

Dream, Believe, Achieve

# Liscard Primary School



## Special Educational Needs (SEN) Information Report

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| <b>Reviewed:</b>         | Autumn Term 2026 (Updated Annually)                                                 |
| <b>SENDCO:</b>           | Mrs. Rachel Squirrell                                                               |
| <b>Contact Details:</b>  | Contact via the School Office 0151 638 3910 /<br>schooloffice@liscard.wirral.sch.uk |
| <b>SEND Governor:</b>    | Anna Dollard                                                                        |
| <b>Local Offer Link:</b> | <a href="http://www.sendlowirral.co.uk">www.sendlowirral.co.uk</a>                  |

Welcome to Liscard Primary School's SEND Information Report. This document sets out how we support children and young people with Special Educational Needs and Disabilities (SEND) to help them achieve their full potential. This report aligns with the Children and Families Act 2014 and the statutory Special Educational Needs and Disability Code of Practice (2015).

### 1. The Kinds of SEND We Provide For

At Liscard Primary School, we are committed to being an inclusive school that welcomes and supports pupils with a wide range of needs across the four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction:** Including Autistic Spectrum Condition (ASC), speech, language, and communication needs (SLCN).
- **Cognition and Learning:** Including Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia.
- **Social, Emotional and Mental Health (SEMH):** Including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), and anxiety.
- **Sensory and/or Physical Needs:** Including visual impairments (VI), hearing impairments (HI), physical disabilities (PD), and occupational therapy/sensory processing needs.

## 2. Identifying and Assessing Special Educational Needs

We believe that early identification of SEND is vital to securing the best possible outcomes for children. We know when a pupil needs extra help through a variety of measures:

- Concerns are raised directly by parents/carers, classroom teachers, or the child themselves.
- Tracking data shows that a pupil is making limited or slower progress than expected.
- There is a noticeable change in a pupil's behavior, emotional state, or academic performance.
- Termly Pupil Progress Meetings are held where class teachers and year group leaders meet with the Senior Leadership Team to analyse student development and flag any potential challenges early.

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**What to do if you have concerns:** The class teacher is always your initial point of contact. Staff are available to speak to at the end of the school day or can be messaged via Class Dojo. For further specialised guidance, you can contact our SENDCO, Mrs. Squirrel, via the school office.

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## 3. Our Approach to Teaching and Adapting the Curriculum

Every pupil's educational program is planned individually by the class teacher and differentiated to suit their personal learning style and abilities. Our approach includes:

- **High-Quality First Teaching:** Delivering regular classroom content with reasonable adjustments so that all children can actively participate.
- **Targeted Support:** Additional general group or some individual support provided in class by the teacher or a Teaching Assistant (TA).
- **Specific Interventions:** Structured skill-building programs delivered outside or alongside core teaching.
- **Assistive Tools & Technology:** Providing specialist equipment tailored to individual needs, such as sloping writing boards, concentration cushions, weighted blankets, wobble stools, movement bands, fidget tools, pen grips, easy-to-use scissors, and specialist seating. Plus, children have access to a range of technology and apps to support consolidation or over-learning of taught skills.
- **Flexible Grouping:** Using adaptive groupings and flexible instructional approaches across multiple year groups to meet individual needs.

## 4. Assessing and Reviewing Progress (The Assess, Plan, Do, Review Cycle)

If a child is identified as having a special educational need, they will receive an Individual Support Plan and/or a Person-Centred Plan (PCP) for your child using the graduated approach and the 'Assess, Plan, Do, Review' cycle:

- Clear, actionable outcomes are established based on the child's specific area of need.

- PCPs and Support Plans are updated and reviewed formally every term, and copies are shared directly with parents/carers. Parents are invited to share their views of their child's plan and reviewed outcomes.
- Parents are encouraged to discuss progress at formal Parents' Evenings, through scheduled reviews, or by requesting an ad-hoc meeting with the class teacher or SENDCO.
- Pupils with an (EHCP) Education, Health and Care Plan will also have a yearly annual review meeting to discuss their child's progress and plan in addition to the standard meetings.

