



Thingwall Primary  School
Oak Trees Multi Academy Trust



SEND Information Report

2025-2026

SENDSCO: Julie Goulding  0151 648 4885

Contributing to the Wirral Local Authority Local Offer

[SENDLO Wirral](#)

Contents:

Please use this coloured contents guide to help to lead you through this document.

What is a Special Educational Need and Disability?

What do I do if I think my child has Special Educational Needs (SEND)?

Who can support my child in school with Special Educational Needs (SEND)?

How are students with SEND safeguarded?

How could my child get help in school?

How do we support children across the school?

How can you be supported as a parent of a child with additional needs?

How can your child be supported during transition in school?

What specialist services and expertise are available in this school?

Access arrangements

What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2. When of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

Looked after children (LAC) with SEND: We consult with the SENDCO and the designated teacher for LAC as appropriate for personalised support. We also liaise with the allocated social worker to ensure all agencies are working collaboratively to develop an appropriate support package for each child.

Inclusion statement – Achieving excellence together

Collaboration

We ensure our schools are open and welcoming communities and embrace all social, cultural and educational backgrounds and needs. We actively seek and value the views and aspirations of all parents, carers and children to strengthen our curriculum and provision. We are committed to working closely with all agencies to achieve the best outcomes for our children.

Expression

All children will have a sense that they belong in all areas of school life. Opportunities will be provided to fulfil potential through extending life experiences which encourage imagination and fun.

Citizenship

Together we support and meet the individual needs of all pupils in each of our schools. Effective learning opportunities allow pupils to overcome individual barriers and encourage them to strive for their best to achieve excellence for all.

