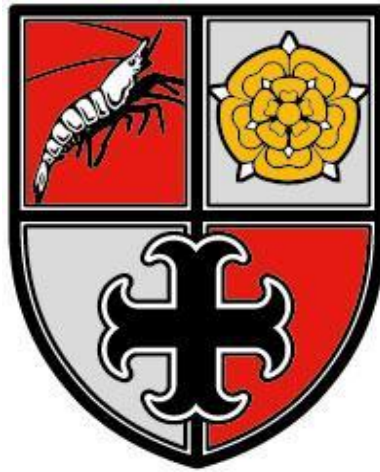


MARSHSIDE PRIMARY SCHOOL



Special Educational Needs Information Report

January 2026

Headteacher: Shaun Haughey

Review Date: January 2027

Overview

Marshside Primary is a one form entry mainstream school with a 28 place autism unit.

Our school meets the following special educational needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Staffing

Emma Brindle – Unit Lead and SENCO

Contact: Brindlelee@marshside.sefton.school

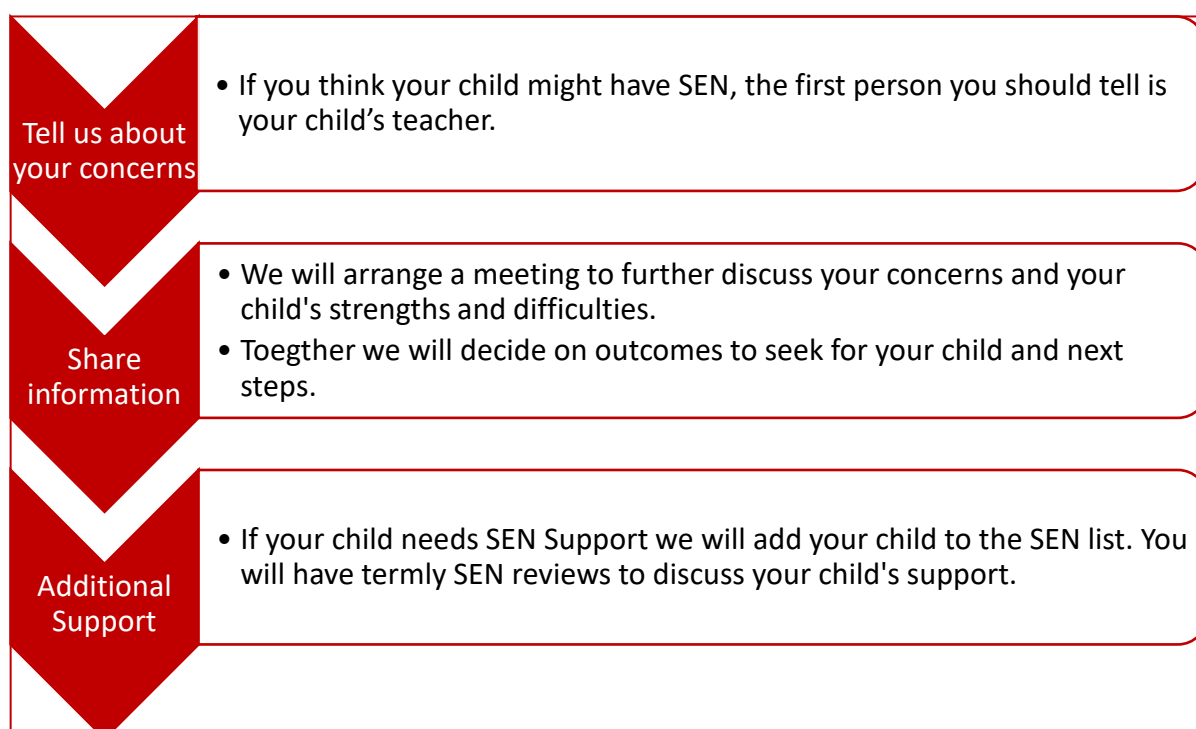
	Wrens Class	Starlings Class	Goldfinches Class	Skylarks Class
Teacher	Deborah Campbell	Jenny Birch	Laura Ritchie	Vincent Crow
Teaching Assistants	Cathy Clifford	Juraga Jakstaite	Rebecca Nuttall	Kate Lang
	Tina Thackery	Liz Glover	Danielle Parry	Claire Rodriguez
		Kirsten Robinson	Jennifer Tresadern	Lynn Atherton

