



St Luke's Halsall CE Primary

Inspiring lives, building futures, together with Jesus

SEN INFORMATION REPORT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

St Luke's Halsall Primary School – Ethos statement

At St. Luke's Halsall we recognize that everyone is made in the image of God and that we are privileged to be part of the lives of the children we educate and nurture.

We also recognize that a strong partnership between pupils, staff, parents and governors will enable us to realize our mission statement, "Inspiring lives, building futures together with Jesus", striving to ensure that our values and decisions are made based on the values Jesus taught us.

What is the SEN Information Report?

This document outlines how this school contributes to Sefton's Local Offer(see Sefton Council's website 'The Sefton Directory – Local Offer SEND') **by detailing the support and provision you can expect to receive at St Luke's Halsall Primary School.**

How do we define Special Educational needs?

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

The new SEND Code of Practice 2014

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

The first point of call is your child's class teacher.

Responsible for:

- Planning and delivering high-quality adapted lessons to meet the needs of all pupils in the class.
- Assessing the progress of your child and informing the Headteacher/SENCo if your child is falling behind or experiencing difficulties which cannot be overcome without additional support or interventions.
- Writing specific pupil targets, then sharing and reviewing these with parents/carers
- Liaising with all staff working with your child in school to deliver the planned work/programme for your child, so they can make the best possible progress.

SENCo(Special Educational Needs Co-ordinator – Miss H Collins)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Developing the school's SEND policy
- Ensuring that parents and carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how their child is progressing.
- Liaising with all the other professionals who may come into school to help support your child's learning
- Maintaining the school's inclusion register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are up to date records of your child's progress and needs.

- Coordinating specialist support and advice for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher (Mr R Miller)

Responsible for:

- The day-to-day management of all aspects of the school, which includes support for children with SEND.
- Ensuring that the training needs of SENCO and other staff are met.
- Reporting to the Governing Body on provision and progress for pupils with SEND.

SEN Governor (Mrs L Deninson)

Responsible for:

- Monitoring the provision and progress for pupils with SEND.
- Making sure that the necessary support is made for any child who attends the school who has SEND.

How does the school identify children with SEND?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. A pupil has SEND when, in order for them to make progress, they require additional or different support to the school's quality first teaching approaches.

- Pupil progress meetings are held each term with the head teacher and individual class teachers to review and celebrate progress, and identify underachieving children/next steps.
- Adult observations and parent/children discussions feed into building a profile.
- Teachers may complete an initial 'Record of Concern' as part of a robust Early Identification process
- Teachers may approach SENCo for advice/resources/assessment
- Consultations with the school's Inclusion Consultant (Sefton) can help establish whether a child may have SEN

What type of SEND does the school cater for?

The Code of Practice identifies four broad areas of special need, under which SEND can be classified. Not all children with these needs will require a support plan, and some children may have difficulties in more than one area.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical difficulties

What are the different types of support available for children with SEND at St Luke's School?

1. Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching / Enhanced Quality First Teaching).

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows, can do and can understand.
- Adapted teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and recording learning in different ways (written, ICT or practical); support from a Teaching Assistant for some pupils; work adapted to allow full inclusion.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn: e.g. use of coloured overlays, wordbanks, individual task planners, writing supports.
- Your child's teacher will have carefully checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.

2. Small group work

This means they have been identified as needing some extra support in school in a specific aspect of their learning.

- S/he will engage in group sessions with specific targets to help him/her to make more progress, usually led by a Teaching Assistant who has been trained in how to lead the programme.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

3. Specialist support from outside agencies / additional funding

This means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school.

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialised input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to the relevant specialist professional, who may also ask you to give information about your child in order to give the most effective advice and support for your child.
- The specialist professional will make recommendations and advise on appropriate progress targets, which may result in changes to the way your child is supported in class e.g. some individual support; changing some aspects of teaching; a group run by school staff under the guidance of the outside professional; group or individual work with outside professionals.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- An Education, Health & Care Plan (replacing Statements of SEN) may be drawn up if your child needs a particularly high level of support and provision beyond that usually available in a mainstream classroom and their learning needs are severe, complex and lifelong. After consultation with parents and relevant professionals, a Request for Statutory Assessment will be made to the Local Authority, who will decide whether an EHC Plan is appropriate. If it is agreed, they will decide on the appropriate level of additional provision to be made and draft an Education, Health & Care Plan (EHC Plan) for your child. The Plan would be formally reviewed at least once a year.

