



Smithdown Primary School

SEN Report 2025-26

The Inclusion team:

Mr P. Horne – Head teacher

Mrs L.Dickson – Deputy Head teacher

Mrs K.Ridley- Assistant Headteacher

Mrs L. Worthington – Inclusion Manager /Designated Safeguarding Lead

Mrs.S.Dunning:SENCO

Mrs J. Ireland – Family Link Worker

OFSTED 30th September 2021

All pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well. Staff have exceptionally high expectations of pupils. Pupils feel empowered to tackle new challenges with great confidence.

Similarly, leaders ensure that pupils with SEND, or those who have additional need due to experiencing trauma, benefit from high-quality support. Staff are skilled in identifying the needs of pupils with SEND. Pupils and their parents value the support that staff provide. Pupils across the school are helped to overcome any barriers that they face. They are justifiably proud of their achievements.

'No. of Children on Roll: 446 (September 2025)

No. of Children on SEN register: 162

Percentage of children on SEN register: 36 %

Types of SEN provided for within Smithdown Primary School

- Within our school a variety of Special Educational Needs are provided for, this includes children with physical disabilities, learning difficulties and social, emotional and behavioural difficulties and speech and language difficulties.
- Children with specific learning needs are catered for wherever possible and the school staff work closely with a variety of external agencies to ensure children and their families are supported. We pride ourselves on supporting the whole family not just the child.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Pupil Progress in Reading, Writing and Numeracy is monitored on a half termly cycle. Class teachers share any concerns about pupil progress with Deputy Headteacher and the Inclusion Manager/SENCO. Appropriate support, referrals and/or interventions are then put in place.
- Teachers monitor the success of interventions through discussions with the person who has delivered the intervention.
- The intervention success is then discussed in pupil progress, this maybe in a contributing factor rather than data such as a readign age.
- If a referral to an external professional has been made such as the Educational Psychologist, parents will be asked for consent. After any observation of assessment of your child a report will be written up. The report will then be shared with parents/carers and the next steps in terms of support for your child will be discussed.
- If your child is new to Smithdown then progress will be discussed with the previous school and any records passed on. On going Smithdown once the school year has begun a Welcome to Smithdown meeting will be set up with our EAL teacher Mrs Siddiqui who is supported by Mrs Mohammed.
- If you think your child has special needs and this has not been identified by school, an appointment can be made to see the class teacher, Inclusion Manager, Headteacher or Deputy Headteacher to discuss your child's needs.

How will school staff support my child?

- Learning is supported in all classes by a Learning Support Assistant [LSA] who works closely with the class teacher.
- Personalised and targeted interventions are delivered by trained LSAs
- Year 6 have three trained teachers across two classes and an LSA in both classes working with the children.
- Interventions may be daily or 1, 2 or 3 times a week and will vary from 10 to 40 minutes per session. Interventions can be fluid so that your child is not missing the same part of the curriculum every week. An exception to this may be if your child is receiving therapy.
- Some interventions such as developing social communication skills may be taught in a group, others such as Play Therapy maybe on a 1:1 or 1:2
- The effectiveness of all interventions is monitored by your child's teacher, Inclusion Manager and Assessment co ordinator.
- The Inclusion Manager reports to school governors termly verbally or in writing on SEND matters including the effectiveness of interventions, this can be an informal discussion with the SEN governor or in a full governor meeting.

How will the curriculum be matched to my child's needs?

- Lessons are carefully planned and work is differentiated to meet the needs of all pupils.
- The school recognises that children are all at different levels in their learning and learn in different ways, providing small group and individual support as needed.
- The school whenever possible will make reasonable adjustments to its environment, teaching and learning space to allow for inclusion.
- Staff understand that adaptations need to be made to the curriculum to allow more children to access learning.

What support will there be for my child's overall wellbeing?

In 2024 Smithdown achieved the Inclusion Quality Mark and we are continuously looking to move forward in terms of the wellbeing of our whole school community.

- The Family Mentor and Play Therapists support pupils around behaviour and emotional need.

- Medicines can be administered to pupils with a written agreement from parents. For long term medical needs a Health Care Plan will be drawn up by the school nurse, in consultation with the parents and school.
- Pupils share their views and ideas through the school council.
- Teachers follow the procedures in the school behaviour policy and keep parents informed at all times if there is an issue with their child.
- School works with outside agencies to support pupils' behaviour and avoid exclusions.
- The school has three trained members of staff who are Mental Health First Aiders.
- Smithdown has a Wellbeing Team who meet to discuss ways in which wellbeing of pupils, staff and parents can be developed.
- Smithdown has been trained on the Zones of Regulation which help children identify their emotions and how they can develop strategies in order to support their wellbeing in a positive and sustainable way.

What specialist services and expertise are available at or accessed by school?

- Smithdown has three Play Therapists on site who work with identified pupils across school to support and develop their social and emotional needs.
- School have a service level agreement with M.A.S.T (Merseyside Autism Speech Therapists). These specialist speech therapist can advise parents and teaching staff, they can provide in house training and also carry out observations and assessments on your child which will feed into the support they are going to receive in the future.
- School are supported weekly with Purple Circle who have experienced staff who specifically advise on Autism, Paula will work with parents, children and teachers/LSA's
- Smithdown also have a service level agreement with the School Family Support Service who work with children and the whole family for a vast range of reasons.
- Our Inclusion Manager and EYFS LEad are Neurodiversity Champions.
- We are working on training two members of staff to be our school communication champions, this is about promoting the importance of effective communication and work with outside agencies, parents/carers and children.
- Smithdown have a music therapist (Musability) who comes in on a weekly basis. The music therapists takes children both on a one to one and on a group basis depending on the needs of the children.
- The Family Mentor, Inclusion Manager and EYFS LSA are qualified in Mental Health First Aid.
- The Family mentor has completed her counselling course, she is also trained in Drawing and Talking and Sandplay.
- The Inclusion Manager, Deputy and Assistant Head are also trained in Drawing and Talking and basic level Sandplay.
- The Inclusion Manager and SENCO have completed their ELKAN 5-11 training.
- School accesses support from specialist outreach teams (BIT) for children with learning needs, social, emotional and behavioural difficulties and for those with a diagnosis of Autism Spectrum Disorder.
- With your consent, your child can be referred to an Educational Psychologist, Speech Therapist, Occupational Health Professional and other specialist services if deemed necessary.
- We have Continued Professional Development (CPD) for our staff.

What training has the staff supporting children with SEND had or having?

- School has an ongoing programme of staff training, addressing issues around SEND. Training is planned to respond to the needs of the pupils attending Smithdown examples of this are Precision Teaching, Lego Therapy, Talk Boost.
- The Inclusion Manager and SENDCO attends Local Authority Briefing to keep up to date with developments in SEN.
- School can access the expertise of teachers from other schools in the Consortium and can also have joint training.

- Teachers, LSAs and lunchtime staff are included in training as appropriate.
- Individual staff members may receive specific training, for example in Speech and Language learning, which develops their professional skills and enables them to deliver effective interventions.

How will my child be included in activities outside the classroom including school trips?

- Where possible provision is made for all pupils to access all areas of the curriculum including extra curricular activities.
- Extra support is put in place to support pupils on school trips and in outside learning situations.
- A thorough risk assessment is made for all trips and residential.
- If necessary your child may have an individual Risk Assessment.

How accessible is the school?

- The school is accessible for wheelchair users, there are ramps to get onto and off the playgrounds, 2 disabled toilets and two lifts to ensure full access to all parts of the school building.
- School has a service agreement with a translation company who provide interpreters for meetings, telephone calls.
- School have an EAL teacher who support targeted children in Lower Key Stage 2 with their learning. Mrs Sidiqi also provides staff training.

How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- Parents of children joining Nursery or Reception classes are invited into school for information meetings.
- Year 6 pupils prepare for transition to high school during the summer term, including visits and taster days. School may decide to draw up a personalised transition plan to ensure that your child has a smooth transition.
- School SENDCO meets with SENCo's of the Secondary schools to share details of pupils' SEND and share relevant paperwork including assessments.
- School Inclusion Manager meets with the SEN link worker from Nursery settings to support children with the transition from Nursery to Reception. When needed support from SENISS is requested and a transition plan is put in place.
- Parents are encouraged to look around the school prior to their children joining Smithdown and discuss any concerns they may have.
- A member of the Inclusion Team will accompany parents and children when looking at particular secondary schools. They will then liaise with the Year 7 Head of Year to ensure that the school are aware of the child additional needs and put an appropriate transition plan in place.

How are the school's resources allocated and matched to a child's special needs?

- Resources are allocated to promote learning for all pupils and targeted to meet the needs of pupils on the SEN Register.
- Resources are finite and are allocated to need.
- School aims to ensure that staff are qualified and trained to support all pupils and finance specialist help as needed.

How is the decision made about what type and how much support my child receives?

- Pupil Progress Meetings are held half termly when class teachers, Inclusion Manager/SENDCO and the Assessment Co ordinator to discuss appropriate support and intervention for pupils who are not making expected progress.
- From pupil progress, staff may access further training.
- We adopt a graduated response to meeting pupils' needs.
- The impact of interventions is monitored by the person who is delivering the intervention and reviewed by the class teacher.
- If an intervention is put in place you will be informed about this from the class teacher and/or SENDCO
- At the end of any intervention the class teacher and LSA will review its impact and decide if it is going to continue or cease. If the intervention has not made any impact, the class teacher should discuss this with the Assessment LEad and SENDCO's

How are parents involved in the school? How can I be involved?

- Smithdown motto is Together We Grow, this applies to everyone in our school community and we encourage collaboration with parents and carers as much as possible.
- Parents are invited to termly 'Stay and Learn Sessions' in Nursery, Reception.
- Parent and Toddler sessions are run by our Family Mentor on a weekly basis.
- Parents are welcome to attend ESOL courses delivered at the school at certain times throughout the year,
- Parenting courses such as Parenting Puzzle and Family Connect are delivered by our Family Mentor
- Build a Bridge of Books - a course for parents to help engage children in a book
- Parents' Evenings are held termly.
- Parent workshops are offered by both our family support team and by Kensington and Granby Children's centres.
- CAMHS provide a parental workshop at least once every academic year.
- The ASD training team have a drop in advisory session held in School and drop in Zooms and training sessions are shared through our Reachmore PAREnts App.
- Smithdown has an open door policy and a member of the SLT is usually available to help with any queries without an appointment.

Who can I contact for further information?

- If you require more information about our school please go to our school website : www.smithdownprimary.com
- If you would like to talk to a member of staff please contact your child's teacher, the Inclusion Manager/SENCO or the Head Teacher on 0151 709 6229

Evaluating Effective provision.

- Monitoring progress is an integral part of teaching and leadership at Smithdown Primary
- We follow the Assess, Plan, Do, Review Model of supporting pupils with SEN and ensure parents are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness.
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.

- The Inclusion Manager gathers the impact data of interventions through monitoring the delivery and LSA assessment and feedback, to ensure that we are only using interventions that work.
- If provision/interventions are not thought to be working or need amending school staff will alter accordingly.
- Provision for children with SEN is regularly reviewed by class teachers, the Inclusion Manager, Deputy Headteacher and the Head teacher, outside agencies are also involved.
- Parents are kept fully informed of any developments and are invited into school throughout the year to talk with staff about children's progress, review current targets and set new targets.
- Our school data is also monitored by the Local Authority and OFSTED.