



# KEW WOODS SCHOOL

SOUTHPORT

## School SEND Information Report

September 2025

**Definition of SEN:** A child or young person has SEN (Special, Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) *Have significantly greater difficulty in learning than the majority of others of the same age; or*
- b) Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has SEN if they fall into a) or b) above, or would do so if special educational provision were not made for them.

*(SEND Code of Practice, 2015)*

School offer

Kew Woods Primary School is an inclusive school, committed to ensuring that all children make progress and reach their full potential. We adopt a Graduated Response to support pupils with Special Educational Needs and Disabilities (SEND), working in close partnership with pupils, parents, and external agencies to meet individual needs effectively.

To guide this approach, we use a ladder model to support and track pupils with additional needs. This flexible structure allows pupils to move between stages depending on the level of provision required. Movement is not linear; pupils may step up or down the ladder as their needs change. Transitions are gradual and always involve collaborative discussions between the SENCo, class teachers and parents to ensure support remains appropriate.



## SEND REGISTER

- Pupils working below age-related expectations.
- May or may not have a diagnosis.
- Require a Support Plan with clear personalised targets and tailored strategies, as well as a Pupil Passport.
- Receive support in addition to the school's universal offer.
- Targeted intervention or additional support from external agencies is required over a prolonged period.
- Support from external agencies is required over a longer period of time
- Reviewed during Pupil Progress Meetings.
- Progress tracked by teachers, SLT and SENDCo.
- A small minority of pupils may have an Education, Health and Care Plan (EHCP) where provision must be significantly adapted to meet their individual needs.

## SEND MONITORING

- Pupils may or may not have a diagnosis.
- Receive 'High Quality Provision' within the whole class environment.
- May need added intervention, resource or adult support that targets a specific area of learning which requires short term support.
- Support from external agencies
- May need a Support Plan in the future.
- Have a Pupil Passport to outline strengths, needs and personalised strategies.
- Reviewed during Pupil Progress Meetings.
- Progress tracked by teachers, SLT and SENDCo.

## INITIAL CONCERNS

- Pupils flagged for early intervention.
- Receive 'High Quality Provision' within the whole class environment. This is universal classroom strategies and inclusive teaching.
- May show signs of difficulty in learning, behaviour or social/emotional development.
- Short-term interventions or resources targeting specific needs.
- Reviewed during Pupil Progress Meetings.
- Progress tracked by teachers, SLT and SENDCo.
- No formal SEN documentation at this stage.

As part of



1. **Assess** (*pupil progress and attainment*)
2. **Plan** (*pupil target setting*)
3. **Do** (*pupil completed relevant additional intervention*)
4. **Review** (*reassessment to monitor progress and impact of intervention*)

### What type of SEND do we provide for?

#### Our SEND profile for 2025-2026:

The number of pupils on roll at Kew Woods (Reception – Year 6) is 398. There are 83 pupils on our SEND register. This gives an average of 20.8% of pupils with SEND.

The main category of SEND for these 83 pupils are:

Communication and Interaction (CI)	Cognition and Learning (CL)
46 (56%)	18 (22%)
Social, Emotional and Mental Health Difficulties (SEMHD)	Sensory and/or Physical needs (SP)
15 (18%)	4 (5%)

More than one area of need can apply to these pupils. The overall categories of SEND for the 83 pupils are:

Communication and Interaction (CI)	Cognition and Learning (CL)
56	41
Social, Emotional and Mental Health Difficulties (SEMH)	Sensory and/or Physical needs (SP)
36	17

18 of our school population have an Education and Health care Plan (4.5%), 4 pupils receive High Needs Funding, and 4 pupils receive group funding.

