Pinehurst Primary School
SEND Information Report 2025/2026

'Experience, Excel and Enjoy'

Introduction

Welcome to our SEND Information Report. This information is updated annually.

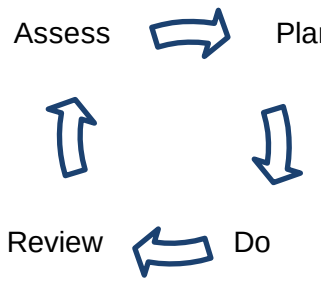
At Pinehurst Primary School we welcome everybody into our community. The staff, Governors and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. We provide a learning environment that enables all pupils to achieve their potential in a caring, supportive and fully inclusive environment.

Head Teacher: Katy Glynn
SENDCO: Joanne Steers
SEND Governor: Nicola Horton
Contact: 0151 263 1300 or senco@pinehurst-primary.co.uk
Local Offer: https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0

Whole School Approach

High quality first teaching and additional interventions are defined through our child-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.
We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess

The Head Teacher and Senior Leadership Team track the progress of all pupils termly. Children who have not made "expected progress" are identified and the class teacher/SENCO prepares a plan to help these children progress.

Parents/carers are consulted and agree to these plans. In some cases, our school Educational Psychologist or an outside agency may assess children e.g. SENISS, Speech and Language Service to establish a child's needs.

Plan

Children with SEND may receive support within school or from outside agencies. Children have a "Child-Centred Pupil Profile" written specifically for them to allow them to achieve identified outcomes and progress. Identified outcomes will be established and shared with parent/carers.

Do

The outcomes identified for children in their "Pupil Profile" would be achieved by actions including:

- Quality First Teaching
- Provision/resources within the classroom
- Interventions
- LSA support / adaptive teaching methods and/or scaffolded work
- Outside agency involvement
- Support from an additional Teacher

As a child's "Pupil Profile" is reviewed, the outcomes will be stated as achieved/partially achieved/not achieved. From this, the support given will be considered and in consultation with the child/parents and carers, a new way forward will be planned.

In consultation with the child and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child.

Review

The teachers, learning support assistants and outside agencies work together to evaluate the effectiveness of provision for SEND pupils whom they support. If a child makes limited progress, outcomes and support are changed to suit the child's individual needs. Personal Pupil Profiles are changed every term or when a child needs new outcomes setting. A pupil with SEND will be assessed regularly by their class teacher or when required by an outside agency.

Types of Special Educational Needs we cater for in School

We cater for children who may have difficulties/need in the following four broad areas of need and support:

1. Communication and Interaction

If a child has a specific need in this area our school refers to Speech and Language Therapists. Children who need support with social interaction may be referred to ASD Pathways via outside agencies. General referrals to the Paediatricians at Alder Hey may also occur.

Children may also access a number of programmes in school, some of which are identified below:

- Wellcomm Screening, Intensive Interaction, bespoke Speech & Language intervention
- Visual Timetables, Social Stories, English as an Additional Language support, key worker

groups.

Children who may have specific communication difficulties can be referred to Speech and Language Therapy Services, Together Trust or SENISS.

2. Cognition and Learning

Teachers plan for the ability of their class and will use adaptive teaching skill throughout the curriculum offered. This takes into account the ability, interests and learning styles of their pupils. Learning Support Assistants support children in class or through specific interventions in order to enable children with SEND to access the curriculum.

Children may access a number of school-based interventions and strategies, some of which are identified below, in order to close the gap for children who are experiencing difficulties:

- Strategies: Precision teaching, small group and 1:1 support
- Interventions: Read Write Inc Phonics – Pinny Time, Maths Misconceptions, daily reading, pre-teaching key vocabulary and dyslexia interventions

If a child appears to have issues with cognition and learning, our school use the services of the Educational Psychology service, Together Trust and/or SENISS, to establish their specific needs. Children with specific learning difficulties such as dyslexia may be given coloured overlays when reading, support with spelling techniques.

3. Social, Emotional and Mental Health

In the first instance, our children are always supported by their class teacher and the learning support assistants within their team.

Children are supported by a range of people and can access a number of programmes in school, some of which are identified below. The Senior Leadership Team and Pastoral Lead actively support children across the school. A number of school-based programmes can be accessed to support children. Some of these include:

- Celebration assemblies, Religious Education curriculum, NSPCC visits, Bully Busters and our PSHE curriculum.
- With parental agreement further support may also be accessed through: Play Therapy, CAMHS or Seedlings, MHST and Bobby Colleran Trust.
- We have daily pastoral support with our in-house Family Liaison and Pastoral Lead, and our allocated School Nurse.
- Children also have access to a range of support from Journey With Me and Together Trust.

