Sudley
Primary School

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School Information Report 2026-27

Reporting on academic year 2025-2026

Aim High and Smile for a Brighter Future

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SUDLEY PRIMARY SCHOOL
SEND Information Report
Autumn 2026-Reporting on academic year 2025-2026

Headteacher: Mr S Connell **Inclusion Manager :** Mrs S O'Rourke
SENCo: Miss Lisa Muchmore
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Our Approach as a School

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of an adaptive and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. Further information about this can be found in the local authorities' Local Offer and our response to the Local Offer, which can be found on the school website.

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



A graduated approach means we record concerns about a pupil and determine a timescale for a classroom-based intervention and expected outcome. We consult with parents to discuss these concerns at all stages. All teachers are responsible for every child in their care, including those with special educational needs.

Assess:
Following some initial concern about progress or attainment, further information is gathered through observations and assessments. Parents are informed about these concerns by the SENCo. In some cases, the involvement of the school nurse may be deemed appropriate e.g., to check on vision or hearing. The child may become involved in some intervention groups aimed at improving their key skills.

Plan:

The impact of any classroom-based interventions is evaluated by school and if appropriate the child will be placed on the confidential Special Needs Register. An individual plan (IP) may be produced in conjunction with parents and the child. The class teacher liaises with the SENCo and parents.

We always plan a child's support with parents, review progress and try to meet needs within our own resources. However, if a child requires additional specialist support, we discuss the pathways to more specialist support/provision.

Do:

The class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet each child's individual needs.
- Checking on the progress of each child through monitoring and assessment.
- Planning for and delivering any additional help each child may need (this could be things like targeted work, additional support, adapting or changing resources) and discussing amendments made with the SENCo as necessary.
- Writing individual plans and sharing and reviewing these with parents.
- Ensuring that pupils with SEND are not treated less-favourably than others and have the same opportunities as their peers.
- Ensuring that pupils with SEND are not bullied by other pupils due to their specific needs.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:

- Co-ordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. This may include the inclusion in intervention groups run by school staff or outside agencies.
- Requesting further support from outside agencies where and when it is needed.

Review:

The individual plan (IP) is reviewed regularly with the views of the child recorded. It is then discussed with parents, their views recorded and a plan for next steps is made. This takes into account evaluation of the impact of any intervention activities.

Outside agency assessments e.g., Educational Psychologist, Speech and Language Therapist is sought if a more detailed assessment of abilities is required.

All information from outside professionals is discussed with parents and with the person involved directly, or where this is not possible, in a report. The SENCo or class teacher also discusses with parents any new assessments and ideas suggested by outside agencies for the child.

Exit from SEND:
During reviews, if it is decided by parents and staff that a pupil no longer needs to be on the school SEND list their name will be removed. Class teachers will continue to monitor their progress and keep parents involved in discussions. All records are stored confidentially.

Special Educational Needs that are provided for at Sudley Primary School	The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015: • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
The identification and assessment of pupils with SEND	Pupils are identified as having SEND, and their needs assessed, through: • Information passed on from Nursery/ Pre-school Providers/ Infant/Primary/previous schools • Feedback from staff during termly 'Pupil progress' meetings • Referrals from parents • Assessments by outside professionals, e.g., Community paediatrician, Educational Psychologist, CAMHS • Class teachers
The school's approach to teaching pupils with SEND.	Provision for SEND pupils include: • Quality first teaching, with appropriate adaptations in place. • Extra adult support in classrooms where appropriate. • Group/individual support outside of the classroom Personalised provision through time limited programmes. • Personalised provision through adapted resources and interventions.
Steps taken to prevent disabled pupils being treated less favourably than other pupils	• Fostering positive relationships and promoting equality of opportunity so that barriers to learning are removed.

Evaluating the effectiveness of the provision made for pupils with SEND.	• Pupil tracking is completed termly and discussed at Pupil progress meetings. Necessary adaptations to provision are made in light of these findings. • Regular meetings are held with parents to discuss progress towards the child's targets. • Progress and evaluation shared with the SEN Governor • SEND information is included in the Head teacher's reports to the Governing Body
Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents/carers & pupils as part of this assessment and review.	These arrangements include: • SEND Identification and Support Model • Regular data tracking of pupil progress • Individual Plan (IP) and EHCP reviews. • Observations and follow up discussions. • Parents' / Carers' meetings.
How adaptations are made to the curriculum and the learning environment of pupils with SEND.	The curriculum / learning environment may be adapted to help children by: • Groupings that target specific levels of progress. • Adapted resources and teaching styles. • Appropriate choices of texts and topics to suit the learner. • Access arrangements for tests • Additional adult support.
Facilities provided to assist access to the school for disabled pupils	• Ramp access at the front and rear of the school (Junior Site) • Ground floor access for wheelchair users • 2 ground floor disabled toilets are available on both sites (one with specialised equipment- Junior site) • Physical aids purchased to access the curriculum (as appropriate)
Support that is available for improving the Social, Emotional and Mental Health of pupils with special educational needs.	Pupils are well supported in their social, emotional and mental health needs by: • An anti-bullying policy that is supported by all staff. • Inclusion Manager • Targeted support for individual pupils • ROAR (class-based programme) • School Council • Consortia Links • YPAS • MHST (Mental Health School Team)