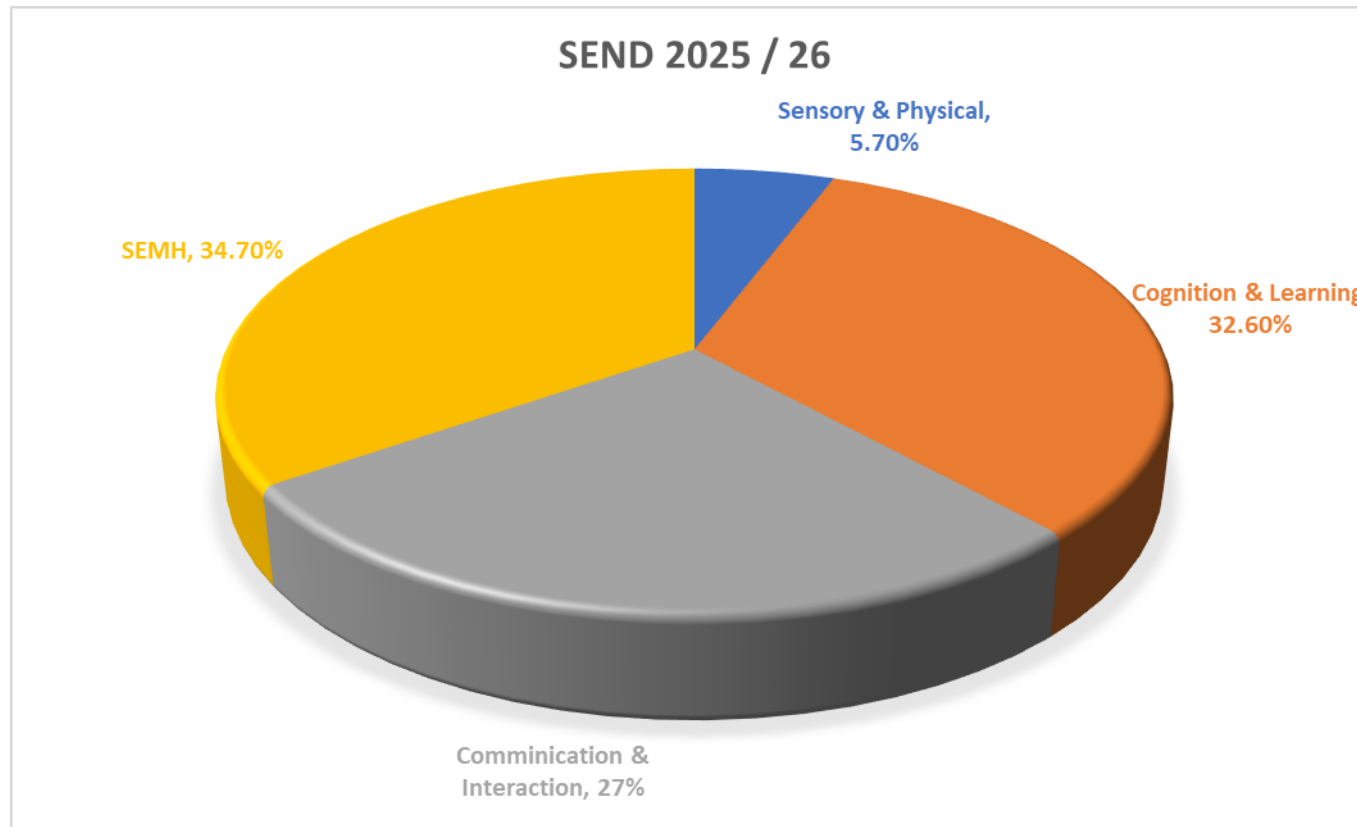
Inspiration

We are continually evolving our practice with an open-minded approach and a willingness to try and to implement new ideas. Our practice is based on the latest evidence and research in providing effective education for all.

- Our teams work collaboratively. We support each other and treat each other with respect.
