

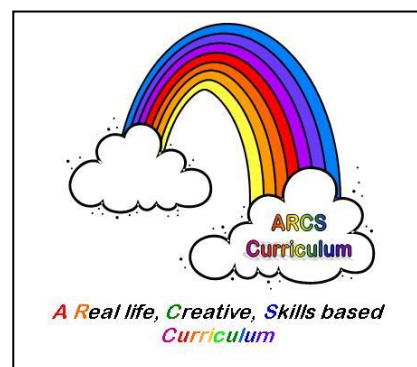
EVELYN C P SCHOOL



Special Educational Needs And Disabilities Information Report

Reviewed & Updated: Autumn Term 2025

To be reviewed: Autumn Term 2026



Special Educational Needs & Disabilities **Information Report**

At Evelyn Community Primary School, we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and a broad and balanced curriculum for all. We aim to educate pupils with Special Educational Needs and Disabilities, alongside their peers through the Evelyn ARCS Curriculum, and to provide pastoral and learning opportunities beyond those offered to mainstream pupils; meeting the individual needs of all SEND pupils.

How do we identify and assess pupils with SEND?

A special educational need can be defined in different ways. For example, a child may be having difficulties with reading, number work or behaviour, which can be supported by extra intervention, put in place at school and also by working closely in partnership with parents. It could also be due to a specific disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Categories of special educational needs include:

- General Learning Difficulties –children for whom learning progresses at a slower pace
- Speech and Language Difficulties
- Social, Emotional and Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism (ASC)
- ADD (Attention Deficit Disorder -ADHD (Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical or Medical Needs

Who is our special educational needs co-ordinator (SENDCo) and how can he / she be contacted?

The SENDCO and Senior Mental Health Lead is Mrs Leppard, who can be contacted at school via telephone: **0151 477 8570**.

Alternatively, Mrs Leppard can be contacted through the school email: evelyn.de@knowlsey.gov.uk

The SENDCo is responsible for the implementation of the Special Educational Needs and Disabilities Policy and coordination of specific provision made to support individual children with SEND. In addition, the SENDCo must liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. Also to regularly have contact with a wide range of external professionals and agencies that are able to give more specialised advice.

If you have any concerns regarding SEND matters do not hesitate to contact us.

There are many SEND terms that are abbreviated which can lead to confusion.

Below is a glossary of some of the most used SEND terms:

ADD Attention Deficit Disorder
ADHD Attention Deficit & Hyperactivity Disorder
ASD Autistic Spectrum Disorder
BESD Behavioural Emotional & Social Difficulties
CAF Common Assessment Framework
CAMHS Child & Adolescent Mental Health Service
COP Code of Practice
CP Child Protection
EAL English as an Additional Language
EP Educational Psychologist
EHCP Educational Health Care Plan
FSM Free School Meals
HI Hearing Impairment
IEP Individual Education Plan
P&R Plan & Review meetings
KS Key Stage
PPP Pupil Premium Provision

Evelyn C P School Senior Management Team is responsible for:

- The strategic vision of SEND and inclusion across the school.
- Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.
- Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

The Governing Body is responsible for ensuring that the necessary support is made for any child who attends the school who has SEND.

Current SEND Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years of primary (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- School related data which show the performance of disadvantaged pupils compared with their peers.
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013 (Children and Families Act 2014)

The Children and Families Bill took forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and special educational needs. The Government transformed the system for children and young people with Special Educational Needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill extended the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

In addition, it took forward the reform programme set out in Support and Aspiration: A new approach to Special Educational Needs and Disability: Progress and next steps by:

- Changing the age range covered from 0-25.
- Changing a statement of SEND to Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need; families and particularly requiring local authorities and health authorities to work together; reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

Knowsley LA's local offer is to be found on the school website and also by clicking on the following link:

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

<https://www.knowsley.gov.uk/children-young-people-and-families/early-years-and-childcare/family-information-service/knowsley>

The Local Offer is one of the significant elements of the SEND reforms and seeks to provide information for all parents as to the services available for supporting disabled children and children with SEND as well as their families. The information sets out what is normally available in schools to help children who are at SEND and SEND support. It also details the options available to support families who need additional help to care for their child.

The Local Offer provides parents / carers with information about how to access services in their area. With regard to Education, it also lets parents / carers and young people know how school and colleges can support them, and what they can expect across the local setting.

How does Evelyn C P School know if children need additional help?

- Concerns are raised by parents / carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- If attendance has fallen below 90%.

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. However, you can also contact school to speak to the Headteacher or SENDCo.

How will I know how Evelyn C P School supports my child?

1. Quality first teaching by class teacher (Universal Support):

For your child this would mean:

- The teacher has the highest possible expectations.
- All teaching centres upon building on what your child already knows, can do and understand.
- Different ways of teaching (for example, practical activities and visual supports) put in place so that your child is fully involved in learning in class. Developing more of a personalised approach ensures that all children progress.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support children in order to learn.
- Progress is formally assessed and recorded throughout the year. Targets are set for your child on a regular basis to ensure that gaps in their understanding and learning are addressed.
- Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning.

2. Targeted interventions (Targeted Support)

These may be run in the classroom or in sessions outside of whole-class learning.

- They may be delivered by a Teacher, a Teaching Assistant (TA), a Higher Level Teaching Assistant (HLTA) or someone who has had specific training to run these groups e.g. a member of Knowsley Specialist Learning Support Team.
- We have a Well Being Counsellor / EH Ambassador, ELSA Support (emotional literacy support assistant) and a number of Specialist Support Teaching Assistants, who work across the school to support children with learning, behavioural & emotional needs or physical needs.
- Children will engage in group or individual sessions with specific targets to help them to ensure they make good progress.
- All interventions are planned under the guidance of the Senior Leadership Team in conjunction with class teachers and support staff.
- All interventions are monitored and reviewed on a regular basis by the Headteacher and members of the Senior Leadership Team. The impact of these programmes is carefully monitored. This is to ensure constant re-defining of the programmes in terms of appropriateness and challenge.

3. Specialist groups run by outside agencies (Targeted Support)

This may be from Local Authority central services such as:

- Knowsley Sensory Support Service for children with a hearing impairment (HI) or a visual Impairment (VI)
- Speech and Language Therapy service (NHS service)
- Educational Psychology specialist support

- Occupational Therapy
- School nurse

For your child this would mean:

- You may be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.

- a. Setting clear targets which will be reviewed and used to evaluate progress.
- b. Running an intervention group led by school staff under the guidance of the outside professional.
- c. Running an intervention group or individual work directly with the outside professional.

If a child does not respond to the above support and to appropriate interventions over time a review meeting would take place with the SENDCo, class teacher, parent and child. This is done in preparation for an application for an EHC plan (please see below).

Specified Individual support (Specialist Support)

This is provided for children via an Education Health and Care Plan (EHCP). EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong.

Children will continue to receive:

- Quality First Teaching
- Targeted Interventions
- Support from outside agencies

In addition to this:

1. Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the Child Development Team or Local Authority Specialist Services.
2. The EHC Plan will outline the number of hours of individual or small group support your child will receive, and how the support should be used.

How will we support your child with identified SEND starting at school?

You will be invited to visit the school with your child to have a look around and meet with the Headteacher and SENDCo.

You will also be invited to an Induction Meeting in which details of your child's needs are noted, and in which you can ask questions relating to the school.

If other professionals or outside agencies are involved in supporting your child, a Multi-Agency Team meeting may be held to discuss your child's needs and to share strategies that are used. In addition, staff may wish to make a home visit if appropriate. The SENDCo and class teacher may wish to visit the current setting your child attends if applicable. Furthermore, we may suggest adaptations to the transition period to help your child to settle more easily. The staff will closely monitor the progress the child makes and discuss this with you on a regular basis.

How can I let my child's school know if 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 and / or the Headteacher.

