

# SEND INFORMATION REPORT



2025-2026

## **SEN Information Report for Northcote Primary School**

**2025-2026**

Welcome to our SEN information report. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEN. This published information is updated annually.

At Northcote Primary School we value and are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff and can be found under the 'SEN' section of our school website; <http://www.northcoteschool.com/> Here you can also find our School Offer, Accessibility and Equal Opportunities Policy, SEND Policy and Medical Policy.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Mrs. Langley (Assistant Head teacher & SENDCo) email: [send@northcote.liverpool.sch.uk](mailto:send@northcote.liverpool.sch.uk)

Liverpool Local Offer <http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

### **Areas of Need**

At Northcote Primary School we are committed to providing for children in all areas of need.

These include difficulties with communication and interaction, cognition and learning, social, emotional & mental health difficulties, sensory and/or physical needs.

### **Identifying Children with SEN and assessing their needs.**

All pupils at Northcote Primary School are rigorously tracked in English and Mathematics. There is also tracking in place for the other subject areas. If there are concerns about progress or if any child needs extra support, then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Senior leaders meet with staff and discuss this progress during Pupil Progress Meetings. If your child is new to our school, then progress will be discussed with the previous school or nursery.

### **Consulting parents and children**

In line with our school's SEND policy, (which can be found at <http://www.northcoteschool.com/> ) we will consult with you on progress and if expected outcomes are not met, agree a timescale for withdrawal from class to a small group intervention.

Pupils with significant needs have a one-page profile in place. This is a document that the child can take ownership of. It is completed with the class teacher and outlines, what is important to your child, what they really enjoy in school; what they would like to get better at; what their teacher would like them to improve (targets) and finally how we are going to support your child in achieving these targets. This is set out for the coming term as well as reviewing how well they have progressed in the previous term. As a parent you will also be involved in this review, usually during parents evening, however if this is not convenient at another time convenient to you.

We will review termly with you the impact of interventions and, if appropriate, access further support from outreach services at the Primary Consortia.

We will always plan your child's support with you, review progress and try to meet needs within our own resources.

If your child requires additional specialist support, we will discuss with you the pathways to more specialist support/provision.

Pupil voice is very important to us and children are fully involved in target setting & expected outcomes. Children and parents are made aware of their role in achieving these outcomes during meetings alongside their class teacher.

### **Transition**

The Special Needs Coordinator, Mrs. Langley, will contact any early year's settings, or other schools that your child has attended to gather information about their needs. We will contact any specialist services that support your child and ask them to be involved in EHAT meetings, to ensure we are working in partnership to achieve the best outcomes for your child. Although our children are in the Primary phase of education, we are committed to helping prepare them for independence and success throughout their education and beyond. Long term outcomes are intended to reflect ambitions which could include higher education, employment, independent living and participation in society. We support your child moving into new Key Stages by providing them with opportunities to visit the new setting for discrete activities, assemblies and play times, this includes opportunities for Year 6 children to visit their new secondary school prior to admission. Northcote School has well-established and excellent working relationships with SEN colleagues in secondary settings.

The Special Needs Coordinator, Mrs. Langley, attends a key stage 2 – Key Stage 3 transition meeting annually where she meets with colleagues from secondary settings. Detailed discussions take place providing the new staff with as much as possible to prepare them for your child's transition.

We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.

### **Approach to teaching children with SEN, including specialist support**

Where a child with SEN is identified, extra teaching, support or intervention is put into place to match your child's needs and to further progress. Class teachers, Teaching Assistants, Learning Support Assistants, Education Support Assistants and Curriculum Leaders all work together to ensure that your child's needs are met and targets/outcomes in their One Page Profile are effectively set & reviewed. The frequency of the support your child receives will depend on their level of need.

Within the broad and balanced curriculum on offer at Northcote, the school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. We offer small group support and individual support when needed.

We understand that children learn at their own pace, so we closely monitor progress using One Page Profiles. All parents are invited to contribute to their child's One Page Profile and we will keep you informed of any progress that is made in meeting the targets/outcomes in the profile. Barriers to learning are identified and, with the support of a range of outside agencies, resources and strategies are implemented to support the removal of these barriers.

We have staff who are trained to administer any medicines your child may need. We also have clear procedures in place to ensure these medicines are administered correctly and safely. Any additional medical needs are discussed with Mrs. Langley and additional services, when required, are put in place. If we cannot meet the need using staff currently in our school, we previously have employed specialist staff from agencies or trained existing staff up to meet medical needs. (Please refer to our Policy 'Supporting Medical Conditions for children and young People', which is available on our school website.

The school can access specialist support from Liverpool Speech Therapy, ADHD Foundation, OSSME, Play Therapy and the school family support service. The school receives support from the Educational Psychology Service and SENISS (Special Educational Needs Integrated Support Service). We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service). School staff can access the expertise of teachers from other schools in their Primary Consortia.

Mrs. Langley attends Local Authority Briefings to keep up to date with any legislative changes in SEN.

Mrs. Langley and the support staff can access training through their primary Consortia as well as through Liverpool City Council.

All staff take part in Transition meetings at the end of Summer Term, to discuss individual needs of children in a class prior to the moving into the next class/phase. Staff in school receive training to meet the needs of all the children attending the school at any point in time. As part of our anticipatory duty we strive to do this in anticipation of a child's need so that support is in place in a timely way. This may include Deaf awareness training, Dyslexia Training, ASD awareness training, Visual Literacy etc.

Over the past 12 months members of staff have received training in the following areas:

**Individual Staff:**

- SEND Briefings – SIL – G Langley
- Equality Act and implications on Educational Settings – G Langley
- Supporting anxiety and OCD within the classroom – ADHD Foundation – G Langley
- Sensory Processing Difficulties – ADDvanced solutions – G Langley
- Sensory Processing Difficulties – C Rain (Sunshine Room Teacher)
- AET Bucket Training (OSSME) C Rain / Sunshine room staff
- Pathological Demand Avoidance Training – G Langley
- Engagement Model Training – C Rain
- Diabetes Training – Reception Staff
- Epilepsy Training – Nursery Staff

### **Whole School – All Staff:**

Due to change in need over the last 12 months, this year’s focus will be centred around social, emotional and mental health.

- PIVATS – Use of PIVATS Training – delivered by G Langley
- September 2024 – Teaching Staff Provision Mapping Software Training. – G Langley Delivered
- Oct – GL attended – SEND Briefing & Graduated Approach Toolkit Training
- Nov 24 – Bereavement Support – Oakleaf – Delivered by Lesley C – Drop in
- Nov 24 – Graduated Approach / Adaptive Teaching Staff Meeting – G Langley Delivered
- Nov 24 Boxhall Profile – G Langley
- Dec 24 – Team Teach Training - G Anders
- Jan25 – SEND Meetings
- March 25 – Adaptive Teaching
- March 25 – Bereavement Training

Our Designated Safeguarding lead and learning mentor is Ms L McCulloch who is an ELSA trained practitioner.

Adaptations to the curriculum and learning environment are made in a number of ways to meet the broad needs of our children; these are all identified in the School’s Accessibility Plan and the school SEND Policy both of which can be found on our (school) website [www.northcoteschool.com](http://www.northcoteschool.com) . A hard copy of the SEND policy is available on request from the school office.

### **Identification and assessment of pupils with Special Educational Needs and Disabilities.**

In July 2025, 31.3 % (141 children) of children on roll were on the SEND register 25.5% (115 children ) of children on roll were at SEN support level. 6.2% (28 children) of children on roll had an Education, Health & Care Plan.

### **Primary Type of Need Percentages**

Type of Need:	SEN Support	EHC Plan	Total:	Percentage %
Specific Learning Difficulty	11	1	12	8.5%
Moderate Learning Difficulty	0	0	0	0%

Social, Emotional and Mental Health	32	1	33	23.4%
Speech, Language and Communications Needs	55	8	63	44.7%
Multi-Sensory Impairment	0	0	0	0%
Physical Disability	2	1	3	2.1%
Autistic Spectrum Disorder	15	15	30	21.3%

As you can see from the information provided above Speech, Language and Communication Needs (SLCN) is the primary need at Northcote Primary school followed by Social, Emotional, Mental Health (SEMH) and Autistic Spectrum Disorder.

Most common primary types nationally in 2025- SLCN for SEN support, and ASD for those pupils with EHC Plans in place.

**How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within Northcote Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN.

We follow the ‘assess, plan, do, review’ model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review may be built into the intervention itself, or it may be a formal meeting held during parents evening once a term, where we discuss progress and next steps. Where parents are unable to attend parents evening a meeting at a time better suited is made available with the class teacher. If a learner has an Education, Health and Care Plan (EHC plan), the same termly review conversations take place. The EHC plan will also be formally reviewed annually.

Each class throughout the school produces a termly provision map which outlines the provision taking place daily within the year group, all children with SEN are included on the provision map, as well as children who may not have SEN but may not be making expected progress. The provision map gives an overview of what support is taking place for your child. A copy of the support for your child is provided termly along with their targets. The provision map is assessed by teaching staff and support staff on a termly basis to show what progress the children have made. Planning is then put into place for the next term. Where children are still not making adequate progress different approaches are put into place. Each provision map has clear assessment data on to make progress or lack thereof clear.

**The SENDCo, along with class teachers & support staff, collate the impact of the data of interventions to ensure that we are only using interventions that work**

### SEN Assessment Data for 2025-2026 Academic Year

Expected Progress would be for pupils to make 6 points progress from their starting points.

Year Group	Reading Progress			Writing Points Progress			Maths Points Progress		
	% who made less than expected progress	% who made expected progress	% who made more than expected progress	% who made less than expected progress	% who made expected progress	% who made more than expected progress	% who made less than expected progress	% who made expected progress	% who made more than expected progress
<u>1</u>	50%	50%	0%	64.3%	35.7%	0%	50%	50%	0%
<u>2</u>	45.5%	54.5%	0%	63.6%	36.4%	0%	63.7%	36.3%	0%
<u>3</u>	50%	44.4%	5.6%	61.1%	38.9%	0%	38.9%	50%	11.1%
<u>4</u>	40%	45%	15%	65%	30%	5%	30%	65%	5%
<u>5</u>	70.4%	28.6%	0%	78.6%	21.4%	0%	64.3%	35.7%	0%

### Emotional and Social Development of children with SEND

We currently have a full time Learning Mentor, Ms McCulloch , who supports children’s emotional well-being on a daily basis. She works with children identified as needing extra well-being support, this comes in the form of 1:1 work and small group sessions.

Ms McCulloch can be contacted by email [send@northcote.liverpool.sch.uk](mailto:send@northcote.liverpool.sch.uk) or via the school office 0151 284 1919.

Northcote also employs a play therapist, who works with our vulnerable children. The amount of time that the play therapist works with children will depend on the level of need. We acknowledge as a school that some children with SEN may need pastoral support which helps to build up their self-esteem. The participation of children with SEN in extra-curricular clubs and activities is carefully monitored by Mrs Langley. This is to ensure that children with SEN are enabled to engage fully in the life of the school alongside their peers who do not have SEN.

### **Complaints**

Any complaints should first be raised with the class teacher and/or SENDCo, then if necessary, with the Head teacher and finally, if unresolved, with the SEN Governor.

- All SEN complaints must follow the school's formal complaints procedure. (can be found on the school website or seen on request)
- The SEN Governor is consulted – Mrs H Harris
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as PSS (who may signpost support from Essential Mediation when appropriate)
- Key issues are identified including where there is agreement
- Discussion should take place with the SENDCo
- Reports provided by outside agencies should be considered
- OPPs are reviewed examining what progress the pupil has made
- Any behaviour logs should include strategies and shared with parents/carers.

**Report written:** G Langley

**Reviewed and agreed by:** SEND Governor – Mrs H Harris

**Report to be reviewed:** September 26