

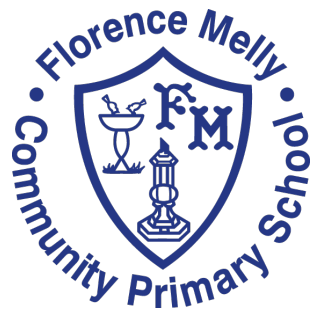
# Florence Melly Community Primary School

## SEND Information Report

<b>Policy Title:</b>	SEND Information Report		<b>Date written:</b>	September 2025
<b>Written by:</b>	Christina O'Keefe (Deputy Headteacher/SENDCo)		<b>New or revised policy:</b>	Revised
<b>Implementation:</b>	<b>Date of ratification:</b>	<b>Date presented to staff:</b>	<b>Date of renewal:</b>	
	September 2025	September 2025	September 2026	

Date of Update	Overview of changes made
01/09/24	Minor changes, mainly to dates, but also the addition of a bullet point about staff being aware of their responsibilities under the DfE Data Protection guidance for schools.
September 2025	Annual update to reflect the current provision for our SEND pupils.





## **SEND Information Report**

**September 2025**

**SENCO:** Mrs Christina O'Keefe

**Contact:** 0151 226 1929 or [c.okeefe@fmp.liverpool.sch.uk](mailto:c.okeefe@fmp.liverpool.sch.uk)

**SEN Link Governor:** Mrs Janet Matthews and Mr. James McDonald

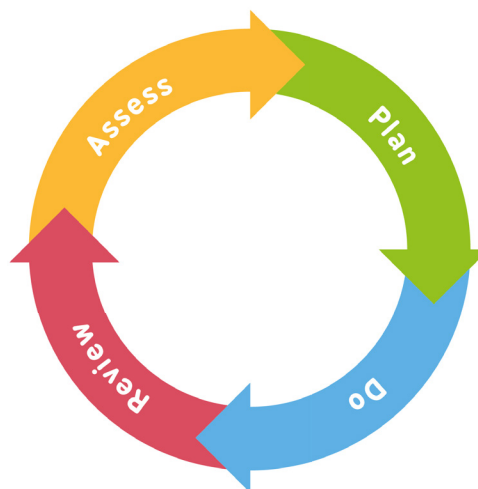
**Local Offer Contribution:** [FSD Local Offer Florence Melly Community Primary](#)

As of September 2025, we have 151 children receiving some form of SEN Support. This equates to 34.2% of the children on roll.

### **Our Approach as a School**

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a priority to discuss our DREAMS core values and aspirations with ALL our learners. We strive to ensure that all children believe that, '**if they can dream it, they can do it!**' This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



To reflect the Code of Practice (2014), in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support

from teaching assistants or specialist staff. (p86, para 6.33). 'Every teacher is a teacher of every child or young person, including those with special educational needs or disabilities.'

## **Assess**

In assessing a child/young person, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil along with their previous progress and attainment. This is put in the context of the individual's development, compared to the school's core approach to pupil's progress, attainment and behaviour and their peer and national data. The pupil's own views are sought, as are those of external support services, if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents/carers are actively listened to and recorded.

## **Plan**

We will notify parents/carers if their child is being provided with SEN support, despite prior involvement and communication. The teacher and SENCo agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

## **Do**

The School's SENCo, Mrs O'Keefe, supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher, they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how this can be linked to classroom teaching.

## **Review**

Reviews are carried out on the agreed date. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the school, in partnership with the local authority, at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/carers and pupils. This feeds back into the analysis of the pupil's needs. The teacher working with the SENCo, will revise the support in light of the pupil's progress and development, and any changes to support and outcomes will be made in consultation with the parent/carer and pupil. We strive to provide clear information to parents/carers about the impact of support and interventions provided, enabling them to be involved in planning next steps. In transition to another setting, information to be passed on will be shared with parents/carers and this may involve others being present at review meetings, and the SENCo attending meetings offsite to support the transition process.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

## **SEN Needs**

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

**1. Communication and interaction** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

- Those children with a speech, language and/or communication difficulty are identified early.
- Support is provided by external agencies such as the Speech and Language Support Service, Together Trust, OSSME and SENISS.
- Children with language difficulties receive additional support from our teachers and TAs, as required.
- We use WellComm to assess this area and children are also provided with opportunities to develop communication and interaction through interventions, such as: Socially Speaking, Talkabout, Time to Talk, Talking Partners, NELI and using specific SaLT programmes.
- Speech and Language opportunities are encouraged as part of a wide and balanced curriculum.

**2. Cognition and learning** - for example, where children and young people learn at a slower speed than others of their own age, despite appropriate differentiation, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or maths.

- This area is catered for using a wide range of intervention programmes, depending on the individual's need. These include: Precision Teaching, Toe by Toe, Read Write Inc interventions, Lexia, TT Rockstars, working memory groups, small group support, pre-teaching.
- There is a well-qualified and highly experienced SENCo and a highly skilled Pastoral Lead, as well as skilled TA support staff involved in delivering interventions.
- Advice from external services is sought through SENISS specialist teachers, Dyslexia Teaching School and Educational Psychology.

**3. Social, emotional and mental health** - for example, where children may experience social and emotional difficulties, which can manifest in different ways. This difficulty can present in varying ways, examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

- The Mental Health Lead and Pastoral Lead are trained and experienced in supporting children with social, emotional and mental health difficulties; they support children in both small group situations and on a one-to-one basis.
- The SENCo is trained in Recovery for Childhood ACES and therapeutic play.
- Children are also provided with opportunities to develop SEMH through interventions, such as: Think Yourself Great, Zones of Regulation, ELSA, Lego Therapy and Social Stories.
- To further support pupils with SEMH needs, the school often seeks the support and expertise from a number of agencies and professionals who have specialisms in this area. Links are established with the following: Child & Adult Mental Health Services (CAMHS), Seedlings and the Mental Health Support Team (MHST).

**4. Sensory and/or physical needs** - where a child has a physical disability or sensory impairment, the relevant support is planned for and provided, often through the provision of additional/adapted equipment or by adjustments to the school timetable.

- In some cases, the named School Nurse may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing

appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training/awareness of specific conditions.

- At times, a Medical Care Plan may be written to support the physical/sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually. The medical expertise of professionals working alongside a child with sensory/physical needs are vital. It is their input which usually informs how best to support the individual.
- Provision is made for children with sensory or physical needs to take part in all areas of the curriculum; this includes educational trips and extra-curricular activities.
- Parents/carers are always contacted before a planned activity if it is thought that a child needs additional support to meet the required health and safety standards.
- The school is fully wheelchair accessible, with a lift from the ground to the first floor.
- We have sensory/physical provision in the form of personalised sensory resources, Sensory Circuits, movement breaks, motor skills interventions and a sensory area within our nurture space.
- To further support pupils with sensory and/or physical needs, the school often seek the support and expertise from a number of agencies and professionals who have specialisms in this area. This includes: Together Trust, OSSME, Occupational Therapy, Physiotherapy and other departments within Alder Hey.

### **Co-producing with children and their parents/carers**

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
<b>Learning Plan Review</b>	Children Parents/carers Class teachers Key staff members SENCo (if needed)	Bi-annually
<b>EHCP Annual Review</b>	SENCo Children Parents/carers Key staff members Professionals involved LA (if key transfer year)	Annually
<b>One Page Profile Review</b>	Children Parents/carers Class teachers Support staff Key staff members SENCo (if needed)	Termly
<b>Parent/Carer Meetings</b>	Parents/carers Class teachers Key staff members SENCo (if needed)	Termly

<b>Specialist Services Meetings</b>	Specialist professionals SENCo Children Parents/carers Key staff members	As frequently as needed
<b>Parent/Carer Training</b>	Specialist professionals SENCo Mental Health Lead Parents/carers Key staff members	At least half-termly and/or when training is available
<b>Open Door Policy</b>	Children Parents/carers Class teachers Key staff members SENCo (if needed) SLT (if needed)	As and when needed

### **Staff development and qualifications**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

<b>Staff member</b>	<b>Area of expertise</b>	<b>Level of qualification</b>
Mrs O'Keefe	SEND	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• National SENDCo Award</li> <li>• ACEs Recovery</li> <li>• Therapeutic Play</li> <li>• Nurtured Hearts</li> <li>• Bucket Therapy &amp; Intensive Interaction</li> <li>• Sensory Circuits</li> <li>• Lego Therapy</li> <li>• Precision Teaching</li> <li>• PG Cert in Attachment, Trauma and Mental Health</li> </ul>
Mrs Findell	SEND	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Masters in Advanced Educational Practice</li> <li>• PGCE Dyslexia</li> <li>• National SENDCo Award</li> <li>• ACEs Recovery</li> <li>• Therapeutic Play</li> <li>• Mental Health First Aider</li> </ul>

