Bishop David Sheppard
CE Primary School

Following Jesus, together we succeed

SEND Information Report

Date: October 2025

Renewal Date: October 2026

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Processing, working memory, comprehension difficulties Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety, depression, challenging or disruptive behaviour
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment eg. Epilepsy, Type 1 diabetes

2. Which staff will support my child, and what training have they had?

Our SEND Team

The SEND team consists of:

Inclusion Manager (SENDCo): Mrs S Petrie BA, PGCE, QTS, MA, NASENCO

Assistant SENDCo: Mrs H Clarke MA, B Sc.

Link Governor: Mr B Lean

Contact Details: 01704 227987 / sendco@bdsprimary.co.uk

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SEND Team to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- School Health/ Health Visitors/ Paediatric services
- Speech and Language Therapists
- Occupational Therapists
- Sefton Educational Needs and Inclusion Service
- Educational Psychologists
- CAMHS
- Mental Health Support Team (MHST)
- Team Around the School (TAS)
- Sefton ASD Team

Training

Training and CPD is highly regarded at Bishop David Sheppard Primary and this is seen as an on-going process. In recent years, staff members have accessed a range of training to support children with additional needs and by regularly reviewing our children's needs, we identify and organise further training.

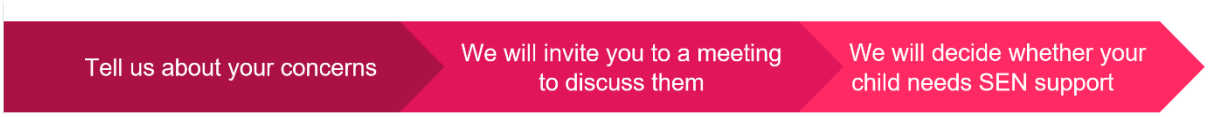
Recent training includes:

- Dyslexia Awareness
- Floppy's Phonics
- Reading: Guided reading, supported reading programme
- Mastery in Number training
- Precision teaching
- Maths Hub
- Speech and Language Programme e.g. HANEN and WellComm
- Visual aids
- Diabetes training
- Paediatric first aid
- Positive handling
- Safeguarding
- Risk Assessment
- Changes to the SEND Code of Practice
- SEND Cycle
- Zones of Regulation
- Mental Health and SEND
- Transition
- Trauma and Attachment
- AET training
- EHCP Reviews
- Team Teach
- Emotional Based School Avoidance (EBSA)
- Sensory Circuits
- Scaffolding – Fostering Independence
- De-escalating Behaviour

One to one support staff receive appropriate training to meet the specific needs of children that they support.

The SEND team attends a termly SEND network to ensure their knowledge remains current and focused.

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher who will liaise with the SEND team.

Please arrange an appointment via the school office – 01704 227987.

You can also contact the SEND Team directly –

sendco@bdsprimary.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. If you wish, you can also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of difficulty with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SEND team to have an initial discussion about

whether this lack of progress may be due to a special educational need. The class teacher/SEND team will ask for your opinion and speak to your child to get their input as well. Where necessary, school may consult an external specialist such as a speech and language therapist, an educational psychologist, or a paediatrician.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered.

Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

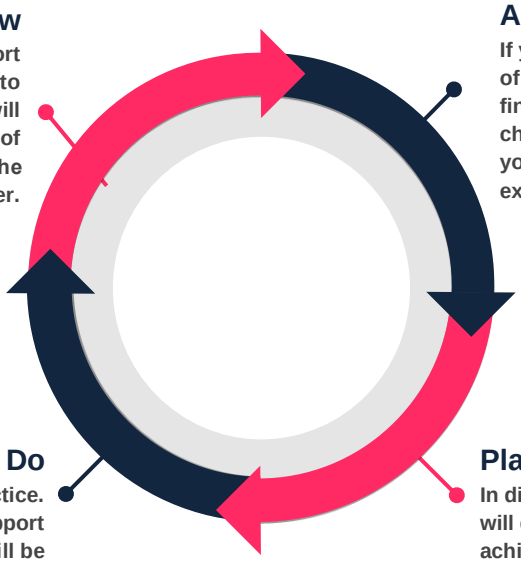
Based on all of this information, the SEND team will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SEND team/ class teacher will work with you to create a SEND Support Plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SEND team, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide you with an end of year annual report on your child's progress.