External Agency Support

We work with a number of external agencies including:

- Alder Hey Speech and Language
- Speech and Language Liverpool
- Educational Psychology
- Occupational Therapy
- GPs and pediatricians
- School health
- CAMHS
- Sefton MHST
- Play Therapy
- Education Welfare Officers
- Social care

What should I do if I am concerned that my child has a special educational need?

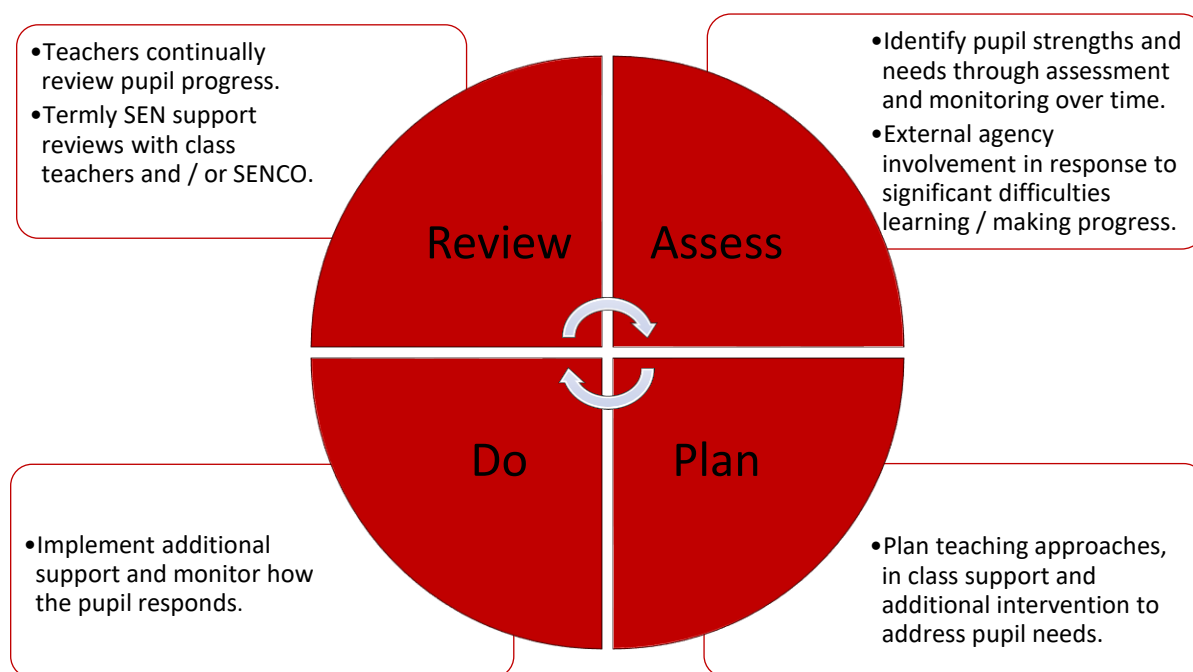


How will the school know if my child needs SEN support?

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by:

- Gathering information from families, education, health and care services and early year's settings prior to the child's entry into the school. A diagnosis will be used to support school's understanding of a child's educational needs.
- Monitoring the progress of all children in order to aid the identification of pupils with SEN. Progress for children on the SEND list is tracked using frameworks appropriate for individual children's needs. These include whole school systems, Autism Education Trust Framework and BSquared.

- Implementing a graduated approach of assess, plan, do and review to identify pupils' needs and implement interventions and resources to support a pupil to keep up or catch up.



