



SEND Information Report for Sherdley Primary School 2024-25

Part of the St Helens Local Offer for Learners with SEND – Completed in compliance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations

Introduction

Welcome to our SEND information report which is part of the St Helens Local Offer for learners with Special Educational Needs and Disabilities (SEND.) 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 body's or the proprietor's policy for pupils with SEND. The information published will be updated September 2025.

At Sherdley Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor – Paul Livesey

Name of Assistant Headteacher and SENDCo – Jill Stroud

Name of Deputy SENDCo – Maria Williams

Name of Deputy Headteacher – Katie Bennett

If you have specific questions about the St Helens Local Offer, please look at the St Helens Council Website - <https://www.sthelens.gov.uk/send/> Alternatively, if you think your child may have SEND please speak to their class teacher in the first instance or contact Mrs Jill Stroud/Maria Williams on 01744 678683 sherdley@sthelens.org.uk

Our Approach to Teaching Learners with SEND

At Sherdley we are committed to overcoming all barriers to learning and raising standards in all areas of school life. We aim to promote inclusivity as an integral part of our school development, permeating all our policies, in order to

increase the learning and participation of our pupils. We recognise and value the varied life experiences and needs of our children, and our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters.

We value high-quality teaching for all learners, and Senior and Middle Leaders actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy, which can be found on our school website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually assess to ensure that learning and progress is taking place. Our whole school system for monitoring progress includes half termly pupil progress meetings, staff engagement in professional development opportunities in school and are supported by external agencies including TESSA, Speech and Language and Occupational Therapy to name a few.

At Sherdley we support a variety of Special Educational Needs including Autism, ADHD, Specific Learning Difficulties such as Dyslexia, Physical Impairment, Visual Impairment, Hearing Impairment as well as medical conditions that can impact learning.

At Sherdley Primary School, we aim to provide high-quality education which is inclusive and equips pupils for life-long learning. We strive to enable all pupils to achieve their optimum potential.

How we identify SEND

The Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Graduated Approach to SEND:

Stage 1: Parents / carers share their concerns with the class teacher. A short, fixed-term plan will be implemented. This will be reviewed and collectively discussed.

Stage 2: If concerns remain, the class teacher will discuss them with the SENDCO. A formal plan will be implemented, known as a Learning Plan. Targets will be agreed and progress towards them reviewed 3 times per year. The child will be recorded on the school's SEND register.

Stage 3: It may be necessary to discuss the child's needs with external professionals such as Health, to seek advice for next steps or recommendations that will support the child. We will seek your consent before we do this. You will be invited to meetings to share your views, concerns and aspirations.

At different times in their school life, a child or young person may find learning more difficult for a number of reasons. These may include transitions to a new year group, a change of environment, a change in home and family circumstances or friendships. Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Sherdley Primary School we are committed to ensuring that all learners have access to learning

opportunities, and for those who are at risk of not learning, we will intervene with a package of support. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision, above quality first teaching and interventions, will be identified as having SEND.

Assessing SEND at Sherdley Primary School Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Sherdley Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The SENDCo (SENDCo – Special Educational Needs and Disabilities Co-Ordinator) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

Sherdley Primary School has a working partnership with:

Speech and Language Therapy
Barnardo's
Occupational Therapy
TESSA
EAL Team
School Nurse

What we do to Support Learners with SEND at Sherdley Primary School to access the Curriculum.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Sherdley Primary are proud of our teachers and their development.

The schemes of work that we implement and deliver are underpinned by strategies to support all learners. We use Little Wandle scheme for the delivery of our phonics. Math mastery is heavily underpinned with resources, tactile lessons and movement. Writing is fundamentally underpinned by evidence-based research, role modelling and making learning more manageable for all learners.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Now and Next cards
- Sensory Breaks
- Refer to our school Pastoral Team

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

Our termly assessment monitoring is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Specialist equipment and resources are sought and funded via the Special Educational Needs Delegated Budget.

Staff regularly attend and request CPD to extend their own knowledge and employ strategies to use in the classroom with regard to Special Educational Needs. We are able to access local authority training and also specialist professionally training either by outreach work or in house staff meeting.

Who will support your child?