In addition to this, you will be invited to a termly meeting with the class teacher and/or the SEND team to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We would like to work closely with you and your child so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a pupil profile involving written evidence, a drawing etc.

- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class and will actively promote the inclusion of every child in all aspects of school life.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils – all staff have access to Sefton's Graduated Response booklet to ensure practice can be adapted to the needs of their cohort.

We will ensure that both class teachers and support staff working with children with SEND fully understand targets, objectives and activities set. We will prepare adapted resources where applicable, monitor progress, celebrate achievements and further adapt our teaching as and when it is necessary.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Provide different teaching environments, for example, using an intervention room

A wide range of materials are sourced, in consultation with outside agencies, and provided by the school in order to assist in drawing up a programme for a child with learning difficulties, funding allowing.

Across school, we have a number of teaching assistants who are trained to deliver a variety of interventions based on the needs on the children. These interventions or class support may be on a 1:1 or small group basis. Please see details of the interventions our staff are trained in in section 2.

9. How will the school evaluate whether the support in place is helping my child?

The quality of teaching and learning of all pupils is regularly reviewed by the Head teacher and the Senior Leadership Team.

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress

- Reviewing the impact of interventions
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SEND team
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

10. How will the school resources be secured for my child?

The Head Teacher, Mrs S Bayliff, takes responsibility for overseeing the provision and ensuring that resources are allocated as part of the annual budget.

To aid this decision, we may consult with external agencies to get recommendations on which resources will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Bishop David Sheppard CE Primary is an inclusive school and we are committed to providing equality of education and opportunity for all children (see Equality policy for more details). We ensure appropriate measures will be put in place to allow all pupils to, where possible, benefit from all curriculum enhancing activities such as, but not limited to, residentials, school trips and sporting competitions.

The school recognises the importance of accessibility with regard to the environment and provision for all pupils, staff and visitors to the school.

Further details can be found in the school's Accessibility Policy which discusses:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

We are happy to discuss access arrangements and meet with parents as appropriate to ensure children are supported in the best way whether in the school building, on excursions or in extra-curricular opportunities.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Please refer to the information contained on our school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

13. How does the school support pupils with disabilities?

Please refer to the information contained on our school website. The accessibility arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

14. How will the school support my child's mental health, and emotional and social development?

The emotional and behavioural needs of a child may also affect the child's potential to learn. All children take part in P.S.H.E lessons on a weekly basis which encourages them to discuss and share their feelings and concerns. In addition to this, we will focus on implementing the Zones of Regulation program across school to support children with their social and emotional skills. Our school has developed a Behavioural Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour. Pastoral support is planned on an individual basis where needed.

If you are concerned about your child's social and emotional wellbeing, please speak to your child's class teacher in the first instance.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Children can find transition to a new learning environment challenging. We aim to support all children through this with effective partnerships both within and outside of school.

As children move to a new class, all children have the opportunity to familiarise themselves with their new teacher and learning environment. Class teachers share information about all pupils before they start in their new class. Children will be provided with a transition guide, including photos of their new class and environment, to refer to over the summer holiday.

We have close links with our secondary schools. Staff from secondary schools to which our pupils are transferring are invited to a review meeting in the year prior to their end of Key Stage transition. Where appropriate, the SEND team will work closely with Sefton Inclusion Service to ensure that pupils, who require it, are in receipt of enhanced transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils.

16. What support is in place for looked-after and previously looked-after children with SEND?

Our Pastoral team will work with our SEND team to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

The school is eager to work in close partnership with parents consulting them at every stage of the special educational needs procedures. However, if a parent wishes to express their concerns they should, in the first instance, arrange to meet the class teacher or SEND Team to discuss the matter. If they feel the outcome of this meeting is unsatisfactory, the school has a complaints procedure available to them. They can also seek neutral advice and support from SENDIASS.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sefton's local offer.

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND). Details can be found online: www.seftondirectory.co.uk/localoffer

You can also seek neutral advice and support from SENDIASS.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages