

SEN Information Report for Aintree Davenhill Primary – June 2026

Review date – June 2027

What are our aims for children with SEN at Aintree Davenhill?

Our school will ensure that every child with Special Education Needs (SEN) receives the support they need to make progress and to be able to play an active part in all aspects of school life. Our children will have access to a broad and balanced curriculum with high expectations being set for each pupil, relevant to their prior attainment. We aim to provide quality first teaching in all areas of the curriculum. Any identified additional needs will be addressed as soon as possible. Lessons will use inclusive teaching practices taking account of possible areas of difficulty so that any barriers to achievement can be overcome.

Who is responsible for SEN at Aintree Davenhill?

Our Governing Body will work with staff to monitor good SEN provision at Aintree Davenhill Primary School. This SEN offer, together with the school's SEN Policy and how it will be implemented, will be published on the school website.

The Special Educational Needs Co-ordinator (SENCO) is part of the leadership team, and has a key role to play with the Headteacher and Governing Body in determining how SEN is developed in the school, co-ordinating the additional support provided for children with SEN. The **teachers** are responsible for the progress of pupils in their class, including those who access additional support and it teachers' responsibility to work with children and liaise with parents. Teachers track the progress of all the pupils with a particular focus on key groups such as SEN. The Senior Leadership Team (SLT) monitors this in termly pupil progress meetings. The **class teacher** is the first point of contact for parents if they have concerns about their child's progress or well-being.

The SLT will continue to closely monitor how the expertise and resources are used to address the needs of pupils within the school and make adjustments as necessary.

Parents with queries or concerns should approach the class teacher first. If further clarification or support is needed, parents may contact Miss Siveyer (SENCO).

Which kinds of SEN does Aintree Davenhill provide for?

The Code of Practice (2014) identifies four broad areas of special need, under which SEN can be classified. Below are the four areas and the provision, which are catered for in our school.

- **Communication and interaction**
Children with speech, language and communication needs (SLCN) have difficulty in communication with others. This maybe a difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profiles of these children can change over time and 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.
- **Social, emotional and mental health difficulties**
Children may experience a wide range of social and emotional difficulties, which manifest in many different ways. They may become 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. Other children may have disorders

such as attention deficit (ADD) attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Sensory and/or physical needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with a physical difficulty (PD) require additional on-going support and equipment to access all the opportunities to their peers.

- Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. At Aintree Davenhill, we support children with learning difficulties including Moderate Learning Difficulties (MLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

The categories help the school to plan provision. Pupils can have needs across the categories and this is recognised on the SEN register, where a primary need is identified along with any subsequent needs. **At Aintree Davenhill, the priority is to provide early intervention in order to achieve the targeted outcome.**

How do we support a child with a physical difficulty?

The school is designated for children with a physical disability. The building was designed to ensure a safe environment in which children with a disability can access the curriculum alongside able-bodied pupils. Prior to admission to school, transition is carried out with the Inclusion Consultant for Complex Needs and any of the relevant people from Health Service. The school has a fully equipped treatment/physiotherapy room, which allows health service professionals to assess and support children with special needs and to give on-going training/support to the staff in school working with the children. In line with the school Inclusion Policy, all children with a physical disability are included in all aspects of school life.

How does Aintree Davenhill support children with medical needs?

If a child has a medical need that requires a detailed care plan, this will be compiled with support from the school nurse in consultation with parents/carers.

- Where necessary staff will receive training from an appropriate professional e.g. Diabetes / Epilepsy Nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only when a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Key persons in school have First Aid training. Key staff in Early Years Foundation Stage have Paediatric First Aid training.

How do we identify children with a special educational need?

Teachers are continually assessing pupils when monitoring progress. At Aintree Davenhill, we aspire to meet the needs of our school population through quality first inclusive teaching. Over many years, the school has developed an inclusive ethos enabling children with considerable special needs to fully access school life. By closely monitoring the progress of all pupils, early identification of a particular child's special need is ensured.

We know that children need extra help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress in being made
- There is a change in the child's behaviour or progress
- A child has an EHCP when they arrive at Aintree Davenhill
- A child has been seen by other professionals and have a programme of support in place, e.g. Occupational Therapy (OT)

Regular assessments through Pupil Progress Meetings help to identify pupils who are not making expected progress and therefore require more targeted support. In addition to quality first teaching, provision will be made to differentiate the curriculum appropriate to a child's special need. A provision map identifies focused support through targeted interventions and resources.

When pupils are identified as requiring SEN support, parents are notified and their views (and those of the child) are incorporated in their pupil profile.

What should I do if I think my child has special educational needs?

Speak to your child's class teacher in the first instance and discuss your concerns. Continue that communication with the class teacher.

Subsequently you may be referred to Miss Siveyer (SENCO) if you would like to arrange an appointment, you can do this at the office or by contacting school directly on (0151) 5261162.

How will I know how Aintree Davenhill will support my child?

