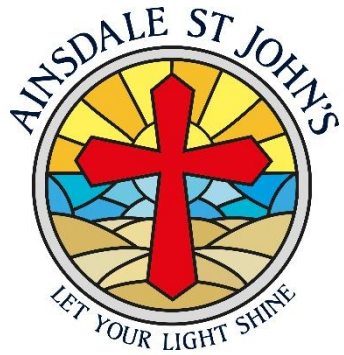


SEND Information Report

Introduction

At Ainsdale St. John's we have developed our mission statement known as the 'ASJ Way'.

- With God's help we can achieve anything, and we **aspire** to be the best that we can be.
- We **shine** like a beacon of light within our community with an open door so that all feel welcome.
- Our special family (school, church and community) follow in the footsteps of **Jesus**.

In short, we all...**A**spire to **S**hine for **J**esus!

Our aspirational vision is anchored by a bible passage which encompasses our mission for each member of our Christian community, young and old, to find and develop their talents:

Let your light shine.
Matthew 5:16

To accompany our vision, we now focus on 3 core Christian values:

- **Courage**
- **Community**
- **Compassion**



At Ainsdale St John's, we meet the needs of the children through **High-Quality Teaching.** We aim to ensure that every child with SEND gets the support they need to make progress and take an active part in school life.

All children have access to a broad and balanced curriculum and high expectations are set for all pupils, relevant to their prior attainment. Potential areas for difficulty are identified and addressed as soon as possible. Lessons take account of possible areas of difficulty so that any barriers to achievement can be overcome, if possible through good quality inclusive teaching.

This report reflects compliance with the revised SEND Code of Practice (September 2024) and statutory guidance introduced since that date.

1. What types of SEN do we provide for?

We consider our school to be a fully inclusive community and aim to fully comply with the requirements outlined in the Special Needs Code of Practice. This provision aligns with the updated SEND Code of Practice (September 2024).

We cater for the needs of learners who may have difficulties with:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and /or Physical needs**

2. How do we identify and assess children with SEND?

Early identification of pupils with SEND is important in overcoming barriers to learning. Parents are encouraged to speak to the class teacher and SENDCO about any concerns they have regarding their child's needs.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. A pupil has SEND when, in order for them to make progress, they require additional or different support to the school's High Quality teaching approaches. A child identified as having SEND may have difficulties in their development in one or more of the four areas of SEND outlined above from The Code of Practice and be significantly lower than their peers in 1 or more of these areas.

As a school, we track children's progress from Reception to Year 6 using a range of formative and summative assessments including observations and NFER tests. Children who are not progressing with the rest of their cohort are identified during pupil progress meetings which are held each term with the Head Teacher and individual class teachers to review and celebrate progress and identify underachieving children/next steps. Class teachers continually assess all children's learning against national expectations and age-related expectations. Progress is tracked and information regarding where children have progressed (and where they have not) is recorded. This informs whether extra support is required.

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 and complete a record of concern form. Adult observations and parent/children discussions also feed into building a profile. 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 information is collated into a 'One Page Profile' for individual

children, with targets, interventions and provisions outlines. Since October 2024, digital progress tracking tools and enhanced speech and language screening have been introduced to strengthen early identification.

If 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. The school will then seek to remove barriers to learning and put effective special educational provision in place.

Provision is planned and delivered by all teaching staff. Where appropriate, teachers will seek support from teaching assistants, SENDCO and specialist teachers/agencies then use this advice to implement interventions which are reviewed by teaching staff (then passed on to the SENDCO) on a half-termly basis to ensure they are allowing children with SEND to make progress.

All pupils' progress is monitored and tracked. This happens through the use of observations, formative and summative assessments, one-page profiles, personalised support plans and regular review meetings with parents/carers. This information is then used to identify whether further support is needed from the SENDCO and then outside agencies. In exceptional cases, children may receive an individual Education, Health and Care Plan.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress. The SEND Code of Practice states that this process is known as the 'graduated approach'.

The four actions are:



1. Assess: the class teacher and SENCO will clearly analyse a pupil's needs before identifying a child as needing SEN support. Children will be placed on the monitoring list and potentially given a 'One Page Profile', which is shared with parents.

2. Plan: parents will be notified wherever it is decided that a pupil is to be provided with SEN support.

3. Do: the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she will still retain responsibility for the pupil

4. Review: the effectiveness of the support will be reviewed in line with the agreed date

This cycle of graduated approach underpins ALL our provision in school.