This type of support is available for children with specific barriers to learning which cannot be overcome purely through Quality First Teaching and intervention groups.

A wide variety of interventions, programmes and resources are used to support children with SEND, as well as being used within Quality First Teaching. Children may access some of the following depending on their need. These include:

- **Communication and interaction**
Friendship Terrace, WELLCOMM, ELKLAN
- **Social, emotional and mental health difficulties**
Social and emotional communication groups, Nurture groups, Time to Talk, Heart Smart, Boxall Profile, ELSA
- **Sensory and / or physical difficulties**
Weighted lap-pads/backpacks, sensory room, sensory circuits, visual timetables.
- **Cognition and learning**
Jolly Phonics, Nessy and Ed-SHed (ICT spelling programs), Precision Teaching, RM Maths, Toe by Toe, IDL and LEXIA

Approaches used to support the teaching of all children, including those with SEND

Approaches to support Communication and Interaction

Visual timetables and supports
Outcomes modelled and demonstrated
Clear classroom organisation and structures
Clear unambiguous use of language
Opportunities to work independently without interruption
Time provided for pupils to process language
Teacher able to access and employ method of communication appropriate to pupils' need
Clear and simple instructions

Approaches to support emotional and mental health difficulties

Tactile sensory objects to calm students
Time out arrangement
Understanding of methods to motivate a range of learners
Recognition of sensory needs and appropriate adjustments made
Positive regular communication with parents
Clear rewards and sanctions
Consistent use of positive language
Range of opportunities to support social and emotional development
Class and school medication strategies
Clear and understood behaviour policy

Approaches to support cognition and learning needs

Differentiated curriculum
Reading material accessible to students
Students can present knowledge in a variety of ways
Assessment for learning concepts- pupils are aware of the next steps in learning and how to achieve them
Accessibility to personalised learning aids such as word banks, number lines etc.
Collaborative working opportunities
Repetition and reinforcement of skills
Multi-sensory approaches to learning
Methods to summarise and highlight key teaching points
Questions differentiated in accordance to level of understanding and emotional needs
Interactive learning opportunities as appropriate
Teaching adapted to a range of learning preferences

Approaches to support sensory and/or physical needs

Environmental adaptations to suit cohort or individual pupils
Access to equipment to ensure mobility
Awareness of seating positions to consider sensory difficulty
Adaptations of resources to ensure accessibility
Access to developmentally appropriate materials and resources
Adaptations to presentation of learning
Effective use of resources and technology

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

- If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:
 - listen to any concerns you may have too
 - plan any additional support your child may receive
 - discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children?

- The school budget, received from Sefton LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- A decision is made about what resources/training and support are needed.

Who are the other people providing services to children with SEND in this school?

- **Directly funded by the school (if appropriate) includes:**
 - Teaching Assistants delivering intervention programmes
 - Teacher delivering nurture / emotional literacy work to individuals/groups and small group interventions
 - Additional Educational Psychology input to provide a higher level of service
 - Top-up funding towards specialist behaviour unit
 - Parent/child counselling sessions
 - Together Trust (formerly OSSME provision)
 - School Mental Health and Well Being lead – Mrs Griffiths
- **Paid for centrally by the Local Authority but delivered in school includes:**
 - Educational Psychology Service, in certain cases
 - Sefton Special Educational Needs Inclusion Service (SEINIS)
 - Early Help Team
 - Jigsaw – specialist behaviour unit
 - In Year Fair Access Panel
 - Social Care
 - Sefton Carers
- **Provided and paid for by the Health Service but delivered in school or clinic includes:**
 - School Nurse
 - Occupational Therapy/Physiotherapy
 - Speech and Language Therapy
 - Community Paediatricians
 - CAMHS (Children and Adolescent Mental Health Service)
 - SWACA (Sefton Women's and Children's Aid)

What is the process for implementing SEND support?