**Who are the best people to talk to in school about my child's additional needs?**

Class Teacher	You should speak to the class teacher first if you have any concerns about your child's progress. The class teacher is responsible for adapting the curriculum to meet the needs of all pupils, planning and delivering additional interventions and applying the school's SEND policy. You may then be directed to the SENDCo
SENDCo <i>Miss Lacken-Fernell</i>	You will be referred to the SENDCo by the class teacher for additional support and advice where required. The SENDCo will: coordinate provision for children with SEND; liaise with external agencies to provide suitable support; facilitate staff training; monitor progress to ensure the effectiveness of provision; and coordinate the use of pupil profiles for individual target setting.
Inclusion Lead <i>Mrs Venables</i>	The Inclusion Lead will: work directly with pupils who require additional support through SEMH or Pupil Premium; organise and deploy teaching assistants across the school to ensure effective provision; manage the support in place for pupils with Education, Health and Care Plans (EHCPs); and monitor that this provision is being delivered effectively and in line with individual plans.
Head of School <i>Miss Checkley</i>	Responsible for the overall management of the school, including provision for all pupils.
School Nurse <i>Amanda Trickett</i>	You may wish to contact the school nurse who is available to provide advice and signpost to other services. The school nurse will also provide medical training for staff for children with specific medical needs or general medical training.
SEND Governor <i>Mrs C. Tarring</i>	Evaluates SEND provision and works with the SENDCo to improve quality across the school.
Teaching Assistants	Deliver targeted interventions for pupils and provide progress reports after each programme. Provides daily support for pupils with EHCPs or High Needs Funding

### How does the school identify that a child may have a special educational need?

At Kew Woods, the identification of pupils with Special Educational Needs and Disabilities (SEND) is embedded within our whole-school approach to monitoring progress, attainment and wellbeing. Early Identification in EYFS

Before children start school, parents are asked to complete a 'Pupil Road Map', which highlights significant life events and developmental information. In the Early Years Foundation Stage (EYFS), Early Identification Meetings are held between the SENDCo, EYFS Lead, and class teachers to discuss any emerging concerns. Pupils may be flagged for initial concerns at this stage, and the SENDCo may refer to external agencies or private Speech and Language Therapy (SALT) where appropriate.

### Whole-School Monitoring and Referral Process

The school recognises that not all Special Educational Needs can be monitored or identified through academic progress (for example social communication difficulties, sensory processing differences). Across the school, teachers use the 'Initial Concerns' and 'SEND Referral' flowcharts to guide their use of the **Assess–Plan–Do–Review** cycle. This ensures a consistent and structured approach to identifying and supporting pupils who may have SEND.

- Termly Pupil Progress Meetings are held between the Headteacher, SENDCo, Assessment Lead and class teachers to review the progress of all pupils.
- Pupils working below age-related expectations in any of the four broad areas of need (communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical needs) are discussed in detail.
- Where concerns persist, the class teacher completes a Pupil Referral Form, outlining the high-quality teaching strategies and any additional responses already implemented.
- The SENDCo then advises on next steps, which may include further in-class support, targeted intervention or referral to external professionals.

Some pupils may require ongoing monitoring and support within the classroom, even if they are not placed on the SEND Register. These pupils may have a Pupil Passport, which outlines their strengths, areas of need and effective strategies to support them. This document helps share professional knowledge and ensures that adaptations are made as part of our whole-school inclusive offer. Teachers are expected to have an awareness of these needs and make appropriate adjustments to teaching and the learning environment.

When a pupil requires more targeted or sustained support, they may move to SEND Support and be placed on the SEND Register. At this stage, a SEND Support Plan is created, detailing provision that is additional to or different from the school's universal offer. These plans include specific, measurable targets and are reviewed termly with input from staff, parents and the pupil where appropriate.

The SENDCo monitors the progress of pupils with SEND termly, and the Graduated Response is used to adjust the level of support. This ensures that provision remains responsive, effective, and tailored to each child's evolving needs.

### **High Quality Teaching Provided to All Pupils**

High quality provision is the school's universal offer of excellent teaching to all pupils.

The Code of Practice 2014 states that high quality provision is the first step schools must take in achieving the best outcomes for their pupils. high quality provision is defined as:

*'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'.*

Code of Practice, 2015, 6.37

All our students benefit from High Quality Teaching and approaches promote inclusive teaching and are beneficial for all learners. High Quality Teaching involves:

- Setting high expectations for all pupils, regardless of starting point
- Designing lessons with clear, focused objectives and purposeful outcomes
- Promoting active engagement and participation in learning
- Ensuring high levels of interaction through discussion, collaboration and feedback
- Using effective questioning, modelling and explanation to deepen understanding

- Embedding oracy through regular opportunities for pupils to speak individually and in groups
- Encouraging pupils to take ownership of their learning and work independently
- Understanding and promoting pupil wellbeing as part of the learning process
- Using specific praise and encouragement to build motivation and self-esteem
- Adapting tasks to meet a range of learning needs and styles
- Providing clear, structured instructions and scaffolding
- Creating a positive, supportive classroom environment
- Using visual aids, concrete resources and adaptive strategies
- Regularly assessing understanding and adapting teaching accordingly
- Building strong relationships and knowing pupils well
- Implementing strategies from Pupil Passports to support individual needs
- Collaborating with support staff to enhance access to learning
- Embedding inclusive strategies as part of the whole-school offer

### What is adaptive teaching?

Adaptive teaching means adjusting how lessons are planned and delivered so that all children feel included, supported and able to succeed. It recognises that every child is different and may need different types of support at different times.

Teachers think carefully not just about *what* children are learning, but *how* and *why* they are learning it, making sure lessons are meaningful, relevant and accessible to everyone. This approach helps all pupils, not just those with SEND, and is part of our whole-school commitment to inclusion.

By offering support as part of everyday classroom practice, children can learn what works best for them, become more independent and begin to understand their own needs. This helps build confidence, encourages self-advocacy and prepares them for the future. Examples of adaptive teaching are:

- Modelling - *demonstrate tasks or skills (e.g., writing a sentence together to show punctuation or 'thinking aloud' to model reasoning).*
- Questioning - *targeted questions are used to check understanding (e.g. "Can you explain why you chose that method?").*
- Scaffolding - *structured support (e.g., sentence starters, visual aids, gradually removed as pupils gain confidence).*
- Talk for Learning - *promote oracy to develop thinking and communication*
- Vocabulary Development - *pre-teach and revisit key terms (e.g., use word banks or display topic vocabulary).*
- Intervening Appropriately - *provide timely support to re-explain or prompt when pupils are unsure.*
- Addressing Misconceptions
- Small Step Learning - *tasks are broken into manageable chunks*
- Recognising Cognitive Load - *reduce overload (e.g., use visuals, simplify instructions, provide checklists).*

**At Kew Woods, every teacher is a teacher of SEND.**

All pupils benefit from high-quality teaching, which reduces the need for additional support. When some pupils require extra or different provision, targeted tailored approaches are layered onto the above approaches.

## **Reviewing and Monitoring High Quality Practice**

The SEND Code of Practice explains that the quality of teaching should be regularly evaluated through the school's performance management processes.

Monitoring and reviewing and developing of high-quality provision can be undertaken in a variety of ways:

- Shared observations and peer observations to share good practice, (including performance management observations)
- Modelling and coaching approaches to support staff CPD
- Use of focused learning walks
- Use of book scrutiny/moderation
- Development of pupil voice, feedback on delivered lessons
- Training of staff on high quality approaches and a range of SEND need appropriate to their class cohort
- Staff accessing feedback and support through SEND surgeries, offering guidance, pupil reviews and strategy adaptation.
- Support to setting from school's Inclusion Consultant, if required.

Most schools identify pupils who may be in receipt of intervention support at a class-based level. These pupils may require a very robust high-quality response and may be those pupils who are at a later point identified with SEND needs.

Please see Record of Enhanced high-quality Form within the Appendix.

## **SEND Support**

At Kew Woods, we support children with special educational needs and disabilities (SEND) through a clear and structured approach. If a child needs SEND support, they will be added to the school's SEND Register. We use four broad areas to identify and understand their needs (a child may have needs in more than one area):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We have a range of resources and links to other professional agencies, which allow us to support pupils with additional needs in these four areas such as: school inclusion consultant; education psychologists, Sefton's ASD/social communication team, occupational therapists, physiotherapists, speech and language therapists, school counsellor and the visual and hearing impairment team.

A range of interventions can be used for pupils across the different areas of learning. The effectiveness and quality of the interventions used in school are monitored by the SENDCo

using testing before and after the personalised intervention or at regular intervals if the intervention is longer term. In some cases, this may not be possible, for example if the child's intervention supports a social, mental health or emotional need it may not be possible to measure this progress in a quantitative manner. In these instances, progress is measured in a qualitative way e.g. questionnaires.

### What interventions will my child receive for their learning needs?

Kew Woods has a wide range of interventions in school in order to suit the individual needs of each child including the consideration of their learning style and whether they make greater progress on a 1:1 basis or in a small group. Below is an outline of some of the interventions which are used to support children.

Cognition and Learning	Communication and Interaction	Social, Emotion and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> <li>• Read Write Inc. Phonics, Get Writing, Language and Literacy, Fresh Start</li> <li>• Catch Up Maths – <i>Targeted maths intervention</i></li> <li>• IDL Literacy</li> <li>• Early Fluency Programme</li> </ul>	<ul style="list-style-type: none"> <li>• The Listening Programme</li> <li>• PECS (Picture Exchange Communication System)</li> <li>• Bucket Therapy</li> <li>• Time to Talk</li> <li>• LEGO Therapy</li> <li>• Speech and Language Programmes (<i>based on individual assessments</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Starving the Anxiety Gremlin</li> <li>• My Happy Mind</li> <li>• Mindfulness</li> <li>• Support from School Therapists and Learning Mentor for on-site emotional and wellbeing support</li> </ul>	<ul style="list-style-type: none"> <li>• The Listening Programme</li> <li>• Pegs to</li> <li>• Occupational Therapy Programmes, (<i>tailored fine and gross motor activities based on assessment</i>)</li> <li>• Sensory Resources such as; <i>sensory circuits, pop-up tents, busy boxes, chewelry, and putty</i>.</li> <li>• OT Fizzy programme, <i>clever hands, balance, ball skills, body awareness</i></li> </ul>

### What external agencies or services are available to support pupils?

Children receiving SEND support are likely to require additional support from external services. Some children may receive support from more than one service and referrals to these services can be made by the school SENDCo or by the child's GP. Class teachers or parents will inform the SENDCo if they feel a child requires a referral to a service or the SENDCo may approach a parent about a referral if the child's progress has been raised at a Pupil Progress Meeting.

Where several services are working with one child then a Team Around Family (TAF) may be used as a means for all parties to communicate on a regular basis. Where a TAF is not appropriate then multi agency meetings may be arranged by the SENDCo, one other service or the parent of a child to be supported by Early Help or Team Around the School.

An outline of services which are available to children in Sefton can be found at  
<http://www.seftondirectory.com/kb5/sefton/directory/home.page>

Some of the services which school work with regularly to support children include:

- Speech and Language Therapy
- Occupational Therapy
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychology
- Sefton Special Educational Needs and Inclusion Service (SENIS)
- Physiotherapy
- Paediatric Services – including community paediatrician
- TAF Team
- School Nurse
- Mental Health Support Team
- Counselling

### **How will exams be made accessible to pupils?**

Pupils who require access arrangement for assessments during school years Reception – Y5 need not apply for this. Staff and parents may use their knowledge and understanding of the pupil and their individual needs to ensure that the assessment is made accessible.

Pupils entered to sit the Key Stage 2 SATs tests (Y6) require application to receive access arrangements. These applications are made by the Senior Leadership Team in consultation with the class teacher and SENDCo. Access arrangements may include:

- Additional time
- The use a reader (not reading tests)
- The use of a prompter
- The use of a scribe
- The use of rest breaks
- The use of a transcript (for partially illegible work)
- Sitting the test alone (e.g. away from the rest of the class)

At Kew Woods Primary School, we are committed to supporting the social and emotional wellbeing of our pupils and their families through a wide range of services and interventions.

We work closely with external agencies including:

- **Teams Around the School (TAS)** – a school-led, early intervention programme that responds to identified needs at the earliest opportunity. TAS supports families to find solutions that focus on prevention, helping to reduce reliance on services and avoid escalation into statutory support. Referrals are completed by school.
- **ADDvanced Solutions** – offering training and guidance on topics such as sensory processing, communication, and encouraging independence. More information can be found here: [www.addvancesolutions.co.uk](http://www.addvancesolutions.co.uk)

- **Parenting 2000** – providing parenting support and workshops to help families build positive relationships. Further information can be found here: [www.parenting2000.org.uk](http://www.parenting2000.org.uk)
- **ASD/ADHD nurses** – supporting families with neurodiverse children through specialist advice and care coordination.