Miss Campbell	Pastoral	<ul style="list-style-type: none"> <li>• T.A Level 3</li> <li>• Learning Mentor Level 3</li> <li>• CBT Level 3</li> <li>• Mental Health First Aider</li> <li>• Neglect Certificate</li> <li>• School EHAT Lead</li> <li>• Lego Therapy</li> <li>• SEND Advocate</li> <li>• BUSS Model</li> </ul>
Miss Dalton	SEND	<ul style="list-style-type: none"> <li>• Qualified Teacher</li> <li>• EYFS Trained</li> <li>• Signalong</li> <li>• Social Communication &amp; Play Journals</li> <li>• Bucket Therapy &amp; Intensive Interaction</li> <li>• Box Time</li> <li>• Dialogic Book Talk</li> <li>• SEND Advocate</li> <li>• Sensory Processing</li> <li>• Currently undertaking the NPQ for SENCo Award</li> </ul>
Miss Griffiths	SEND	<ul style="list-style-type: none"> <li>• Level 4 SEND Practitioner</li> <li>• Tracheostomy Trained</li> <li>• Epilepsy Trained</li> <li>• Makaton &amp; Signalong</li> <li>• AAC</li> <li>• Sensory Integration</li> <li>• Team Teach</li> <li>• Sensory Circuits</li> <li>• Attention Autism</li> <li>• Sensory Processing</li> </ul>
Mrs Kane	EYFS	<ul style="list-style-type: none"> <li>• SaLT Champion</li> <li>• WellComm Lead</li> </ul>
Teaching and Support Staff	SEND	<ul style="list-style-type: none"> <li>• Sensory Circuits</li> <li>• Zones of Regulation</li> <li>• Lego Therapy</li> <li>• Precision Teaching</li> <li>• Selective Mutism</li> <li>• Cognitive Load Theory</li> <li>• PDA</li> </ul>

The following CPD has been provided in the last academic year:

<b>CPD Activity (Training/Courses)</b>	<b>Date</b>	<b>Length of Activity (Days/Hours)</b>	<b>Staff members</b>
Team Teach, First Aid & Food Hygiene (3-year cycle)	Monday 2 <sup>nd</sup> September 2024	Full Day	All staff

Bespoke training and support for meeting the needs of LAC and previously LAC pupils (Virtual School)	Wednesday 11 <sup>th</sup> September 2024	Half Day	CO'K, LS, JD & MC
Edukey Support Session – Autumn Term Learning Plans (Christina O'Keefe)	Monday 30 <sup>th</sup> September 2024	Staff Meeting 1 hour	All teachers
Edukey Support Session – Staff New to using Edukey (Christina O'Keefe)	Tuesday 1 <sup>st</sup> October 2024	1 hour	AK
Family Help for SEND families (FHAT Team)	Tuesday 1 <sup>st</sup> October 2024	Half Day	CO'K
New PEP process and system training (Welfare Call Team)	Wednesday 2 <sup>nd</sup> October 2024	Half Day	CO'K & MC
Edukey – Logging Interventions (Christina O'Keefe)	Monday 7 <sup>th</sup> October 2024	Twilight 2 hours	All support staff
Intensive Interaction/Bucket Therapy (OSSME)	Wednesday 9 <sup>th</sup> October 2024	2 hours	AA & MCI
SEND Briefing (SEND Team at School Improvement Liverpool)	Tuesday 5 <sup>th</sup> November 2024	Half Day	CO'K
Solving the SEND Puzzle – Strategic Overview (NAHT)	Wednesday 27 <sup>th</sup> November 2024	Half Day	CO'K
Precision Teaching (Together Trust)	Friday 6 <sup>th</sup> December 2024	Half Day	DSh, AMc & DSw



