



SEND Information Report 2026-2027



Our School



At Manor Primary School, we embrace the fact that every child is different, and therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs. We aim to provide each individual pupil with the opportunities to fully develop their intellectual, social, moral, cultural and physical skills within a caring and secure environment. As a school we are committed to providing an appropriate, high-quality education to all the children living in our local area. We believe that all children, including those identified as having special needs education, have a common entitlement to a broad and balanced academic and social curriculum. This will be made accessible to them, and they will have opportunity to be fully included in all aspects of school life.

What types of SEND do we provide for?



Manor Primary School is a mainstream school with a resourced provision for children with a primary need diagnosis of Social, Emotional and Mental Health (SEMH). At Manor, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Some children require additional support to help meet their needs and/or support their learning. This can be on a short- or long-term basis, depending on the type of need.

Our approach to supporting pupils with SEND embraces the principles of the Children and Families Act 2014 and the accompanying Code of Practice:

- High expectations and aspirations for all our pupils
- Aspirations of our pupils and their parents/carers placed at the centre of everything we do
- Early identification of needs
- Support based on desired outcomes
- Supporting the 'whole child' recognising and nurturing children's individual strengths, needs and wellbeing across all areas holistically.

We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:

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

This information is to help you understand the way Manor Primary meets the needs of children who experience

	barriers to their learning. We recognise that pupils learn at a different rate and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. This report explains what we can offer to all children who come to Manor Primary School, and particularly those with SEND. This helps to inform Wirral's Local Offer which describes all the Local Authority support available through the Local Offer.
How do we identify and assess pupils with SEND? 	Teachers review the progress of children in their class continually and will share with you any concerns over how your child is progressing. Following this discussion, it may be that (i) further advice and guidance are sought or (ii) additional support is put in place and arranged to be reviewed after a period of time. Support for our children with SEND can be short term to get them back on track or may be for a longer period. The SLT (Senior Leadership Team), which includes the SENCo, monitor the progress of individual children termly for reading, writing and mathematics. Any children who are not making the progress expected are highlighted and further support or intervention are identified and discussed with the year group staff. When children whose SEND or health requirements indicate that additional support may be required, discussions are held between the class teacher, SENCo and SLT to determine what this may be. Typically, this support continues to be provided within the classroom through high-quality teaching but may need some out-of-class time if an outside agency is involved e.g. Speech and Language or Mental Health support. If evidence suggests that higher levels of support may be beneficial, this is agreed by senior leaders. The resources are often provided within the school or delivered by outside agencies within school time. At Manor Primary we use the Assess, Plan, Do and Review Cycle to identify and assess pupils with SEND. Assess – As a school, we carry out analysis of pupils needs which draw upon teacher's assessments and knowledge of the pupil. If a child requires assessment from an outside agency, the school will work closely with them to facilitate this. Assessments are reviewed regularly and used to inform next steps. During pupil progress meeting class teachers meet with senior leaders to discuss the progress pupils have made. Plan – Planning takes place between the class teacher, Special Educational needs Co-ordinator (SENDCo) and senior Leadership Team (SLT) as required. Parents will be informed if their child is being provided with SEND support. Any interventions or adaptations are planned specifically to include expected impact and outcomes and a review date.

Do – The SENDCo will support the class teacher, giving advice where needed. The class teacher remains responsible for working with the child and overseeing any adaptations/interventions needed.

Review – Pupil Progress is assessed termly; the effectiveness of the intervention/support program is reviewed and the cycle repeats.

If our assessments show that a child has difficulty with their learning, we use a range of strategies and approaches that make full use of all available classroom and school resources.

The child will be placed on the SEND register and a One-Page Profile developed which sets termly targets for the individual child linked to their individual needs. It will indicate the specific planned provision and reasonable adjustments needed in order for the child to make progress towards their individual targets. The SENDCo and class teacher will review the child's one page profile each term and adjust or set new targets depending on the child's outcomes. The one-page profile document works as part of our Assess, Plan, Do, Review process in line with the SEND Code of Practice, 2014, updated 2015.

It helps to ensure the child's support is accurate, and their progress is carefully measured and monitored. "A pupil has special educational needs (SEN) where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age." This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high-quality personalised teaching, known as Quality First Teaching.

How will I be able to raise any concerns I may have and who do I contact in the first instance?