- We provide high quality training and professional development.
- We believe strongly in the individuality of every school;
- We are a Wirral Trust supporting Wirral families.

School context

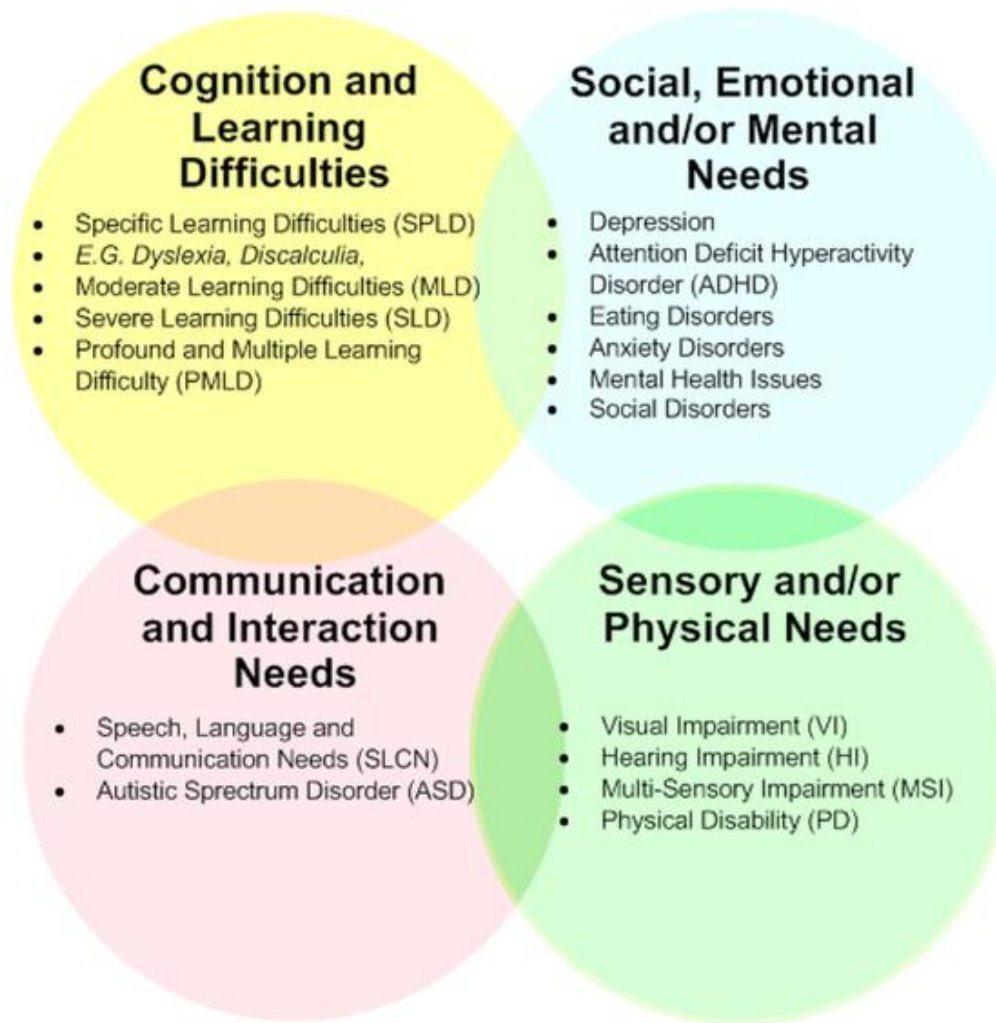
There are 201 children on roll. 25.8 % are on the SEND register. Below is the primary need of those children.



