



## KING'S NORTHWAY PRIMARY ACADEMY

“All Learners, All Valued, All Achieving...Together”

# King's Northway Primary and Nursery School

## SEN Information Report 2024/25

**SENDCo:**

Deputy SENDCo

SEND Governor:

Contact:

Officer:

**Mrs J Dang**

Miss L Scott

Mrs C Kirkman

0151 722 3540

[SEND@kingsnorthwayprimary.com](mailto:SEND@kingsnorthwayprimary.com)

Local Authority SEN Casework

Mrs Georgina Daly

**Local Offer Contribution:**

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=cBKq0sBDcdw>

---

### Our Approach as a School

At King's Northway we firmly believe that early identification is key, we work hard to support all children who present with a learning difficulty or who may require additional support to achieve their full potential. High quality first teaching and additional support is defined through our person-centred planning approach across the school, whereby the correct tools and strategies are employed. This then is a contributing factor to our provision arrangements. As a school we base our processes of identification and administration of support upon the basis of: Assess, Plan, Do, Review - as set out in the Code of Practice (2015). These processes help us to regularly review and record what we offer all children in our care under universal provision, as well as what we offer as provision deemed 'over and above or in addition to' that of universal provision. These processes embed our high expectations amongst staff of high quality first teaching and the application of 'Adaptive Teaching' approaches and personalised teaching and learning. We discuss aspirations with ALL our learners, including their voice within provision set out in our Pupil Passport support Plans. This is a whole-school approach and the following report will further explain how we underpin this practice across our classrooms, pastoral care and support arrangements.

The Special Educational Needs Co-ordinators (SENDCo) Mrs J Dang and Miss L Scott, liaises with the Head Teacher, Mr M J Hargreaves to manage all SEND provision across school. The main role of the SENDCo is to provide support to all staff to ensure the correct provision is in place for All children across school – focusing specifically on those who may present to be having difficulties learning in the classroom or who have been identified with a specific additional need or needs. Following this focus on High Quality first teaching – the role of the SENDCo is to ensure that

specialist support sought from outside agencies is coordinated and deployed effectively as per the priorities of the children. A further important duty is to coordinate support and communication with parents and families, ensuring an effective working and learning partnership between all parties is nurtured, developed and maintained as for the best outcomes for the children through consistent approaches at home as in school.

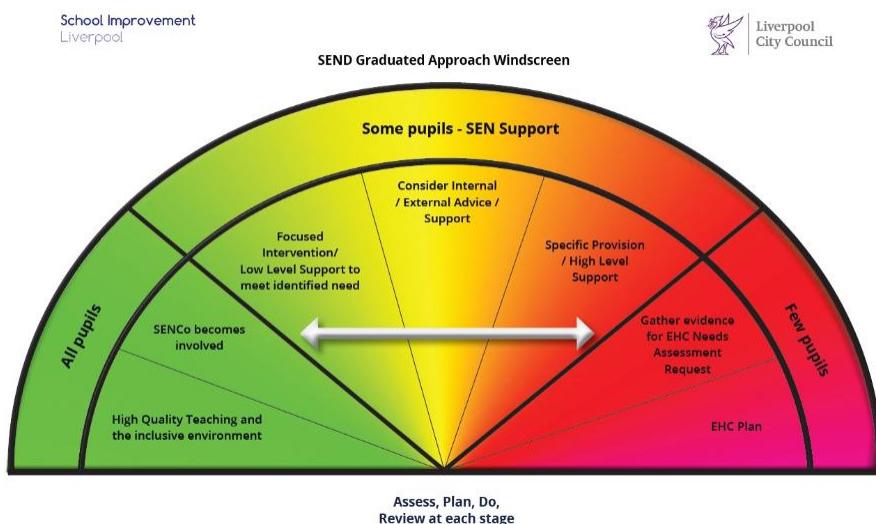
## **Aims and objectives of King's Northway Primary School in relation to SEND provision**

At King's Northway Primary School we live by our key phrase: All Learners, All Valued, All Achieving...All the Time and so we value all children equally, ensuring opportunities are for all to succeed no matter their difficulties or presentation within school and at home. As a team we work hard to meet individual needs and provide opportunities for children to make progress. We aim to ensure that our pupils gain equal access to education through whatever provision may be necessary. This personalised provision is determined through ongoing evaluation of each pupil's needs and a commitment to shared decision making with parents or guardians.