## 5. Involving Pupils and Consulting Parents

We maintain an 'open door' policy and are committed to working closely with our families. We ensure that:

- **Parents are Partners:** Parents are closely consulted and actively involved in planning and reviewing their child's education. Input on support plans and PCPs is encouraged.
- **Pupil Voice is Valued:** Person-Centred Plans identify what is most important to the child from their own, staff, and parental perspectives, and outline how they prefer to be supported. We routinely listen to their views, involving them as appropriate to their age and stage. Termly pupil voice drop-ins are also completed by the SEND team.

## 6. Support for Overall Well-being, Pastoral Care, and Mental Health

We pride ourselves on providing a rich, multi-layered pastoral network of support to nurture children's emotional and social growth:

- Class teachers, TAs, and our SENDCO are always readily available to listen to student and parents' concerns.
- Lunchtime Nurture Clubs: Tailored for pupils who find regular lunchtimes challenging, offering a smaller, calmer, and more structured environment.
- We have a sensory room and a diversity room plus calming corners around school and within classrooms.
- Family Support Workers (FSWs): Our family support team work directly with individual children or small groups to support emotional resilience, behaviour and well-being. They also run drop-in sessions and coordinate external agency support for families.
- ELSA Support: A fully trained member of staff delivers specialised Emotional Literacy Support Assistant (ELSA) programs.
- Trauma & Attachment Informed school: All school staff are trained to understand and support pupils facing attachment and trauma challenges.
- Specialist Mental Health Links: With parental consent, the school refers to BRANCH or our local Mental Health Support Team (MHST) practitioner who attends school weekly. We also fund an internal Play Therapist for targeted individual and group therapy, and we have access to a health mentor who attends school weekly to support some of our Children Looked After (CLA).

## 7. Pupils with Medical Needs and Accessibility

Liscard Primary School is fully accessible and prepared to safely manage medical requirements:

- Individual Health Care Plans (IHCPs): These are compiled in collaboration with parents and, when possible, medical professionals for any child with distinct medical needs, they are then shared with all relevant staff.
- Medical Conditions Support: Staff undergo annual Allergy, Epi-Pen, and asthma management training. Parents of children with asthma complete asthma information cards, and inhalers are managed by class teachers/TAs. (Please refer to full Asthma and Allergy policies for more detailed information and how school comply with Benedicts Law).
- Medication Administration: Prescribed medicines can be administered onsite following the completion of a signed medication administration consent form by parents.
- Facilities & Access: The physical school building includes access ramps, wider doors in key sectors, a lift to the first floor, an evacuation chair for emergencies, and two fully adapted disabled-access toilets. Classrooms and facilities are modified based on student requirements. The school secures specialist equipment when a child requires something beyond standard provision (e.g. working with the local occupational therapy team).
- Admissions & EHCPs: Our admissions authority is the Local Authority. We ensure that children with disabilities are not treated less favourably in our admissions procedures. Pupils with an EHCP that names Liscard Primary School will be admitted in accordance with statutory requirements.
- We take active steps to ensure that pupils with disabilities are not treated less than other pupils. This includes making proactive reasonable adjustments to classroom setups, tailoring playground supervision and alternative lunchtime clubs and spaces, ensuring alternative communication methods are supported, and monitoring peer relationships to prevent exclusionary behaviour.
- Emergency Kits: The school maintains three defibrillators (AEDs) with staff trained to operate them, alongside an emergency anaphylaxis kit. A high proportion of staff hold basic first aid and pediatric first aid certifications. All medical incidents are recorded on Medical Tracker.
- Accessibility Plan: Our full Accessibility Plan (available on our website) details how we plan to systematically increase access to the physical environment, curriculum, and written information for our pupils with disabilities.

## 8. Staff Training

To ensure our provision remains highly effective, our staff engage in continuous professional development. Training is dynamically tailored to the needs of our current cohorts and has included partnerships with:

- Previously with the ADHD Foundation: Specialised training spanning multiple dimensions of neurodiversity and childhood mental health.
- Orrets Meadow Outreach Services: Targeted learning support strategies.
- Chester University: Advanced training as a Trauma-Informed School.

- Specialist Services: Direct training from NHS Speech and Language Therapists (SALT), Talk about Town (private SALT), and the local Autism Social and Communication (ASC) Team.
- Trauma and Attachment training from Jenny Nock (Clinical Psychologist).
- Positive behavior and de-escalation training (The LA Inclusion team).
- Sensory circuits training (Dr. Helen Bibby).
- A number of staff have completed Team Teach training.
- We also complete on-going training for staff related to teaching and learning across different curriculum subjects.

## 9. Specialist Services and External Expertise

When expert consultation is required, the school collaborates with a robust directory of specialist providers, including:

| Service / Agency                            | Role and Integration                                                                                                                                                                                                                                                                        |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Educational Psychologists</b>            | Accessed through the Local Authority for formal consultations, observations, and advice. The school also independently purchases additional private Educational Psychologist hours to expedite targeted support towards statutory assessment (if agreed and funded by the local authority). |
| <b>Speech &amp; Language Therapy (SALT)</b> | We utilise both NHS SALT therapists and employ a private SALT therapist from 'Talk about Town' SALT specialists to complete speech, language, and social communication assessments and offer advice to staff.                                                                               |
| <b>Health &amp; Clinical Services</b>       | We have direct integration with Pediatricians, Occupational Therapists (OT), MHST, and the School Nursing and neurodevelopmental nursing teams.                                                                                                                                             |
| <b>Specialist Learning Teams</b>            | SENAAT (Special Educational Needs Assessment Advice Team), Wirral Sensory Service (Hearing/Vision Support), the ASC Team, and the Early Years SEND Team.                                                                                                                                    |
| <b>Outreach &amp; Family Care</b>           | 3x family support workers within school, Dr. Helen Bibby (SEND consultant), a play therapist who                                                                                                                                                                                            |

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attends school weekly, Health mentor to support our looked after children, Early help advisor, plus contact with social care and a range of other child and family support services.

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## 10. Inclusion Outside the Classroom (Trips and Activities)

All school trips, residential visits, and extracurricular enrichment clubs are fully inclusive and available to every pupil. We proactively complete risk assessments and introduce reasonable adjustments to eliminate barriers to participation. In rare scenarios where a student's safety demands intensive 1:1 supervision beyond normal school allocation, we warmly welcome parents or carers to accompany their child during the activity (each visit and child's needs will be judged individually)

## 11. Supporting Children Looked After (CLA) with SEND

We recognise that pupils who are Children Looked After (CLA) and also have special educational needs require highly coordinated, sensitive care. The SENDCO works closely with the school's family support team (FST) to ensure that Personal Education Plans (PEPs) are aligned with the child's SEN Support Plan and/or EHCP outcomes. We maximise the use of Pupil Premium Plus funding to secure necessary resources, emotional support, and academic interventions to enable our CLA pupils to thrive.

## 12. Managing Transitions Between Educational Phases/Classes

Transitioning to a new environment can be challenging, so we execute a comprehensive transition strategy to ensure continuity of care, fully supporting early independence:

- **Joining the School / Early Years:** Before entry to our Foundation Stage staff conduct direct visits to nursery settings to compile histories and key information. We also host dedicated parent open days and evenings.
- **Moving Classes / Year Groups:** All pupils take part in dedicated 'Meet the Staff' sessions and classroom transition sessions. Extra visits and familiarisation sessions are structured for individuals needing extra time to the additional transition programme
- **Transferring to Secondary School:** High school staff visit pupils at Liscard Primary as part of the transition process. Our SENDCO and Year 6 staff conduct thorough handovers with secondary school SENDCOs and Year 7 leads, ensuring all official documentation is fully copied and transferred. For complex needs, additional transition visits are arranged for the children to attend high school on multiple occasions before their main transition day.

### **13. Resource Allocation and Funding Decisions**

The school's SEND budget is allocated each financial year by the Governing Body. Funds are utilised to deploy specialised staff, invest in targeted intervention programs, and purchase adaptive equipment based on student needs. Decisions regarding specific individual support levels are made collectively by the class teacher, SENDCO, and the Senior Leadership Team, drawing on termly progress tracking, external assessor or observation findings, and statutory Local Education Authority funding guides (such as EHCPs, Tier 3 funding, or SENIFF funding allocations).

### **14. Evaluating the Effectiveness of Our Provision**

To ensure our provision remains high-impact and fully compliant, we regularly evaluate our practices through:

- Rigorous termly tracking of academic and developmental progress for all learners including SEND learners.
- Termly monitoring and review of individual SEN Support Plan outcomes and PCPs.
- Regular learning walks, book looks, lesson observations, and pupil interviews performed by the Senior Leadership Team, subject leads, and/or the SENDCO or a member of the SEND team.
- Feedback gathered from annual parent surveys and direct pupil conversations.
- Governor monitoring and oversight led by our named SEND Governor, Anna Dollard, to support and challenge school inclusivity.
- Reviews by external professionals brought in by school or the LA.

### **15. Preventing Bullying**

Liscard Primary School maintains a zero-tolerance approach to bullying. We actively prevent bullying, particularly targeting vulnerable groups such as pupils with SEND, by:

- Cultivating an inclusive ethos driven by our motto: Dream, Believe, Achieve.
- Delivering structured Social, Emotional, and Ethical learning through our PSHE curriculum and specialised assemblies.
- Providing supervised, supportive spaces like the Lunchtime Nurture Club to foster positive peer friendships.
- Ensuring all playground leaders, middays, and PE coaches are trained to spot and promptly de-escalate exclusionary or negative behavior.
- Taking all reports of bullying seriously, investigating them fully, and working with families to resolve issues quickly while continuing to monitor after the events have been resolved.

## 16. Resolving Disagreements and Complaints

We always aim to resolve any concerns or misunderstandings constructively through open dialogue. If you are unhappy with the SEND provision being made for your child, please follow our staged complaints procedure:

**Stage 1:** Speak directly with your child's class teacher or arrange an appointment with our SENDCO, Mrs. Squirrel, to discuss the issue informally.

**Stage 2:** If the issue remains unresolved, you can request a formal meeting with the Headteacher via the school office.

**Stage 3:** If you feel the matter requires further escalation, a formal written complaint can be submitted to the Governing Body in accordance with the school's official Complaints Policy available on our website.

Parents can also seek free, impartial, and independent support from the Wirral SEND Partnership (SENDIASS) via <https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

Additionally, independent parent support and advice services are accessible through the Wirral Local Offer (SENDLO) website <https://www.sendlowirral.co.uk/> and the Wirral Family Toolbox <https://familytoolbox.co.uk/>.

## Appendix: Glossary of Frequently Used SEND Terms

To help navigate the acronyms often found within special educational needs documentation, please refer to this comprehensive glossary:

| Abbreviation | Full Meaning                                                         |
|--------------|----------------------------------------------------------------------|
| ADD          | Attention Deficit Disorder                                           |
| ADHD         | Attention Deficit & Hyperactivity Disorder                           |
| ASC          | Autistic Spectrum Condition                                          |
| ASC Team     | Support Team for children with Social and Communication Difficulties |
| CAF          | Common Assessment Framework                                          |
| CAMHS        | Child & Adolescent Mental Health Service                             |
| COP          | Code of Practice                                                     |

|                |                                                   |
|----------------|---------------------------------------------------|
| <b>EAL</b>     | English as an Additional Language                 |
| <b>EHCP</b>    | Education, Health and Care Plan                   |
| <b>ELSA</b>    | Emotional Literacy Support Assistant              |
| <b>EP</b>      | Educational Psychologist                          |
| <b>EWO</b>     | Educational Welfare Officer                       |
| <b>FSM</b>     | Free School Meals                                 |
| <b>HI</b>      | Hearing Impairment                                |
| <b>KS</b>      | Key Stage                                         |
| <b>LAC/CLA</b> | Looked After Child (Children in Public Care)      |
| <b>LEA</b>     | Local Education Authority                         |
| <b>MHST</b>    | Mental Health Support Team                        |
| <b>MLD</b>     | Moderate Learning Difficulty                      |
| <b>ODD</b>     | Oppositional Defiant Disorder                     |
| <b>OT</b>      | Occupational Therapist / Therapy                  |
| <b>PCP</b>     | Person Centred Plan                               |
| <b>PDD</b>     | Pervasive Development Disorder                    |
| <b>SALT</b>    | Speech & Language Therapy                         |
| <b>SEMH</b>    | Social, Emotional and Mental Health               |
| <b>SEN</b>     | Special Educational Needs                         |
| <b>SENAAT</b>  | Special Educational Needs Assessment Advice Team  |
| <b>SENATT</b>  | Special Educational Needs Assessment Team Teacher |

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>SEND</b>   | Special Educational Needs & Disability                 |
| <b>SENDCO</b> | Special Educational Needs and Disabilities Coordinator |
| <b>SLCN</b>   | Speech, Language and Communication Needs               |
| <b>SpLD</b>   | Specific Learning Difficulty                           |
| <b>VI</b>     | Visual Impairment                                      |