If the class teacher requires additional advice or support, they will contact the SENDCo.

How else may a child be identified as having a specific SEND learning difficulty?

The teacher continually assesses the needs of all children in their class and every child is formally assessed throughout the year. Meetings are held regularly with teaching staff and the Senior Leadership Team to discuss the progress of all children and identify any children who are not making their best possible progress using visual tracking boards. The SENDCo assists class teachers in monitoring the progress of children, liaising closely with them. Interventions are then planned and set for the children. These are reviewed and if a child has not responded to the intervention, parents will be informed. A meeting will then be set with the parent and SENDCo and referrals to relevant outside agencies may be made

How will the school let parents know if they have any concerns about a child's learning?

If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.

Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have. The school may suggest that your child needs some agreed individualised support in school. They will tell you how the support will be used and what strategies will be put in place. If further investigation is needed, a meeting will be set with the SENDCo who will discuss the next steps with you.

How are the staff at Evelyn CP supported and trained to work with children with SEND?

A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as ASC etc. Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service or medical /health training to support staff in implementing care plans. Individual training for an identified staff member may be put into place, linked with the needs of an individual child with SEND. Training needs may be identified through the school's rigorous appraisal process.

How will the 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.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences. Specially trained support staff can implement the teachers modified/adapted planning. Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners. Teaching will include any targets or suggestions made by outside agencies, when appropriate.

How does Evelyn CP measure my child's progress and how will I know?

Your child's progress is continually monitored by his/her class teacher. Their progress is reviewed formally throughout the year. Children have targets in their work books, which are monitored and adjusted. Opportunities for parental consultations are held during the year and your child's targets are then shared with you. Formal end of year reports are provided. If your child has an EHC plan, they will receive a Personal Provision Plan (PPP). This sets and reviews targets regularly through the year. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, who are involved with your child's education.

How will Evelyn CP support me as a parent of a child with SEND?

There are daily opportunities to talk to your child's class teacher and the home-school diary is an excellent means of communication between you and your child's teacher.

The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have. Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.

Is Evelyn CP physically accessible to children with SEND?

The school is accessible to children with physical disabilities and we ensure that high quality equipment is used and is accessible to all children regardless of their needs.

How will Evelyn CP support my child when they are leaving this school, or when moving on to another class (transition)?

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
- Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher.
- If your child would benefit from having a transition book, which outlines what to expect in their new class, this will be arranged for them.
- Pupils are encouraged to become more actively involved in setting their own targets and the school holds two Target Setting Days throughout the year. In Year 6, parents also attend along with their own child where they are able to engage in the reviewing of targets and setting of new ones.

- All students complete the school Student Exit Profile which not only assists with the transition process but helps to further build a complete picture of individual achievement through Evelyn's unique 'Arcs Curriculum.'

In Year 6:

- If your child has an EHC plan, the SENDCo from the secondary school will be invited to attend the annual review or a transition meeting.
- Transition sessions will be held for your child to attend, which will further support their understanding of transitions and any changes ahead.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.

We strive to work in partnership with parents/carers and welcome their involvement. We hold learning events regularly for parents and carers (celebrations of learning; workshops etc) and survey parent/carer opinion regularly. We have a parent/carer-run SEND Parent Support Group for parent and carers of children with diagnosed/complex needs which meets termly.

We also hold termly parent/carer and class teacher meetings. Teachers are happy to meet parents/carers at other times at their request and will also request meetings with parents/carers ourselves at other times when necessary. The Headteacher as well as other senior leaders and class teachers, meet parents/carers all the time and consider this a very important part of their role. All parents/carers are very welcome to make an appointment to discuss children's needs, however large or small, at any time. We also welcome parent/carer volunteers in school.

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

This may be through: discussions with the class teacher or attending parent's evenings. Parents are encouraged to comment on their child's PPP with possible suggestions that could be incorporated.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the Headteacher / SENDCo and / or Class Teacher. Please do not hesitate to contact the school if you have further queries.