Lego Therapy (Together Trust)	Friday 6 <sup>th</sup> December 2024	Half Day	DSh, DSw, AMc & AT
Cognitive Load Theory in Quality First Teaching (Dr Lee Randall, EP)	Monday 13 <sup>th</sup> January 2025	Staff Meeting 1 hour	All teachers
The BUSS Model (Virtual School)	Monday 20 <sup>th</sup> January 2025	Full Day	MC & MM
SEND Advocate Course (School Improvement Liverpool)	Six days across the Spring term	6 x Full Days	CD
SEND Legislation & Processes Course (School Improvement Liverpool)	Six days across the school year	6 x Full Days	MC
Supporting Children with Additional Needs (School Improvement Liverpool)	Thursday 30 <sup>th</sup> January 2025	Full Day	OC
Personalised PEP Writing (Virtual School)	Monday 3 <sup>rd</sup> February 2025	Half Day	CO'K & MC
Ordinarily Available Provision (Prof. Adam Boddison)	Wednesday 5 <sup>th</sup> February 2025	Half Day	AL & CO'K
Edukey Support Session – Spring Term Learning Plans (Christina O'Keefe)	Monday 11 <sup>th</sup> March 2025	Staff Meeting 1 hour	All teachers
Selective Mutism (SaLT)	Thursday 20 <sup>th</sup> March 2025	Half Day	JM

The BUSS Model Follow Up (Virtual School)	Tuesday 1 <sup>st</sup> & Wednesday 2 <sup>nd</sup> April 2025	Two Full Days	MC & MM
Sensory Processing Training (Liverpool OT Team)	Six sessions across Summer term	6 x 2.5 hours twilight sessions	CD, VG, MC, AA, OC & MMc
Virtual School Neighbourhood Network Session (Virtual School – hosted by Florence Melly)	Wednesday 30 <sup>th</sup> April 2025	Twilight 2 hours	CO'K & MC
Pathological Demand Avoidance – PDA (SENISS)	Monday 23 <sup>rd</sup> June 2025	Staff Meeting 1 hour	All teaching & support staff
WellComm Champion Update Session (SaLT)	Wednesday 25 <sup>th</sup> June 2025	Half Day	DK
Personalised Speech & Language Training (Together Trust)	Tuesday 1 <sup>st</sup> July 2025	Full Day	EYFS, Nest & Den staff
WellComm Beginner Training (SaLT)	Wednesday 2 <sup>nd</sup> July 2025	Half Day	JA
Paediatric First Aid Training	Thursday 3 <sup>rd</sup> & Friday 4 <sup>th</sup> July 2025	2 x Half Days	Selected EYFS, Nest, Den and KS1 staff
Transition Twilight (Christina O'Keefe)	Monday 7 <sup>th</sup> July 2025	Twilight 2 hours	All teaching & support staff

Our SENCO also attends the School Improvement SEN Briefings in March and November as well as the EYFS and KS2-3 Transition Events.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes them to gaining independence and preparing them for adulthood, from the earliest possible age.

It is the needs of the children which leads decision making in the deployment of staff. All staff recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning, and at times staffing, can be necessary if it is believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Timetables of staff are tailored to suit the needs of children, not only during class-based work but during lunchtimes and throughout the extended school day.

## **Finance**

As a school, we receive a SEND notional budget. The needs across the whole school are monitored and analysed and this money is spent in a way we feel best meets the needs of the children. The SEND notional budget is currently being spent on the following:

- Support staff
- Additional teachers for withdrawal and nurture groups
- Teaching resources
- Professional development and training

## **School External Partnerships and Transition Plans**

The Code of Practice (2014) states that, 'SEN support should include planning and preparation for the transitions between phases of education.'

All transitions are particularly important times in a child's school life, and even more so for those with SEND. We are very aware that such times need to be managed very carefully to reduce the anxiety and worry for the children and their families.

Where more vulnerable children are concerned, individualised transition plans will be put in place to ensure the needs of each child are met. If a child with SEND is due to change school, then the next school will be contacted and a meeting requested to discuss needs, strategies and what works for the young person. Visits are arranged for children to familiarise themselves with their new surroundings.

The SENCo and Year 6 staff members work closely with secondary schools to make transitions as smooth as possible. Throughout Years 5 and 6, children are given opportunities to visit local high schools, to experience public transportation and there is an ongoing dialogue with schools within the local community.

Transition within school is also planned carefully. Opportunities to visit new classrooms and meet new staff are given. Staff meet for handover meetings and strategies and techniques are discussed at length. Regular transition arrangements for the Early Years are also on-going throughout the Summer term.

The SENCo attends School Improvement Liverpool's Annual Transition Event to further develop strategies to aid smooth transitions to Key Stage 3.

## **Complaints**

In the first instance, any concerns should be raised with the SENCo. A formal complaint against the provision of SEND can then, if necessary, be made to the Headteacher. If unresolved, this can be escalated to the appropriate SEND Governor.