The process for implementing SEND support is described in the 2014 Code of Practice as the Graduated Approach and has four stages (detailed below).

Assess, Plan, Do, Review



REVIEW

Targets will usually be reviewed at least 3 times a year with pupils. Parents/Carers will be invited in for reviews but please feel free to contact your child's class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – i.e.: - is further support still required? If so do we need to increase intervention? Do we need to involve outside agency support? What are our next targets?

ASSESS

This could be through formal data collection from:

- Guided reading
 - Unaided writing
 - Half termly assessments
- Outside Agency assessments

This could be informal through:

- Observations over time
- Agency observations
- Parental concerns and observations



PLAN

SMART (Specific, Measurable, Achievable, Realistic Targets) targets are created using information collected in the ASSESS part and a learning plan will be written.



DO

Using a range of different strategies to help your child to achieve their targets.

This intervention could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, working on specific targets
- 1:1 support – may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Outside Agency support – usually done on 1:1 basis with a specialist in the field
- Referral to LA for Statutory Assessment



How are the teachers/teaching assistants in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on supporting specific aspects of SEND such as ASD or Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Recent training includes whole school Speech and Language training (focus on early language development and working/auditory memory, Safer Handling, Whole staff Autism Awareness & Comic strip conversations, Whole staff Sensory training (OT), Social and communication workshops and cloud-based dyslexia intervention IDL (whole staff and SENCOs from other local schools). Training priorities for 2018-19 centre around ASD and Speech and Language.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- A SEN Support Plan will be drawn up, in conjunction with you and your child. This will be reviewed termly and you will be invited to part of this review process. Pupil and parent views are a key part of this document and staff will seek these views before and during the review meeting.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher and will be shared with you formally at Parent / Teacher Meetings in October and March and an annual written report in July each year. School uses an Assessment System called Insight and B Squared, where appropriate.
- If your child has a SEN Support Plan, you will be invited to attend a review meeting in the summer term to discuss your child's targets and interventions. If your child has support from an outside agency, they may be invited to this review to share their thoughts and make suggestions.
- For younger children, or children with significant difficulties, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. Staff are receiving training for a new assessment tool called B-squared.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. In some cases, we meet to review their progress at certain points through the year too.
- The SENCO will also check that your child is making good progress through regular monitoring procedures.

How is St Luke's Halsall Primary School accessible to children with SEND?

St Luke's Halsall is a mainstream primary school on one level, with wheelchair access throughout the school. If a pupil is known to have a disability prior to admission, the SENCO will work with the SENIS team, current school/pre-school provider, health care professionals (where necessary) and parents to ensure a smooth transition. Our Disability Access Plan sets out the school's target over the next three years and is published on our website.

What support do we provide for you as a parent of child with Special Educational Needs or disability (SEND)?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be shared with you at a meeting, by phone or in a written report. We are available to discuss reports with you in school and explain where necessary.
- SEN Support Plans will be reviewed with you each term.
- Homework will be adjusted to your child's individual needs, if required.
- A home/school contact book and Class Dojo may be used to support communication with you, when this has been agreed to be useful for you and your child.

How will we support your child when they are leaving this school or moving on to another class

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed in plenty of time.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
 - All children spend some time in their new classroom during the summer term.
 - If your child would be helped by a book to support them understand moving on, this will be made with them.
 - An individual transition plan will be devised, if required.
- In Year 6:
 - SENCO will speak to the SENCO of their secondary school to discuss the specific needs of your child and they will be invited to the final review meeting.
 - Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
 - If deemed helpful your child will visit their new school and in some cases staff from the new school may visit your child in this school.

This document has been reviewed and updated – December 2025.

As there were only 5 SEND pupils including 2 EHCP pupils reaching the end of KS2 in 2025, the governors have decided not to publish any progress data which may allow individual pupil information to be worked out.

There is no progress data from KS1 to KS2 due to Covid pandemic.

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative format, please do not hesitate to contact us.

We welcome any thoughts or comments you may have on our SEN Information Report.