We are a larger than average primary school with a vast number of staff members. On a day-to-day basis, your child will primarily be supported by their class teacher and class based LSA (Learning Support Assistant). If your child has an Enhanced Funding Agreement or an Education and Health Care Plan (EHCP), they may also be supported by a SEND LSA. Within Sherdley, each year group has two classes. Your child will also come into daily contact with the parallel class and team.

More widely across school, our Pastoral Team comprises of Mrs Lakey, Children and Families Support Co-Ordinator (part time 3 days), Mrs Eccleston and Mrs Bridge, who work under the direction of Mrs Stroud, to ensure children and their families are receiving support for emotional and mental health well-being. Half termly Pastoral meetings are led by Mrs Stroud.

Miss James is the Middle Leader for Upper Key Stage 2 along with Mr Hughes, the Middle Leader for Lower Key Stage 2. Mrs Fleming monitors Key Stage 1 behaviour and Mrs Roberts Early Years. They monitor, review and support behaviour school wide.

Funding for SEND

Sherdley Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as a SEND memorandum.

Sherdley Primary can also apply for additional funding from the Local Authority which is distributed as Enhanced Support' funding for learners who require support that exceeds that available to the school.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Sherdley Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model (see SEND policy) and ensure that parents/carers and children are involved in each step. Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP,) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Sherdley Primary School we offer a range of additional clubs and activities. These can be found on our clubs section of the website. Letters will be sent home via the school app when clubs and places are available.

We are committed to making reasonable adjustments to ensure participation for all, so please contact Mrs Stroud to discuss specific requirements.

All staff at Sherdley Primary School have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation. At Sherdley staff are supported by the SENDCo to ensure that all needs are met in all lessons. Adaptations and reasonable adjustments will be implemented to meet all children’s needs. This will be in consultation with parents and professionals. Risk assessments are carried out of the environment and where necessary adaptations will be made. We are proactive in working in partnership with the Local Authority SEND department in securing resources, environmental changes and professional support to ensure that all children receive the best education.

Access

Sherdley Primary School is a single-story building. We have ramps to lipped doors throughout school. Those children joining us with Special Educational Needs or Disabilities would be supported with an extended package of transition which includes early identification of need and communication and consultation with parents and professionals.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Sherdley Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their spring term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Some children require a longer transition programme than others. Where applicable, this will be discussed and agreed with parents.

Admission Arrangements

Sherdley is a Community School situated in Merseyside and is maintained by St Helens Local Authority.

Admission arrangements are determined by the Governing Body of the school, the Local Authority and other admission authorities in the relevant area.

Some children with an EHCP may name Sherdley as a preferred School. The SEND casework manager will share an EHCP with the school to understand how these needs can be met. Sherdley Primary School will take steps to ensure all reasonable adjustments are made to ensure equal accessibility for all pupils.

The Admission Number for the 2024 Reception year intake at Sherdley Primary School is 60. For pre-school it is 52.

Our admission arrangements comply with section 69(2) of the Children’s and Families Act 2014.

Making an Application

Applications for the Reception year in September 2024 are now closed. For September 2025 applications should be made on the applicant’s home local authority common application form. Copies of St Helens Primary Education Information for Parents Booklet and application forms will be available at all St Helens primary schools and the Admissions Section of the Local Authority from September 2023 onwards.

St Helens residents may also apply online via <http://admissions.sthelens.gov.uk>

Applications must be submitted by **January 2025**.

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents in **April 2025**.

Late Applications

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin. However, as this date cannot be predicted, parents have no guarantee that any application received after the closing date will be included.

The admission arrangements for Sherdley Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

Have your say

Sherdley Primary School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Local Offer

Our local offer is available to view on the Sherdley Primary website.

Concerns & Complaints Procedure

If a formal complaint is wished to be made this must be done in writing to Sherdley Primary School's Acting Head Teacher – Mrs Katie Bennett in the first instance and the school's Governing body if unresolved. See our Concerns & Complaints Policy.

Useful links

www.sthelens.gov.uk/SEND

www.dfe.gov.uk

www.sherdleyprimary.co.uk

www.advancedsolutions.co.uk

IASS – Information Advisory Support Service

01744 673428

This policy is available in alternative formats upon request.