

Prescot Primary School

SEND Information Report 2025 -2026



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 2025-2026.

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

- Mrs Emma George - Working days Monday to Thursday
- Mrs Claire Davies (EYFS SEND) - Working days Tuesday to Friday
- Mrs Helen Collis - SEND Support Teacher
- Mrs Michelle Blackburn (SEND Governor)
- Contact: 0151 432 7100; admin@prescotprimary.org.uk

Further information can be found on the local offer:

For Knowsley residents: <https://www.knowsleyinfo.co.uk/send-home>

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 committed to ensuring all children reach their potential, both academically and personally, socially, and emotionally. Most of our children are expected to meet the learning goals for their age, and we strive to support every student in achieving their potential across all areas of the curriculum.

	<p>Children are typically identified as having Special Educational Needs and Disabilities (SEND) when they experience difficulties in one or more of the following areas:</p> <ul style="list-style-type: none"> ● Communication and Interaction ● Cognition and Learning ● Sensory and/or Physical Needs ● Social, Mental, and Emotional Health <p>Currently, 27% of our children have identified special educational needs and/or disabilities during the 2025 - 2026 academic year. Children are identified as having SEND when their progress has slowed or halted, and the usual interventions, resources, or strategies we typically provide do not lead to sufficient improvement.</p> <p>Key Areas of Need</p> <p>In the last academic year, speech, language, and communication difficulties were the most prevalent areas of need. This category also includes children with Autistic Spectrum Condition (ASC) and those awaiting assessments from Neurodevelopmental Pathways.</p> <p>As we continue to monitor and support all our students, we remain committed to providing the right resources and interventions to support each child's individual needs.</p>
<p><i>Identifying children with SEN and assessing their needs:</i></p>	<p>At our school, class teachers, SENDCos, and the senior leadership team work closely together to monitor the progress of all students. We use a range of tools, including Star Maths and Star Reading tests, alongside Comparative Judgement for Writing, to track academic progress. In addition, various checklists and questionnaires are employed to identify other areas of difficulty, such as communication, language, or social and emotional difficulties.</p> <p>We value the role of parents/carers in supporting their child's education, and we encourage them to raise concerns directly with the school. When this happens, class teachers collaborate closely with the SENDCos to seek advice and plan appropriate activities and interventions.</p>

	<p>The effectiveness of these strategies is regularly assessed and reviewed. The progress towards children's individual targets is monitored termly or at the end of the intervention. If a child's progress remains limited despite targeted support, the SENDCo will arrange a meeting with the parent(s)/carer(s) and the child to discuss next steps. This may involve the introduction of additional SEND support or a referral for an external specialist service for further assessment.</p>
<p><i>The approach to teaching children with SEN:</i></p>	<p>At Prescott Primary, we recognise that every child learns in different ways, and our planning and provision are designed with this in mind. We maintain the highest expectations for all the children we teach, encouraging them to challenge themselves and aspire to their full potential. Through our philosophy of 'learning without limits', we aim to dismantle self-limiting beliefs and support every child in achieving success.</p> <p>Quality First Teaching is our primary approach to teaching children with SEND. This includes providing evidence-based small group interventions and 1:1 teaching support for some children, tailored to meet individual or group needs. These interventions are regularly reviewed by teaching teams and SENDCos to ensure their effectiveness.</p> <p>From Year 3, each child is provided with their own 1:1 iPad, offering opportunities for individualised learning and helping to implement multi-sensory approaches. The use of technology enhances access to the curriculum and supports a range of learning styles.</p> <p>In our classrooms, we embrace autism-friendly and dyslexia-friendly approaches to teaching, ensuring that all students are supported regardless of their specific learning needs. A variety of resources are available in every classroom, or through SENDCos, to assist any child who might require additional support - not just those on the SEND Register.</p>
<p><i>Arrangements for consulting and involving parents/carers of children with SEN</i></p>	<p>We value the importance of strong partnerships with parents/carers in supporting children's education. Through our 'open door' policy, we foster open communication and build positive relationships with families. Parents/carers are encouraged to engage with teaching teams, the SENDCo, and the Inclusion team through a combination of face-to-face meetings and virtual platforms, ensuring flexibility for all families.</p>