All complaints must follow school's documented complaints procedure. This is available on the school website.

### **What has and has not worked this year**

As a school, we are continuously striving to recognise what has worked well and had the greatest impact on the needs of the children across the school. Recent positive developments we have identified include:

1. IQM - Our Inclusion Quality Mark (IQM) inspection took place on 9-10<sup>th</sup> June 2025. This was rigorous and thorough, but we were delighted with the feedback from our inspector and are proud to have been recommended as an IQM Centre of Excellence. We have worked together to identify key areas we wish to focus on and have created an action plan to support us in achieving this.
2. Ofsted - Inclusion was an area of school life which became a focus during our Ofsted inspection in January 2025 and we were delighted with the positive recognition of all that we are doing to best meet the needs of our children with SEND. This included:
  - 'Pupils with special educational needs and/or disabilities (SEND) thrive.'
  - 'The school's work in early years and for all its pupils with SEND, have become core strengths of its provision.'
  - 'Pupils with complex SEND make individually significant strides forward in their learning, such as learning to communicate with others calmly.'
3. Ongoing early identification of SEND in EYFS – through quality CPD, empowerment of staff members and the introduction of WellComm assessments, early identification of SEND is now a strength. Collaboration with Chatterbugs, SENISS and ADHD Foundation has then supported us in identifying areas of need and designing and implementing tailored intervention and support. Sadly, ADHD Foundation and Chatterbugs are no longer in place to support with this from September 2025, but we have commissioned EYFS OSSME and Together Trust SaLT to support us with continuing our strong work within EYFS.
4. Continued strong links with North Liverpool Learning Partnership SENCos - this has enabled us to make links with other local schools, including those with specialist facilities to seek advice in best supporting all children with SEND, particularly those with EHCPs.
5. Resourced provision - our Nest provision continues to thrive. We have 15 children on our Nest register for at present; these will be our most complex pupils and will include children from Reception, Year 1 and Year 2. This provision is led by a highly specialised SEND teacher and three experienced members of support staff. Within mainstream classes, each of these children would require 1:1 supervision, as a minimum. During an inspection in the Nest, Sue Cox, SEND Specialist Inspector, described our Nest as, *'exceptional provision for some of the most vulnerable and highly complex needs.'* Our second resource base, the Den, has recently developed to become a second full-time resourced provision. This is due to the increasing SEND numbers and the complexity of need in our current cohorts. The Den supports up to 12 pupils, from Years 2, 3 and 4, and is led by a teacher and teaching assistant who each have vast experience in supporting pupils with SEND. Both provisions have...We will ensure that the pupils who access the Den have many opportunities to engage with the mainstream pupils and curriculum and this may look different for each individual.
6. Knowledge and understanding of SEND - we have worked hard to empower all staff so that they are equipped with the knowledge and skills to effectively cater for children with SEND within their classes; this means that **all** children have access to Quality First Teaching. By auditing staff's competence and confidence, relevant training has been identified and delivered.

Class SEND files have been produced to ensure that all class teachers are aware of children in their class who have SEND, have had initial concerns raised or have an EHCP. EHCP provision has been broken down and mapped out for class teachers and support staff. Staff are now taking ownership for the one-page profiles and learning plans for the children with SEND who are in their classes.

### **Further developments**

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Ongoing development of our Nest provision, and further bases, to meet the needs of some pupils with SEND.
- Use of specialist adults to deliver the provisions listed within some of our EHCPs.
- Adapting our playground routines and equipment to promote the development of play and social skills.
- Utilising our Educational Psychology SLA to best meet the needs of our school.
- Reviewing the SEN Register, class overviews and initial concerns termly.
- Supporting whole school use of Edukey to promote the Graduated Approach.
- Continuing to collaborate with the NLLN and Consortia to share good practice.
- Further developing support staff audits and appraisals to support us in identifying and providing relevant CPD.
- Developing a whole school approach to the successful implementation of Sensory Circuits, including developing a dedicated regulation station.
- Set up pupil book studies to monitor curriculum for SEN provision.
- To look at scaffolding and further develop and further adapt the curriculum.
- Further promotion of parental engagement opportunities.

### **Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Local Offer
- Accessibility Plan
- Supporting Pupils with Medical Conditions
- Medical Policy
- Equality Statement and Objectives
- Behaviour & Relationships Policy

### **Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005