Who is our special educational needs coordinator

If you have any concerns about your child's progress, contact your child's class teacher about your concerns initially. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCO (Special Educational Needs Co-ordinator) or the Headteacher. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

First point of contact is the class teacher responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator know as necessary.
- Writing One Page profile. This will be shared and reviewed with parents at least once a term
- Personalised teaching and learning for your child which may include in class or intervention delivered by a teaching assistant either on a 1:1 basis or in a small group.
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEN

**(SENDCO) and how
can he/she be
contacted?**

The SENDCO, Mrs E Ball, is responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring you are:

1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and language, Educational Psychologist
 - Updating the school's SEND register (a system for ensuring that all SEND needs of pupils in this school is known)
 - Providing specialist support for teachers and support staff in the school, so they can help children with SEND in the school to achieve the best progress possible
 - Mrs Ball can be contacted via the school office

The Headteacher, Mr J Cowley, is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Headteacher will give responsibility to the SEND co-ordinator and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEND Governor, Mrs C Davies, is responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.

**What is our approach
to teaching pupils
with SEND?**



At Manor Primary School provision is divided into three "Waves": -

Element 1 – Quality First Inclusive Teaching

These are the measures routinely taken by all teachers in the classroom to ensure that children of all differing needs can be successful.

Element 2 – Enhanced and Targeted Short-Term Intervention/Provision

Sometimes. Children may need specific additional help for a short time. This may be offered through interventions delivered in small groups, pairs, 1:1. For example, additional phonics "catch up" groups or extra help with basic maths. If a child still needs additional help, outside advice may be sought. This is known as "Keep Up" and "Catch Up" intervention.

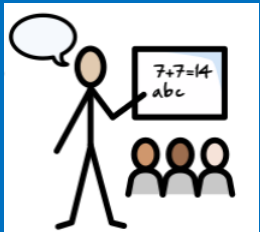
Element 3 – Personalised and Specific Provision Meeting High Long-Term Needs

Following advice from other professionals, more detailed and longer-term support structures are put in place. This may include providing and Educational Health Care Plan (EHCP), or an additional support plan.

You may be asked to give permission for the school to refer your child to a specialist professional, e.g., SENAAT or Speech and language Therapist or Educational Psychologist. This will help school and you to understand your child's particular needs better and be able to support them more effectively in school and at home. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child can be supported.

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the "panel of professionals" they will decide whether they think your child's needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

How do we adapt the curriculum and learning environment?



All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to:

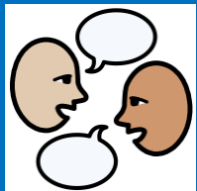
- Access the curriculum.
- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas which can be adapted by staff to enable pupils to access each subject in a meaningful and purposeful way. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. It may be that a child needs specialist equipment such as a sloping desk, a pencil grip or a chair/cushion to support posture. Resources of this nature may also be provided by school to support your child. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups. Planning (including that for specific pupil targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Only by working together with you, will we be able to support your child fully. The class teacher, SENCo and any additional services involved with your child, will ensure that the curriculum is at their level and inclusive of all your child's needs.

How do we consult parents of pupils with SEND and involve them in their child's education?



We strongly believe that working in close partnership with parents and carers is essential for children with Special Educational Needs and/or Disabilities (SEND) to reach their full potential. We actively consult you at every step of your child's educational journey through clear communication, collaborative planning, and regular reviews.

Initial Identification and Decision-Making

- **Early Consultation:** If we notice that your child is not making expected progress, your child's class teacher will arrange a meeting with you to discuss this in detail. We listen carefully to your concerns, insights, and what you notice at home.
- **Collaborative Support Plans:** You will be directly involved in all decisions regarding additional support. When additional needs are identified, a targeted plan (such as a One Page Profile or Individual Support Plan) will be drawn up together with the class teacher and/or SENDCo.
- **External Referrals:** Any potential involvement or referrals to outside professionals and specialist services will always be discussed with you first. Reports, strategies, and advice from external experts will be fully shared with you.

Ongoing Review and Consultation Meetings

- **Termly Reviews:** Progress and support plans are reviewed across the year (typically in October, February, and June/July). Each term, you will be invited to share your views on how your child is doing, discuss what is working well, and contribute directly to updating their target profiles.
- **Annual Reviews for EHCPs:** If your child has an Education, Health and Care Plan (EHCP), you will be invited to attend a formal Annual Review meeting to evaluate outcomes, set new long-term targets, and ensure provision remains accurate and effective.
- **Open-Door Communication:** You do not need to wait for formal review dates. Class teachers and the SENDCo are regularly available to discuss progress or concerns. You can easily book dedicated appointments through the school office whenever worries arise.