	• Beautiful New Beginnings • Exploring Futures • OSSME • School Website- Inclusion/ Mental Health pages
Relevant people to contact within school.	The school values communication with parents/carers and these are the ways to contact us: • Class teachers, Head of Years are available by appointment which can be booked via the school office. • The Head Teacher (Mr. Connell), Inclusion Manager (Mrs. O'Rourke) and SENCo (Miss Muchmore) operate an 'open door' policy and appointments can be made via contact@sudleyprimary.com. • The SEND Governor can also be contacted through contact@sudleyprimary.com School telephone number 0151 427 2941
The expertise and training of staff in relation to children and young people with SEND, including how specialist expertise is secured.	• The Inclusion Manager regularly attend LA training opportunities. • Individual training re: SLCN including Sliding in approach, ADHD, ASD, Code of Practice, specific learning difficulties when appropriate. • Specialist advice from external services – SENISS, EP Support, OSSME, Beautiful New Beginnings, CAMHS, etc. • Read Write inc phonics support • Phonic intervention support (Infant). • Whole school staff training e.g. Graduated Approach, Identification of Need, Adaptive Teaching, Supporting Vulnerable Children
How equipment and facilities to support children and young people with special educational needs are secured.	The school engages with a range of external support to secure appropriate resources and equipment including: • Local Authority support services. • Independent support services.
The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in,	As a school we are keen to consult with our parents/carers with regard to the special needs of their children. We do this in these ways: • Telephone/ SchoolPing • Parents/carers meetings with class teachers • IP meetings • Multi-agency meetings

the education of their child.	• EHCP reviews
The arrangements for consulting young people with special educational needs about and involving them in their education.	The school consults with its pupils both formally and informally in these ways: • Pupil voice • School council • IP meetings • Annual reviews • Personal interviews
The arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Please find the Parental Complaints Policy that is on the school website: https://www.sudleyprimary.net/policies-risk-assessments/
The school & governing body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	• The Head teacher (Mr. Connell), Inclusion manager (Mrs. O'Rourke) and SENCo (Miss Muchmore) work closely with the Primary SEND Support Partnership. • The SEND governor • Children can be referred to the School Nursing Team when required. • School signposts parents/carers to support groups for pupils with SEND when appropriate.
Arrangements for the admission of disabled persons as pupils at the school	• See admissions arrangements in the "About us" section on the school's website: *https://www.sudleyprimary.net/admissions/*

Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	• Liverpool's Local SEND Offer https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0 • Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Formerly Parent Partnership • https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=bPa4bJNDWDo • Liverpool Early Help Directory http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/home.page • Liverpool Mental Health and Wellbeing Directory http://www.wellbeingliverpool.org.uk/
The arrangements made by the school for supporting pupils with special educational needs in a transfer between phases of education.	We are aware that our children need to have robust transition arrangements in place and we do this in the following ways: • The Inclusion Manager attends the LA transition forum to discuss pupils transition with the next secondary school. • The EYFS lead and Inclusion Manager attend LA transition meeting to discuss pupil transition from nursery/ pre-school. • When a child with a known Special Need joins this school, we will meet with parents and any relevant outside agencies to discuss individual needs and devise a personalised transition plan for visiting and becoming familiar with the school. • Where possible a visit will be made to a child's previous setting e.g., nursery or school, to observe them and speak to relevant staff. • Multi-agency meetings. • Transition programme to prepare pupils for change of school. • Relevant documents received/ transferred to the next school. • The Inclusion manager and SENCo meet to discuss Year 2 pupil transition to junior site. • Individual transition programmes to prepare for secondary schools. • When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All individual plans are shared with the new teacher.

	• If a child is moving to another school, contact will be made with the new school's SENCo to ensure they know about any special arrangements or support that need to be made to support the child. • All records are passed on as soon as possible. • Relevant staff members from the receiving school are invited to the final annual review for children with an EHCP (Education Health Care Plan) or EHAT (Early Help Assessment Tool) before a planned move.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2014

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