Where additional support is needed, families may be referred to Early Help or invited to a Team Around the School meeting, which allows for regular communication and collaborative target setting.

We also benefit from the involvement of the Mental Health Support Team (MHST) from Alder Hey, who:

- Hold coffee mornings for parents and carers
- Provide direct work with children and families
- Signpost families to workshops/services

Referrals are led by Miss Hardaker and Mrs Venables.

Within school, our Learning Mentor plays a key role in supporting pupils' emotional wellbeing. She:

- Conducts regular check-ins with pupils
- Delivers structured programmes such as My Happy Mind, which promote resilience, self-awareness and emotional regulation

Additionally, we have a school counsellor onsite one day a week. The counsellor works with pupils and families requiring pastoral support. Referrals are made by the Inclusion Lead.

Together, these services form a strong network of care, ensuring that every child and family at Kew Woods receives the support they need to thrive.

## Tracking Progress

At Kew Woods Primary School, the progress of all pupils is tracked through termly Pupil Progress Meetings with a member of the senior leadership team. During these meetings, individual targets are set for each child based on their previous attainment and progress. If a pupil does not meet their expected targets, they are identified for additional support and appropriate interventions are put in place to address specific areas of need.

For pupils receiving SEND Support, progress is monitored using both quantitative data and progress towards the individual targets outlined in their SEND Support Plan. In line with the SEND Code of Practice, we recognise that progress may need to be tracked beyond academic attainment, for example, in areas such as social interaction.

To support this, we use tools such as:

- B Squared Connecting Steps: Primary Steps and Autism Progress – to track small steps of progress and assist with target setting and provision
- Sefton Small Steps Development Journal – to track those working within the EYFS framework

Pupils accessing intervention programmes are assessed using:

- Standardised tests
- Programme-specific assessments

These are completed before and after the intervention to measure its impact and the progress made. The SENDCo collects and analyses this data to inform decisions about future provision and ensure that each child continues to receive the support they need.

### How will the school let me know if they have concerns about pupil progress?

At Kew Woods Primary School, class teachers will always update parents first when any initial concern arises regarding a child's progress, development or wellbeing.

Progress and attainment are also discussed during Parents' Evening, where teachers share updates and raise any emerging concerns. If further support is required, the teacher will arrange a meeting with the SENDCo to discuss next steps. This may include further monitoring, targeted intervention or placing the child on SEND Support, depending on the child's needs. Parents will be involved in all decisions.

This approach ensures that families are informed and involved from the earliest stage and that support is tailored to meet the individual needs of each pupil.

### How will school communicate progress with parents?

- Some children with SEND will be issued with home/school diaries to be used as a means for regular communication.
- Parents will be invited to two Parents Meetings with the class teacher annually.
- Parents will be invited to a meeting with the school SENDCo annually as part of a pupil centred review.
- Annual reviews will be completed for children who have an Educational Health Care Plan.
- Parents of children with SEND may be invited to attend meetings with school and other services where appropriate for the child's development.
- Parents may request meetings with class teachers and the school SENDCo, where they feel this is needed.
- Reports will be sent home termly to parents to review progress made during intervention groups.

### How are targets for individual pupils with SEND identified and set?

Targets for pupils receiving SEND Support are set at the start of each new academic year. They are designed to reflect small, achievable steps of progress. To support this, we use B Squared and Small Steps assessments to break down broader learning goals into manageable milestones. This helps track progress precisely and ensures interventions are well-matched to each pupil's needs.

Parents are invited to work in partnership with the class teacher to help identify these individual targets, ensuring they are relevant, purposeful and tailored to the child's needs. Parental contribution is highly valued and teachers actively welcome parents to be involved in setting both targets and strategies. Parental feedback is formally collated during each SEND Support Plan review, helping shape the support provided. Pupils are also encouraged to comment on their targets and make suggestions where appropriate, promoting ownership and engagement in their learning.

Targets are monitored termly by the class teacher and SENDCo, and may be amended if needed. Some targets may remain in place for longer than one term depending on progress.

### **How are pupils involved in target setting?**

Pupil opinion is a valued part of the target-setting process. Where appropriate, class teachers work collaboratively with pupils to set meaningful and achievable goals. Pupils, particularly those in Key Stage 2, are encouraged to describe what they would like to work towards and reflect on their progress and successes.