This information is shared with the Local Authority on a termly basis through census data.

This data is accurate as the report is published.

Examples within each area of need

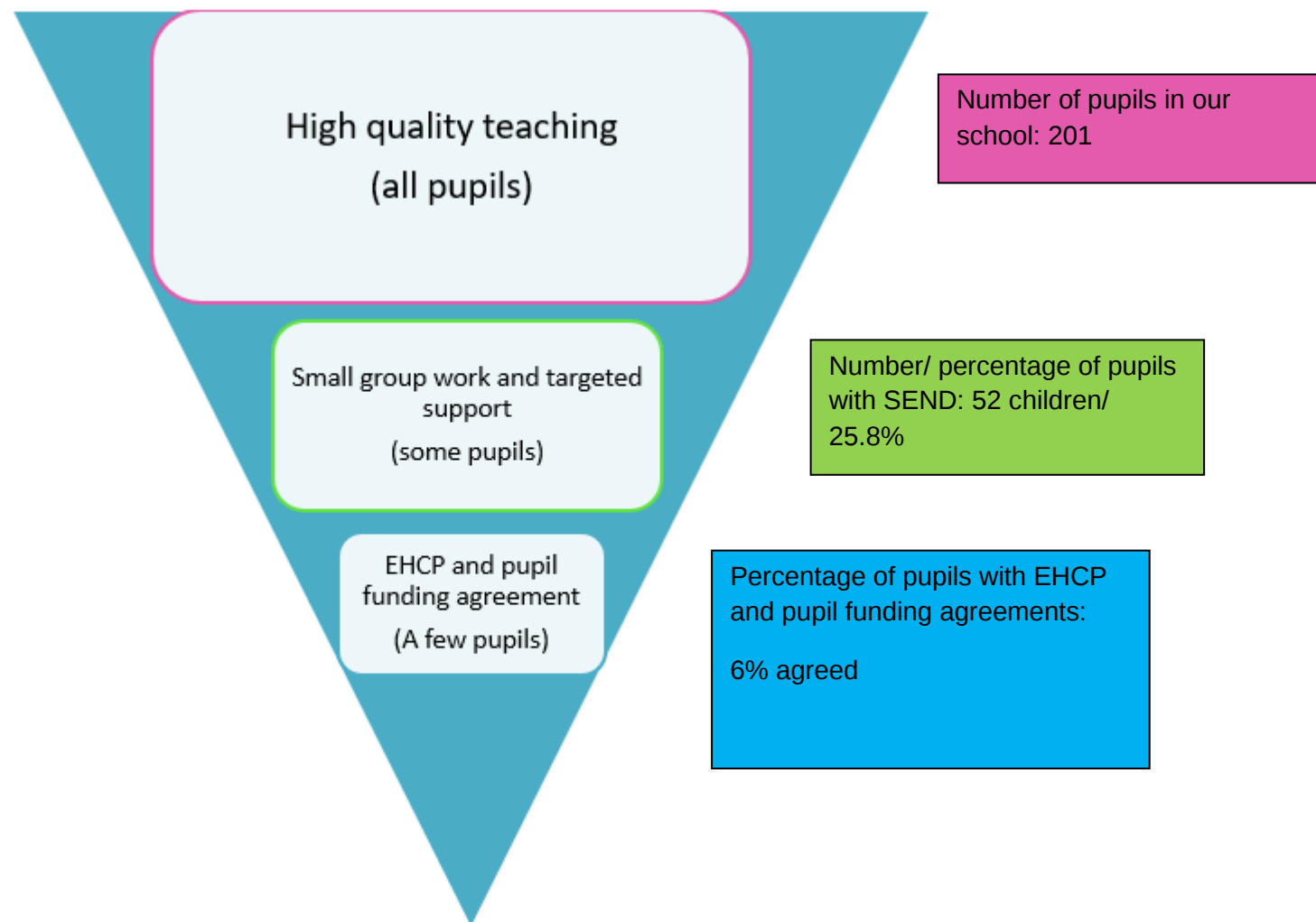


This is not an exhaustive list for each area of need but examples for each area.

What do I do if I think my child has Special Educational Needs?

Who to contact	• If you have concerns about your child's progress you could speak to your child's class teacher. • You can also speak to the SENDCO. • The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.
School response	• Where there are concerns about your child's progress or learning, the teacher will raise this with the SENDCO. • The school has termly pupil progress meetings to monitor the progress of all pupils. If there are further concerns about your child's learning, the school will discuss this with you: • Any concerns you may have can be shared. • To plan any additional support your child may receive including adaptive teaching strategies which will be shared with you • To share any support plans (or provision maps) on a termly basis or person centred plans (PCPs) on an annual basis • To discuss with you any referrals to outside professionals to support your child's learning and to gain further advice and support • How we could work together, to support your child at home/school.

An overview of our school provision



Who can support my child in school with Special Educational Needs (SEND)?

People	Summary of responsibilities.
Class teacher	He/she is responsible for: • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as adaptive teaching). • Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need. This could be targeted work, additional support, adapting resources etc and talking about this with the SENDCO as necessary. • Writing 'Assess Plan Do and Reviews' called support plans and sharing these with parents termly. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work or resources. • Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with any SEN. You can contact the class teacher via the school office for an appointment by phone or via the school office email address or at the beginning or end of the school day to speak informally.
Special Educational Needs Co-ordinator (SENDCo) Mrs Julie Goulding	She is responsible for and will use her best endeavour to: • Coordinate all the support for children with special educational needs (SEND) and developing the school's SEND practice to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing. • Ensure you are part of planning ahead for them. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist. • Update the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking/maintaining your child's records of progress and needs. • Provide specialist support for teachers and support staff.

	• Support your child's class teacher with creating and reviewing 'Assess Plan Do and Review' plans, which identify actions put in place to meet targets. • Organise training for staff. • Liaise with cluster SENDCO's and SEND Lead to ensure consistency of approach and practice. • Monitor, track and analyse progress and attainment of SEND pupils. • Liaise and ensure smooth transition between educational phases. Please also see the SEND transition section of this document. • Co-ordinate SEND interventions. • Entrusting the daily responsibility for SEND to the class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issue relating to SEND. • Accountable for SEND data that may inform financial expenditure of SEND budget. Mrs Goulding (SENDCO) and can be contacted by the school office for an appointment.
Headteacher Mrs Danielle Evans	She is responsible for and will use her best endeavour to: • Oversee the effectiveness of provision for children with SEND. • Develop the school's SEND practice to make sure all children get a consistent, high-quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children. • Support the teaching staff and SENDCO. • Ensure effective and efficient, use of human, environmental and financial resources for all pupils, including children with SEND. • Liaise with the SENDCO when using SEND data to inform financial expenditure of SEND budget. Mrs Evans can be contacted by the school office for an appointment.
SEND Governor Mrs Abi Holbrook Trust SEND Lead Stacey Evans	She is responsible for: • Making sure that the school has an up to date SEND Policy and/or SEND Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure all SEN children achieve their potential in school. Mrs Holbrook can be contacted by the school office for an appointment.

