



NORTHWOOD COMMUNITY PRIMARY SCHOOL

SEND Information Report 2024-25



Northwood Community Primary School Offer / SEND Information Report

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

This report also complies with

- section 69 (2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 (updated 2024)



Glossary of Terms used

ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
PP	Play Plan
DHI	Inclusion Co-ordinator – organises and monitors provision for children with additional needs, which includes SEN, English as additional language and child protection.
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
SAS	School Attendance Service
SIS	Sensory Impaired Service
SALT	Speech and Language Therapy/Therapist
SEN Support	Special Educational Needs Support
SEN	Special Educational Needs
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs.



We have set out our School Offer / SEN Information Report in the form of a series of questions through which you can get more information. You may also wish to refer to our SEN Policy for further information.

1. What are the admission arrangements for pupils with SEN or disabilities?

Admission arrangements for pupils with SEN into the mainstream are exactly the same as every other pupil. After an application has been made for a place in our mainstream and a need has been highlighted we would liaise with parents, other professionals and feeder schools and nurseries before the child starts to ensure everything is in place to support them and fully incorporate them into the school.

Children with a statement of SEN or an Education Health Plan may be maintained in our Mainstream provision with additional support as dictated in the provision set by the LA or be placed in our DSP (Designated Special Provision). Entrance into the DSP is through the KAPP (Knowsley Access Provision Panel) and all applications for places are made to the LA. The SEN office will then consult with the DHT for Inclusion/ HT on prospective pupils to ascertain if Northwood DSP is a suitable environment for these pupils and that the provision can meet their needs.

2. What kinds of Special Educational Needs do you make provision for?

At Northwood we make provision for pupils who fall into the 4 broad areas of SEN as set out in the Code of practise 2014.

They are:

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

As a fully inclusive school with a Designated Special Provision we provide for children with difficulties within all of these areas.



3. How does the setting identify and assess pupils with special educational needs?

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, make reasonable adjustments for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO and Learning Support Teacher, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Northwood we are alert to emerging difficulties and respond early. In particular, parents know their children best and we listen to and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves.



Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When identifying SEN there are four broad areas of need that we need to take into account so we can work out what action to take to meet the needs of the whole child.

They are:

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

We may also know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- If limited progress is being made
- If there is a change in the pupil's behaviour or progress.
- Through class/school data monitoring
- Neurological pathway advice
- Community paediatrician identifies a need
- Speech and Language difficulties are identified through assessment
- Educational Psychologist assessment/ observation

4. How will teaching be matched to my child's needs?

- All learners will have access to high quality teaching .
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress



but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

- All vulnerable learners will be included on a detailed whole-school provision map (Cohort Overviews and Intervention Checklists) which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LEA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading and spelling ages and Flic pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated half termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Observations of Individuals by the SENCO.
- Advice from the SENCO, Learning Support Teacher, SALT, Sensory Integration Specialist Teacher or Education Psychologist on strategies to identify and support vulnerable pupils.
- Involving an external agency where it is suspected that a special educational need is significant.



Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work through scaffolding as part of high quality teaching .
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Use of Kagan strategies.
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.
- Homework/SATs support club.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Lesson studies.
- Learning walks by the SENCO.
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Scrutiny of planning.
- Pupil Progress meetings with HT, DHTs termly.
- PPs and PPPs.
- Informal feedback from all staff.
- Pupil input when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with School Attendance Service.
- Head teacher’s report to governors.

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- They are making little or no progress despite having access to high quality teaching and targeted interventions to narrow the gap.
- We may request a detailed assessment from our Learning Support Teacher,



Speech and Language Therapist, Sensory Integration Specialist Teacher or Educational Psychologist to ascertain exactly what the needs are.

- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map), however they will be closely monitored to ensure that adequate progress is being made.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the class cohort overview and whole-school provision map.
- Pupils identified as SEN Support will also be placed on the SEN register. The SENCO is responsible for maintaining this and keeping it up to date.
- Our approach to PPs (Play Plans) and PPPs (Personal Provision Plans), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our PPs and PPPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our PPs and PPPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our PPs and PPPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our PPs and PPPs will be based on informed assessment and may include the input of outside agencies.
 - Our PPs and PPPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our PPs and PPPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Our PPs and PPPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an PP and PPP will be arrived at through :
 - Discussion between teacher, SENCO and Learning Support Teacher.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion where appropriate with another professional
 - Our PPs and PPPs will be reviewed at least termly by class teachers in consultation with the SENCO and Learning Support



Teacher.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Parents and pupils will be fully involved at all stages

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - Termly evaluations of PPPs and half termly evaluations of PPs
 - At least termly evaluation of whether pupils in receipt of High Needs



Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.

- Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

5. How will I be informed of my child’s progress?

- You will be able to discuss your child’s progress at Parents’ Evenings.
- Your child’s class teacher will be available at the end of each day if you wish to raise a concern.
- Appointments can be made to speak in more detail to the class teacher or Deputy Head for Inclusion/ SENCO either through the school office or when seeing them at the front of school each morning
- Termly progress reports
- Annual Reviews
- Attendance at weekly SEND surgeries
- Logging on to Provision Mapping

6. What support will there be for my child’s overall wellbeing?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, Learning Mentors, Deputy Head Inclusion/ SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- Support is available for those who find lunchtimes a challenge.
- The regulation stations/Sensory/Calm Rooms/Soft Play Room have been created as a safe space for children who need emotional support.
- We signpost parents to clubs for children diagnosed with a variety of SEND needs. These clubs provide opportunities for these children to experience a variety of fun activities.
- NESST support
- 4 x Learning Mentors
- Referrals to MHST
- Therapeutic approach – Play Therapy, Dog Therapy, Thrive assessments, OPAL and Forest School, ELSA support

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled with



support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Some staff have completed epipen training delivered by the school nurse.
- Some staff have completed tracheotomy training.
- Some staff have completed diabetes training.
- Some staff have completed epilepsy training.
- Some staff have completed defibrillator training
- 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.
- Designated staff have first aid training and some have paediatric First aid training.