Every child receiving SEND Support or being monitored for SEND will have a Pupil Passport. This document captures the child's voice, outlining what works best for them and how they learn most effectively. It is completed with the guidance of their class teacher and updated throughout the year to reflect the child's evolving needs and preferences.

For pupils with an Education, Health and Care Plan (EHCP), their views are gathered through written or drawn contributions, and where appropriate, they are invited to attend their annual review meetings. This ensures that their voice is central to planning and decision-making.

### **Transitions**

At Kew Woods Primary School, we recognise that children and young people with SEND may feel particularly anxious about transitions. Whether they are joining or leaving the school, or moving between year groups and key stages, we take proactive steps to ensure these changes are as smooth and positive as possible.

### **How will the school support pupils as they enter school?**

We understand that starting school is a significant milestone for every child. To ensure a smooth and positive transition, all pupils entering Reception follow a structured transition plan. This includes:

- Visits from teaching staff to nurseries or homes
- Opportunities to visit the school and meet their new teacher during planned sessions
- Additional visits to home or nursery settings by the class teacher, support staff and/or SENDCo
- Multi-agency meetings involving parents, nursery staff, school staff and any external professionals supporting the child
- A phased entry into school, starting with shorter visits and gradually building up to a full school day
- Extra visits to school, which may take place during or outside of the normal school day
- Completion of a transition roadmap, helping staff understand each pupil and their family before they begin their journey at Kew Woods

Some children may also enter our school nursery with an identified SEND. In these cases, the same enhanced transition support outlined above for Reception pupils will apply.

### **How will the school support pupils as they leave school?**

At Kew Woods Primary School, we are committed to ensuring a smooth and supported transition for all pupils moving to secondary school.

- For all Year 6 pupils, class teachers attend a transition meeting with representatives from local secondary schools.
- The SENDCo attends a Sefton-wide transition meeting with secondary school SENDCos and Sefton Inclusion Consultants. Pupils are discussed in detail and plans are made to support a successful transition.
- A second transition meeting is arranged between the primary and secondary SENDCos to share information about pupils receiving SEND Support. Pupils requiring continued High Needs Funding are discussed, and the application process begins at this stage.
- Parents may be invited to meet key staff from the secondary school, either at Kew Woods or at the secondary setting. These meetings may include input from external services and provide an opportunity for parents to share new information or raise concerns.
- Pupils are invited to attend a transition day at their new secondary school. For children with SEND, additional transition visits may be arranged to help them feel more confident and familiar with their new environment.
- Where appropriate, the secondary school may assign a mentor or buddy to support the pupil's smooth entry into school life.

These steps ensure that pupils with SEND are well-prepared, supported, and understood as they begin their next educational journey.

### **How will the school support pupils as they move between classes at the school?**

At Kew Woods Primary School, every pupil will attend a 'transition morning' where they will meet their new teacher and support staff in their upcoming classroom. This gives children the opportunity to ask questions, explore their new environment and raise any concerns, helping them feel confident and prepared for the year ahead.

For children with special educational needs, additional procedures are in place to ensure a smooth and well-supported transition:

- Their current teacher and SENDCo collates key information to share with the next class teacher. This includes:
  - Health Care Plans for medical needs
  - SEND Support Plans
  - Professional reports, recommendations, and letters from external agencies
- Their new class teacher prepared an Enhanced Transition Booklet, which can be used with individual pupils to help them understand and prepare for the changes in their new year group in greater detail.
- Pupils identified as needing an enhanced transition will visit their new classroom more frequently and engage in simple tasks or jobs with the adults they will be working with, helping to build rapport and familiarity ahead of the new school year.
- Each class teacher receives a Provision Map outlining the needs of all pupils in their new class. This includes:
  - Medical needs
  - Pupils with English as an Additional Language (EAL)
  - Speech and language needs
  - Social and emotional needs
  - Pupils who are underperforming academically
  - Under resourced pupils

## **Building Capacity**

At Kew Woods Primary School, we recognise the importance of ensuring that staff have access to the expertise and training needed to support pupils with special educational needs and disabilities (SEND).

Continued Professional Development (CPD) for SEND is carefully planned by the Senior Leadership Team and SENDCo as part of the School Improvement Plan, ensuring that all staff are equipped to meet the needs of every pupil. Where pupils enter school or develop needs that require urgent or specialist training, such as medical conditions, this CPD is prioritised immediately. Welfare staff are also encouraged to attend relevant training sessions.

We hold a membership with The National College, giving all staff access to a wide range of online CPD modules tailored to SEND and wider educational needs. Staff also benefit from local authority training events and the SENDCo arranges for external specialists, for example; Occupational Therapists, Speech and Language Therapists and other professionals - to deliver targeted training on specific areas, including sensory needs.

Classroom teachers are empowered through CPD to confidently meet the demands of the graduated response, ensuring they can identify and respond to pupils' needs effectively. They are also supported in developing the skills to deploy teaching assistants purposefully, maximising their impact on inclusive practice within the classroom.

Staff are encouraged to visit other schools - both mainstream and those with specialist provision - to observe good practice and bring back ideas that can enhance their own teaching. They also engage with external professionals and services to gain deeper insight into pupils' needs and implement recommendations with confidence and accuracy.

The SENDCo at Kew Woods has achieved the National Award in Special Educational Needs Co-ordination, and has also completed SpLD (Dyslexia) training with AMBDA/ATS accreditation, ensuring leadership is grounded in specialist knowledge and best practice.

### **How do I know the school has the right expertise?**

- The SENDCo and Inclusion Lead have achieved the National Award in Special Educational Needs Co-ordination
- The SENDCo has also completed PGCert SpLD (Dyslexia) with AMBDA/ATS accreditation ensuring leadership is grounded in specialist knowledge and best practice. Whole-school training has been delivered on key areas such as Autism Spectrum Conditions, ADHD and Sensory Processing
- Designated staff have received specialist training to support pupils with specific needs such as, Diabetes and Downs Syndrome
- Staff delivering intervention programmes receive training to ensure high-quality delivery, effective monitoring and strong communication with class teachers

## **Equal Opportunities**

We are committed to ensuring that children with SEND are fully included in all aspects of school life, engaging in activities alongside their peers. Further details of our inclusive approach can be found in the school's SEND Policy.

### **How Are Learning Opportunities Made Accessible?**

The school building is designed to be accessible to all. Ramps are available at two external doors, and a lift connects the ground and first floors. The newer parts of the building have level thresholds at doorways, and disabled toilets are available on both the ground and first floors.

To ensure pupils with SEND are not disadvantaged during assessments, the senior leadership team can apply for access arrangements. These may include additional time, rest breaks or the use of a reader or scribe, depending on the child's individual needs.

In addition to these measures, Kew Woods supports accessibility through:

- Adapted teaching approaches, including visual aids, simplified language, and scaffolded tasks
- Assistive technology, such as reading pens, tablets and speech-to-text tools
- Visual supports and structured environments, including visual timetables and calm spaces
- Flexible grouping and peer support, encouraging collaboration and confidence
- Personalised intervention programmes, such as phonics boosters or sensory circuits
- Inclusive enrichment opportunities, with reasonable adjustments made for trips, clubs, and events
- Collaboration with external agencies, bringing expert advice into the classroom

In exceptional circumstances, where a pupil's needs are greater than what can be met through existing school resources, the SENDCo may apply for Exceptional Needs Funding. This funding provides additional support and is requested in partnership with professionals, families and the local authority.

If a pupil cannot access or engage with the mainstream curriculum without substantial adaptations to teaching approaches or learning content, and requires ongoing specialist support, the Inclusion Lead may initiate an application for an Education, Health and Care Plan (EHCP). This is considered a final step in the graduated response and is only pursued when all other avenues of support have been explored. The EHCP process is carried out collaboratively with external services, class teachers, parents and the pupil to ensure the right long-term support is in place.

## **Quality of Provision**

At Kew Woods Primary School, the quality of teaching for pupils with SEND and the progress they make is a key focus of our professional development programme. Teaching across the school is regularly reviewed through lesson observations and planning scrutiny, allowing leaders to identify any

pupil at risk of underachievement. This process ensures that all staff consistently deliver the agreed high-quality offer for every child.

We actively seek parents' views through regular meetings where targets are discussed with class teachers and the SENDCo. These meetings provide an opportunity to review the provision in place, share updates, and raise any concerns. Parents are also welcome to discuss their child's support at any point during the school year with either the class teacher or SENDCo.

### How is the effectiveness of the provision made for pupils monitored?

- Standardised testing is carried out three times a year to track the progress of all pupils. Alongside ongoing teacher assessments and pupil progress meetings, this helps identify children who may be at risk of underachievement so that timely and appropriate provision can be put in place.
- Pupils accessing intervention programmes are assessed using either standardised tests or intervention-specific assessments both before and after the intervention. This allows staff to measure the impact of the support and the progress made by the pupil.
- The SENDCo collects and analyses assessment data to evaluate the effectiveness of interventions and inform future planning. This includes identifying whether further support is needed or if adjustments to provision are required.
- The SENDCo moderates intervention outcomes termly with colleagues, ensuring that decisions about provision are based on evidence and aligned with pupil progress.

### How is high quality provision in the classroom monitored?

Monitoring of high-quality teaching is achieved through classroom observations, planning reviews, and termly meetings involving the Senior Leadership Team, SENDCo and class teachers. These processes ensure that inclusive strategies are being implemented effectively and that pupils with SEND are supported within the classroom environment.

Additional monitoring includes:

- Planning scrutiny to confirm that lessons are appropriately adapted and inclusive
- Work sampling and book looks to evaluate pupil progress and the level of challenge
- Pupil progress meetings to identify children at risk of underachievement and adjust provision accordingly
- Review of SEND provision maps and support plans to ensure teaching assistants are deployed purposefully
- SEND surgeries provided by the SENDCo, which class teachers and teaching assistants can request to receive tailored advice, upskilling or support with planning and provision
- Feedback from pupils and parents, which helps shape and refine classroom practice

This multi-layered approach ensures that all staff uphold the school's agreed high-quality offer and that pupils receive the support they need to thrive.

## **What should I do if I have a concern about the provision made for my child?**

1. Speak to your child's class teacher This is usually the first and most effective step. Class teachers know your child's day-to-day experience and can discuss how support is being delivered in the classroom.
2. Share your views during parent meetings. They are held to discuss your child's targets and provision. These are ideal opportunities to raise concerns, ask questions and contribute to planning.
3. Contact the SENDCo or Inclusion Lead if your concern relates specifically to special educational needs or the overall provision in place, the SENDCo or Inclusion Lead can provide further insight, review current strategies and explore adjustments if needed.
4. You can request for a formal meeting to discuss your concerns in more detail. This may include the class teacher, SENDCo and other relevant staff. These meetings are an opportunity to review your child's support plan, progress, and any changes that may be needed.

## **Complaints**

If you have concerns about the provision being made for your child, we encourage you to raise them as early as possible so they can be addressed promptly and effectively.

### **Step 1: Speak to the Class Teacher**

Your child's class teacher should be your first point of contact. They are responsible for your child's day-to-day learning and support, and can often resolve concerns quickly through discussion and adjustment.

### **Step 2: Contact the SENDCo**

If your concern remains unresolved, you can contact the school's Special Educational Needs and Disabilities Coordinator (SENDCo), Miss Lacken-Fernell. She will review your concerns, liaise with staff and external professionals if needed, and work with you to find a suitable resolution.

### **Step 3: Escalate to Senior Leadership**

If you feel your concern has not been adequately addressed, you may request a meeting with a member of the Senior Leadership Team, such as the Inclusion Lead (Miss Park) or the Head of School (Miss Checkley), who will review the matter further.

### **Step 4: Make a Formal Complaint**

If you are still dissatisfied, you may submit a formal complaint following the school's Complaints Policy. This policy is available on the school website or can be requested from the school office. Complaints are handled in line with the Southport Learning Trust's procedures, which include a formal investigation and a written response.

### **Further Steps**

If, after completing the school's complaints process, you remain unhappy with the outcome, you may contact the Department for Education or seek independent advice through SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service).

### **Sefton's Local Offer**

#### **Where can I find the authority's local offer?**

To access the Sefton Local Authority Local Offer, please click [here](#).

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