How is the socio-emotional development of the students supported? How is bullying prevented?

At Oak Trees Multi Academy Trust, the socio-emotional developmental needs of the students in the primary phase is embedded in our universal provision through a proactive, inclusive, whole-school approach so that all students benefit from strategies and support that promotes well-being resilience, and positive mental health. This is done through creating positive and inclusive classrooms where staff maintain a clear focus on building strong, trusting relationships to create a sense of belonging. All staff model empathy, emotional regulation, and positive interactions using the principles of Restorative practice and PACE.

Staff CPD focuses on recognising and responding to SEMH needs and challenges, de-escalation strategies and inclusive teaching practices. Emotional literacy, resilience and coping strategies and whole school opportunities to reflect this, are capitalised on through weekly values assemblies, spotlighting and engaging with external initiatives and weekly celebrations of strengths and achievements. Where appropriate daily check-ins, mentoring and targeted or individual support, with the support of advice and recommendations from external agencies.

How are students with SEND safeguarded?

- Adaptive teaching strategies are used across all curriculum areas. To ensure students with SEND are safeguarded these strategies are specifically applied to the teaching of certain curriculum areas.

Pupils' vulnerability to keep safe online is clearly planned for ensuring that lessons are adapted to each individual's needs.

Schools have filtering and monitoring systems in school for computer access and to ensure pupil's online safety. There are processes in place to ensure that pupils are safeguarded when accessing the internet.

The teaching of PSHCE and RSE are planned to reflect the needs of the children and to ensure that pupils have access to the full curriculum.

- Voice of the child- in relation to safeguarding concerns all DSLs will have a clear understanding of pupil's SEND needs and will ensure that this is considered in the context where there are safeguarding concerns.

- Behaviour - see the behaviour policy

How could my child get help in school?

At Thingwall Primary School, we offer a graduated approach to Special Educational Needs and Disabilities so that a child will initially be supported by high quality teaching.

Types of support	What would this mean for your child?	Who receives this support?
Class teacher-high quality teaching.	Ensuring that the teacher has the highest possible expectation for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Differentiated tasks, using different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or provide different resources adapted for your child. Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child's learning. Your child's progress is continually monitored by his/her class teacher. Attendance, engagement in learning and behaviour are also monitored. His/her progress is reviewed formally every term. You will be informed of your child's progress and attainment at Parent/Carers' evenings in the Autumn and Spring terms and will receive a school report at the end of the school year.	All children in school.
Specific small group work which may be: • <i>Run in the classroom or outside.</i> • <i>Run by a teacher or teaching assistant.</i>	Your child's class teacher and the SENDCO will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his or her peers. A teaching assistant may run these small group sessions using the teacher's targets or a recommended programme.	Any child who has specific gaps in his or her understanding of a subject/area of learning.

These are generally called 'Intervention groups' by schools.	Each child's progress is evaluated regularly, before and after the period of intervention.	
Early Intervention	Children at Early Intervention will have a Special Educational Needs support plan (assess, plan, do, review) which will include targets that are currently being worked on and the additional provision that is put into place for that child. This individualised plan will be reviewed at least three times per year so that the outcomes can be closely monitored and adapted if necessary. If the class teacher and SENDCO feel that sufficient progress is not being made then a child may progress to the targeted support level.	Children who have been identified by the class teacher and SENDCO Your child may be placed on the School's SEND Register. The most important point is that the additional provision depends on the needs of the child.
Targeted support	Children may require support from school-based staff, or sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school. This will be reflected in their support plan or will be part of quality first teaching.	Children whose learning needs require specialist support and advice in addition to the support already received in school.
Children with Educational, Health Care Plans and Pupil funding Agreements	The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is called an EHC needs assessment application. This is a legal process and you can find more detail about this in the Local Offer on the Wirral Borough Council website: SENDLO Wirral. After the school have sent in the request to the Local Authority it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you and all the 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 to support your child seeking additional advice and support as appropriate.	Children with complex needs.

	After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case, they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.	
Allocation of extra support	• Extra in-class support or group intervention is allocated by the class teacher, the SENDCO or other professionals involved with your child depending on their level of need. • Extra support from external professionals can be requested by the school if required. • Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/should be made. • The school budget received from Wirral Borough Council and DFE, includes money for supporting children with SEND. • From the overall school budget, the Head Teacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of the needs of the children in the school. • The Head Teacher and SENDCO, discuss all the information they have about SEND in school including: (1) The children getting extra support already (2) The children needing extra support. (3) The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • Resources (including physical equipment)/training and support are reviewed regularly and changes made as needed.	

How do we support children across the school?

Accessibility and admission	• The school is accessible to children with physical difficulties via hand railings and ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. • The school has a medical room with a medical bed to support pupils. • Toilets and bath room areas have been risked assessed in accordance to the needs of individual pupils. • See Accessibility Plan and Admission Policy on the school website
Curriculum and the learning environment	All children have an entitlement to a broad and balanced curriculum and pupils benefit from a range of teaching and learning styles; a carefully differentiated curriculum with clear learning objectives; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extracurricular activities and visits (including a residential visit in Year 5 and 6). This enables the pupils to understand the relevance and purpose of the learning activities. It also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement. Access to the curriculum is important and to ensure we get it right for children with Special Educational Needs we use a wide variety of resources to facilitate this. This includes the use of ICT and specialist equipment such as coloured overlays, writing slopes, pencil grips and adapted rulers and scissors. It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential trips, are adapted for children's specific needs. As a fully inclusive school, all children participate in whole school curriculum and off-site activities whenever this is possible. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. Where relevant, we also access specialised activities run for children with disabilities.
Measuring progress	All children are continually assessed as they progress through the school so that we can build upon their prior learning. The class teacher plans for all the pupils in their class, differentiating the task accordingly to suit any pupils' individual needs and is responsible for the assessment of their progress. Each class teacher will attend termly pupil progress meeting with their Headteacher to discuss the progress of pupils. The shared discussions will highlight if further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.

Support for social, emotional and mental health development	All classes follow a structured PSHE (Personal, Social, Health and Economic education) and RSE (Relationship and Sex Education) curriculum to support this development. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety etc. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: • Members of staff are readily available for pupils who wish to discuss issues and concerns. • Play leaders are available on the yard at lunchtime to support others in play activities. • Alternative arrangements can be arranged for those children who find lunchtimes a challenge. • Several staff have attended mental health awareness training and use a range of strategies to support children with these needs.
Staff expertise	We have a rolling annual training programme which develops staff expertise in delivering high quality teaching and supporting children with individual needs. Part of the SENDCO's role is to support class teachers in planning for children with SEND. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
Trips/ Residential/Visitors	All trips, visitors and residential are available to all children. A risk assessment would be carried out and procedures in place to enable your child to participate fully in all activities. For some children they would have a more personalised individual risk assessment if their SEND needs dictate a higher risk for the child. These risk factors have to be considered alongside the school safeguarding policy.

How can you be supported as a parent of a child with additional needs?

Parental/Carer and Pupil voice	Arrangements for consulting with parents and pupils will be made throughout all SEND processes. This is to ensure that there is a child-centred approach and a clear set of targets agreed that best match the child's needs.
Support	We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. In addition: • The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have. • All information from outside professional agencies may be discussed with you with the person involved directly or where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • 'Assess Plan Do and Reviews' are reviewed regularly on provision maps (at least termly) and shared with parents • EHC Plans are reviewed each year during an annual review meeting • Homework may be adjusted to your child's individual needs • A Home/School contact book may be used if needed to support communication. • If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Co-ordinator. He/she will ensure that you fully understand the process. • Additional information and contacts of external support within the school community on our web-site.
Complaints	If there is a concern which is not resolved by the actions described please refer to the school's complaint procedure. If we are concerned regarding external provision or decisions made school will challenge those decisions, following a discussion with parents/carers.
Monitoring and evaluations	• Tracking of progress measured against national progress, individually and at a year group level. • Feedback from parents. • Lesson visits • Individual case monitoring through 'Assess Plan Do and Reviews' cycle and the impact of intervention programmes that are being used (at least termly). • Pupil views and aspirations are captured during each review cycle • Report to governors