Quality First Offer

The school agrees to offer the provision of quality first teaching. This ensures that all pupils will access good quality inclusive teaching, which provides reasonable adjustments to accommodate learning difference. Teaching within the school is monitored through regular SLT observations and scrutiny of books and data. The SLT will continually monitor this quality first provision to ensure that it consistently meets the agreed standard.

The school will ensure that some teaching approaches within the quality first offer may be particularly pertinent to individual pupils who have an identified SEN, but are currently making progress. In these circumstances, specific strategies could be listed in the pupil's profile and it would be expected that such approaches were employed on a regular basis. For pupils accessing SEN support, the strategies will be incorporated within their pupil profile.

SEN Support

Children who are not making expected progress will be identified during progress meetings. Once identified, the school will consider whether we have a full understanding of the pupil's learning profile to identify whether any SEN support is impacting on learning. The school may decide to consult with outside professionals, at this point, to help them gain a better understanding of the child's profile. Alternatively, we may have enough information to decide next steps internally. All factors which could impact on learning will be considered, such as emotional issues, motivation, appropriateness of teaching/learning environment, etc.

If the school decides that additional and different provision is necessary for the pupil to make progress, the parents will be consulted and effective special educational provision put into place.

The Graduated Approach

The process for implementing SEN support is described in the new Code of Practice as the Graduated Approach and has four stages.

Assess

Gathering all the information we have about a pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate profile of the pupil's needs, attainment, projected targets, motivators and how they respond to teaching approaches, etc.

Plan

A support plan will be put together to outline the methods to be used in order to achieve specific outcomes. The plan will include any or all of the following:

- a) Quality First Inclusive teaching approaches that are effective to enhance pupils' learning.
- b) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored.
- c) Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise a pupil's contact with his/her class teacher.
- d) Resources to ensure access to curriculum or environment.
- e) Suggestions as to how the parent and/or pupil can contribute to the plan.

When determining plans across the school, leadership will be mindful of effective and efficient use of school resources. Schools are responsible, financially, for up to £6,000 of support for individual pupils.

Do

Once recorded (schools may use paperwork that best suits them in this process such as provision maps/support plans/pupil profiles), the document becomes a working document. Profiles and plans will be annotated to show progress towards outcomes and/or adjustments made to determine success.

The class teacher manages the plan and suggested actions. They will be accountable for the outcomes and therefore should discuss with the SEN Team if they feel that the plan is not working, for whatever reason.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review meeting will take place within this timescale at which interventions can be evaluated, along with the views of the pupil and the parents. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Further Options

Further assessment requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support.

- Parents and/or school can apply for an Education Health Care Assessment if the pupil is still not making progress, despite the school having taken relevant and purposeful action over time.

How will I know how my child is doing?

There will be many opportunities for you to discuss your child's progress and at any point you can always speak to your child's class teacher.

<i>Action /Event</i>	<i>Who's involved</i>	<i>Frequency</i>
Personal Provision Plans	Class teacher, child and parents	Once a term or more often if the plan needs adapting
Meetings after assessment with external and agencies	Class teacher, SENCO, parents, relevant outside agencies and child (if appropriate)	As and when required throughout the year
Transition Meetings	Current class teacher, SENCO, parents, child and relevant staff from the school which the children are transitioning to, normally the SENCO and/or the head of year	Annually
Planning and Review Meetings	SENCO and Sefton SEN Support Team	Termly
Annual reviews	Class teacher, SENCO, parents, child, relevant external agencies, Sefton SEN officer	Annually

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

When a child has been identified as having special needs, the class teacher will adapt their work to enable them to access the curriculum more easily. Teaching assistants may be allocated to work with children 1:1 or in a small focus group to target specific needs as well as support the child within the whole class lesson.

If a child has been identified as having a SEN, they will be given a SEN Support Plan. Parents/carers will meet with the child's class teacher and the SENCO to discuss the child's barriers to learning and the strategies that have been put in place to support these. Parents/carers will be invited to attend a review meeting each term (this meeting may be included in the parent consultation evening appointment). Adaptations are made when they are necessary to the curriculum and to the learning environment, e.g. small quiet room or seated at the front of the class and appropriate specialist equipment may be used to support a child's areas of need, e.g. writing slope, specific coloured paper, a laptop.

How do we evaluate the effectiveness of the provision made for children with Special Educational Needs ?

Aintree Davenhill continually tracks the progress for all pupils. There is a rigorous approach to the monitoring and evaluation of SEN support through the impact of the interventions and the progress towards identified outcomes, which is also looked at alongside the analysis of quantitative data. This is discussed at a half-termly meeting with the class teacher, the SENCO and Headteacher. The outcomes from this could mean support is altered accordingly, by either teaching assistants or obtaining support from outside agencies. This also gives the school the opportunity to evaluate the provision, which has been delivered through looking at the impact and the progress of the children. This provision is then altered accordingly, e.g. focus on a different area of learning or alter group sizes.