At King's Northway Primary and Nursery school we will fulfil our aim through the following objectives:

1. To identify and provide for children and young people who have special educational needs, disability and additional needs
2. To create an ethos and educational environment that is person centred and encourage the participation of children and parents in the decision making, planning and reviewing of outcomes with regard to their provision
3. To encourage a strong focus on high aspirations and on improving outcomes for children with SEND which will enable them to succeed in their education and make a successful transition into adulthood
4. To reflect the Code of Practice (2015) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child, including those with special educational needs or disabilities
5. To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and wider school life activities, thus developing positive self-esteem with a long-term goal of independence

## **Graduated Approach to establishing provision and support**



All teachers are responsible for every child in their care, including those with special educational needs. Underpinning ALL our provision in school is the **graduated approach** cycle of:



**Assess:** Class teacher identifies a pupil in their class who is not progressing at their expected rate or who may not be achieving age related expectations (ARE).

**Plan:** Class teacher observes / investigates what the possible barriers to learning may be for the child based on class assessments within the four broad areas of need: Cognition and Learning, Communication and Interaction, Social Emotional Mental Health and or Sensory and Physical Needs

**Do:** Class teacher adapts planning, practice and environment to help meet children's needs and ensure they make progress.

**Review:** Class teacher monitors effect and impact of strategies put in place over a period.

**Following support:** This is again determined by a further round of Assess, Plan Do Review – at this point if further advice, assessment and support from external agencies is needed The SENDCo liaises with class staff, families and outside agencies to determine next steps.

Having consulted with children, young people 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/young person and hold both our internal/external providers and ourselves to account. Once a cycle of Assess, Plan, Do , review has been completed and a child require support additional and different from the high quality teaching deliver in class their needs will be assess according to our pathway to support.

## 1. Universal Provision

Is the quality teaching meeting the needs of the child?

	Cognition and Learning	Communication and Interaction	Physical and Sensory	Social, Emotional and Mental Health					
Discuss at Pupil progress Meeting									
Class teacher contact Parents / Guardians / to gather views and discuss barriers									
Teaching Assistant Support in class / Teacher focus group									
Complete SEN referral on CPOMs									
SENCo conversation with teacher	Teacher / SENCo complete communication trust check list	Sensory / Motorskills checklist	Class teacher Social time with child	SEMH referral					
SENCo observation	Visual timetable/rules	Specialist Equipment (sensory toys, wobble cushion etc..)	Reward Chart						
Targeted intervention	Speech and Language Screening	Health Care Management Plan	Self Management strategies						
Precision teaching - Literacy	Social Stories		Movement break						
Precision Teaching - Numeracy	Nurture group		Talk and Draw						
GL Dyslexia screening Dynamo Maths	Now and Next Board		SEMH mentor support						
Access to Chromebooks, Laptops, Ipads									
Discuss at Children Who Need More focus group									
Meeting with parents / guardians with Class teacher / SENCo									
SENCos / Parents - Guardians / Class teacher agree next steps									
SENISS	NHS Speech and Language	GP Involvement	Seedling						
Education Psychologist	Purple Circle	Occupational Therapy	Education Mental Health Practitioner						
Paediatrician	Advisory Teachers	Advisory Teachers	CAMHS						
ASD Pathway	Paediatrician	Paediatrician	Paediatrician referral						
Schedule regular SEN review meeting or EHAT / TAF / TAC /									
Gather evidence for EHC Assessment Request									
Education Health Care Plan Assessment Request to LA									
(If child has an EHC plan) Contact LA SEN case worker to discuss									
Interim EHC plan Annual Review									
Contact Social Inclusion to discuss alternative Provision									
Preventing Permanent Exclusion Meeting									

2. Internal

3. External

3. Specialist

## Special Educational Needs (SEN):

---

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

We have 70 children on our SEND register, 10 pupils have an Education, Health Care plan (EHCP).