How can your child be supported during transition in school?

Starting school	• We would like you to visit our school with your child to have a look around and speak to staff. • If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/other provisions, to support the transition. • We may visit your child if he or she is attending another provision. • We may suggest writing a plan of action to help your child to settle more easily.
Within school and leaving school	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We can contact the new school's SENDCO to pass on any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. This includes all paper and electronic files. • We arrange a meeting with the SENDCO from the new school to discuss and pass on relevant information and documentation. When moving classes in school: • Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous and new teacher will take place. This will also include a 'handover' from the SENCO to the new class teacher. • If your child would be helped by a book, or other resource to support them understand moving on, then it may be made for them. • There will be an opportunity for children to meet their new teacher and other adults who will be working with them and to see their new classroom. Infant to Junior transition • Transition from Infants (Key Stage 1) to Juniors (Key Stage 2) begins in the Summer term of Year 2. In Year 5 (in the Summer term): • Children with Statements or EHC Plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options.

	In Year 6: • The SENDCo from the high school attends the EHCP review meetings where possible. The EHCP annual review meeting is completed in Autumn term to ensure that the plan can be sent out for consultation to secondary provisions. • Transition handover meetings will take place with the new Secondary setting • The secondary school may offer extra transition visits for your child to become familiar with their new surroundings. • In some cases, staff from the new school will visit your child in this school.
Joining mid-year	If your child is planning on moving to our school: • We invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts: (1) We may put 'settling in' strategies in place. (2) If your child has moved to our school without a transition: We will contact the previous school to arrange for transfer of information as soon as is possible. Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.
Transition arrangements for supporting students transferring between stages of education and preparing for independent living	Transition arrangements for students with SEND into secondary school In the normal course of events, our transition arrangements are such that all students who will be attending our secondary schools will, in the summer term of Year 6, meet in their primary school environment with a key member of pastoral staff. Students then attend the secondary setting on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified. Transition information is arranged and shared when pastoral and SEND staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/legal guardians/primary colleagues and the school's SENCO (or other SEND staff) may be required. For some students, additional work may be needed in terms of a 'Transitions Toolkit' or other documents designed to collect specific information, particularly for students who are on the Autistic Spectrum. All SEND documentation is transferred from primary schools late in the summer term.

What specialist services and expertise are available in this school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The SENCo may decide that he/she needs to source support from additional services.

The school accesses a range of specialist services including:

- Child and Adolescent Mental Health (CAHMs)
- Mental Health Support team (MHST)
- Educational Psychologists – Face to Face or in the form of an online consultation from the Local Authority
- Local Authority Education, Health and Care Plan Team
- Looked After Children Support Team
- Minority Ethnic Achievement Service (MEAS)
- Occupational Therapist
- Outreach support from specialist schools – subject to referral
- Paediatricians
- Physiotherapists
- School Nurse – This is currently a duty School Nurse
- Special Education Needs Assessment Advice Team (SENAAT)- if the school has access to this service
- Specialist support from Autism Social Communication Team
- Speech and Language Therapist – by referral
- Vision and Hearing Support
- Wired/Parent Partnership
- Wirral Autistic Society

Many of these specialist services can also be accessed by parents. Please contact the school SENDCO for further information.

Access arrangements

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Website links

[Regulations and Guidance - JCQ Joint Council for Qualifications](#)

[2025 key stage 2 access arrangements guidance - GOV.UK](#)