The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas are outlined in the pupil's support plan. The school outlines expected progress, with some explanation if the pupil's expected trajectory is outside that expected from their peers. For children whose needs are more complex, B Squared assessment is used to monitor small steps of progress.

Is my child consulted about their SEN and their education?

All children have an input in identifying and evaluating their own learning targets. Children with additional needs may be supported with this.

- For all children in mainstream with a SEN Support Plan, a meeting with parents/carers will be held each term. The children will have completed their views' section on what is working well and what they may require more support with. At the start of each year, specific children will complete a 'One Page Profile' with their class teacher / TA. This will incorporate information about the child's learning styles and gives the child an opportunity to express their own feelings about their education. Where necessary, this may be scribed for the child.
- For any children with an EHCP, an Annual Review will be held to discuss progress. Parents will be provided with a review report before the meeting and will be given a parent comments form to fill in. Where appropriate children will have a chance to express their opinions as to how they feel they are getting on at school. Other professionals that have worked with a child may also attend the meeting.

How do we support pupils in their transition into our school, when they leave us or move class?

There are clear procedures for supporting pupils in moving between phases of education, be this within a phase within school or if a child is moving to or from a new setting. Within a phase, conversations take place on the achievements and the starting point for this child within a new phase and the curriculum and support is altered accordingly to meet their needs. Visits will take place with a familiar adult to the setting to ease any concerns, and systems and familiar routines are continued, where possible, to ensure a smooth transition. Transition meetings take place for all children with an Educational Health Care Plan as well as transition meetings for moves to Nursery, Reception, KS1 and KS2. Particularly close links are also created with local nurseries and the high schools, which our Year 6 children move to. Transition meetings and additional visits to the high school take place for any child with specific needs. If necessary, teaching assistants from the high schools may work for a time at Aintree Davenhill, to develop relationships with the child.

What training have the staff supporting children with Special Educational Needs/Disability (SEND) had, or are having in the future?

At Aintree Davenhill, there is a wealth of SEND expertise throughout the staff team. Good practice is shared and appropriate training is accessed as necessary. Aintree Davenhill has, or can access, qualified staff to support the range of needs outlined in their school community. Rigorous recruitment procedures ensure the most suitable staff are appointed.

The SENCO, Miss Siveyer, has successfully achieved the National Award in Special Educational Needs Co-ordination and there is a wealth of SEN expertise throughout the staff team. School leaders will regularly review expertise within the team to ensure that we have the knowledge and skills required to best support pupils in their class. CPD offered to staff will match identified areas of development. Good practice is shared and appropriate training is accessed as necessary.

The school will ensure that classroom teachers have the skills required to fulfil the increased demands of the graduated response, particularly with regard to the deployment of teaching assistants and monitoring of interventions.

The school has close links with external organisations, Sefton Inclusion support and Speech and Language, who can offer additional specialist support if further advice is required in the identification of pupil needs and how to address them.

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

The school ensures that children with SEN receives a broad and balanced curriculum and engage in the activities of the school alongside pupils who do not have SEN.

Risk assessments are carried out and reasonable adjustments are made wherever possible to enable children to participate in their class trips.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupils in the activity.

The school reports to parents and governors on the following issues:

- the implementation of our SEN Policy
- our arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children
- our accessibility plan showing how we are continually improving access over time.

What specialist services and expertise are available at, or accessed by Aintree Davenhill Primary?

Aintree Davenhill uses the following services. Firstly, to support the teachers in meeting the needs of the children through discussion and assessment. Secondly, to work with the children to assess their needs or support them within class and finally to meet, discuss and work with the parents.

- SENIS
- Educational Psychologist
- Inclusion Consultant
- Inclusion Consultant for Complex Needs
- Physiotherapist
- Speech and Language Therapist
- Occupational Therapist
- Social Communication Team
- Sefton Children's Mental Health Support Team
- Hearing Impaired Advisory Teacher
- Visually Impaired Advisory Teacher
- School Nurse
- Nurse Specialists, e.g. ASC, ADHD, Diabetes, Continence
- SENCO Maghull/Deyes High School and other high schools
- Information, Advice and Support Services (IASS), Support for Parents formerly Parent Partnership Service.

What support will be there for my child's overall well-being?

Children often experience a wide range of social and emotional needs, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive behaviour or disturbing behaviour. The Boxall Profile is used to assess and track social,

emotional and behavioural development.

The school has clear processes to support children with social and emotional needs and all staff are aware of the support, which needs to be provided. Clear systems and structures are put in place at different points, for example break times, lunch times, assemblies and potential trigger points within the school day. This includes how we manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.

What are the arrangements for handling complaints for children with SEND?

If you are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with Miss Siveyer. If your concerns are not satisfactorily resolved, you should arrange a meeting with Miss Clay (Headteacher).

If you remain unsatisfied, please contact the Chair of Governors, Mrs Soul.