All of our pupils' needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND.

Information from a variety of outside LA agencies and health services is also used to identify/support children with SEND. As a school, we have actively sought advice from the following: Sefton's Educational Psychology Service, Sefton's Special Education Needs

Inclusion Service (SENIS), Sefton's Social Communication team, Sefton's Inclusion Consultant Service, Sefton's Complex Needs Team, School nursing team, Community Paediatrics, Children and Adolescent Mental Health Service (CAMHS), Parenting 2000, Occupational Therapy Service and Speech and Language Service.

3. What is the school's approach to teaching children with SEND?

High Quality Teaching and additional interventions are defined through our regular dialogue across the school contributing to our provision management approach. This helps 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 High Quality Teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. Following additional training, adaptive learning platforms and structured literacy interventions have been introduced to strengthen inclusive teaching practices.

What adaptations are made to the curriculum and the learning environment of pupils with SEND?

- A positive and supportive environment where teaching and curriculum resources are adapted in order that children with SEND can be included in whole class work as much as possible.
- High quality teaching to ensure that good teaching is taking for ALL children including those with SEND.
- Flexible groupings, cognitive and metacognitive strategies, explicit instruction, use of technology and scaffolding in responding to the needs of all pupils.
- A learning environment that is uncluttered, includes visual prompts to support learning and provides a workstation/quiet area for learners with specific needs.
- Calm areas within each classroom, that are sensory-friendly.
- Tools to support ALL learners such as use of interactive whiteboards with accessibility features, visualisers to access learning and use of technology.
- Intervention programmes carefully targeted through identification and assessment of need in each of the four areas of the Code of Practice.
- Individual daily reading with teaching assistant/class teacher using bespoke reading materials in addition to the school's reading scheme.
- Delivery of planned Occupational Therapy and Speech and Language Therapy programmes by skilled teaching assistants including related specialist resources

What support is available for improving the social, emotional and mental health of pupils with SEND?

- Confident Me Programme for KS2 and Mini Confident Me Programme for KS1
- Commissioned Psychotherapist delivering in school 1:1 child counselling session
- NHS 'My Happy Mind' framework
- Parenting 2000 Play Therapy
- Mindfulness Lunchtime clubs offering relaxation, art and craft

- Sefton Young Carers working alongside young carers in school, delivering bespoke sessions to individuals.
- Withdrawal by a teacher/teaching assistant for 1:1 support to support children with social and communication needs such as social stories and programmes such as Zones of Regulation, Time to Talk, Socially Speaking, Lego Therapy and Socially Talented.
- Use of specialist sensory equipment for each class
- Staff have received mindfulness and meditation training in the form of Occupational Therapy Sensory workshops, Occupational Therapy Sensory Circuit Training
- Team Around School (TAS) partnership
- Attachment and Trauma Sensitive Schools Award (Bronze Accredited)– all staff trained across school in this approach
- Calm / quiet breakout spaces across school
- Calm areas within each classroom, that are sensory-friendly.
- Zones of Regulation whole-school approach introduced
- 'No Outsider' framework

4. How is the effectiveness of SEND provision evaluated?

At Ainsdale St John's C.E Primary School High Quality Teaching is used by teachers to plan and deliver lessons that meets the needs of all learners in their class. Teachers work closely with each child with SEND in their class - ensuring that progress is being made. The Headteacher, SENDCO and Inclusion Service monitor this High-Quality Teaching Approach through learning walks, scrutiny of work, class observations and discussion with staff/pupils.

- Teachers regularly collaborate with their teaching assistants in order to assess the effectiveness of interventions that are in place. The SENDCO monitors this on a half termly basis through scrutiny of intervention monitoring forms and assessment materials such as AET framework, SEN Toolkit and Sefton Small Steps Tracker tools.
- Progress review meetings are held in the Autumn and Spring term by the teachers for parents/carers about the provision for their child.
- Termly review meetings are held by the class teacher with parents/carers through sharing the child's progress towards their SMART targets in their personalised support plans, if parents/carers wish to discuss their child's targets.
- The class teacher and SENDCO ensures that all classroom staff members are aware of provisions in place for children's individual needs and are following the school's SEND policy.
- Sefton's Special Education Needs Inclusion Service (SENIS) have carried out environmental walks during the course of this year and have supported the school with a SEND Health Check.
- Half termly SEN health checks through the Liverpool Diocese Schools Trust, alongside the SENDCO.
- Support through Sefton's Special Education Needs Inclusion Service (SENIS) teams, such as Inclusion Consultants, Autism Team, Trauma and Informed Team, Early Years

Inclusion Consultants, Autism and Complex Needs Team, Sensory Needs Team and Occupational Health Team.

5. Name of SENDCO and SEND Governor Contact Information

SENDCO: Ella Giles

Contact Information: asj.inclusion@ldst.org.uk

SENDCO Governor: Jo Caddy

6. What training do staff receive in relation to children with SEND?

All class teachers at Ainsdale St John's CE Primary School have gained a teaching qualification at degree level.

Our teaching assistants are committed to continuing their professional development by attending staff development sessions and workshops relating to the needs of the children they support. The amount of training and input from outside agencies can differ through the year depending on the needs of pupils.

Recently, relevant staff have been involved in training in the following areas:

- Sefton LA Whole School SEND Training:

  -Every Leader a Leader of SEND

  -SEND in a Nutshell

  -Embedding the use of the Nutshell

- Training session on adapting Ready Steady Write and Ready Steady Read Together for children with SEND
- Cartoon strip conversation / Lego therapy/ Turn taking
- Active Listening and Reflective Conversations
- SEND Review Training
- Making Sense of Autism
- Progression Framework Training of the Schools AET Professional Development Programme
- ABC Chart Training
- Whole School OT Sensory Training
- Working Together Safeguarding children
- Epilepsy Training
- 'Confident Me' ongoing support network meetings
- Introduction to Zones of Regulation Training
- Deep Dive SEND support and training

- An Introduction to restorative practice
- Trauma Informed Practice
- Understanding Emotionally Based School Avoidance (EBSA)
- Precision Teaching
- Supporting Trauma Informed Occupational Therapy in School
- Attachment and Trauma Sensitive Schools Award
- NPQSEN Training
- Gestalt Language Learners – SALT Training
- Adaptive Teaching Training
- What is Dyslexia and How do we Identify it – Training
- Supporting dyslexia in the classroom – Training

As a school, we subscribe to the National College for ongoing professional development. This provides access to a wide range of courses and webinars, including:

- Inclusive Classroom Strategies
- Advanced SEND Leadership
- Mental Health and Wellbeing in Schools
- Effective Use of Assistive Technology
- Supporting Pupils with Speech, Language and Communication Needs

From September 2024, SENCOs are required to complete the National Professional Qualification (NPQ) for SENCOs within three years of appointment.

7. How and what resources are used to support children with SEND?

When a pupil has been identified with SEND, their work is adapted by their class teacher to enable them to access the curriculum more easily. Teaching Assistants are allocated to work with a pupil on a 1:1 basis or with a small group to ensure they have a positive impact.

Children are given an Individual Support Plan (ISP) with SMART targets. Individual Support Plans are written by a child's class teacher, focusing on the child's background, their needs associated with their barriers to learning, their current attainment levels and SMART targets. ISPs are supported and monitored by the SENDCO and may include relevant information from outside agencies. These are used to inform the planning and delivery of whole class and small group lessons (including interventions).

Each child's ISP is reviewed termly, and new SMART targets are set. This is monitored by class teachers and SENDCO and shared half termly with parents. Additionally, the ISPs are reviewed termly and then shared with parents/carers in end of term review meetings with class teachers and/or SEND.

For pupils with a medical condition, an Individual Health Care Plan (IHCP) may be written with SENDCO and parents/carers to guide staff on how to manage certain needs. Some children, with more complex needs, may have external agencies present to meet about their IHCP. If additional equipment is needed to support a child within school, this would be addressed at these meetings. If a child's needs go beyond the school's expertise, advice will be sought from

Sefton's Special Education Needs Inclusion Service (SENIS). This may include an application for additional funding through a costed Educational, Health and Care Plan (EHCP) which is reviewed annually.

If a pupil obtains additional funding, they will continue to be educated at Ainsdale St John's. If an EHCP is given, Sefton would look at their facilities within the borough and decide on the most appropriate school to support the child – this may be at Ainsdale St John's or at a specialist school.

8. What are the arrangements for consulting parents of children with SEND and involving such parents in the education of their child?

As a school, we offer regular opportunities for parents to come into school. These include:

- Termly SEND review meetings, if requested
- Annual EHCP Review meetings
- EYFS Workshops
- New to Reception Meeting
- Year 6 Leavers' celebration
- Annual Class Service Celebrations
- Autumn and Spring written progress reports
- End of year reports
- Autumn and Spring Parents' Evenings
- Termly whole school worships at St John's Church
- Virtual drop-in sessions for parents to meet with someone from the school nursing team.
- The school and Early Help supports families through formal and informal processes such as providing a Team Around the Family (TAF) and Child In Need Meetings (CIN)
- A family meeting room with kitchen facilities (called the Nurture Nest) is available to host many of the above events and meetings.
- Team Around the School (TAS) drop-in sessions.

We also follow the statutory guidance 'Working Together to Improve School Attendance' (July 2026), ensuring proactive support for SEND pupils with attendance challenges and clear communication with families.

9. What arrangements are made for consulting children with SEND and involving them in their education?

Pupils with SEND are asked to provide pupil voice in order to comment on their ISP each term and provide information for Educational Health Care Plans, annually. This provides staff with further information on how best to support children with SEND and gives opportunities for both staff and children to discuss their opinions of how they view school life, their learning and different interventions. All children are listened to and staff endeavour to respond to their needs. The SENDCO provides a format for Pupil Voice to take place, but this is differentiated

according to the children's individual needs. Children are encouraged to participate in the annual Youth Participation Day held at the Lakeside Activity Centre. We also take part in 'SEND' activities organised by School Games (North Sefton).

10. What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school?

Should you need to make a complaint about your child's provision, contact the SENDCO via the school office.

Telephone: 01704 578 427

Email: asj.inclusion@ldst.org.uk

If the complaint is about the SENDCO, you can contact the Headteacher or governing body.

11. What are the contact details of support services for the parents of pupils with SEND?

Sefton has a range of support services that work with early years' settings and schools to help children or young people with special educational needs or disability to develop, be included and make good progress across the academic, social and emotional aspects of their life. All the services can be found using the following link:

https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=0emGdGlTp4Y

For more information you can contact Sefton SEN and Inclusion Service on 0151 934 2347 or by emailing SEN & Inclusion Team: SENIS@sefton.gov.uk

You can find the Sefton SEN and Inclusion Service at:

Sefton Council
Special Educational Needs & Inclusion Team
Professional Development Centre
225 Park Road
Formby
L37 6EW

Tel. 0151 934 2347

13. What are the school's arrangements for supporting pupils with SEND in a transfer between phases of education?

New Reception Children:
Before children start in Reception, the class teacher sets up meetings/calls with nursery settings to discuss the needs of individual pupils. The class teacher will also visit all settings to support transition. In addition to this, the class teacher contacts parents/carers to build a profile of a child's needs.

If a child is entering the school with complex needs, relevant training is carried out in liaison with health professionals and Inclusion consultants from Sefton's SENIS team. The SENDCO facilitates enhanced transition meetings for parents of children with additional needs and extra visits to school are provided for children with SEND as part of this transition process. Transition Books / Social Stories are provided with pictures of the child within the setting to support transition.

Transitioning Through Key Stages:
At Ainsdale St John's, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers and Teaching Assistants meet with future class teachers and the SENDCO to discuss the individual needs of a child.

At the end of a school year, enhanced transition booklets are provided for children on the SEND Register. The booklets contain photographs of the child's new teacher, teaching assistant and useful information for their new class. The children attend a transition morning within their new class. Individual and small group transition visits are also planned for children with additional needs to visit their new class.

Transitioning to Secondary School or a New Setting:
When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies.

As a school, we have strong links with feeder high schools and specialist settings. This allows us to set up meetings to discuss certain children who we feel may need additional support when they start secondary education.

Children with SEND are usually given the opportunity to attend extra enhanced transition visits to their secondary schools. Each year structured enhanced transition visits take place over several weeks during the course of the summer term. Some of these transition visits are also attended by the SENDCO / classroom teachers or teaching assistants.

The SENDCO completed enhanced transition forms for pupils with SEND and they are sent to the secondary schools. The SENDCO / class teacher also meets face to face with the secondary school SENDCOs to provide a detailed picture of the child's needs. For Year 6 – Year 7 transition, the SENCO and Year 6 class teacher meet with our schools 'Inclusion Consultant' to discuss transition processes.

14. Where is the local authority's local offer published?

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND)

https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=6YHd7myZmgw

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: Autumn 2026

Date of next review: Autumn 2027