<p><i>and involving them in their child's education:</i></p>	<p>If parents/carers have concerns about their child, they are encouraged to speak with the class teacher, learning mentor, and the SENDCo, where appropriate, to discuss their concerns and agree on next steps.</p> <p>Children's progress is carefully tracked against individual targets and is shared with parents/carers on a termly basis. Parents/carers' views are also captured as part of the child's Individual Education Plan (IEP), ensuring they have input into the planning and review of their child's educational journey.</p> <p>For children with an Education, Health, and Care Plan (EHCP), annual reviews are held, and parents/carers, along with relevant professionals, are invited to attend and contribute their views and wishes. This feedback is then shared with the local authority to ensure that the support and provision are in line with the child's evolving needs.</p>
<p><i>Arrangements in place for consulting young people with SEN and involving them in their education:</i></p>	<p>At Prescott Primary, we pride ourselves on 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 SEND are involved in reviewing their progress and setting future targets on their Individual Education Plan (IEP). In addition, all children from Year 3 and above have access to Google Classroom, where they can communicate directly with their teacher. The Accelerated Reader programme allows all children, along with their parents/carers, to see their individual reading targets and progress.</p>
<p><i>Adaptations made to the curriculum and the learning environment for children with SEN:</i></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>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</p>

	<p>interventions are used such as Talk Boost, and group/individual support are specifically tailored to fit the children concerned and regularly monitored for effectiveness. Please also see the school accessibility policy and equality duty policy and duty statement on the website - http://www.prescotprimary.org.uk/information/send</p> <p>We have developed The Hive, an alternative classroom designed to provide a low-stimulation environment for children who may need additional support in their learning journey. This space is tailored to meet the needs of students who benefit from a quieter, more structured setting to help them thrive both academically and socially. Within The Hive, children have access to a variety of interventions and activities designed to support their individual needs, such as sensory circuits, Attention Autism groups, targeted speech and language activities, and a range of other bespoke interventions.</p> <p>The purpose of The Hive is to offer children who may require an alternative approach to learning a flexible and personalised experience, while still ensuring they remain included in the wider classroom activities alongside their peers. The provision within The Hive is carefully planned and adapted, allowing each child to engage with the mainstream curriculum in a way that supports their unique learning style. This allows them to feel part of the school community while receiving the specific support they need to succeed.</p>
<p>Securing equipment and facilities:</p>	<p>The SENDCos work closely with a wide range of specialist and external agencies to ensure that children have access to the necessary equipment, provision, and resources to support their learning in school. This includes making sure that children are provided with any specialist tools, technology, or resources that help them fully engage with the curriculum and feel comfortable and safe in their school environment. The collaboration with outside agencies ensures that the support is tailored to each child's specific needs, whether it's related to sensory needs, physical disabilities, or communication difficulties.</p> <p>These arrangements are always discussed with parents/carers to ensure that they are fully informed and involved in decisions about their child's support. Where appropriate, staff training is provided to ensure that teachers and other school staff are fully equipped to use any specialist equipment or strategies needed to support the child effectively. This might include training in</p>

	<p>assistive technology, manual handling, or other specific approaches designed to support the child’s learning and wellbeing. The SENDCo regularly reviews the support in place, working with external professionals to adjust and improve provision as required.</p>
<p><i>Additional support for learning:</i></p>	<p>Children receive extra support to help their learning both in school and, when needed, through virtual platforms for home learning. This support can include:</p> <ul style="list-style-type: none"> ● Adapted Curriculum: Tailored lessons to meet individual learning needs. ● Small Group Intervention: Focused sessions for literacy, language, and numeracy to support key skills. ● Specialist Equipment or Apps: Tools or apps to help children engage with their learning. ● Learning Mentor Support: Small group or 1:1 sessions to help with academic and personal development. ● Sensory Circuits: Activities to support focus and self-regulation. ● Attention Autism: Structured sessions to help with focus and social skills, especially for children with autism. ● Speech and Language Support: Help with communication skills for children with speech or language challenges. ● Counselling or Play Therapy: Emotional support to help children manage feelings and develop coping strategies. <p>This approach ensures that every child gets the right support to succeed in school and at home.</p>
<p><i>Working with other agencies:</i></p>	<p>Guidance and support are also provided by a range of outside agencies to ensure children receive the expert help they need. These include:</p> <ul style="list-style-type: none"> ● Specialist SpLD Teacher: Provides screening for children who may be presenting with a Specific Learning Difficulty (SpLD), such as dyslexia. ● Specialist ASD Teacher: Offers advice for children with Autism Spectrum Disorder (ASD), and their families, focusing on developing social skills, communication, and strategies for managing sensory needs.

	<ul style="list-style-type: none"> ● EAL Team: Supports children who speak English as an Additional Language (EAL), helping them develop their language skills and integrate into the classroom. ● Sensory Impairment Service: Provides support for children with hearing or visual impairments, ensuring they have the resources and strategies needed to access the curriculum. ● Educational Psychologists: Work with children, teachers, and families to assess learning needs and recommend appropriate interventions to support academic, social, and emotional development. ● Paediatric Services: Includes support from speech and language therapists, physiotherapists, and occupational therapists, who provide targeted interventions to support children’s communication, physical, and sensory development. ● School Health Team: Offers health-related support and advice to children and families, including mental health and well-being services. ● Attendance Service: Works to support children and families in improving school attendance and addressing any barriers that may be preventing regular school participation. ● Listening Ear: Provides emotional support to children, helping them cope with personal challenges through one-to-one or group sessions. <p>These external agencies work in partnership with our school to provide a holistic approach to supporting children’s learning, emotional well-being, and overall development.</p>
<p><i>Support for improving emotional and social development:</i></p>	<p>Our dedicated CARE Team works closely with all staff, parents, and children to ensure the well-being of every child throughout the year. We continue to invest in the services of ‘Careful Counselling’, a professional counselling service, who provides individual counselling sessions for children within the school on a weekly basis. These services offer essential emotional support, helping children manage personal challenges and develop coping strategies, promoting their emotional and mental well-being.</p>
<p><i>How children are enabled to engage in</i></p>	<p>We are an inclusive school and firmly believe in the philosophy of ‘learning without limits’ and ‘shared leadership’. All children have been involved in achieving the UNICEF Rights Respecting Schools Gold Award, demonstrating our commitment to equality and respect for all.</p>

<p>activities available with children in the school who do not have SEN:</p>	<p>We offer a wide range of extra-curricular activities, and all children are encouraged to participate. When needed, we arrange for additional staff support to ensure children with SEND can fully engage in these activities, providing the necessary support to meet their individual needs.</p> <p>All Year 6 children are encouraged to attend the residential trip to PGL, and both children and parents are actively involved in the planning process. Any necessary adaptations to ensure accessibility and support for children with SEND are made in advance, allowing all students to fully participate and enjoy the experience.</p> <p>Every child also has the opportunity to take part in sports days, workshops, and pupil conferences, promoting a sense of inclusion and community. These events are designed to allow children of all abilities to engage and contribute.</p> <p>For further details on how we support pupils with disabilities, please refer to our School Accessibility Policy and Equality Duty Policy available on our school website: http://www.prescotprimary.org.uk/information/send</p>
<p>Expertise and training of staff:</p>	<p>We have a total of 38 teaching assistants (both full-time and part-time), including 4 Higher Level Teaching Assistants (HLTAs), who work across all year groups, from Nursery through to Year 6.</p> <p>Some of our teaching assistants have specialist skills and expertise in specific areas of Special Educational Needs (SEN), such as speech and language, autism, and specific learning difficulties. They are trained to deliver targeted interventions, including Elklan language activities and Talk Boost.</p> <p>Staff have accessed training focused on oracy and speech and language development, delivered by Voice 21, Knowsley Speech and Language Therapy Services, and an I CAN Talk Boost accredited trainer.</p> <p>Our teaching staff have also received training from OSSME (Autism Initiatives) to better support children with Autism and Sensory Processing difficulties. Additionally, staff have undergone</p>

	<p>Team Teach training, which focuses on de-escalation techniques, and have received training in Zones of Regulation to help children develop emotional regulation skills.</p> <p>To ensure the health and safety of all our students, we have three defibrillators on-site, and all First Aiders are fully qualified and trained to use them.</p> <p>Our SENDCos regularly attend SENDCo forums throughout the academic year, organised by the Local Authority, to stay up to date with legislative changes and new local and national initiatives in the field of special educational needs.</p>
<p><i>Arrangements for supporting children in moving between phases of education:</i></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><i>Evaluating the effectiveness of SEN provision:</i></p>	<p>All of our school data is closely monitored by the Local Authority and Ofsted (with our most recent inspection in April 2022). We are also part of Challenge Partners, with our last quality assurance review taking place in March 2025. We have received an Area of Excellence in SEND, specifically for 'Thriving in a mainstream classroom through an alternative learning journey'.</p>

	<p>We follow the graduated approach of assess, plan, do, and review, as outlined in our SEND policy. This approach ensures that the needs of all students are regularly assessed and that appropriate support is provided to help them make progress.</p> <p>Interventions and support are closely monitored on a frequent and regular basis, with adjustments made as necessary to ensure their effectiveness. Evidence-based interventions and therapies begin with an initial baseline assessment, which is repeated at the end of the intervention to measure its impact and track individual progress.</p> <p>Adults working with children regularly monitor their progress. All class teachers consistently evaluate and adapt their teaching to meet the specific needs of each pupil in their class, ensuring that everyone has the opportunity to succeed.</p> <p>Children's progress is tracked every half-term against age-related expectations or appropriate individual targets. This is reviewed by the Senior Leadership Team, teaching staff, and SENDCos, and the progress is shared with parents on a termly basis. For children with SEND who are working significantly below age-related expectations, progress is tracked through learning journeys and bespoke targets to highlight small steps of progress, which are also shared with parents/carers.</p> <p>Evidence-based interventions are used throughout the school to support all children, and their impact on individual progress is continuously monitored by the SENDCo to ensure that each child receives the appropriate support to make meaningful progress.</p>
<p>Complaints about SEN provision:</p>	<p>We actively encourage 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 2024 - 25 there were no complaints about SEND provision.</p>
<p>Contact details of support services</p>	<p>Knowsley Parent Carers Voice (KPCV): 07376 233141 Monday to Friday 9.00am to 3.00pm https://www.knowsleyinfo.co.uk/content/knowsley-parent-carers-voice-kpcv</p>

**for parents of
pupils with SEN:**

<https://www.facebook.com/knowsleypcv/>

Email: Infokpcv@gmail.com

Stars Liverpool (support for families): 07914794492 or 07901557781

<https://www.knowsleyinfo.co.uk/content/little-stars>

Email: starsgroup.liverpool@gmail.com

ADDvanced Solutions (Knowsley): 0151 486 1788

<https://www.addvancedsolutions.co.uk/our-offers/our-offer-in-knowsley.html>

Email: info@addvancedsolutions.co.uk

Clinical Partners Parenting Support Programme: www.knowsley.clinical-partners.co.uk

www.youthactivitiesinknowsley.co.uk