

ST MATTHEW'S CATHOLIC PRIMARY SCHOOL



SEN Information Report 2023-2024

Headteacher: Claire Sime SENCO: Toni Gaskell
SEN Governor: Michelle Black

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Local Offer Contribution:

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

1. KEY PEOPLE IN SCHOOL

Mrs Sime

Mrs Sime is our headteacher. She oversees the SEND provision in school and ensures statutory obligations are fulfilled. She has a B.Ed and has been teaching for over 20 years and is experienced doing various roles in a school environment. She has served as SENDCO in a previous setting and is a strong advocate for SEND provision. She has strong links with other schools and serves as a governor across 3 school, including St Matthew's. As Headteacher, she believes that having a strong inclusive ethos and practice will improve outcomes for children and help them learn and grow. In addition to many other roles, she is the safeguarding/operation encompass and mental health and well-being lead at school.

Mrs Gaskell

Mrs Gaskell is our deputy headteacher and inclusion lead (SENDCO). She is passionate about, and leads our approach to inclusion across the school. She has completed the NASENCO award and is a qualified SENDCO. She has been teaching for over 20 years, has a B.Ed and an M.A in Education Studies. Has served as Early Years lead in two schools and has a strong interest in language and communication and health and well-being. Mrs Gaskell is also part of the safeguarding team. As SENDCO, she

- supports and deploys the Inclusion team to help our children thrive
- promotes improvements in teaching and support staff with adaptive teaching
- keeps up to date with current legislation and researches training to develop herself and the team to meet the needs of all our children.
- ensures all staff recognise and fulfil their statutory responsibilities to pupils with SEND
- attends any relevant meeting and takes part in consortia events
- provides workshops and training for families
- leads on EHCPs
- is responsible for the completion of SEND paperwork and liaising with outside agencies.

Mrs Barnes

Mrs Barnes is the pastoral lead in school and is part of the safeguarding and attendance team. She is a strong advocate for health and well-being and is passionate about supporting our school community and beyond. Mrs Barnes has worked in education settings for 20 years and she has had many and varied roles. She has a BA (Hons) in learning development and support and is a certified thrive practitioner, is trained in, and has experience of supporting children through bereavement. She works with children to overcome barriers they may be facing and signposts families to services that they would benefit from. Mrs Barnes promotes well-being, positive self-image and has a certificate in Think Yourself Great. As pastoral lead, she is responsible for:

- leading community projects and events, including the school PTFA
- managing the community food store and supporting families through financial difficulties
- supporting children and families through bereavement
- managing the attendance in school, completing paperwork and liaising with the EWO
- arranging and attending meetings to support families with attendance
- working with children; delivering various interventions and pastoral programs
- supporting children with relationship issues and helping to develop resilience and confidence
- providing workshops and training for families
- the completion of pastoral paperwork and liaising with outside agencies

Mrs Adlard

Mrs Adlard is an experienced counsellor; she is highly qualified and holds the following; Level 4 Therapeutic Counselling Diploma (ABC), Level 3 Intermediate Counselling (CPCAB), Level 2 Introduction to counselling (CPCAB), Level 1 Basic counselling skills, Advanced Clinical Hypnotherapy NLP, EFT, Diploma, Clinical Hypnotherapy Diploma, Level 3 Child Counselling Diploma, Level 3 CBT Diploma and Level 1+2 Reiki. She has also been awarded certificates in; Loss and Grief, Bereavement, Phone line counselling and Proficiency (BACP) As our school counsellor, she is responsible for;

- supporting children via various therapies
- providing a bespoke service to accommodate individual needs of the children
- liaising with the families and signposting them to other services that may be relevant
- supporting staff and offering advice and support
- liaising with the headteacher and other relevant school staff on a needs-led basis
- reporting any safeguarding concerns

Ms Black

Ms Black is a qualified teacher; she is part of our safeguarding team as a safeguarding governor, she is a positive community member, supports other parents and often bridges the gap between home and school. She is an active member of the PTFA and leads on most events. She is also SEND governor and she is responsible for;

- ensuring she and the governors are informed about SEN systems and practices in school via meetings and school visits.
- ensuring that the progress of learners with SEN is monitored by reviewing and understanding data
- understanding how the notional SEND budget is used and ensuring that other financial decisions do not adversely impact on pupils with SEND
- understanding the national and local context of SEND support
- ensuring that the views of pupils and parents/carers in relation to the SEN provision is heard.
- building a trusting and supportive relationship with the SENDCO
- ensuring an annual report on SEN is published on the website and updated annually

2. OUR APPROACH AS A SCHOOL

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is educational, social or emotional, or training provision that is additional to, or different from, that is provided for other children of the same age by mainstream schools. St Matthew's Catholic Primary School is a mainstream primary school which was judged to be 'Outstanding' in November 2010 by Ofsted. We are committed to inclusion and ensuring that all our pupils reach their potential and are not disadvantaged. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties

We offer high quality first teaching and additional interventions; these are defined through our person-centred planning approach across the school. We consider the holistic needs of pupils when making decisions regarding provision and when managing personnel. Our range of interventions offer quality provision to all pupils who require additional support. We have high expectations of all staff and pupils; we meet regularly as a staff to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes.

THE GRADUATED APPROACH

At St Matthew's, staff understand the code of practice and they know all teachers are responsible for every child in their care, including those with special educational needs and disabilities.

When identifying pupils with SEN and assessing their needs we will assess each pupil's current skills and levels of attainment which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. It must be noted that slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Staff meet termly with Senior Leaders in Pupil Progress meetings to discuss each child and their progress and next steps. Where a pupil is identified as having SEN, we act to remove barriers to learning and put effective special educational provision in place.

This SEN identification and support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised, with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This approach is reviewed 3 times a year and include parent/carers and any external specialist involved.

This is known as the graduated approach. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



The graduated approach starts at the whole school level, as all teachers are continually assessing, planning, implementing and reviewing their approach to teaching for all children, however, for pupils with SEND this approach is increasingly personalised depending on the needs of the child.

ASSESS:

The children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning. We have introduced new intervention guidelines, which means that there is an informal review half way through an intervention, to ensure it is proving effective, as well as a formal assessment at the end of each intervention (**Reference:** Intervention Policy)

There are four main areas of Special Educational Needs we consider when assessing and planning for pupils' needs: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory Needs.**

In consultation with parents/carers and pupils, the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

PLAN:

The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a Personal Provision Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to outreach services if available via Consortia or the Local Offer

DO:

The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available external support that has been identified as part of the plan.

REVIEW:

The pupils' Personal Provision Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

More details of the Assess, Plan, Do, Review process can be found in the Liverpool Graduated Approach document here. [here](#).

EHCPs

When we receive a request for placement for a child with an EHCP we review that on a case by case basis in consultation with the family and in the context of the child's needs, current staffing and other needs within the school to ensure we can meet the child's needs.

If, after discussion and review of provision, we decide a child would benefit from an EHCP, we would consult with parents and start gathering evidence needed to put in the request for an assessment.

More information about EHCPs can be found [here](#)

SEND AREAS OF NEED

Children and young people's Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and support as follows:

1. Communication and Interaction- this area includes those children with a diagnosis of ASD.

- Differentiated teaching styles and differentiated planning to meet the children's needs.
- Use of visuals to ensure clear non - verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers. We use SEESAW, an online learning and communication platform, which enables children and parents to be forewarned and know what is coming. This supports those who are unable to cope with change.
- Support by learning support assistants (LSAs) and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group or 1-1.
- We use the Wellcomm program, which is aimed at developing the communication and language skills of pupils in Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – managed by the speech therapist.
- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the ADHD foundation.
- Sensory breaks have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD or display anxieties. Our aim is to develop the use of sensory circuits.

2. Cognition and Learning

- Differentiated teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. coloured overlays, pencil grips, sloping boards to write on, ipads for recording.
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work.
- Access advice and support for both staff and children from other outreach providers including Educational Psychologist Service, OSSME and SENISS.

3. Social, Emotional and Mental health

- SLT are always available to provide support for children and families and to signpost to any additional services that may be of help. Our website has a SEN Hub and SEN padlet, which has many links to support services.
- School has a Pastoral lead, who support pupils and families
- School employs a counsellor to provide support for children and families.
- School accesses the Mental Health Worker and a number of children have been supported via this service.
- School has a family support worker (FSW) that provides a range of support for those families we have referred or those who have requested additional support.
- Staff have access to counselling on request.
- The school use Jigsaw PSHE curriculum with its focus on developing emotional intelligence and well-being. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing. We have a number of interventions delivered by our pastoral lead, including thrive, rise, confidence building, bereavement activities such as yoga and massage.
- School is currently involved in a local authority program called 'HEARTS' This will enable to realise our ambition to become a trauma informed and responsive school.
- The SENCO and other staff have attended a range of Dr Jenny Nock training around various aspects of neurodiversity, attachment and trauma.
- School continues to access external support services including the School Nurse team, and CAMHS (Children and Adolescents Mental Health Service) who can sign post pupils and their parents/carers to a range of support services.
- All classes have Take Ten equipment which is a self-regulatory calming programme based on breathing techniques.
- We continue to engage with the ADHD Foundation and are able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions. We have also been able to access the services of an additional play therapist from OSSME (**O**utreach **S**upport for **M**ainstream **E**ducation and **E**arly **H**elp) who are part of the Autism Initiatives group.
- We have a 'Seedlings' practitioner that comes in weekly.

4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation (see Accessibility Plan) We have a lift that is used by several students with a care plan in place.
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, weighted blankets, magnifiers, larger font, iPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be parents.
- Staff have been trained on recognising and supporting children with sensory processing difficulties and additional resources have been purchased to meet these needs.
- School can access support from the School Nurse team, Sensory service for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with some 1-1 support from a teaching assistant from the Sensory team.
- School liaises with outside agencies, such as the physiotherapy or occupational therapy teams, to support both physical and sensory needs.
- We deliver handwriting and clever fingers interventions throughout the school on a needs-led basis.

(Reference: St. Matthew's Catholic Primary School SEND policy September 2022)

As of November 2022 we have 94 pupils on our SEND Register, broken down as below:

Communication and Interaction	Cognition and Learning	SEMH	Sensory and Physical
70%	17%	8%	5%

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Management Team and Curriculum Co-ordinators, questionnaires for pupils and parents. We also liaise with parents regularly.

WORKING WITH FAMILIES

At Whitefield we understand the importance of and are committed to early identification of need.

- ☐ Parents and Carers play a crucial role in this and are involved from the outset.
- ☐ All our teachers have had training in working with CP with SEND and our Inclusion Manager and Early Years Leads are experienced teachers holding the National Award.
- ☐ In line with the Code of Practice we follow a graduated approach to identification and provision.
- ☐ This is our Assess Plan Do Review Cycle.

We are committed to the principle that parents and carers are the experts about their children.

Children usually feel more confident and positive about themselves and their learning when parents and practitioners work together in an atmosphere of mutual respect.

School professionals work closely with families to discuss needs and assessments and we seek to co-produce documents such as pupil passports and Education and Health care plans

We also refer on to organisations who can provide parental support such as

- ☐ Mental Health Support team
- ☐ SENDIASS
- ☐ Advanced Solutions
- ☐ ADHD Foundation
- ☐ Liverpool Parent and Carers Group

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' evenings	Class teacher, parent/carers, SENDCO/HT	Termly
Follow up parent's evening with SENDCO	Parent/carers, SENDCO	On request/termly
Other meeting regarding EHCP, outside agencies.	Class teacher, parent/carers, SENDCO/HT	As appropriate
Pupil profiles for individual children	Class teacher, LSAs, SENDCO, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	Parents/carers, specialist teachers, SENDCo	As appropriate in the year

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current specific SEND expertise in our school:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
TG	SEND/Pastoral	B.Ed (Hons) English/Education M.A in Education Studies NASENCO
MA	Counselling	Level 4 Therapeutic Counselling Diploma (ABC) Level 3 Intermediate Counselling (CPCAB) Level 2 Introduction to counselling (CPCAB) Level 1 Basic counselling skills Advanced Clinical Hypnotherapy NLP, EFT, Diploma Clinical Hypnotherapy Diploma Certificate Loss and Grief Certificate Bereavement Certificate phone line counselling Certificate of Proficiency (BACP) Level 3 Child Counselling Diploma Level 3 CBT Diploma Level 1+2 Reiki
KB	Pastoral	BA (Hon) learning development and support Certified Thrive practitioner Certificate in Bereavement Certificate Think yourself great

Staff also have training in the following areas:

Intervention Name	Focus	Trained Staff
Think Yourself Great	Emotional wellbeing	LSAs
Time to Talk	Social Communication	Mrs Walsh
Speech and Language support	Speech and Language	All KS1 and EYFS staff
Rainbows	Emotional Wellbeing following loss or bereavement	Mrs Leonard
Talk Boost	Developing good communication skills for pupils in Early Years	Mrs S Jones Mrs Gaskell
Wellcomm	Early language and communication	Sarah Davey Mrs Gaskell EYFS staff
Yoga	Supporting health and well-being	Mrs L Bligh
Drawing and Talking	Emotional well-being	Mrs Gaskell Jayne Walsh
Precision teaching	Targeting children to learn specific skills	Gail Leonard
Memory training	Targeting children who struggle with poor memory skills. This will help pupils develop strategies to improve memory	Miss E Little

Other training to support areas of SEN	
Training details	Trained Staff
OSSME Training – Sensory Awareness, Autism in Girls , Early Years and Comic Strip conversations and Social Stories	All staff
WORKING WITH CHILDREN AND YOUNG PEOPLE WHO HAVE COMPLEX DIFFICULTIES	Mrs Gaskell
ADHD: A World of Distractions	Mrs Gaskell Jen Evans
BLURRED LINES: ADD, AUTISM OR ATTACHMENT DIFFICULTIES?	Mrs Gaskell
The Impact of Early Experiences on Sensory Development and Processing	Mrs Gaskell

School staff attend weekly-directed time training sessions on numerous aspects of Teaching and Learning in order to improve outcomes for children.

We continue to have a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum beyond individual Phases/Key Stages. All staff have taken part in Safeguarding updates. All staff attended a range of courses delivered by OSSME. The sessions included Comic Strip conversations, social stories training and Sensory Awareness.

SENDCO has completed the NASENCO award and continues to attend the School Improvement SEND Briefings, other training that is offered regarding SEND, Consortia meeting and NLL partnership meetings.

Staff deployment

Considerable thought, planning and preparation goes into utilising our teachers and support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for the whole or part of each day depending upon the needs of the pupil. We receive high needs funding for some children, which contributes to the funding of 1-1 provision for these children. Some children have an EHCP and school uses this to inform the most appropriate support for that child.

At breaks and lunchtimes, identified staff help support children who find the unstructured time challenging or unsettling. They may also engage and support pupils to develop positive social interactions, organising games and encouraging children to use the strategies they learn to help them remain calm.

Finance

For any pupil requiring SEND support in St. Matthew's Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget used in a variety of ways, for example, to fund the purchase of adults or additional resources; release teaching assistants to provide intervention groups or additional support for pupils in class; fund the purchase of services from external partners; release the SENDCO to complete their role and to provide staff training. "High Needs" funding may be applied for from the Local Authority for individuals who may need additional support.

A full list of our external partners who we work with can be made available upon request. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services from the ADHD Foundation, OSSME, Speech and Language therapy (SALT)
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory soothers and fidgets,
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as Beat Dyslexia, handwriting, clever fingers

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year we worked with our feeder partners to welcome children with special educational needs or disabilities in Reception from over 20 different nursery providers and we supported 18 children with SEN to their next phase in education. We had face-to-face transition visits to schools, telephone calls, zoom meetings and all receiving secondary schools have had reports and paperwork hand delivered to them. All safeguarding documentation was copied and transferred through CPOMs where possible or hand delivered to the receiving school and signed for.

We also arranged for some children to attend Summer school, at their allocated secondary school, which supported their transition.

Targeted children, in school, were given transition booklets and teachers, SENDCO and LSAs worked with the children to support their move up to the next class/key stage.

Staff have handover meetings with each other and receive a SEND file in order to understand the needs of their incoming children and enable them to prepare for the year ahead.

Calls to nursery settings were made and transition forms/information received and where possible, all incoming reception children and their parents had the opportunity to attend taster sessions.

Support Services for Parents

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

YPAS www.ypas.org.uk 0151 707 1252

Here is a link to our SEN Hub, which can be found on our website also. <https://matthews.school/wp-content/uploads/2021/08/SEN-HUB.pdf>

Complaints

This year we have had 1 complaint; this was dealt with under the Complaints Policy which can be found on the school's website. The issue was resolved and actions implemented to address concerns. School and complainant remain satisfied with outcome.

What has worked this year

SENDCO and school, continues to develop positive working relationships with families, children and professionals

Stronger links to home have been formed due to the work of our pastoral/pupil and family liaison lead

Sensory space has been improved and is being used well.

SEN room remains to be a calm space for children to retreat to if needed and for the use of outside agencies.

We continue to measure the progress of our pupils against Curriculum guidance, and for those pupils whose progress needs measuring using smaller steps they will be assessed by the most appropriate means depending on their particular need. We use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and to support our tracking.

As we move forward we intend to:

*Develop our bank of resources for pupils with additional needs, create a library of resources for staff

- *Embed our sensory provision and develop mindfulness and anxiety reducing strategies as a universal offer.
- *Continue to develop the SENDCO's knowledge and understanding of all aspects of SEND
- *Further develop the analysis of data by SENDCO to inform future planning of provision
- *Identify and prioritise further training needs for staff
- *Further develop workshops/coffee mornings opportunities for parents and develop the role of our pastoral lead
- *Ensure parents understand how to access documents relating to SEND in our school and the Local Offer
- *Embed the Zones of regulation in order to support children self-regulate their behaviour

St. Matthew's Catholic Primary School prides itself on being inclusive and in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Rigorous monitoring of pupil profiles, pupils work and teachers planning
- Learning and environment walks
- Promoting the use of sensory breaks as a universal offer in addition to targeted children.
- Develop sensory circuits and enhance outdoor provision, taking into consideration sensory needs.
- Evaluation of data, pupil and parent feedback
- Review of our Traded and bought in services and their effectiveness and the establishment of links with new provide
- Application for the Liverpool Inclusion Charter Mark

In preparing this report, we have included governors, staff, parents, children, and young people through discussion and sharing information

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention Policy
- Parental Complaints Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disabilities Code of Practice January 2015

Date presented to/approved by Governing Body: August 2023