults working with our children monitor progress regularly. All class teachers regularly evaluate and adapt their own teaching to meet the needs of every pupil in their class.</p> <p>Children's progress is tracked each half term against age related expectations or individual appropriate targets by members of the Senior Leadership Team, teaching staff and SENDCOs and shared with parents on a termly basis. Progress for children with SEND who are working significantly below age related expectations is tracked through learning journeys and bespoke targets to show small steps of progress. This is shared with parents/carers.</p> <p>Evidence based interventions are used throughout school and the impact on individual children's progress is monitored by the SENDCO.</p>
<p><b>Complaints about SEN provision:</b></p>	<p>We actively encouraged dialogue between parents/carers and school to resolve any problems or concerns at the earliest stage, following procedures set out in the SEND policy.</p> <p>During the academic year 2022-23 there were no complaints about SEND provision.</p>
<p><b>Contact details of support services</b></p>	<p>Knowsley Parent Carers Voice (KPCV): 07376 233141 Monday to Friday 9.00am to 3.00pm  <a href="https://www.knowsleyinfo.co.uk/content/knowsley-parent-carers-voice-kpcv">https://www.knowsleyinfo.co.uk/content/knowsley-parent-carers-voice-kpcv</a></p>

<b><i>for parents of pupils with SEN:</i></b>	<p><a href="https://www.facebook.com/knownsleypcv/">https://www.facebook.com/knownsleypcv/</a> Email: <a href="mailto:Infokpcv@gmail.com">Infokpcv@gmail.com</a></p> <p>Stars Liverpool (support for families): 07914794492 or 07901557781 <a href="https://www.knowsleyinfo.co.uk/content/little-stars">https://www.knowsleyinfo.co.uk/content/little-stars</a> Email: <a href="mailto:starsgroup.liverpool@gmail.com">starsgroup.liverpool@gmail.com</a></p> <p>ADDvanced Solutions (Knowsley): 0151 486 1788 <a href="https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-knowsley.html">https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-knowsley.html</a> Email: <a href="mailto:info@advancedsolutions.co.uk">info@advancedsolutions.co.uk</a></p> <p>Clinical Partners Parenting Support Programme: <a href="http://www.knowsley.clinical-partners.co.uk">www.knowsley.clinical-partners.co.uk</a> <a href="http://www.youthactivitiesinknowsley.co.uk">www.youthactivitiesinknowsley.co.uk</a></p>
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