7. What specialist service and expertise are available at or accessed by the setting to support my child?



Within Northwood we have a number of highly experienced staff who enable us to do this by identifying needs, teaching the children in a way which suits their individual needs and supporting the other staff in the above. These include:

- Specialist Language Teachers and TAs
- Teachers and TAs trained in meeting the needs of children with neurological conditions
- Learning Support Teacher
- Speech and Language Therapist
- Sensory Integration Specialist Teacher
- Behaviour Support Specialist Teacher
- Occupational Support / Shine Therapy

At times it may also be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Educational Psychologist
- Autism advisory teacher
- Behaviour Outreach Team
- CAMHS (Child & Adolescent Mental Health Service)
- SAS (School Attendance Service)
- SIS (Sensory Impaired Service) to support pupils with hearing/visual Impairment
- Inclusion Team
- Children's Social Care
- Family First
- Listening Ear
- Early Help Assessment team
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)
- Alder Hey Hospital (Paediatricians)
- School Nurse
- Incontinence Nurse
- Portage



8. How accessible is your setting and how will my child be included?

All children with SEN, whether at SEN Support level or with an EHC Plan maintained in Mainstream with additional support or in our DSP will have access to the curriculum. Here at Northwood Community Primary, we offer all children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject Leads monitor planning, work and progress data and when they or senior leaders carry out lesson studies or learning walks, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop metacognitive and emotional regulation strategies to ensure their full access to the curriculum.

As a school we are also happy to discuss individual access requirements.

Facilities we have at present include:

- Double doors that can open wider into the large hall and all corridors in our school to make the building accessible to all.
- 10 toilets adapted for disabled users.
- 2 shower rooms.
- Medical room.
- Lift in the reception up to 2nd floor.
- Sensory/calm room.
- Soft play room.
- Regulation stations
- Immersive areas
- Double hand rails on all stairs
- 4 outside play areas with age/ needs appropriate equipment
- Outside Multi Use Games Area



- Two large agoras filled with age appropriate equipment to enhance learning.
- Specialist resources for use by children with a range of different needs e.g. ASC, SLCN, MLD, SLD, SpLD and PD

Please also refer to our access plan.

9. How will the setting prepare my child for transitions on to the next stage of education and life?



Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend moving up moving on sessions where they spend some time with their new class teacher.
- Children with additional needs have extra visits to their new classes. Some children receive a booklet identifying key staff so they can look at it over the holidays.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Deputy Head for Inclusion/ SENCOs are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Deputy Head for Inclusion/ SENCOs liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Deputy Head for Inclusion/ appropriate SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.

10. How are parents/carers/families involved in the education of their child?

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.



- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Attendance at weekly SEND Surgery events
- Attendance at termly SEND Forums

All parents are encouraged to contribute to their child’s education.

This may be through:

- discussions with the class teacher
- during parents’ evenings
- during discussions with Deputy Head for Inclusion/ SENCOs or other professionals
- parents are encouraged to comment on their child’s PPP/PP with possible suggestions that could be incorporated and are given access to Provision Mapping to do so

11. What are the arrangements for consulting young people with SEN about, and involving them in, their education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Self-review their progress and set new targets.
- (for some pupils with special educational needs) Monitor their success at achieving the targets on their Personalised Provision Plan.
- Participate in School Council and Happiness Heroes groups to share opinions and effect change

12. What are the arrangements made by the Governing body in relation to complaints from Parents of pupils with SEN concerning the provision at the school?



In the first instance complaints should be made (or referred by the class teacher/SEN governor) to the Deputy Head for Inclusion/ SENCO. They will discuss the complaint with the Head teacher. They may invite the parent into a meeting and make a response to the complaint. If the response from the Head teacher is not agreeable to the parents they will be advised to put their complaint in writing to the Chair of Governors. The Chair of Governors may decide to refer the complaint to the LEA for advice. Parents will be informed in writing of any response or action taken. Parents may also contact SENDIASS – 0800 012 9066. Please also refer to the schools complaint procedures.

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education’s School Complaints Unit to take up the matter.

Further details on making complaints to the Department about schools are available from the GOV.UK website.

13. 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, class teachers are accessible in the first instance at the beginning and end of the school day. We have three SENCO’s who support the operational running of SEND provision across school and are contactable via the school office on 0151 477 8630. These are:

EYFS: Mrs G O’Keeffe
Mainstream Y1-6: Ms C Dickinson
DSP: Mrs H Smith

Alternatively, you may also contact the school office (0151 477 8630) to arrange a meeting with the Deputy Head for Inclusion Mrs Carrie Hyland.

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

The Local Offer can be found on the Knowsley Council website www.knowsley.gov.uk

This policy will be reviewed annually by the governing body and was last reviewed

December 2025