Empowering You to Support Learning at Home

- **Shared Strategies:** We aim to align strategies between home and school so your child experiences consistency. Teachers and the SENDCo will share practical techniques—including guidance for managing behavioural, sensory, or emotional needs—that you can use at home.
- **Adapted Homework:** Homework tasks and home-learning activities are adjusted to suit your child's individual requirements and learning style.
- **External Agency Guidance:** When outside agencies or Educational Psychologists provide specific intervention strategies or home-learning programs, we work with you to implement them effectively.

How do we
consult pupils with
SEND and involve
them in their
education?



The involvement of children in their own education is central to our ethos. We believe that every child has a voice and a right to be involved in making decisions, exercising choices, receiving and imparting information, and having their opinions taken into account in matters that affect them.

We consult pupils with SEND and actively involve them in their learning in the following ways:

Identifying Needs and Setting Targets:

- **Developing Profiles:** Your child is involved in creating and updating their own One Page Profile (or Individual Support Plan). They help identify their strengths, what they enjoy, what they find challenging, and what helps them learn best.
- **Target Setting:** During termly review meetings, children (in an age- and developmentally-appropriate way) discuss their progress, share how they feel about their targets, and help decide on new goals.

EHCP Reviews:

- If your child has an Education, Health and Care Plan (EHCP), their views, feelings, and future aspirations are formally gathered prior to their Annual Review meeting. Where appropriate, they are supported to attend and participate in part or all of the review meeting itself.

Day-to-Day Learning and Choice:

- Daily Reflection: Children are routinely encouraged to reflect on their daily learning, ask for support when needed, and express which scaffolding tools or strategies (such as visual timetables or quiet spaces) help them most.
- Open Communication: Your child can express their views or concerns about their SEND provision at any time by speaking directly to their Class Teacher, Teaching Assistant, or the SENDCo.

Termly "SEND Pupil Voice" Reviews:

- We hold dedicated SEND Pupil Voice sessions each term. This gives the Senior Leadership Team (SLT) and SENDCo structured insight into children's lived experiences in school, allowing us to implement practical changes suggested by pupils to better support their learning environment.

How do we assess and review pupils' progress towards their outcomes?



Ongoing Classroom Assessment & Monitoring

Your child's progress is continually monitored by their class teacher through daily learning, observations, and adaptive support. Formal academic progress in reading, writing, and mathematics is tracked on a termly basis using robust internal assessment systems to measure ongoing development. Throughout each term, teachers gather evidence from classwork and assessment data to evaluate whether current support strategies and interventions are helping your child achieve their targets.

Termly Pupil Progress Reviews

Every term, the Headteacher, Senior Leadership Team (SLT), and SENDCo meet with class teachers to formally review the progress of all pupils, with a dedicated focus on children receiving SEND support. During these progress meetings, staff evaluate the impact of specific interventions and individual support plans. If a child is not making expected progress, targets are adapted and new interventions are mapped out to ensure early, effective support. Individual targets—including those recommended by external specialists—are reviewed termly in consultation with parents and the pupil so that everyone contributes to the future plan.

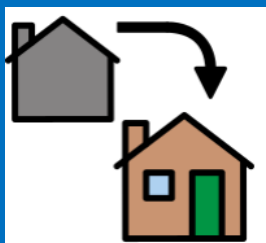
Evaluating Quality of Provision & Interventions

To ensure all support remains high quality, the SENDCo regularly monitors individual and group work to confirm that children are making strong progress. The SENDCo also conducts audits of all interventions to evaluate their overall effectiveness, using these insights to organise extra staff training whenever necessary. Additionally, the Headteacher, SLT, and SENDCo regularly carry out learning walks, lesson observations, and book scrutinies across the school to guarantee that high teaching standards and appropriate learning adaptations are maintained in every classroom.

Statutory Assessments & EHCP Reviews

Pupils participate in national statutory assessments at required milestones, such as Year 1, Year 4, and Year 6 (including SATs), with appropriate access arrangements provided to support them. For children with an Education, Health and Care Plan (EHCP), progress towards long-term outcomes is formally evaluated at an Annual Review meeting attended by parents, school staff, and invited external professionals. In cases where targeted school provision is not enabling a child to make sufficient progress, we work in close partnership with parents to request a formal EHCP assessment from the Local Authority.

How do we support pupils moving between different phases of education?



Joining Our School

We recognise that starting at a new school can be a significant change for a child with SEND, and we take deliberate steps to ensure a smooth transition. Before your child joins us, our Foundation Stage Leader or SENDCo visits pre-school settings when appropriate and offers home visits for early years pupils. Prospective parents and children are always welcome to visit our school to see our provision, and we invite pupils to attend taster sessions to meet their new class teacher and classmates. Once a place is confirmed, we contact previous settings to gather comprehensive background information and ensure all necessary support is in place from day one.

Moving Between Classes Within School

To support internal progression each academic year, detailed planning meetings take place between current and receiving teachers prior to any move. During these handover meetings, essential information—including target profiles, One Page Profiles, and effective support strategies—is fully shared. All pupils participate in a transition day to spend time in their new classrooms with their new staff teams. Where children require an enhanced transition to manage anxiety or adapt to the change, we organise additional transition sessions and invite parents in to meet with the SENDCo and new class teacher when appropriate.

Moving to a New Primary School

If your child transfers to another primary school, we contact the receiving school's SENDCo to inform them of any special arrangements, pastoral care, or educational adjustments required. Where necessary, we arrange a joint planning meeting with staff from the new school. We ensure that all SEND records, assessment history, and support profiles are passed on as quickly as possible so that continuous support is maintained.

Transitioning to Secondary School

Transitioning to secondary education is carefully planned to prepare pupils for the changes ahead. Our SENDCo holds detailed transition meetings with secondary school SENDCos to discuss specific needs and pass on all official documentation. Secondary staff visit our primary setting during the summer term to meet the children, while our Year 6 pupils engage in focused transition learning—which may include creating personalized transition booklets to ease anxiety. All Year 6 pupils attend a standard transition day at their new setting. For pupils who require an

	enhanced transition, we arrange extra induction visits to ensure they feel confident and familiar with their new environment.
What support is available for my child's well-being? 	Emotional, Social, and Mental Health Support We recognise that some children have extra emotional and social needs that must be carefully developed and nurtured. These needs can manifest in various ways, including anxiousness, withdrawal, or behavioural difficulties. To support our pupils, we offer targeted pastoral interventions, including one-to-one play therapy and Lego therapy, structured emotional support through the Zones of Regulation framework, and specialised advice lines for Social, Emotional, and Mental Health (SEMH) guidance. We work alongside our NHS Mental Health Support Team (MHST) to deliver targeted support for individual children, small groups, and families, while promoting positive mental health across our wider school community. Where specialist input is required, we also collaborate with local services and CAMHS. Holistic Curriculum & Personal Development We view your child's emotional and social development as equally important to their academic progress. We build confidence and self-esteem through whole-school programmes, including Scarf PSHE, No Outsiders assemblies, themed days, and school assemblies. Every member of staff takes a person-centred approach, taking time to talk children through challenging situations – including offering tailored support during less structured times like lunchtimes. Medical Needs & Physical Health We prioritise the safety and physical well-being of pupils with medical conditions. Where a child has specific medical or health needs, the SENDCo works alongside medical experts and parents to compile an Individual Health Care Plan (IHCP), taking into account both physical requirements and any emotional impact the condition may cause. In agreement with parents and carers, prescribed medicines are administered in school once a signed consent form is completed. Our teaching assistants are First Aid trained, and staff are trained in emergency procedures—such as using EpiPens, asthma care, and defibrillators—to ensure your child is supported safely every day.
What expertise and training do our staff have to support pupils with SEND?	Role of the SENDCo & Strategic Support A core element of our Special Educational Needs Co-ordinator's (SENDCo) role is to guide and support class teachers in planning effective, tailored provision for pupils with SEND. The SENDCo works collaboratively with staff to ensure that high-quality teaching adaptations, evidence-based interventions, and individual plans are properly implemented across all key stages.



Whole-School Continuous Professional Development

We are committed to ongoing staff development to continuously improve classroom practice for all pupils. The school provides regular, whole-staff training focused on inclusive teaching and learning strategies, quality first teaching, and key SEND topics. Professional development is an ongoing process, ensuring our teachers and support staff remain up to date with best practice and statutory guidance.

Specialist and Targeted Training

Individual teachers and support staff regularly attend specialised training courses delivered by external agencies, local authority specialists, and health professionals. This targeted training is tailored directly to the specific needs of individual children in our care. Members of our staff team have completed training across a broad range of SEND areas, including:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Pathological Demand Avoidance (PDA)
- Dyslexia
- Dyscalculia
- Speech and language strategies
- Social communication needs
- Specialised communication tools
- Attachment and trauma-informed practice
- Emotion coaching
- Zones of Regulation framework
- General Social, Emotional, and Mental Health (SEMH) support strategies
- Occupational therapy strategies
- Paediatric first aid
- Physical health support

How will we secure specialist expertise?



Internal Staff Expertise and In-House Provision

Senior leaders, teachers, and teaching assistants across our school are skilled in meeting the individual learning, behavioural, and social needs of our pupils. To ensure targeted support is available every day, we provide a range of internal provision, including:

- Teaching assistants delivering direct support to individual pupils and small groups
- Assistive ICT tools and adapted learning technologies to support pupil access
- Targeted emotional and social support, including play therapy and Lego therapy
- Structured Speech and Language Therapy (SALT) intervention packages
- A dedicated Wellbeing Co-ordinator to support Social, Emotional, and Mental Health (SEMH) needs

Accessing External Specialist Services

While our internal staff are highly trained, there are times when we need to seek external guidance, formal assessments, or specialist input to best support a child. We work closely with a wide network of local authority, health, and external agencies, including:

- Educational Psychology Service
- Specialist support Neurodevelopmental Evaluation and Support Team (NEST)
- Special Educational Needs Assessment Advice Team (SENAAT)
- Local Authority Inclusion Team and Early Years SEND Team
- Sensory Service for children with visual or hearing needs
- Specialist Support Team for Children with Medical/Physical Needs
- Outreach teams from local specialist provision
- Speech and Language Therapy (SALT)
- Occupational Therapy and Physiotherapy services
- 0-19 School Nursing Team, Incontinence Team, and Dietitians
- Paediatricians and hospital specialists
- Children in Looked After Care (CLA) Team
- Early Help Team
- Minority Ethnic Achievement Service (MEAS)
- WIRED / Parent Partnership Service to support families

How accessible is the school environment?



Physical Accessibility

We are committed to ensuring our school building and grounds are accessible to all pupils, parents, staff, and visitors. Our site features:

- Full compliance with Equality Act and Disability Discrimination Act (DDA) requirements.

- Step-free access across the site, including external access ramps and double doors to assist wheel-chair users and those with mobility needs.
- Two lifts on site to allow full access to all areas of our building.
- Two fully equipped accessible toilets.

Accessible Equipment and Learning Resources

We regularly audit our learning spaces and resources to ensure that every child can participate fully in school life. Wherever possible, specialist equipment, sensory tools, adapted furniture, and assistive technologies are sourced and used to ensure learning environments are completely accessible to pupils regardless of their individual needs.

Inclusion in Extra-Curricular Activities

All extra-curricular activities, before- and after-school clubs, educational day trips, and residential visits are fully inclusive and accessible to children with SEND. We carry out detailed risk assessments and arrange necessary reasonable adjustments, adapted transport, or additional staff support so that every pupil can safely participate alongside their peers.

How will my child be included in activities alongside pupils who do not have SEND including school trips?



Inclusive Ethos & Equality of Access

We are a fully inclusive school, and all extra-curricular activities, school clubs, sports days, performance events, and educational visits—including residential trips—are accessible to every child. No pupil is ever excluded from participating in any school activity because of their SEND or disability. We proactively make all necessary reasonable adjustments to ensure that children with additional needs can safely and happily join in alongside their peers.

Planning, Risk Assessments & Adaptations

Prior to any off-site trip or special activity, comprehensive risk assessments are carried out to ensure the health, safety, and well-being of all pupils. As part of this process, we identify any specific barriers and put tailored adaptations in place—such as accessible transport, modified equipment, sensory preparation, or additional staff support. In the unlikely event that an off-site activity is deemed unsafe for a child despite maximum reasonable adjustments, alternative learning activities covering the same curriculum areas are provided within the school environment.

Working in Partnership with Parents

We believe that close collaboration with families is key to successful inclusion. We discuss upcoming trips and high-profile activities with parents and carers in advance to plan the required support together. Where appropriate and beneficial for the pupil's individual needs, a parent or carer may be invited to accompany their child on a trip to provide familiar reassurance and support.

Pupils with medical needs



Individual Health Care Plans (IHCPs)

If your child has a medical need, a detailed Individual Health Care Plan (IHCP) is compiled by the SENDCo alongside the nurse or relevant health professionals, and in full consultation with parents and carers. These plans clearly outline your child's specific medical conditions, daily management requirements, emergency procedures, and any necessary classroom adaptations. IHCPs are shared and discussed with all school staff involved in your child's care to ensure consistency and safety throughout the day.

Administering Medicines in School

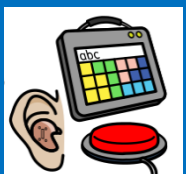
Prescribed medicines can be administered in school when necessary and in agreement with parents and carers. To ensure the safety of both the child and staff members, medicines will only be given once a signed medical consent form is completed and on file. All medication must be provided in its original packaging with the pharmacy prescription label clearly visible.

Staff Training and Emergency First Aid

The safety of our pupils is paramount, and our staff undertake regular medical training:

- All staff receive annual training in managing asthma and administering EpiPens.
- All teaching staff and support staff hold up-to-date basic first aid qualifications, which are regularly refreshed.
- All Early Years Foundation Stage (EYFS) staff are trained in Paediatric First Aid.
- Staff receive specialised training from health professionals whenever a child requires unique medical care or equipment support.

How are resources allocated to meet children's special educational needs?



Budget Management & Strategic Decision-Making

The overall school budget includes designated funding specifically allocated to support pupils with Special Educational Needs and Disabilities (SEND). The Headteacher, in close consultation with the Governing Body, decides on the strategic deployment of these resources based on the overall needs across the school.

To allocate funding and support effectively, the Headteacher and SENDCo regularly review comprehensive school data, considering:

- Pupils currently receiving targeted extra support or specialised interventions
- Pupils who have newly identified needs requiring additional assistance
- Pupils who are not making expected progress and require further scaffolding or early intervention

Based on this ongoing analysis, leadership determines the necessary allocation of staffing, specialised teaching materials, physical resources, and staff training to maximise impact.

Who can I contact for further information if I have any issues or concerns?



First Point of Contact

Your child's class teacher is always the primary point of contact for anything related to their learning, well-being, or daily progress. We strongly encourage parents not to wait for formal parents' evenings, but to raise any initial questions or queries on an ongoing basis. Class teachers are available for brief chats outside of teaching hours, or an appointment can be arranged at a mutually convenient time. Please contact the school office on 0151 677 3152 to request a callback or meeting.

Further Support & School Leadership

If you wish to discuss your child's SEND provision in more depth, or if you have concerns that require further guidance, you are invited to contact our SENDCo.

What Do I do if I Have a Complaint about a SEND issue?



For broader matters or unresolved queries, our Assistant Headteacher and Headteacher are also available to speak with you. Appointments with members of the leadership team can be booked through the main school office.

Managing Concerns & Complaints

We are committed to working in partnership with families to resolve any issues quickly and informally. If you wish to raise a concern or complaint regarding your child's SEND provision, please follow our phased contact process:

1. **Initial Resolution:** Raise your concern directly with the SENDCo in the first instance, who will work closely with you to address and resolve the situation.
2. **Formal Complaint:** If the issue cannot be resolved informally within 10 working days, you may submit a formal complaint in writing to the Headteacher. The Headteacher will investigate and respond within 10 working days.
3. **Escalation:** Any matters that remain unresolved following the Headteacher's response will be managed in accordance with the school's formal Complaints Policy.

Parents/carers can get support from parent partnership/WIRED when raising complaints

**Where can the LA's local offer be found?
How have we contributed to it?**



Finding the Wirral Local Offer

The Local Authority's Local Offer provides comprehensive information about the local services, support, and provision available for children and young people with Special Educational Needs and Disabilities (SEND) across the borough.

You can access the Wirral Local Offer via the **SENDLO** (SEND Local Offer Wirral) website:

- **Wirral SENDLO Website:** <https://www.sendlowirral.co.uk/>

For independent advice, support, and information, parents and carers can also access the local parent partnership service:

- **WIRED – Wirral SEND Partnership:** <https://wired.me.uk/special-educational-needs-and-disabilities/wirral-send-partnership/>

How Our School Contributes to the Local Offer

Our school works in close partnership with Wirral Local Authority to contribute to the local offer by:

- Publishing our statutory SEND Information Report annually on our school website, outlining how we identify, assess, and provide for pupils with SEND.
- Collaborating with local health, social care, and specialist education services to ensure joint commissioning and seamless support pathways for children in our care.
- Feeding directly into local authority networks, early intervention panels, and local SEND forums to share best practice and ensure local provision accurately reflects the needs of our pupils and families.