

Garston Church of England Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

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Local Offer Contribution: [Liverpool SEND Local Offer Site](#)

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support building stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, children who are looked after, family justice and special educational needs and disabilities.

The Government has changed the system for children and young people with special education needs (SEN), including those who are disabled. The Act extends the SEN system from birth to 25, giving children, young people and their parents / carers greater involvement in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A New Approach to Special Educational Needs and Disability:

Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer details what local services are available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.

What services are available?

We have forged some very effective links in our multi-agency approach to working to meet the needs of pupils with special educational needs. Some of the agencies we regularly work with are:-

Provider	Contact Details
Seedlings	Seedlings primary school therapeutic service is based in 120 primary schools. Delivered in partnership by YPAS, the Seedlings team works with children to explore and process feelings that are troubling them and develop confidence in expressing themselves. This CAMHS service is funded by Liverpool CCG.
OSSME	OSSME offers both teacher and parent training and support as well as assessments in school, building sensory profiles and helping teachers to develop their strategies and support for pupils in their class who are on the ASD Pathway or who have a diagnosis.
SENISS	SENISS provides support for all pupils throughout the school, this can either be in the form of an observation and feedback to the class teacher and SENCo with recommendations to support the child's learning and development or a more formal report to inform an application for an EHCP.
EP	Dr Leslie Henshaw is our EP, she works closely with the staff and SENCo to provide reports and recommendations for pupils who require a higher level of support and intervention in school. These reports are shared with parents and the class teacher and are reviewed every term using the Assess, PPlan, Do Review cycle.
SALT	SALT is based at Alder Hey Hospital, they support pupils with speech and language difficulties who are referred to them either by the SENCo or the child's Health Visitor. We work closely with the therapists and parents to ensure that the skills and approaches taught in one to one sessions are followed up and embedded into the child's routine.
Behaviour Intervention Team (BIT)	The BIT is a service that can be accessed via a referral from school to support children with various behaviour needs. Needs can also be supported if they are based on ASD / ADHD. After the initial referral has been accepted, the team will send a practitioner to school to meet with relevant staff, observe the child and communicate with family members. Various strategies and interventions will be suggested and a report of findings and next steps will be generated. There will be follow up observations provided and a review of practices.
Mental Health Support Team (MHST)	The MHST is a service operated by the NHS and can be accessed via a referral from school to support children with various low level concerns or worries. After the initial referral has been accepted, the team will send a practitioner to school to meet with relevant staff, child and parents.

Garston CE Primary School is a mainstream school but we are able to accommodate children with a range of additional needs. We aim to ensure ALL children are included and able to access the same curriculum and enjoy the same learning opportunities. Garston believes that the key to supporting pupils with special educational needs is through high-quality teaching with additional interventions and adaptive strategies used where appropriate to remove barriers to learning, to ensure that good progress is made.

The school's particular arrangements for assessing and identifying pupils as having SEN also form part of our published Local Offer which was produced in consultation with parents in cooperation with the Local

Authority and with due regard to the general duties to promote disability equality. Garston has embedded Trauma and Attachment strategies, paying particular attention to their early stages of life and development.

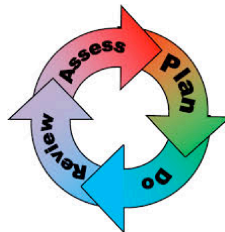
Our support of pupils with SEN follows the EEF Review ([SEN in Mainstream Schools](#)). In line with our 'each and every child' motto, we understand the need to maintain high expectations for all pupils. This happens through the planned learning activities that take place within classrooms; therefore, we aim to ensure that these support pupils' learning.

Evidence based research

Research from the EEF found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEN. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEN.

- Scaffolding
- Cognitive and Metacognitive strategies: chunking
- Explicit instruction
- Flexible grouping
- Technology

We follow The Graduated Approach:



All teachers are responsible for every child in their care, including those with Special Educational Needs and disabilities.

Assess - As a school, we will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. If a child requires an assessment from an outside agency, the school works closely with them to inform our assessments. Any concerns by parents are listened to and acted upon as necessary. Assessments are reviewed every half term.

Plan - Planning takes place between Class Teacher, Special Educational Needs Co-ordinator (SENCo) and Senior Leadership Team (SLT) as required. Parents are informed if a child is being provided with SEN support. Interventions are planned specifically for individual children, this will include expected impact and outcomes and a review date.

Do - The school's SENCo supports the class teacher, advising on the effective implementation of support. The class teacher remains responsible for working with the child and overseeing interventions.

Review – Reviews are carried out on the agreed date. Reviews also take place during pupil progress reviews each half term with the class teacher and SLT. Some children have an Education, Health and Care Plan EHCP (EHCP). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCo role. When we review we evaluate the impact and quality of the support being given and take into account the views of the parents and pupils. These reviews allow us to plan next steps for individual children.

1. How does Garston CE Primary school know if a child needs extra help?

We know when children need help if:

- Concerns are raised by parents / carers/ teachers of the child
- If your child is making less progress than peers of their age, we will carry out additional assessments to support your child and identify need.
- There is a change in the child's emotional well-being or progress.
- We work closely with Nursery settings to determine any identified needs.
- One Page Profiles are used to assess and review your child and their provision.

2. 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. If you have further concerns then please contact the SENCo, who will discuss any concerns and appropriate support.

3. How will I know how the school supports my child?

- Each child's learning will be planned by the staff involved in your child's education and tailored to suit their individual needs. This may include targeted support.
- If a child has needs related to more specific areas of their education, such as spelling, maths etc. then the child may be placed in an additional intervention or focus group.
- As parents / carers, you will have regular opportunities to discuss your child's progress within school. This shared discussion may highlight any potential problems in order for further support to be planned.
- In some cases, a referral may be made to seek further advice in order to discuss the most appropriate way forward. This may be with an educational psychologist and other professionals.
- Some children may need more expert support from an outside service such as Speech and Language, CAMHS, Educational Psychologist or Occupational Therapy.