4. Sensory and/or Physical Needs

The learning environment must take into account the needs of its pupils and reasonable adaptions must be made. Specialist equipment is sourced for those children who require it.
Children with physical or sensory needs will be supported as needed. Support may include a “Personal Plan” agreed with school and home for children who have needs in toileting. Children with sensory issues may be given ‘fidget toys’ to relieve stress, have a specific comfortable place to sit in whole

class time or have their timetable and workstation adapted in order to meet their needs. We also have direct access to sensory circuits so that children can independently access specific sensory equipment to help aid their sensory diet.

Support available in school

Cognition and Learning	Communication & Interaction
Clear supportive manipulatives on tables Adapted Teaching Displays that support learning Differentiated and bespoke curriculums Access to vocab, word bank, visual aids Robust assess/plan/do/review Specific teaching of PIVATs targets Daily Reading & Spelling Shed programme Tailored intervention programmes Read, Write Inc	Silent signals Whole class/small group/individual groupings, tasks and activities Visual Timetable/visual prompts / emotional indicators/independence scales/ Now and Next Sand timers / Task Trays to support tasks Use of 'Social Stories' / language sessions Small groups social skills Think Bricks Lego 'Break out' desk/own work space
Social, Emotional and Mental Health	**Physical and Sensory Needs**
Restorative practices Time for relaxation & PSHE daily / weekly / lunchtime chill out zone Zones of Regulation Consistent routines and boundaries Positive rewards system – Class Dojos, special events, always good award Visual timetable/visual cues Access to MHST, Seedlings, Play Therapy, Pastoral Lead sessions – 1:1, 1:2 small group - turn taking, emotional literacy, building resilience.	Left handed pencils, pencil grips, writing slopes Ear defenders, coloured over lays, reduced noise & lighting. Seat wedge, wobble cushions, weighted bags, weighted blankets. Accessible building and facilities Visual aids and Chew Buddies Sensory Circuits

How we identify and assess pupils with SEND

As a caring school community, we know and value all of our children. We have on-going teacher assessments and termly pupil progress meetings with members of the Senior Leadership Team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching, by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part cycle (*assess, plan, do, review*) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is *different from* or *additional to* what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.

Parents are encouraged to speak to the class teacher and SENCO about any concerns they have

regarding their child's needs.

Monitoring and Evaluating the Effectiveness of SEND Provision

The Headteacher and Senior Leadership Team regularly monitor and evaluate the quality of provision for all pupils. The SEND Governor visit the school regularly. Budgets are closely monitored by the Finance Officer, Headteacher and Governors.

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work
- Pupil and parent voice

How we assess and review pupils' progress towards their outcomes

Termly pupil progress meetings in school include the Senior Leadership Team and progress is measured against national data and based on their age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies.

We use a four part cycle of *assess, plan, do, review* through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes.

During this process information may be captured in a *SEND Pupil Profile*. The profile is intended to be a working document, which is regularly updated as more is understood about the child's SEND. The profiles are designed to be child-centred so the recording of 'pupil voice' on these profiles is a crucial part of the process.

Our approach to teaching pupils with SEND

Every teacher is a teacher of every child, including those with SEND. At Pinehurst we believe that *all* children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms, believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement.

We also recognise there are times when some children require a more personalised curriculum and support staff, including intervention teachers within each year group, will work with small groups or individual children to provide a fully supported, intensive program of learning aimed at the children's specific learning needs. All children with an EHC Plan will have suitable provision in class with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings, year group meetings and teacher/LSA briefings.

Every child at Pinehurst, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and support the family around the child.

How we adapt the curriculum and learning environment

All teachers match the tasks, support and resources to the differing needs of the children. All of our teachers are clear on the expectations of '*Quality First Teaching'* and are monitored by the leadership team. Where appropriate, the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEND needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (e.g. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

Additional support for learning

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1-1 or small group intervention, additional resources in class, access to a wide range of computing technology or supporting the use of auxiliary aids.

Enabling pupils with SEND to engage in activities with pupils who do not have SEND

At Pinehurst we are committed to giving all our children every opportunity to achieve their potential and develop as well-rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed, with discussions on what can be done to overcome these. We always make *reasonable adjustments* so that all learners can join in with activities regardless of their needs.

Supporting pupils with SEND to improve their emotional and social development

The needs of all children are known by staff who are able to provide a high standard of pastoral support. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying in our school and will address the causes of bullying, as well as the negative behaviours.

We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included in all clubs. During break and lunchtimes, staff are available to provide pastoral support.

Who to contact at Pinehurst

If you have any concerns regarding your child, your first point of contact should always be the class teacher who can then refer you to the SENDCO for further advice as necessary. All relevant information is made available to the Headteacher, Mrs K Glynn and the SEND Governor, Mrs N Horton.

The SENDCO is Mrs Joanne Steers
Contact details: senco@pinehurst-primary.co.uk
Tel: 0151 263 1300

Staff development and qualifications

We are committed to developing the ongoing expertise of our staff. Staff training is audited and actions are implemented accordingly.

- All staff have received appropriate training in approaches to SEND with a focus on specific learning difficulties
- Staff training on the use of PIVATs.
- Training to support interventions: RWI Phonics, Numbers Counts, Sensory Circuits, PIVATs.
- We have provided support for parents with SEND children.
- The staff have regular updates with the SEND code of practice.
- The SENDCO attends the Local Authority SEND Briefing, which is termly.
- SENDCO has completed National SENCO Award
- Each term the SENDCO leads a SEND staff meeting in school, where each child on the SEND register has their profile reviewed and actions evaluated and targets set for the next term.
- Staff have received appropriate training in medical conditions such as epilepsy, asthma and allergies and diabetes.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Every year group has at least one teaching assistant to support children with literacy and numeracy lessons. Additional teaching assistants are employed to support children who need one to one support. A qualified Teacher and Qualified Teaching Assistants deliver a range of interventions across all year groups.

How we secure specialist expertise

The school accesses advice from Educational Psychology, Behaviour Support Service, Sensory Service, CAMHS, ASD / ADHD outreach, Occupational Therapy Services, Alder Hey specialised teams and Speech and Language therapy service.

Services and support we have access to:

- Family Help Assessment Tool - FHAT
- Educational Health & Care Plan - EHCP
- Additional High Needs Funding
- Special Education Needs Inclusion & Support Service SENISS
- Play Therapy – Stephanie Smout
- ASD Training Team for Autistic Spectrum Concerns
- Seedlings – Anne Marie Clarke
- Mental Health Support Team

- Speech & Language Therapy Service - SALT
- Schools Family Support Service – Leanne Bibby/Anna van Campen
- Educational Psychologist - EP
- Neuro Developmental Pathway – ASD, ADHD, ADD, Attachment
- Social Inclusion Outreach
- Occupational Therapy
- Journey With Me
- Together Trust
- ELSA

How we secure equipment and facilities to support children with SEND

The school has an excellent record of supporting SEND and provision of resources for SEND pupils. However, if equipment or facilities were required which were beyond the school's budget, appropriate sources of funding would be explored; e.g. 'Higher Needs' funding.

Consulting with children and their parents / carers

Involving parents and carers in the dialogue is central to our approach and we do this through:

- Regular meetings are held with the parents / carers of children with SEND.
- Timely formal reviews are held.
- Curriculum and support information is provided for parents / carers.
- Parents / carers are encouraged to support their child's learning at home by the provision of additional resources where necessary.
- Specialist agencies are invited into school to talk to parents / carers about how they can support you and your child.
- Holding regular events in each class for parents/carers to take part in activities with their child.
- Individual appointments to discuss specific issues with parents about their child's progress.

We operate an open door policy where parents are strongly encouraged to come into school to speak to the SENDCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can also arrange to meet the class teacher to discuss their child's individual support plan each term.

General information regarding the curriculum and learning is available on the school's website.

Involving children with SEND in their learning through consultation

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centred approach to information gathering and the cycle of *assess, plan, do, review*. All children contribute to their plan and targets are put into child friendly statements.

Complaints

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Pinehurst, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENDCO. If parents / carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

School Partnerships: Involving other organisations in meeting the needs of pupils with SEND and supporting their families

The SENDCO attends termly multi-professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.

We have established relationships with a range of professionals in health and social care. These include educational welfare officers, school nurses, educational psychologists, social workers, behaviour support services, ASD outreach, speech and language therapy and occupational therapy.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked After Children attend our school, we do our utmost to ensure they fulfil their potential. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

Services available to Parents / Carers

If you have spoken to school and still have concerns, Liverpool City Council has commissioned the support of WIRED (Wirral Information Resource for Equality and Disability). The name of the new combined service is Liverpool & Knowsley Special Educational Needs & Disability Information Advice and Support Service (SENDIASS). Tel: 0800 012 9066

Supporting children with SEND moving between different phases of education

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Transition meetings are held between all Key Stages where necessary information is shared between the SENDCO and class teacher. Parents are encouraged to visit the school prior to entry and further visits can be arranged for the child to visit separately. A transition plan is agreed between schools, parents and the child before transitioning to the next phase of education at a different school.

The Local Offer and how we have contributed to it

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.

On the local offer website you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows.
Visit their website at **Liverpool SEND Local Offer** which we have contributed to with information about the school.

Further Development

Our strategic plans for developing and enhancing SEND provision in our school next year include planned lesson observations, learning walks, work scrutiny, evaluation of data, pupils and parent feedback.

- To apply and renew top up funding for SEND pupils when needed
- Pupils with SEND will be closely monitored for progress
- Staff will be audited and identified needs addressed
- To target and develop the learning environment and interventions for those who have sensory difficulties, including staff training
- To build on intervention for those with physical development needs

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- Feedback and Marking Policy
- Equality Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005