SEN Status	No. of Students	% of SEN Students with this Status	% of Students with this Status
<a href="#">Education, Health and Care Plan</a>	10	12.5%	2.67%
<a href="#">School ActionPlus and Statuto...</a>	0	0%	0%
<a href="#">School/Early Years Action</a>	0	0%	0%
<a href="#">School/Early Years Action+</a>	0	0%	0%
<a href="#">SEN Support</a>	70	87.5%	18.72%

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Speech, Language and Communication Needs	35	43.75%	9.36%
Autistic Spectrum Disorder	26	32.5%	6.95%
Attention Deficit (Hyperactivity) Disorder	18	22.5%	4.81%
Specific Learning Difficulty	11	13.75%	2.94%
Social, Emotional & Mental Health	11	13.75%	2.94%
Moderate Learning Difficulty	4	5%	1.07%
Physical Disability	3	3.75%	0.8%
Severe Learning Difficulty	1	1.25%	0.27%
Cerebral palsy	1	1.25%	0.27%
Hearing Impairment	1	1.25%	0.27%

### 1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

<b>Communication and interaction Provision</b>	
Internal	<ul style="list-style-type: none"> <li>• Visual guides for classroom rules and expectations</li> <li>• Guided reading for decoding, comprehension and inference</li> <li>• Tasks adapted to the level of the individual child</li> <li>• Small group or one to one support when appropriate</li> <li>• Relevant and specific interventions</li> <li>• Access to additional specialist support from Mentors as required</li> <li>• Use of specialist equipment where necessary e.g. visual support, Barrier Games, visual timetables, privacy boards</li> <li>• Talking Partners Intervention groups</li> <li>• Social skill groups e.g. Time to Talk, Socially Speaking</li> <li>• Lego Therapy KS1/2</li> <li>• WELCOMM Primary intervention began Sept 2022</li> <li>• NELI Primary intervention training in March 2024 and delivered from Sept 2024</li> </ul>
External	<ul style="list-style-type: none"> <li>• NHS Speech and Language programmes provided by a Speech Therapist</li> <li>• Advice and support from Purple Circle Autism Outreach and SENISS</li> <li>• Merseyside Autism and Speech Therapy Limited</li> <li>• Refer parents to ADDvanced Solutions</li> </ul>

## 2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Cognition and learning Provision</b>	
Internal	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Tasks adapted to the level of the individual child / differentiated planning</li> <li>• small group or one to one support when appropriate</li> <li>• Individual targets–</li> <li>• One Page Profile</li> <li>• Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, coloured exercise books and overlays</li> <li>• Time bound, focussed intervention groups</li> <li>• 1:1 or 1:2 specialist programmes for children with high needs</li> <li>• Example of interventions are :Toe by toe, Nessy reading, Project X-code , Volunteer readers, Handwriting without tears, Letter join, Speed up handwriting, On Track Maths Dynamo Maths Max's marvellous Maths.</li> </ul>

External	<ul style="list-style-type: none"> <li>• Referral to SENISS for assessment</li> <li>• Referral To Education Psychologist</li> <li>• Severe Learning Difficulties Outreach Services</li> </ul>
----------	---

### 3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognise the importance of positive mental health and the impact this has on learning.

We have an SEMH team made of two Mentors and lead by our mental health lead. This team is non- class based and provides intervention support for children who are experienced anxiety, lack of self- esteem and confidence, have difficulty in managing strong feelings; which impact on their own wellbeing some of whom will not be on the SEN register.

Our SEMH mentor also work with the SENCo to provide support to children whose learning difficulties create a barrier to building relationships, interact socially or manage their emotions in school resulting in Social Emotional and Mental Health difficulties. The intervention target children with SEND, Emotional and Mental health difficulties and Pupil Premium children, aimed at diminishing the differences in attainment and providing support required to meet individual and group needs.

Social, emotional and mental health Provision	
Internal	<ul style="list-style-type: none"> <li>• Pupil profile</li> <li>• Small group or one to one support</li> <li>• Adaptations to the environment where necessary e.g. work station, individual visuals</li> <li>• ROAR Approach to mental health</li> <li>• SEMH Mentors; Individual or group support sessions</li> <li>• Behaviour Management Plan</li> <li>• Pass to access Smile For A While Lunchtime club</li> <li>• Friendship Group, Socially Speaking Intervention, Lego Therapy</li> <li>• Talk and Draw Therapy</li> <li>• Quiet Café, alternative setting and dynamic for those who struggle with the busy nature of lunchtimes in the hall and on the yard</li> </ul>
External	<ul style="list-style-type: none"> <li>• Seedlings YPAS</li> <li>• ADHD foundation,</li> <li>• Education Mental Health Practitioner (EMHP)</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Brighter Days Ahead – SEMH Therapy</li> </ul>

#### 4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We have internal processes for monitoring quality of provision and assessment of need. These include data analysis, book scrutiny, regular monitoring cycle, leadership meeting, pupil progress meeting, observations of LSA's delivering interventions, classroom observations and interviews with children receiving support.

<b>Sensory and/or physical needs Provision</b>	
Internal	<ul style="list-style-type: none"><li>• Crosby Sensory Suite</li><li>• Quality first teaching (PE lesson / Yoga / Sensory break)</li><li>• Adaptations to the environment where necessary</li><li>• Use of specialist equipment where necessary e.g. access to laptops/software, sloping desk tops, tangle toys, trampette, spinning cone, sensory kit, books and overlays, ear defenders</li><li>• Time bound, focussed intervention Groups e.g. Handwriting without tears, Clever Fingers</li><li>• Fine and Gross Motor skills scheme of works</li><li>• School OT programme of support and intervention</li><li>• Sensory circuits for proprioceptive and vestibular sensory support</li></ul>
External	<ul style="list-style-type: none"><li>• Occupational Health (OT) programme written by OT, Sensory Diet</li><li>• Outreach Sensory Team</li><li>• Physiotherapists</li><li>• Education Psychologist</li><li>• Community paediatrics</li><li>• GP</li><li>• School nurse</li></ul>

#### 5. Provision across the four broad areas of need.

Across school, children are identified as being within one of the three waves of provision available. Wave 1 – Universal Provision: this entails High Quality Teaching strategies and initial involvement from teachers within class in order to adapt learning or the learning environment to suit the presentation or needs present within their cohort.

Wave 2 – Over and Above/In addition to: these strategies require more specific tailored support within one or more of the four broad areas of need and often require advice or assessment from the SENDCo and or outside agencies and support services in order to inform best practice and strategies for the children who need it.

Wave 3 – Individualised and targeted support for those children with identified SEND: wave 3 encompasses outside agency support which is ongoing, often through the NHS, YPAS support services and other such agencies. This is specific and specialist support that requires the involvement of professionals outside of school staff for prolonged periods of time, often through further more detailed assessments and referrals for outside agency support. Here at wave three children may also be in receipt of an Educational Health Care Plan or the process of further assessment and evidence gathering has begun.

Within Appendix 1, you will see an illustration of the Waves of Support within our School Provision Map and the specific named strategies and or services within them.

### **Staff development and Qualifications**

---

We are committed to developing the expertise of our staff. This year, we have put in additional training to support all staff to identify needs early and to empower them to take actions. Our SENCo attended the School Improvement SEND Briefings in October and March at Toxteth Annex, as well as attending CPD on Emotion Coaching and practise across school alongside the Local Authority Educational Psychology team.

Other training has included:

- Safeguarding training for all staff
- Behaviour training for all staff
- CAMHs training re anxiety/bereavement - Mentors
- Personalised training re children with P. Griffiths
- Training for all staff including LSAs in Awareness Raising of ADHD and supporting techniques
- Termly Consortia Meetings
- Outreach support meeting with Princes Primary – focusing on EHCP in Action
- Drawing and Talking Enhanced Practitioner Training – Mentors

### **Staff deployment**

---

Considerable thought, planning and preparation goes into utilising our 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.

Each Reception class has a full time TA and every other class has a TA for the morning. In addition there is a team of Teaching Assistants who deliver intervention, directed and monitored by the leadership team.

During lessons, teaching assistants are managed by the class teachers who are responsible for the effective deployment of their support member of staff to best support the children based on the presenting needs within the class.

### **Finance**

---

The school SEN budget has been spent on the allocation of staff and resources according to where the highest level of need is. Staff are allocated according to their skill set and areas of expertise. This is reviewed annually by the Senior Leadership Team.

Our notional SEN budget was used in the following ways

- Support staff (additional to quality first provision)
- Additional teaching resources
- Staff Continuous Professional Development (CPD)
- Purple Circle sessions 6 visits per year
- Education Psychologist 6 Assessments
- Weekly  $\frac{1}{2}$  day support from YPAS (Seedlings) (Additional to CONSORTIA  $\frac{1}{2}$  allocation)
- Development of HQT resources available to class staff in order to enhance learning opportunities for all learners

### **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 6 children and young people with special educational needs or disabilities and we supported **9 children** transition to their next phase in education at a variety of High schools.

Our transition approach included:

- Attending transition meetings of those children at SEN Support prior to their admission.
- Providing transition books with photographs for some pupils to use over the holidays.
- As many visits as are required for individuals and small groups of children.
- Inviting parents of children on the SEND register to arrange a meeting to meet with the SENCo.
- Attending School Improvement Liverpool's Transition Event in June.
- Referring/recommending specific children for additional transition days or summer school at secondary feeder schools.
- Ensuring reports on children with SEND are completed and sent to feeder schools.
- Holding telephone conversations with staff members from other schools before and after transition

### **SEND pupil's involvement in Wider Aspects of School Life**

---

Children with SEND represent King's Northway in all wider aspects of school life. Pupils take part in sports teams and are involved in sporting competitions across a range of disciplines. Pupils at school have also had a wider opportunity to engage in after school or extra-curricular clubs across this year including drama, football, gymnastics and music clubs which have been provided by school staff as well as outside agencies.

Several children on the SEND register continue to hold positions of responsibilities such as prefects, school council, representatives and the Primary Leadership Team.

### **What has worked this year?**

---

We regularly evaluate the effectiveness of provision via termly pupil progress meetings, pupil voice, parent meetings, analysis of assessment data and monitoring schedule.

So far the successes this year are:

- Providing children with SEND support and adapted provision as part of Wave 1 HQT strategies in class – which have been far better tailored to suit the needs of the pupils within the cohorts across school.
- Quiet Café, alternative setting and dynamic for those who struggle with the busy nature of lunchtimes in the hall and on the yard
- Improve attainment in KS1 and KS2 for Speech and Language on entry by introducing Wellcomm (GL Assessment) to identify areas of C/I need and provide support.
- Commissioning Speech and Language Support (Language Box) for EYFS through Consortia funding using this targeted funding and support to develop language skills from the outset within the Nursery and Receptions Setting.
- PIVATS 5 (Performance Indicators for Valued Assessment and Targeted Learning) embedded across the school to enhance our monitoring and assessment procedures of children working below key stage expectations

- **Further development**

---

The SEND Action Plan 2023-24 sets out the strategic plans for developing and enhancing SEND provision for the next academic year

- Continue to enhance children with SEND experiences of the wider curriculum, ensuring access to a broad curriculum and work adapted to their level in each subject focusing on inclusivity and adapting work to individual needs within the classroom
- Continue to enhance school, parents / careers engagement and collaboration to ensure effective joint planning of children's provision through coproduction meetings for all referrals, support documents
- Further develop a program of communication and interaction interventions for children identified as being significantly behind age related in KS1 and KS2. Review Communication and Interaction provision for EYFS, KS1 and KS2, identify key members of staff to be trained and deliver C/I interventions.
- Have a greater focus on content, delivery and impact of interventions to support SEND needs across the school focusing on main areas of need identified within the IDSR.

---

**Relevant school policies underpinning this SEN Information Report include:**

---

SEN Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy, Behaviour Policy, Anti-Bullying Policy, Attendance and Punctuality Policy, Assessment Policy, Child Protection Policy, Complaints, Compliments and Comments Policy, Health and Safety Policy, Escalation Guidance Policy 2018, Mental Health and Emotional Wellbeing Policy, Managing Medicines in School, Pupil Premium Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

## **Complaints**

---

Any complaints should first be raised with the SENCO, then if necessary with the Head teacher and finally, if unresolved, with the SEND Governor.

Managing parental complaints related to SEN (any of the following may apply)

- All SEN complaints must follow the school's formal complaints policy and procedure.
- Communication with the parents/carers is maintained throughout the process
- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership or governor if necessary
- Key issues are identified including where there is agreement, then a plan is put in to place

“All Learners, All Valued, All Achieving...Together”

Originally Written: Spring 2022

Updated: Autumn 2024

SENDCo – Mrs J Dang and Miss L Scott

Headteacher – Mr MJ Hargreaves