4. How will the curriculum be adapted to meet my child's needs?

- Our support of pupils with SEN follows the EEF Review ([SEN in Mainstream Schools](#)). In line with our 'each and every child' motto, we understand the need to maintain high expectations for all pupils. This happens through the planned learning activities that take place within classrooms; therefore, we aim to ensure that these support pupils' learning.
- We use a range of adaptive strategies to ensure all children can access the curriculum and reach the end points. These strategies include:
 - Scaffolding
 - Cognitive and Metacognitive
 - Strategies: chunking
 - Explicit instruction
 - Flexible grouping
 - Technology
 - Additional practice / pre teaching strategies
 - Use of additional resources

5. How will I know how my child is doing?

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- Pupil targets will be reviewed by staff and the SENCo regularly with the opportunity to share with parents / carers and the pupil.
- The SENCo will meet with you throughout the year to discuss progress and targets.
- In addition, if your child has an EHCP, this will be reviewed at a formal annual meeting.
- You will also be able to discuss your child's progress at parents' evenings.
- Appointments can be made to speak, in more detail, with members of staff if you require.

6. How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The class teacher, SENCo or pastoral team may meet with you to discuss how to support your child and may suggest strategies to use.
- If outside agencies or the educational psychologist have been involved, support and strategies may be provided and could be used at home.
- This home-school partnership is an essential, two-way process.

7. What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:
- Members of staff are readily available for children who wish to discuss issues and concerns.
- Additional support may be provided for children who find social times challenging.
- All our schools have safe spaces for children who need emotional support.
- School has a full time Child Wellbeing Support Officer who works with children, staff and parents.

Children with medical needs:

At Garston CE Primary School, we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

- If your child has a medical need then a detailed care plan will be provided by a medical professional. These are shared with all staff involved with your child.
- Staff receive EpiPen / diabetic / epilepsy training delivered as required.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please refer to the school's administering medicines policy [available in school].
- Identified staff have basic first aid training.

8. What specialist services and expertise are available at or accessed by the school?

- At times it may be necessary to consult with outside services to receive their more specialised expertise.
- We work closely with an educational psychologist (EP) who works across the schools in the trust. They would normally only work directly with children whose needs are considerable and who have not made sufficient progress using the interventions previously put in place for them.
- The psychologist may meet with the parent / carer and discuss any outcomes. They will offer advice to the school and parent / carer on how to best support the child in order to take their learning forward.

9. What training have the staff supporting children and young people with SEN had (or are having)?

- All staff have had training in Attachment and Trauma, adaptive strategies, quality first teaching, ASD, ADHD
- Different members of staff have received training related to Special Education Needs and Disabilities. This includes sessions on:
 - Cognition and learning (e.g. Dyslexia)
 - Communication and interaction

- Physical and sensory needs (e.g. co-ordination needs)
 - Social, emotional and mental health
- The Trust has a Trust wide SENCo with specialist SEN knowledge who supports and trains school based SENCos

10. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all in line with our equal opportunities policy.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, we will put this in place to ensure your child you may be asked to accompany your child during the activity.

11. How accessible is the school environment?

- In compliance with the Equalities Act (2010), all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Schools are responsible for setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.

12. How will the schools prepare and support my child during transition in school and between settings?

- All children have opportunities to attend transition visits.
- Discussions between the previous or receiving schools/ settings happen prior to the child joining / leaving.
- All children attend transition sessions where they spend some time with their new class teacher and other members of staff.
- Additional visits are also arranged for children who need extra time in their new school.
- School staff are always willing to meet parents / carers prior to their child joining the school.
- Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the Local Authority, parents / carers and, where appropriate, the child.

13. How are the school's resources allocated and matched to children's special educational needs?

- A notional SEN budget is allocated to individual schools each financial year in line with the SEN Code of Practice. This can be used to provide additional support or resources depending on an individual's needs.
- School works with the LA to gain further support through High Needs Funding.
- The level of support will vary depending on the needs of the child.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with teachers, SENCos and Senior Leadership Team (SLT). Decisions are based upon termly tracking of child progress and/ or as a result of assessments by outside services.
- If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions may be arranged.
- Regular conversations with parents / carers will take place.

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

- All parents / carers have a responsibility to support their child's education.
- Parents / carers support home learning and personalised targets.
- Discussions with teachers / SENCo / other professionals.

- Attendance at Parents' Evenings.

16. How will my child's views be taken into account?

- Children are involved in the setting of targets.
- Discussions around aspirations for the future will inform the content of any personalised planning.
- Pupil voice is valued and encouraged.
- Attendance at review meetings is welcomed where appropriate.

17. The arrangements for admission of disabled persons as pupils at the school.

- The school admissions policy sets out the arrangements for the admission of all pupils including those with SEN.

18. The steps taken to prevent disabled pupils from being treated less favorably than other pupils. Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.

- At our school, all children are treated equally. We are committed to doing this and the school follows our anti-bullying policy, SEN policy and behaviour policy.
- The schools PSHCE curriculum teaches children about equality for all and promotes wellbeing and inclusion.
- All children greeted on the playground and at classroom doors
- Enrichment activities
- Individual behaviour plans

19. What to do if I am not happy about any aspect of my child's provision and wish to complain?

- We encourage parents to contact the class teacher or SENCo in the first instance. Parents/carers should then follow the school complaints policy.

SEND Broad Areas of Need:

Communication and Interaction
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and Learning
<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a</p>

range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and / or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

*Completed by Mr Glanvill
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