- Completing SEND pupil profiles for any pupils whose needs are identified as requiring additional provision (SEND Support on the school SEN list). This will be shared and discussed termly with pupils and families who can provide information on their child's needs to develop an understanding of the whole child. It is the responsibility of class teachers to implement SEND support plans and any individual recommendations from external agencies.
- Working with families to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Working with and in support of outside agencies when the child's needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, Children and Adult Mental Health Service (CAMHS).
- Creating a safe and inclusive learning environment through the development of key relationships using trauma informed approaches.

How will I be involved in decisions made about my child's education?

We will provide termly reviews of your child's SEN support plan, these are usually at the same time as families evening. During the review we will:

- Set clear outcomes for your child's progress
- Review progress towards outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This new SEN support plan will be shared with you via email.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will school adapt teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we use an individual approach to make sure the adaptations we make are meaningful to your child

Examples of adaptations:

- Provision of word banks, scaffolds, writing frames, reduced or simplified texts.
- Flexible grouping, additional adult support, paired learning, classroom seating position.
- Chunked learning, opportunities for overlearning and pre-teaching.
- Additional thinking time, reading instructions out loud, breaking instructions down, use of task lists and visual cues.
- Use of additional staff to support.
- Use of recommended aids – laptops, coloured overlays, larger font, opportunities to type, etc.

Additional intervention

We may put in place a time limited intervention programme designed to support your child to catch up or keep up with their learning.

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories TEACCH Approach Bucket therapy
	Speech and language difficulties	Speech and language therapy Support from S&L Liverpool
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Additional phonic intervention
	Moderate learning difficulties	Personalised timetable
	Severe learning difficulties	Individual timetable
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture group
Sensory and/or physical	Hearing impairment	Individual support
	Visual impairment	Limiting classroom displays
	Sensory processing	Individual sensory assessment Sensory circuits

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of intervention
- Monitoring by class teachers and / or the SENCO
- Discussion at termly pupil progress meetings
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will resources be secured for my child?

Following the graduated approach we work with external agencies and the LA to secure appropriate resources for children. This may include additional equipment, staffing or training.

All schools cover the first £6000 of funding for a SEND pupils provision, additional funding is applied for from the Local Authority.

How will the school include my child in activities alongside children who do not have SEND needs?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and any residential.

All pupils are encouraged to take part in the full range of school activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

To be considered for a place in one of our autism unit classes a pupil must have an EHCP **and** a diagnosis of autism. Applications for places are made through the local authority as part of the EHCP annual review process. EHCP's will be sent to school for consultation and will be considered on an individual basis in light of a pupils' needs and the needs of the rest of the cohort.

Please see the school [admissions policy](#) for guidance on mainstream applications.

Any in year transfers will be sent to Sefton's In Year Fair Access panel for consideration.

How does the school support pupils with disabilities?

Please refer to the school [accessibility plan](#).

How will the school support my child's mental health, and emotional and social development?

We provide the following additional support for children's SEMH needs:

- Support from our school ELSA
- Access to the Hub at lunch time
- Individual and group friendship intervention
- Enhanced transitions
- Access to targeted forest school and outdoor school sessions focusing on support for team work, friendships and wellbeing
- Access to nurture group support
- Life skill sessions
- Play therapy
- Sefton MHST
- Referral to CAMHS
- Soft landings on arrival at school

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

- To help pupils with SEN be prepared for a new school year we:
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Enhanced transition visits to new classes.
- Produce transition booklets for pupils to take home.

Between schools

- Attendance at Sefton LA transition event where information is shared between settings.
- Flag children for enhanced transition and Summer school with settings where appropriate.

What support is in place for looked-after and previously looked-after children with SEN?

Mr Haughey our designated teacher for CLA will work with Miss Brindle, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. All staff are trauma aware and have been trained in Trauma Informed Practice.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Sefton have published a [parent and carers guide to SEND](#). You can also access [Sefton's local offer](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) service is:

<https://www.kids.org.uk/sendias-home/>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages