Eaves Primary School

Excellence in Everything

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

2026-2027

Status	Statutory
Responsible Governors' Committee	Governing Body
Responsible Person	Mrs Rebecca Bowles - Assistant Headteacher / SENDCo
Academic Year	2026-2027
Review	Annually, or sooner if information changes

Our SEND promise

Children are at the heart of everything we do. We aim for every pupil to belong, participate and achieve through ambitious learning, high expectations, strong relationships and timely support.

1. About this report

This report explains how Eaves Primary School identifies and supports children with special educational needs and/or disabilities (SEND), how families and pupils are involved, how provision is reviewed, and who families can contact for further help.

The Eaves Way

Our approach to SEND reflects Exploration, Authenticity, Vision, Encouragement and Synergy. We celebrate individuality, remove barriers and work with families and professionals so that pupils can flourish academically, socially and emotionally.

School and SENDCo contact details

School	Eaves Primary School
Address	Eaves Lane, Sutton, St Helens, Merseyside, WA9 3UB
Telephone	01744 812700
Email	eaves@sthelens.org.uk
SENDCo	Mrs Rebecca Bowles, Assistant Headteacher / SENDCo

What kinds of SEND do we provide for?

Eaves is a mainstream primary school for children from Nursery to Year 6. We make provision across the four broad areas of need:

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

A child's needs may span more than one area and can change over time. Identification is used to decide what action is needed, not to fit a child into a label.

2. How do we identify SEND?

We use ongoing observation, assessment, pupil progress information, attendance, behaviour and wellbeing information, parent/carer concerns, pupil voice and professional advice. Early identification is important because timely provision can prevent barriers from becoming more significant.

- Class teachers monitor the progress and development of every pupil.
- Parents/carers are encouraged to raise concerns with the class teacher at the earliest opportunity.
- Teachers and the SENDCo review pupils who are not making expected progress or whose access, communication, wellbeing or development causes concern.
- Where appropriate, targeted support is introduced and its impact is reviewed.
- If a pupil requires provision that is additional to or different from that ordinarily available, SEND Support may be considered and discussed with parents/carers.
- External professional advice may be sought, with parental consent, where specialist assessment or guidance is needed.

A diagnosis is not required for support

School support is based on a pupil's identified strengths, barriers and needs. A child can receive SEND Support without a medical diagnosis, and a diagnosis does not automatically mean a child requires SEND Support.

3. The graduated approach: Assess - Plan - Do - Review

ASSESS	Build a clear picture of strengths, needs, starting points and barriers using assessment, observation, parent/pupil voice and relevant professional information.

PLAN	Agree precise outcomes/targets, adaptations, provision, responsibilities and review arrangements with the family and pupil.
DO	The class teacher remains responsible for the pupil's progress. Agreed adaptations and interventions are implemented consistently and linked to classroom learning.
REVIEW	Evaluate progress and impact, including access, achievement, attendance, wellbeing and independence. Keep, adapt, intensify or stop provision in response to evidence.

SEND Support Plans are reviewed with families and pupils at least termly. Reviews record what has been achieved, what is partly achieved or not yet achieved, and the next steps.

4. Teaching, curriculum access and reasonable adjustments

All teachers are teachers of SEND. High-quality, adaptive teaching is the starting point. Adaptations should remove barriers without lowering ambition or unnecessarily separating pupils from their peers.

- Clear modelling, scaffolding, questioning and formative assessment.
- Adapted resources, visuals, vocabulary support, alternative recording methods and assistive equipment where appropriate.
- Communication-friendly and autism-informed classroom practice.
- Targeted small-group or individual intervention when assessment shows it is needed.
- Planned adult support that develops independence rather than dependence.
- Reasonable adjustments to the learning environment, routines, assessment and wider school activities.
- Advice from external professionals reflected in day-to-day classroom practice.

Ambitious learning for every pupil

Eaves' strategic aim is that every pupil belongs, participates and achieves. SEND monitoring therefore checks curriculum access and the quality of learning, not simply whether an intervention took place.

5. How do we assess progress and evaluate provision?

Progress is considered from each pupil's individual starting points. Academic attainment is important, but impact may also be seen in communication, independence, engagement, attendance, behaviour, wellbeing and participation.

- Termly pupil progress and SEND Support Plan reviews.
- Analysis of attendance and persistent absence alongside attainment, behaviour and wellbeing.
- Intervention entry/exit information and teacher evaluation.
- Learning walks, book scrutiny and review of adaptive teaching and curriculum access.
- Pupil and parent/carer voice.
- Provision maps and checks that external agency/EHCP actions are implemented.
- Governor monitoring and termly/annual SEND impact evaluation.

The school's SEND monitoring cycle follows a 'record, respond, revisit' principle: celebrate what is working, identify a precise action, name an owner and deadline, and return to check impact.

6. Parent/carer partnership

Families know their children best. We aim to build open, respectful and solution-focused partnerships.

- Speak first with the class teacher if you have a concern; the SENDCo can then become involved as needed.
- Parents/carers contribute to SEND Support Plans, outcomes, adaptations and reviews.
- A pre-meeting concerns form can be used so that priorities are clear before a meeting.
- External reports and recommendations are shared and discussed with families.
- Consent is sought before referrals to external agencies.
- For pupils with an EHCP, families are involved in statutory annual reviews and transition planning.

7. Pupil voice and belonging

Pupils should understand what helps them learn and have meaningful opportunities to influence their support. Their views are gathered in ways that suit their age and communication needs.

- Pupil voice contributes to SEND Support Plan reviews at least termly.
- Children are supported to identify strengths, aspirations, what helps and what they would like to change.
- For younger or non-speaking pupils, observation, visuals, choice-making and familiar adults may be used.
- Monitoring considers whether pupils feel included and whether they can participate in lessons, enrichment, trips, clubs and wider school life.

8. Working with other services

Where school-based support is not sufficient, we may seek specialist advice with parental consent. Depending on need, this can include:

- St Helens TESSA and specialist education/outreach services.
- Speech and Language Therapy (SALT).
- Occupational Therapy and Physiotherapy.
- Developmental Paediatrics and neurodevelopmental pathways.
- Health visitors, school nursing and other health professionals.
- Children's Social Care / Early Help where appropriate.
- Specialist settings and other professionals involved in transition or complex provision.

Important

Acceptance onto an external assessment pathway and the timescale for assessment are determined by the receiving service, not by school. Eaves will continue to provide and review support according to need while a pupil is waiting.

9. Our current SEND context and what it means for provision

The school uses cohort information to plan staffing, professional development, provision and strategic priorities. Individual pupil information is confidential; this public report uses aggregated information only.

Measure	2025-26 end-of-year analysis	September 2026 register
Pupils on SEND register	54 pupils (23.1% of school population)	46 pupils
Communication & Interaction	32 pupils (59%)	Current register continues to show substantial communication-related need
Cognition & Learning	18 pupils (33%)	Needs represented across the register
SEND + FSM	16 pupils (30% of SEND cohort)	Monitored as a vulnerable intersectional group

The September 2026 register also records 12 pupils with EHCPs and one Provision Agreement, alongside additional-funded pupils. Because the cohort changes through admissions, transitions, assessments and moves, figures are reviewed regularly rather than treated as fixed for the whole year.

What the 2025-26 analysis tells us

- Communication and Interaction was the largest primary area of need, so communication-friendly classrooms, vocabulary development, early language support and autism-informed practice remain priorities.
- Pupils who are both SEND and disadvantaged require careful monitoring of achievement, attendance, participation and access to enrichment.
- Cognition and Learning outcomes require continued monitoring so that academic ambition remains high.
- The school will continue evaluating whether interventions and external-agency involvement improve outcomes rather than measuring provision by activity alone.

10. External referrals and statutory assessment: learning from 2025-26

The end-of-year analysis shows substantial multi-agency activity. These figures describe referrals made during 2025-26 and are included to show the scale and type of specialist work undertaken; they are not guarantees of future acceptance.

Pathway/service	Activity recorded	Outcome recorded
Neurodevelopmental Pathway (NDP)	8 referrals	1 accepted; 1 in process; 6 not accepted
Developmental Paediatrics / ADHD	12 referrals	7 accepted
Education, Health & Care Needs Assessment	6 school requests	All 6 accepted; one followed mediation; one separate parental request in progress
Speech & Language Therapy	11 referrals	10 accepted for specialist support
Private dyslexia assessment	8 school-funded assessments	All 8 pupils assessed received a dyslexia diagnosis

TESSA support was also used for 11 pupils with emotional wellbeing, behavioural and neurodevelopmental needs. The school uses this learning to strengthen pre-referral evidence, graduated support and communication with families.

11. Education, Health and Care Plans (EHCPs)

Where a pupil has an EHCP, Eaves must secure the special educational provision specified in the plan and work with the local authority and relevant professionals. Provision is monitored through day-to-day teaching, SEND monitoring and the statutory annual review process.

- EHCP outcomes and provision are translated into practical classroom adaptations and support.
- Progress towards outcomes is reviewed with the pupil and family.
- Annual reviews consider progress, changing needs, provision and future outcomes.
- Transition planning is strengthened where a pupil is moving class, phase, school or setting.
- Where needs are exceptionally complex, school works with the local authority and family regarding appropriate provision.

The 2025-26 analysis records movement of some pupils with EHCPs to alternative or specialist education. This reinforces the importance of early transition planning, multi-agency working and provision matched to individual need.

12. Transition

- For entry to Nursery/Reception or transfer into Eaves, families are encouraged to share SEND information early so provision can be planned before the start date.
- For class-to-class transition, successful adaptations, strengths, needs, targets and relationship information are handed over to receiving staff.
- Enhanced visits, visual supports, social stories or individual transition plans may be used where helpful.
- For Year 6 transfer, the SENDCo and class team liaise with the receiving secondary school and relevant professionals; additional visits or meetings are arranged when needed.

13. Social, emotional development, safeguarding and attendance

SEND, attendance, behaviour, wellbeing and safeguarding are considered together. The aim is to identify barriers early and coordinate support rather than view each issue in isolation.

- Pastoral and safeguarding staff work with pupils and families where emotional wellbeing or vulnerability affects school life.
- Reasonable adjustments and supportive plans may be used to reduce barriers to attendance and participation.
- Risk assessments and medical/care plans are developed where required.
- Pupils are taught how to seek help and identify trusted adults.
- Bullying or discriminatory behaviour is addressed through the school's behaviour, safeguarding, equality and anti-bullying arrangements.

14. Accessibility and inclusion in wider school life

Eaves aims to include pupils with SEND in the full life of the school, including trips, enrichment and extra-curricular activities. Individual risk assessment, additional preparation, adapted resources or adult support may be used where needed.

The existing SEND information identifies wheelchair access within the main building and nursery and a designated accessible toilet/changing facility. Equipment and learning resources are adapted according to individual need.

Where specialist equipment or facilities are required, the SENDCo will work with the pupil, family, relevant professionals and the local authority as appropriate to identify need and secure suitable provision. Recommendations from occupational therapy, physiotherapy, sensory services and other specialists will inform decisions about equipment, adaptations and accessibility.

15. Staff expertise and professional development

The SENDCo supports teachers to plan for pupils with SEND and coordinates specialist advice. Staff development is informed by the needs of the current cohort and by monitoring.

- Whole-school professional development on adaptive and inclusive teaching.
- Communication-friendly and autism-informed practice, reflecting the school's largest area of need.
- Training linked to specific pupils, including communication, sensory/physical, neurodevelopmental or medical needs.
- Coaching and follow-up where monitoring identifies inconsistency or further development.
- External professional advice used to build staff expertise and improve classroom practice.

16. How SEND provision is resourced

Resources are allocated according to assessed need. Decisions consider the school's delegated SEND funding, any additional/top-up funding, EHCP provision, staffing, specialist resources, professional advice and the impact of existing support. The Headteacher, SENDCo and governors maintain strategic oversight of how resources support outcomes.

Independence matters

Additional adult support is not automatically the best or only response. Provision is designed to remove barriers, build confidence and develop increasing independence wherever possible.

17. What if I am worried about SEND provision?

- First speak with your child's class teacher.
- If the concern remains, contact Mrs Rebecca Bowles, SENDCo.
- If further resolution is needed, contact the Headteacher.
- Meetings and agreed actions should be recorded and followed up.
- If concerns remain unresolved, families can use the school's formal complaints procedure.

18. Further information and independent support

Families can contact Eaves Primary School on 01744 812700 or eaves@sthelens.org.uk. St Helens Local Offer provides information about SEND services and support available locally. Families can also seek impartial information, advice and support through the local SEND information, advice and support service.

St Helens IASS- Information, Advice & Support (St Helens IASS) - St Helens Gateway/ 01744 673428

St Helens Local Offer- St Helens Family Information Directory | SEND Information Hub

The school can help families understand referral, EHCP and review processes, but decisions made by external services or the local authority are outside the school's direct control.

19. How we will monitor SEND in 2026-27

Our annual SEND monitoring schedule brings together provision, progress, attendance, parent/pupil voice and intervention impact.

Term	Key monitoring	Expected evidence
Autumn	Baseline/register audit; adaptive teaching check; progress & attendance; APDR review	Current register and plans; learning walks; progress/attendance analysis; parent/pupil voice
Spring	Plans live in classrooms; SEND deep dive; termly impact review	Books/work; provision/intervention data; reviewed plans; parent voice; coaching actions
Summer	Transition; inclusion and participation; annual evaluation; handover	Transition records; participation/attendance/wellbeing; annual impact report; updated pupil profiles

Three questions guide our quality assurance

1. Did the provision happen? 2. Did it improve access, progress, attendance, wellbeing or independence? 3. What needs to change next?

20. Priorities for 2026-27

- Improve outcomes for pupils with Communication and Interaction needs through communication-friendly classrooms, vocabulary and early language support.
- Strengthen autism-informed and adaptive teaching without reducing ambition.
- Embed Assess - Plan - Do - Review consistently and evaluate intervention impact.
- Monitor achievement, attendance, wellbeing and participation for SEND pupils, particularly those who are also disadvantaged.
- Strengthen parent and pupil voice so that it influences planning, review and school improvement.
- Ensure external agency and EHCP recommendations are visible in classroom practice and tracked to completion.
- Use monitoring evidence to target staff coaching, CPD and resource deployment.

Review and publication

This SEND Information Report will be reviewed at least annually and updated sooner where significant information changes. It should be read alongside the school's SEND Policy, Accessibility arrangements, Equality information/objectives, Safeguarding and Child Protection Policy, Behaviour/Anti-Bullying arrangements, Complaints Policy and the St Helens Local Offer.

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